



***ASSESSMENT, EVALUATION, AND
CASE STUDIES:
CAN'T GET NO SATISFACTION***

STEVE BELL, OLD DOMINION UNIVERSITY

DAVID SHALLENBERGER, INTERNATIONAL HONORS PROGRAM / SIT STUDY ABROAD

MELISSA TORRES, GLOBAL VISION INTERNATIONAL (GVI)

SESSION OUTLINE

- WELCOME & INTRODUCTIONS
- ASSESSMENT AND EVALUATION IN THE EDUCATION ABROAD FIELD
- CASE STUDIES
- DISCUSSION
- RESOURCES ON ASSESSMENT AND EVALUATION

SESSION OBJECTIVES

- By the end of this session, we hope participants will:
 - Have new ideas to improve assessment and evaluation practice, i.e., collecting better data and taking positive action with that information.
 - Feel greater confidence and comfort begin or advance your process
 - Have a list of resources to draw upon.
 - Feel empathy for the challenges you are facing and encouragement to share your experience with the Forum and with each other.

ASSESSMENT vs. EVALUATION

Although the terms **assessment** and **evaluation** are often used interchangeably by people, they generally refer to different processes.

Colorado College Office of Assessment, www.coloradocollege.edu

Assessment is “any effort to **gather, analyze and interpret evidence**, which describes institutional, divisional, or agency effectiveness.”

Evaluation is “any effort to **use assessment evidence to improve** individual, departmental, divisional or institutional effectiveness.”

M. Lee Upcraft (2003)

ASSESSMENT AND EVALUATION IN THE FIELD

Assessment within Education Abroad

Focuses on measuring student learning outcomes.

Formative, ongoing process of establishing clear, demonstrable, observable expected outcomes of student learning.

Ensuring that students have sufficient opportunities to achieve these outcomes.

Systemic gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.

Using resulting information to understand and improve student learning as well as celebrate student success.

Should guide where and how to make improvements to support and improve student learning.

Student learning outcomes are statements of what students will be able to do, use precise, action verbs and refer to a demonstrable/observable skill or knowledge, and commonly start with phrases such as “Students can (action verb)” or “Students are able to (action verb)”.

ASSESSMENT AND EVALUATION IN THE FIELD (CONT.)

Evaluation within Education Abroad

Focuses on measuring quality of program(s).

Summative process.

Often are student satisfaction surveys about program experiences and elements.

Program experiences and elements that students commonly are asked to evaluate include:

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Staffing• Food• Communication services• Program marketing | <ul style="list-style-type: none">• Accommodations• Student services / Support• Program cost / Value• Program advising | <ul style="list-style-type: none">• Social / Cultural activities• Safety / Risk management• Travel / Transportation services• Credit transfer |
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COMMON FORMS OF ASSESSMENT AND EVALUATION IN THE FIELD

- End of program satisfaction surveys.
- Course exams and other "tests."
- Narratives and journals.
- Diagnostic instruments such as the BEVI, IDI, GPI, etc.
- Check-in exercises at different points during a program (surveys, reflection exercises, group meetings).
- Pre-program "student expectations" discussions, interviews (expectation setting exercises).
- Post-program surveys at differing intervals (6 months, 1 year, 5 years, etc.).

but there are limitations to these forms...

LIMITATIONS OF ASSESSMENT AND EVALUATION IN THE FIELD

- The main form of assessment is end-of-program student satisfaction surveys. But this is likely the least useful approach.
- Post-program student assessment (6 months or more afterwards), when done well, tends to be more useful – but is too rarely done.
- Meaningful review should – but usually does not – include more than the students: ADs/PDs/RDs, faculty, in-country staff, homestay families, and other interlocutors should be included.

CHALLENGES OF GOOD ASSESSMENT AND EVALUATION

- Conflicting needs, values, paradigms, approaches, meanings, and priorities.
- Range of methodological approaches, each with its proponents – none clearly perfect.
- Ambiguity or disagreement regarding criteria to judge the merit of what has been assessed.
- Difficulty in attributing change as a result of educational processes.

CHALLENGES OF GOOD ASSESSMENT AND EVALUATION

- Desire to measure what can be measured easily, and the need to look beyond those “easy” approaches.
- Complexity of the issues being assessed (measured?).
- Controversial issues, findings or solutions, especially when they are beyond local control.
- Clarity for everyone in the process.

GOOD PRACTICE IN ASSESSMENT AND EVALUATION

- Involve all stakeholders at all stages.
- Determine individual meaning of assessment elements.
- Clarify purpose, timing, uses and appropriate approaches.
- Identify possible “intervening factors”.
- Triangulate methods and participants.
- Work ethically.
- Sort out “measurability.”

CASE STUDIES EXERCISE

CASE STUDIES

ASSESSMENT OF A SOCIAL JUSTICE FOCUSED PROGRAM

Change the World, a provider committed to positive social change, runs programs in Latin America, among other regions. Due to changing student needs and interests, *Change the World* has begun to offer more short-term programs, and is trying to assess the impact of students participating in projects within economically disadvantaged communities in both rural and urban locations in Peru, Ecuador, and Bolivia. *Change the World* is interested in knowing the impact on the students and on the Andean communities in which they work.

What advice can you give *Change the World* on how to design their assessment?

CASE STUDIES

ASSESSMENT OF A SERVICE LEARNING FOCUSED PROGRAM

Global University's mission includes a focus on "responsible global citizenship." *Global University* requires students in many majors to spend at least a month outside of its home campus (in Raleigh, NC) – primarily in Europe and Asia. *GU* offers its own programs in the Summer and January term, and also approves programs by a few providers. Students are often first-generation university attendees; 30% are students of color, 78% receive Pell grants, and 85% come from the surrounding states. *GU* wants to measure the extent to which it accomplishes its global citizenship mission.

How might *Global University* assess how well they are meeting their mission?

CASE STUDIES

ASSESSMENT OF LANGUAGE PROFICIENCY DEVELOPMENT DURING STUDY ABROAD

A language department has asked their study abroad office to conduct a holistic assessment of language proficiency attained by students spending a semester abroad in provider programs. The language department listed as potential goals of the project items such as: a greater understanding of teaching methodologies used abroad, a reduction in types of course offerings within provider organizations, and an assessment of adherence to outcomes based instruction methods commonly applied in U.S. classrooms.

What advice would you give the study abroad office creating this assessment?

CASE STUDIES

ASSESSMENT OF AN INTERNATIONAL INTERNSHIP PROGRAM

For the past five years, the business school of a large public university has managed international internship programs for undergraduate business majors. The Office of Career Services, initially skeptical of international internships, has noticed that recruiters are impressed by some of the experiences and skills that participating students describe during their interviews. Career Services has asked the business school's International Programs Director for an assessment of the skills developed through international internships and a comparison of the depth and breadth of skills, as well as the resume and interview preparation, offered by each provider.

What advice would you give the international programs office creating this assessment?

RESOURCES ON ASSESSMENT AND EVALUATION

Association of American Colleges & Universities (AAC&U): Global Learning Rubric:

<https://www.aacu.org/value/rubrics/global-learning>

Colorado College: Assessment vs. Evaluation:

<https://www.coloradocollege.edu/other/assessment/what-is-assessment/assessment-vs-evaluation.html>

Forum on Education Abroad: Standards of Good Practice: Program Evaluation Policy:

<https://forumea.org/resources/standards-of-good-practice/standard-6/>

Forum on Education Abroad: Outcomes Assessment Toolbox & Bibliography: <https://forumea.org/resources/outcomes/>

Key Differences: Assessment vs. Evaluation: <https://keydifferences.com/difference-between-assessment-and-evaluation.html>

NACE Internship Best Practices: <http://www.nacweb.org/talent-acquisition/internships/15-best-practices-for-internship-programs/>

NAFSA: Assessment and Evaluation Resources: <http://www.nafsa.org/resourcelibrary/default.aspx?catid=656041>

QUESTIONS? COMMENTS? CLARIFICATIONS?

STEVE BELL

INTERIM EXECUTIVE DIRECTOR, INTERNATIONAL PROGRAMS /
DIRECTOR, STUDY ABROAD

OLD DOMINION UNIVERSITY

SDBELL@ODU.EDU

DAVID SHALLENBERGER

DEAN, INTERNATIONAL HONORS PROGRAM / SIT STUDY ABROAD

DAVID.SHALLENBERGER@IHP.EDU

MELISSA TORRES

VICE PRESIDENT FOR INSTITUTIONAL RELATIONS

GLOBAL VISION INTERNATIONAL (GVI)

MELISSA.TORRES@GVIWORLD.COM