

UPDATES FROM THE FORUM'S OUTCOMES ASSESSMENT AND RESEARCH COMMITTEE

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San Diego – April 2014

OAR Committee

- Current committee:
 - Kelly McLaughlin, Yale University, *Chair*
 - Janna Behrens, Amherst College
 - Elizabeth "Betsy" Brewer, Beloit College
 - Dennis Doyle, Central College
 - Nick Gozik, Boston College, *Vice-Chair*
 - Victor Savicki, Western Oregon University
- Open spots to be announced

OAR Mission



- The Outcomes Assessment and Research Committee seeks to assist administrators and faculty in identifying, assessing, and fostering positive outcomes in students' academic, intercultural, and personal development through education abroad.

OAR Projects: Past & Present

- Past Projects:
 - BEVI Project
 - SAGE Research Project
 - Guide to Outcomes Assessment in Education Abroad
 - Position Papers
- Current & Ongoing Projects:
 - Assessment Toolbox (including the Bibliography of Outcomes Assessment in Education Abroad)
 - Undergraduate Research Awards
 - Workshops & Presentations

Outcomes Assessment & Research Toolbox

Why a Toolbox?

- What was working
 - Standards Toolbox
- What was missing
 - Assessment tools
- What was needed
 - Clearinghouse of assessment best practices & resources

The Goal

- Help institutions assess their individual program and office goals
- Build a platform for sharing practical tools & best practices

Outcomes Assessment & Research Toolbox

Building the Toolbox

- Outside examples
 - NILOA Learning Outcomes Assessment Resource Library
 - AAC&U Online Assessment Resources
- Member feedback
 - Works in Progress
 - Online survey
 - Beta testing
- Draft, review, revise - repeat
 - Content
 - Design

Growing the Toolbox

- Soliciting feedback
 - Today's session
- Contributions from the field
 - Expert team of reviewers
- Assessment
 - Keep asking – what is working?
What is missing?
- Maintenance
 - Initial launch
 - Adding new resources
 - Responding to member feedback

Toolbox: A brief tour



Outcomes Assessment and Research Toolbox

The Outcomes Assessment and Research Toolbox is a platform for sharing assessment tools and strategies among professionals in the education abroad community. This on-line resource will help Forum members begin or improve assessments of education abroad activity.

Assessment often involves modest steps; it is an iterative process. These Outcomes Assessment and Research Toolbox materials should prove helpful both to Forum members who are new to assessment, and to members already involved in assessment and ready to take additional steps forward.

Click on the links in the boxes below to:

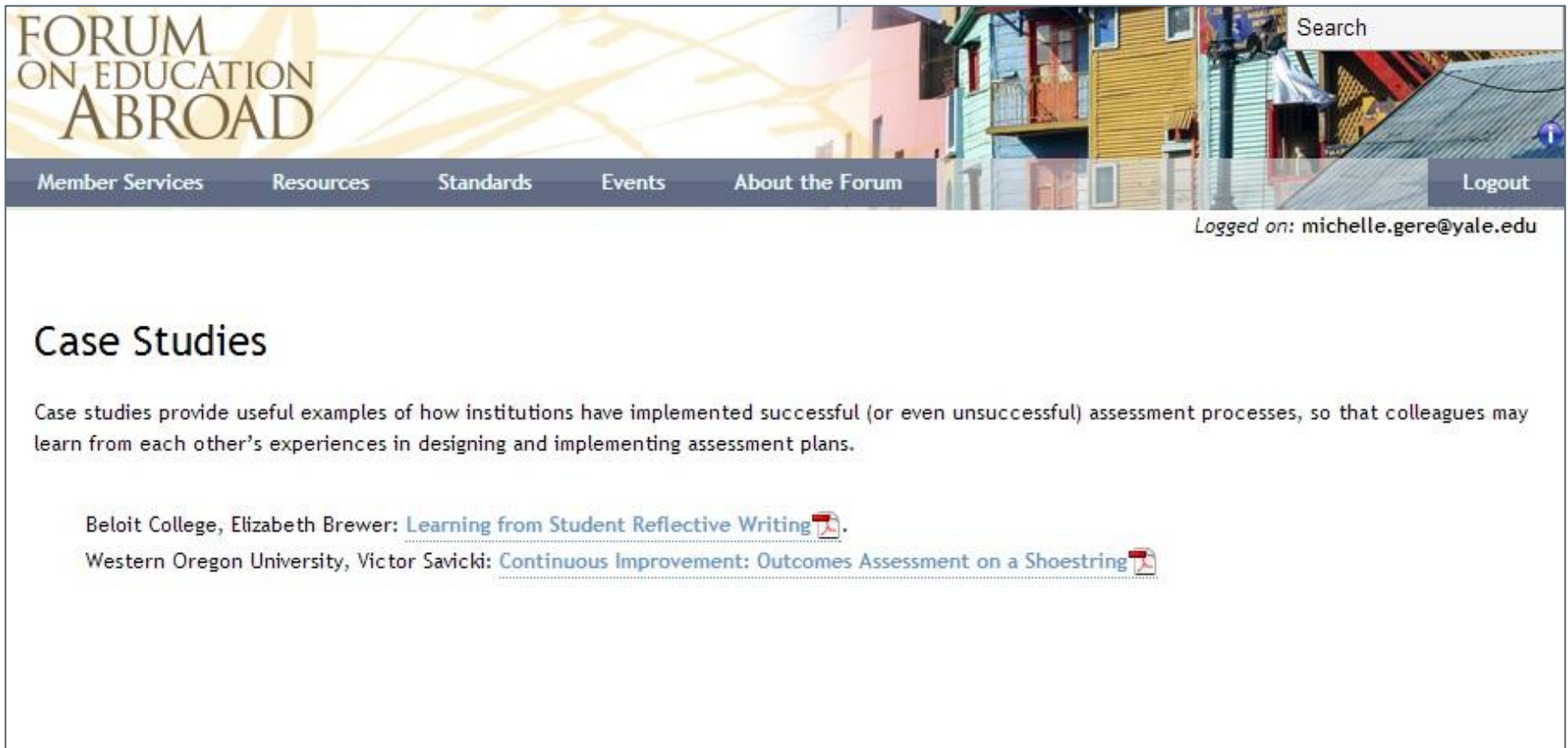
- Access samples of widely available and in-house instruments, examples of best practices, and a glossary of assessment terminology,
- Learn by example through case studies,
- Review a bibliography of research and texts related to assessment,
- Access outside resources.

Toolbox: A brief tour

Case Studies learn by example	Assessment Texts source literature and resources	Assessment Tools in-house and external
Glossary of Terms learn the lingo	Assessment Bibliography review the research	Other Resources learn from others

Suggestions for improving and additions to the Toolbox are always welcome at info@forumea.org.


Case Studies




The screenshot shows the top navigation bar of the Forum on Education Abroad website. The logo "FORUM ON EDUCATION ABROAD" is on the left. The navigation menu includes "Member Services", "Resources", "Standards", "Events", and "About the Forum". A "Search" box is on the right, and a "Logout" button is in the bottom right corner. The user is logged in as "michelle.gere@yale.edu".

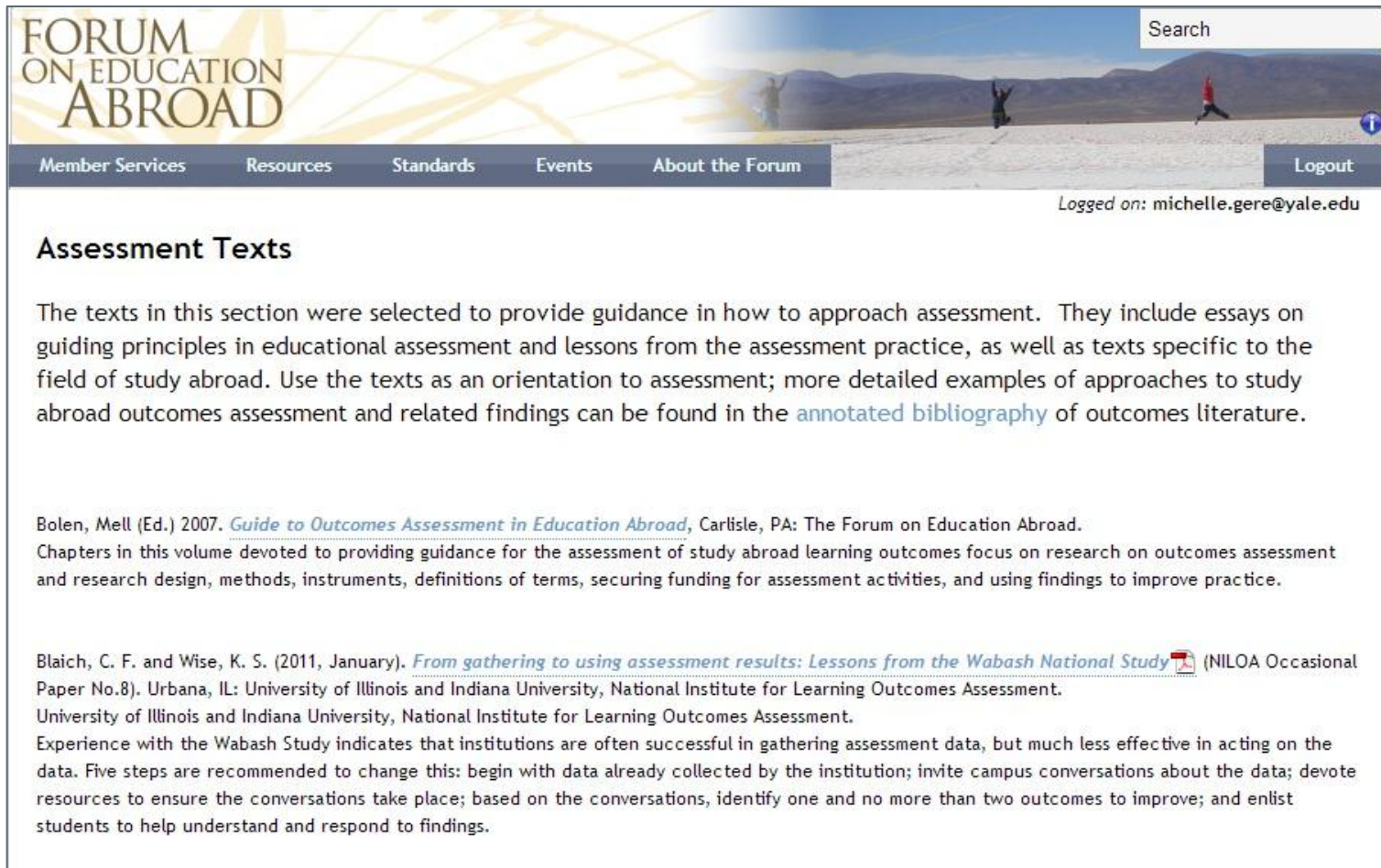
Case Studies

Case studies provide useful examples of how institutions have implemented successful (or even unsuccessful) assessment processes, so that colleagues may learn from each other's experiences in designing and implementing assessment plans.

Beloit College, Elizabeth Brewer: [Learning from Student Reflective Writing](#) .

Western Oregon University, Victor Savicki: [Continuous Improvement: Outcomes Assessment on a Shoestring](#) .

Assessment Texts




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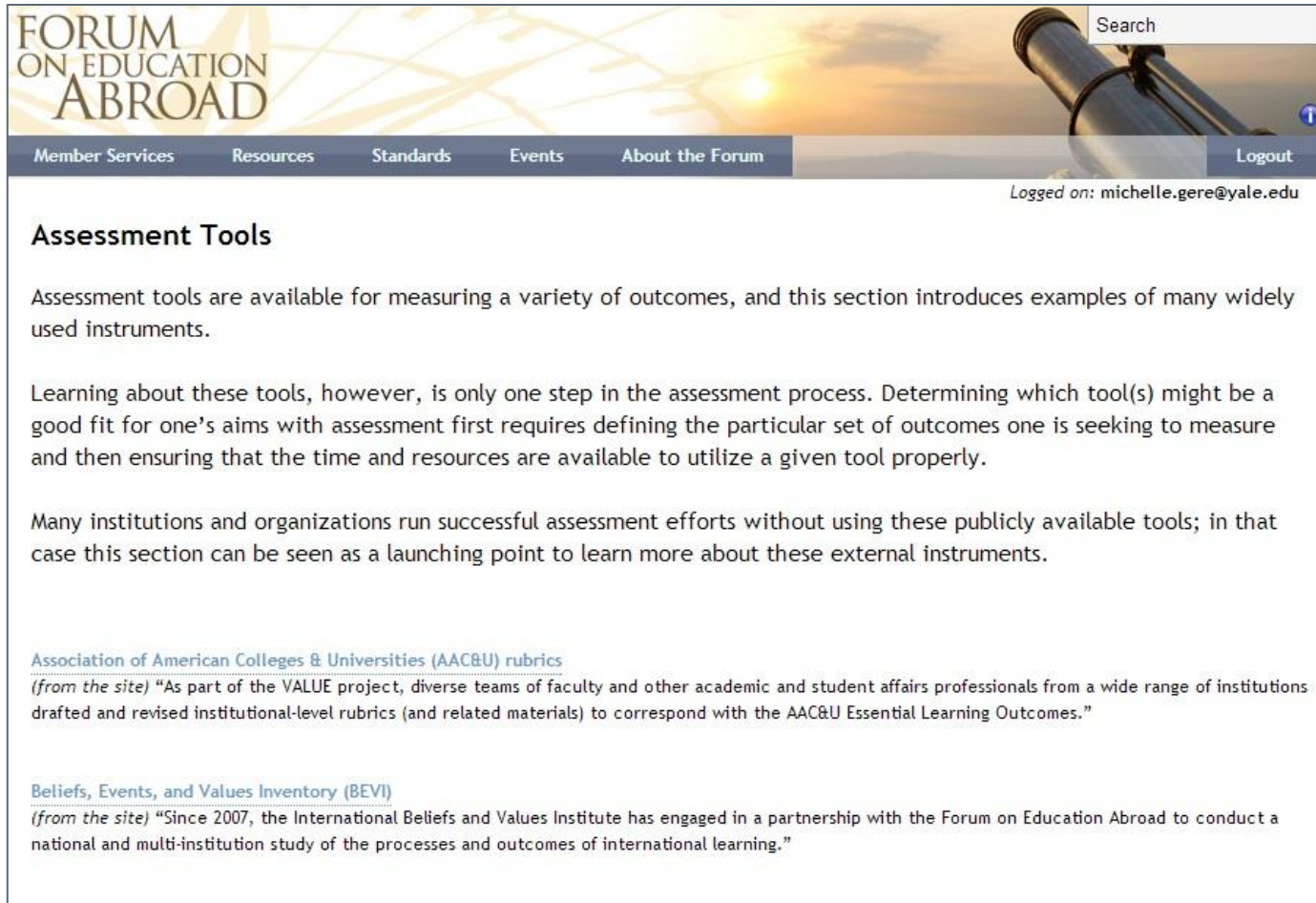
Assessment Texts

The texts in this section were selected to provide guidance in how to approach assessment. They include essays on guiding principles in educational assessment and lessons from the assessment practice, as well as texts specific to the field of study abroad. Use the texts as an orientation to assessment; more detailed examples of approaches to study abroad outcomes assessment and related findings can be found in the [annotated bibliography](#) of outcomes literature.

Bolen, Mell (Ed.) 2007. *Guide to Outcomes Assessment in Education Abroad*, Carlisle, PA: The Forum on Education Abroad. Chapters in this volume devoted to providing guidance for the assessment of study abroad learning outcomes focus on research on outcomes assessment and research design, methods, instruments, definitions of terms, securing funding for assessment activities, and using findings to improve practice.

Blaich, C. F. and Wise, K. S. (2011, January). *From gathering to using assessment results: Lessons from the Wabash National Study*  (NILOA Occasional Paper No.8). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. Experience with the Wabash Study indicates that institutions are often successful in gathering assessment data, but much less effective in acting on the data. Five steps are recommended to change this: begin with data already collected by the institution; invite campus conversations about the data; devote resources to ensure the conversations take place; based on the conversations, identify one and no more than two outcomes to improve; and enlist students to help understand and respond to findings.

Assessment Tools



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Assessment Tools

Assessment tools are available for measuring a variety of outcomes, and this section introduces examples of many widely used instruments.


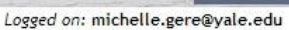


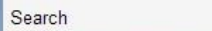

Learning about these tools, however, is only one step in the assessment process. Determining which tool(s) might be a good fit for one's aims with assessment first requires defining the particular set of outcomes one is seeking to measure and then ensuring that the time and resources are available to utilize a given tool properly.

Many institutions and organizations run successful assessment efforts without using these publicly available tools; in that case this section can be seen as a launching point to learn more about these external instruments.

[Association of American Colleges & Universities \(AAC&U\) rubrics](#)
(from the site) "As part of the VALUE project, diverse teams of faculty and other academic and student affairs professionals from a wide range of institutions drafted and revised institutional-level rubrics (and related materials) to correspond with the AAC&U Essential Learning Outcomes."

[Beliefs, Events, and Values Inventory \(BEVI\)](#)
(from the site) "Since 2007, the International Beliefs and Values Institute has engaged in a partnership with the Forum on Education Abroad to conduct a national and multi-institution study of the processes and outcomes of international learning."

Glossary of Terms



Glossary of Assessment Terms

The glossary assembled below contains baseline terminology that may be useful for education abroad professionals. The glossary is by no means comprehensive, but supplies some of the most common terms used in assessment. The sources of the definitions are indicated after the definition. Sincere thanks to Janna Behrens, Amherst College, for her work!

Key to sources of definitions:

- (1) Association of American Colleges and Universities www.aacu.org/value/rubrics/
- (2) The Forum on Education Abroad Glossary, <http://www.forumea.org/EducationAbroadGlossary2ndEdition2011.cfm>
- (3) Leskes, Andreas. *Beyond Confusion: An Assessment Glossary*. Peer Review, Winter/Spring 2002, www.aacu.org/peerreview/pr-sp02/pr-sp02reality.cfm
- (4) <http://assessment.truman.edu/glossary.asp>
- (5) <http://statistics.berkeley.edu/~stark/SticiGui/Text/gloss.htm>
- (6) <http://academics.lmu.edu/spee/officeofassessment/assessmentresources/glossaryofassessmentterms/>


Ambiguity [is i]Information that may be interpreted in more than one way.(1)

Analysis [is t]he process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text.(1)

Assessment [is t]he process of measuring effectiveness, usually through the articulation of goals, the development of associated measures and the identification of observable outcomes, used to inform whether the initial goals were achieved. In the context of education abroad, the following types of assessment are common: 1) assessment of a student's academic work in a particular course ending in the determination of the student's grade for the course; 2) assessment or evaluation of a particular program (see Program Review), and 3) assessment of the outcomes achieved by education abroad programs (assessment typically measures a program's growth or progress along particular parameters). Although the terms assessment and evaluation have often been used as synonyms, assessment measures progress by looking at defined variables while evaluation is an interpretation or judgment relating to quality. (2)

Assessment for accountability [is] assessment of some unit (could be a department, program or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across units. Always summative. Example: to retain state approval, the achievement of a 90 percent pass rate or better on teacher certification tests by graduates of a school of education. (3)

Assessment Bibliography



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Bibliography of Outcomes Assessment Studies in Education Abroad (October 2012)

Year	Author(s)	Title	Source	Summary
2012	Doerr, Neriko Musha	Study abroad as "adventure": Globalist construction of host-home hierarchy and governed adventurer subjects	Critical Discourse Studies, 9 (30) 257-268	This article examines how the discourse of adventure, prevalent in study-abroad advertisements, constructs hierarchical relations between the study-abroad students' host and home societies and interpellates the students as subjects. Through text analysis of two US-based guidebooks on study abroad, this article shows how the discourse of adventure constructs the host society as isolated, unknown, and behind the times, with an unsound educational system, and the students' home society as always accessible and up to date, with a sound education system. Through its intersection with valorization of immersion and ideologies of outcome-based education, the discourse also interpellates the students as "adventurers" and governs their desires regarding how to learn (through exploration) and what to gain ("global competence"). The article offers critical analyses of the little-examined globalizing project of study abroad and its effects that go beyond mere reproduction of imperial travels.
2012	Jones, Susan R.; Niehaus, Elizabeth; Rowan-Kenyon, Heather T.; Cilente Skendall, Kristan; Mei-Yen Ireland, S.	The meaning students make as participants in short-term programs	Journal of College Student Development, Mar./Apr., 2012, Vol. 53, Issue 2, 201-220.	The purpose of this article is to present the results of a multi-site case study designed to investigate students' experiences as participants in four week-long immersion programs (New York City, Peru, the Czech Republic, Chicago). Results highlight the significance of the context of the trips and specific characteristics of the trip (e.g., getting out of the bubble, boundary crossing, and personalizing), which served as the springboard for learning and meaning making. In particular, meaning making focused on developing new understandings of social issues, privilege, and stereotypes, reframing experiences upon participants' return, and shifting sense of purpose and career planning.
2011	Adams, Tony; Banks, Melissa; Olsen, Alan	Benefits of international education: enriching students.	In Davis, Dorothy; Mackintosh, Bruce (Eds.). Making a difference : Australian international education, 9-46. Sydney : University of New	International education has made an extraordinary contribution to Australia and changed the way this country is perceived throughout the world, expanding both its intellectual capital and international influence. This introductory chapter outlines the increasing benefits

Other Resources

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Other Resources

The resources linked below provide useful information that already exists on other websites. In many cases the links provided will lead to a rich collection of papers, tools, and valuable insights into the broader outcomes assessment landscape.

- [National Institute for Learning Outcomes Assessment \(NILOA\)](#)
- [Association of American Colleges & Universities \(AAC&U\)](#)
- [NAFSA Assessment and Evaluation for International Educators](#)
- [Wabash College Center of Inquiry, Assessment Support](#)
- [The Teagle Foundation, Outcomes and Assessment](#)
- [American Council on Education \(ACE\) Center for Internationalization and Global Engagement \(CIGE\)](#)

Roundtable Discussion



- Case Studies

Suggestions and Feedback



□ Submitting Resources

□ Ideas for the Future