Great Expectations

Theirs and Ours

How to Meet Students Somewhere Between Where They Are and Where We Want Them to Be
It was one of those March days when the sun shines hot and the wind blows cold: when it is summer in the light, and winter in the shade.
Presenters

Rebecca Bergren, Dean for Global Initiatives, Center for Global Education
Gettysburg College

Janice Finn, Associate Dean, Office of International Affairs
Arcadia University

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Ursinus College

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Kalamazoo College
Assessment
I'm not judgmental. I just have excellent assessment skills.
Some may include…

- Language learning
- Intercultural sensitivity
- Intercultural development
- Content knowledge of a specific area or culture
- Personal development (resilience, confidence)
3. Find x.

Here it is

SIMPLICITY

The simplest solutions are often the cleverest
They are also usually wrong
Consider

- Learning outcomes, for a specific program or group of programs
- Understand (and practice) difference between evaluation and assessment
- Focus on evidence, not tools
- Gen Z students are showing a preference to be involved in the process of developing learning outcomes
Please Sir, I Want Some More (Evidence)

- Assignments
- Reflections
- Observations from staff
- Peer feedback
- Portfolios
- Host family feedback
- Supervisor feedback
Please Sir, I Want Some More (Instruments)

<table>
<thead>
<tr>
<th>Instrument</th>
<th>What It measures</th>
<th>Cost</th>
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<tbody>
<tr>
<td><strong>IDI</strong></td>
<td>Intercultural competence</td>
<td>Must be certified to administer ($1600); @ 10-11 USD per test</td>
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<tr>
<td><strong>BEVI</strong></td>
<td>“analyzes the impact of specific experiences …designed to facilitate growth, learning, or change.”</td>
<td>Certification workshop; annual institution license (dependent on # students)</td>
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<tr>
<td><strong>GPI</strong></td>
<td>Cognitive, Intrapersonal, and Interpersonal related to global learning and development</td>
<td>Online; depends on sample size and number of times administered</td>
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<tr>
<td><strong>M-GUDS</strong></td>
<td>Universal-Diverse Orientation (UDO)</td>
<td>Contact Dr. Marie Milville at Columbia University</td>
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<tr>
<td>Oral Proficiency Interview (OPI)</td>
<td>Language</td>
<td>Must be certified to administer.</td>
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</table>
Reflect upon your present blessings -- of which every man has many -- not on your past misfortunes, of which all men have some.

- OPI
- On-site reflections (evidence collection)
- Program survey (refresh to reflect skill development)


Beginning at the End

- Private, coed, selective, residential liberal arts college near Philadelphia
- 1556 students
- Small combined office: 1.5 FTE
- Class of 2017:
  - 53.6% student athletes
  - 19.4% studied abroad (75% of those for a semester or academic year)
- 10 years of transition: leadership, reaccreditation, core curriculum revision
- Independent Learning Experience > EO
Goals and Methodology

Part I
1. Prompt reflection (campus-wide ILE)
2. Collect and assess data for annual report
3. Experiment with the 4 questions
4. Pay attention to returnees

Part II
1. IRB training and consent forms
2. Incentives
3. Reminders & participation rates
4. Packed schedule
5. What won’t I do?
The One Thing: Returnee Exit Interviews

Study Abroad Outcomes

- *Personal growth*
- Intercultural sensitivity
- Ability to place academics in global context
- Intercultural communication
- *Capacity for reflection*
- Civic engagement
- *Emerging postgraduate priorities*

The 4 CORE Questions *(Before and After Study Abroad)*

1. What should matter to me?
2. How should we live together?
3. How can we understand the world?
4. What will I do?
Assistant Dean for International Studies conducts study abroad research

February 26, 2018  Valerie Osborne  News  0
Results

- **Common Themes**
  - “I learned to cook.”
  - “I narrowed (or broadened) my post-grad goals.”
  - “I put myself first.”

- **Outliers**
  - “I was miserable.”
  - “I wasn’t an athlete.”
  - “I still want to be a millionaire.”
Lessons Learned

1. The dynamic process of meaning-making
2. The content and the form
3. Drilling down
4. Engaging students (and others) in next steps
5. Facing our fears
Replicability

1. **Downsize**: fewer questions, smaller sample, less time, group format
2. **Facilitate**: returnee 1:1, peer advisors, faculty advisors, committee members, interns, student workers
3. **Request or Require**: All-campus conference, Family Day, 1:1 matches, student-led focus groups, portfolio submissions
4. **Partner**: Career & Professional Development, Alumni, Communications, Advancement, Residence Life, Athletics, Instructional Technology, Teaching & Learning Institute, Writing & Speaking Center, Academic Success

*Have a heart that never hardens, and a temper that never tires, and a touch that never hurts.*
Highly-selective, four year residential liberal arts college in South Central Pennsylvania

2600 students (53% female, 47% male)

Approximately 60% of all students study abroad for at least one semester (IIE ranking 7th)

Global Education intrinsically linked with the Mission Statement and curriculum

We know our students
It was the best of times... 

it was the worst of times

- Board of Trustees meeting
  - “Talk about GLGC”
  - Play to your strengths
    - Use Data (IA) Stories (Alumni Videos)
    - Face-to-face (GLGC)
Impact of Participation in High-Impact and Educational Enrichment Experiences

% of alumni reporting that participation in the following activities substantially contributed to their learning and growth (Top 10 experiences having the most impact on Gettysburg alumni)

Survey Question: To what extent did your experience with each of the following as an undergraduate student contribute to your learning and personal development?

Rating Scale:
- Very little (1)
- Some (2)
- Quite a bit (3)
- Very much (4)

Displayed here is the combined % of those reporting “Quite a bit” and “Very much”

* Compared with alumni in the peer group, Gettysburg alumni reported higher impact of participation in study abroad, on-campus employment, community service, and service organizations.
Gettysburg College
Study Abroad Alumni
Global Leaders of Gettysburg College (GLGC)

- 3-pillar program, based on the fundamentals gleaned from your time abroad and a charge to take those experiences one step further.
  - ✓ Mentorship
  - ✓ Scholarship
  - ✓ Activism

- New Lens (Not More, But Differently)

- Great Success (18% of students)
  - ✓ But only 18%...
  - ✓ How can we take this success and add to it?
Post-PDO (Required) Appointment

- Second survey (show them how far they’ve come)

- Address the anxiety and the excitement
  - “Get stuff done”
  - Set them up for success (WUWC?)
  - Talk about GLGC
Replicability

● All things take time

● Ask local staff – who are the “best” students

● Use your partners – they have info for you

● Use your students/alumni
Arcadia University

- Small, private comprehensive university of 3800 students
- Suburban edge of Philadelphia.
- #1 in study abroad for 8 years, in the Master’s degree category. Open Doors
- Prepares students for informed contributions in a rapidly changing global society
- 76% of graduating students earn credits abroad.
The Tale of Two Cities: FYSAE

- Since 2003, 1100 + students have participated in the First Year Study Abroad Experience (FYSAE) their first or second semester, as invited eligible students
- Arcadia’s London Center with The College of Global Studies and University of Stirling
FYSAE Program Pillars

FYSAE Goals: Student Behavioral and Experiential, Program and Institutional Goals
Pre departure course
Peer mentors model leadership potential
Re entry “Winter Welcome”
Trajectory for undergraduate global development
Assessment/Evaluation

- Formal assessment tool in host country with The College of Global Studies
- Re Entry focus groups in January/September
- Second formal assessment on return to campus looks at personal/academic development
- Career Education connects the dots between skills and experience overseas with workforce development
- Goal setting exercise for students to build toolbox with local opportunities that will continue to engage globally, but think locally.
- Curricular integration
Round Table Discussions

Table Topics, Tasks, and Timeline

1. How might you adapt one of the tools presented to your institutional context?
2. Describe your successful use of a tool and how others might adapt it to their purposes?
3. Share what data (outcomes) you have about your students currently and solicit questions from others about what direction you might take next.
4. What do we know about and how can we prepare for the changing expectations of students and the study abroad experience?
5. How are we working with other campus constituents to develop assessment tools (i.e. Career Education, Institutional Research, etc.)?
Debrief
No one is useless in this world who lightens the burdens of another.