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
Study Abroad Cycle

- Pre-Departure
- Abroad
- Re-Entry
- Assessment

The cycle describes the stages involved in studying abroad, starting with Pre-Departure, followed by Abroad, then Re-Entry, and finally Assessment, before returning to Pre-Departure.
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:
  – 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

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<td>Post-Program Survey</td>
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<td>Greater emphasis on sexual violence pre-departure</td>
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<td>All</td>
<td>Influence advising, recommended programs, identifying new areas of interest</td>
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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


Thanks

• Macalester College:
  – Erica Ledesma
  – Nancy Bostrom

• University of Georgia
  – Will Smith II