Reading, Writing, Arithmetic, Re-Entry: Assessing Student Learning from Pre-Departure through Re-Entry

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Agenda

- Assessment → Programming
- Learning cycle of study abroad
- Institutional examples
  - Macalester College
  - University of Georgia
- Roundtable Discussions

Assessment & Student Learning

- Assessment
  - Improves student learning
  - Informs our practice
- Assessing throughout the study abroad cycle
  - Student development
  - Study abroad programming
    - Study abroad assessment within larger campus context
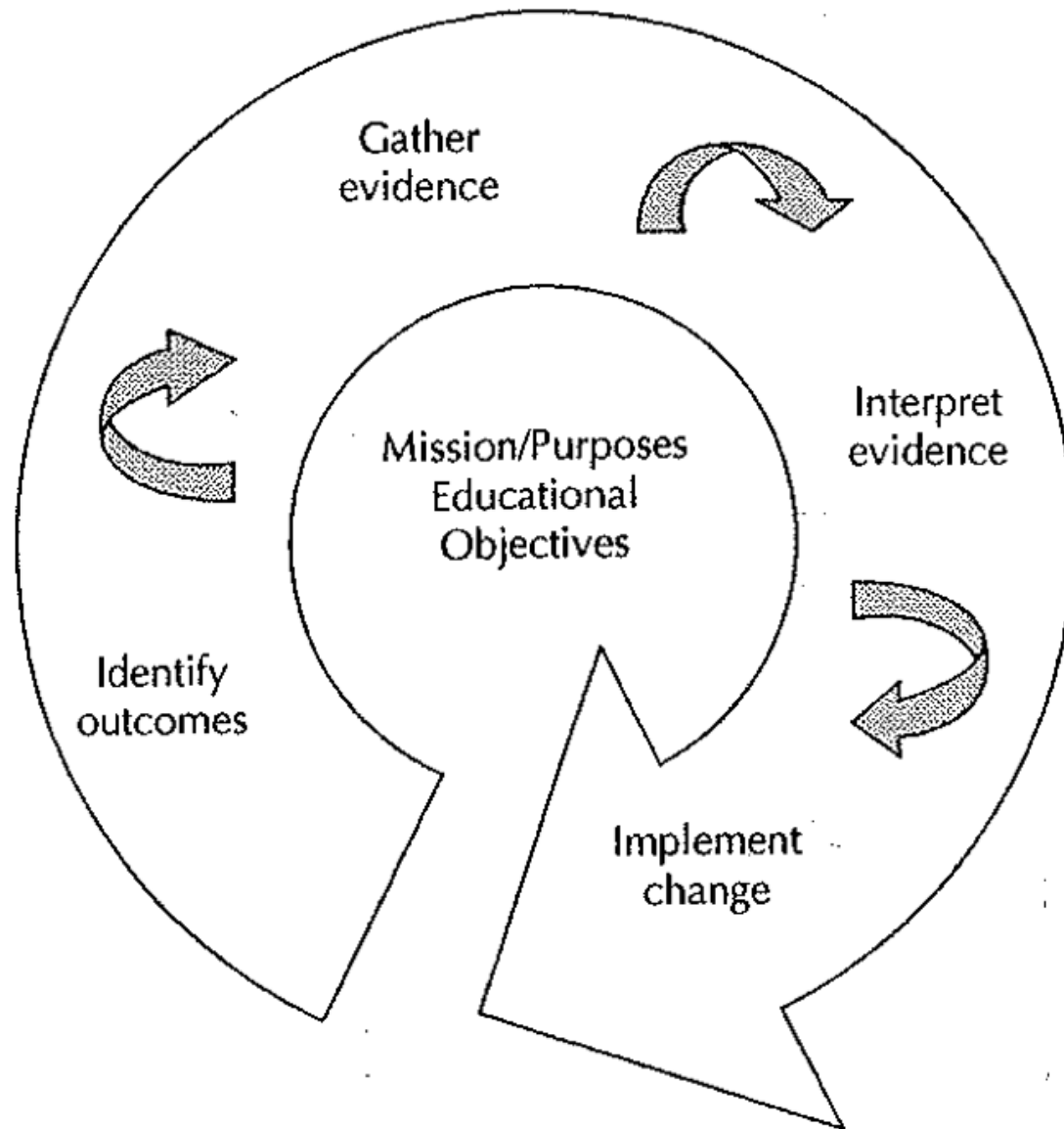   - Planning assessment to produce *useful* data

Experiential / Constructivist Paradigm

- Learning through immersion and cultural mentoring

- Importance of what students bring to learning process

- Helping students become conscious of their own learning

  – Vande Berg, Paige, & Lou, 2012

Assessment Cycle

Gather evidence

Interpret evidence

Mission/Purposes
Educational
Objectives

Identify outcomes

Implement change

Maki, 2004

Study Abroad Cycle

Assessment

- What are you assessing?
  - Student learning / development
  - Programming
- Assessment vs. Evaluation

- Methodology & Tools
  - Survey
  - Observation
  - Interviews
  - Reflection essays
  - Guided group discussion
- Stakeholders and subjects

Assessment Resources

- Forum
  - Forum Toolbox: http://forumea.org/member/OARtoolbox.cfm
  - Session today 8:45 – 10:00am: Overview of toolbox and soliciting feedback
- NAFSA
  - Measuring Impact:
    https://www.nafsa.org/findresources/default.aspx?catId=636489
- AAC&U
  - Global Learning Resources: http://www.aacu.org/resources/globallearning/
  - Global Learning VALUE Rubric:
    http://www.aacu.org/resources/globallearning/documents/GlobalLearning
    VALUERubric.pdf
  - Intercultural Knowledge VALUE Rubric:
    http://www.aacu.org/value/rubrics/InterculturalKnowledge.cfm

Institutional Example: Macalester College

- 2050 students
  - 24% US students of color
  - 12-19% international students
- Liberal arts institution in urban location

Macalester: Off-Campus Study

- Student participation:
  - About 60% semester+
    2012-2013: 268 students
  - 10% short-term
    2012-2013: 45 students
  - 60 countries

- Programs:
  - 3 Macalester or consortium programs
  - 3 Exchanges
  - 171 programs
    (direct enroll & providers)

Macalester: Pre-Departure

- Programs:
  - Advising
  - Info Sessions
  - Orientation

- Assessment:
  - Observation
  - Survey

Macalester: Re-Entry

- Off-Campus Study Assessment:
  - Post-program survey
  - Individual debriefings

- Programs:
  - Welcome Back Luncheon (large group)
  - Weekly Thematic Lunches (small group)
  - Re-Integration Seminar

- Program Assessment:
  - Observation
  - Surveys
  - Follow-up activities
  - Faculty / staff debriefing

Macalester: Assessment → Practice

Assessment Tool	Impact
Post-Program Survey Individual debriefings	Creation of Re-Integration Seminar
Post-Program Survey Welcome Back Luncheon Survey	Topics for Returnee Lunches
Post-Program Survey Faculty / staff debriefings Observation	More support while abroad, especially around identity
Post-Program Survey Faculty / staff debriefings Individual debriefings	Greater emphasis on sexual violence pre-departure
All	Influence advising, recommended programs, identifying new areas of interest

Macalester: Learning Goals

Macalester expectations for off-campus study:
- Students should build intellectual independence.
- Students should deepen their self-awareness.

Learning Outcome:
Upon return, students will be able to articulate how one or more aspects of their study away experience furthered learning goals associated with their Macalester education.

Assessment:
Students respond to questions focused on their learning goals at four key points:
- Advising
- Application
- Orientation
- Post-program survey

Institutional Example: University of Georgia

- 34,500 students
  - 25% students of color
  - 7% international students
- Public research and land-grant institution

Georgia: Study Abroad

Student Participation

- Over 2,000 students abroad per year
- Majority summer or short-term
- 65-70 countries

Programs

- 100+ faculty-led
- 3 residential centers
- 55 exchange programs
- Many other non-UGA-run programs (providers, consortia, etc.)
- De-centralized model

Georgia: Pre-Departure

- Programs:
  - Advising
  - Info sessions
  - Faculty-led orientations
  - Exchange and non-UGA orientations
  - Workshops and study abroad certificate

- Program Assessment:
  - Survey
  - Observation
  - Faculty/staff debrief

Georgia: Re-entry

- Programs:
  - Faculty-led – individual program re-entry events
  - Exchange Welcome Back receptions
  - Workshops and study abroad certificate program

- Assessment:
  - surveys
  - observation
  - guided dialogue
  - post-event follow-up activities (mock-interviews and resume critiques)

- OIE Post-program Survey:
  - mandatory for faculty-led
  - optional for exchange and non-UGA-run

Georgia: Assessment → Practice

- Revealed gaps in student understanding: improved pre-departure information

- Topics for new workshops

- Collaboration with key offices on-campus

- Involvement of returned students, esp. peer advisors, in pre-departure programming

- Influences advising:
  - program recommendations for students
  - issues and recurring problems
  - expectations and goals

Discussion Questions

- Introductions:
  - You
  - Your institution / organization
  - Describe the pre-departure and re-entry programming your institution / organization provides.

- Learning goals & programming:
  - What are your learning goals for student development in study abroad?
  - How does or might your pre-departure and re-entry programming aid these learning goals?

Discussion Questions

- Assessment:
    - What forms of assessment of this programming (if any) do you currently have in place?
    - How well is this assessment aligned with learning goals and programming?

- Impact:
    - How has assessment influenced your programming?
    - How could changing your assessment methods better inform your practice? What data would be most useful?

- Challenges:
    - What challenges have you faced in designing pre-departure and returnee programming?
    - How would a constructivist paradigm of student development come into play in program design?

Discussion Questions

- Completing the cycle:
  - How could assessment and the constructivist paradigm of student development be used together in the study abroad experience to improve pre-departure and re-entry programming?

- Next steps:
  - What changes do you see your institution making in assessment?
  - What information will you need to make these changes?

References

- Vande Berg, M., Paige, R. M., & Hemming Lou, K. (2012). *Student learning abroad: What our students are learning, what they're not, and what we can do about it*. Sterling, VA: Stylus Publishing, LLC.

- Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing, LLC.

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