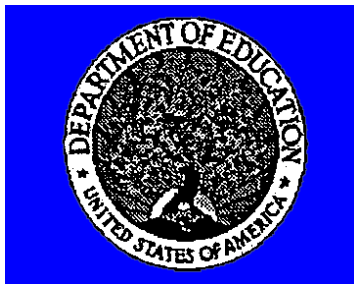


EU-US Cooperation Program: US Partners Meeting
Auburn University, January 2006

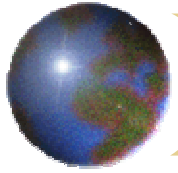


*Assessing International
Education: The First
Cross-Institutional Study*



Dawn Pysarchik, Michigan State University
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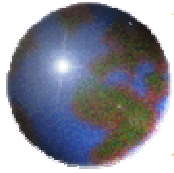
Beth Burris, American Council on Education
beth_burris@ace.nche.edu



How ACE is Working with Institutions on Assessing International Learning

- ✓ **Global Learning for All (Ford Funded)**
 - ∅ Internationalization review, Articulation of global learning outcomes, internationalization strategic plan
- ✓ **Where Faculty Live (Carnegie Funded)**
 - ∅ Disciplinary organizations created learning outcomes for their disciplines and a plan for dissemination
- ✓ **Lessons Learned in Assessing International Learning (FIPSE funded)**



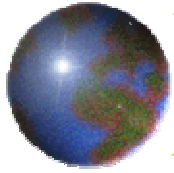


FIPSE Funded Project: Lessons Learned in Assessing International Learning

Project Goals

- ✓ To increase knowledge of international learning assessment at six higher education institutions.
- ✓ To develop skills in conducting assessments and using assessment results.
- ✓ To enhance the knowledge and tools available to the higher education community for assessing international learning.

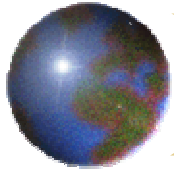




Project Rationale

- ✓ Government, business, and higher education leaders acknowledge the need for citizens to understand global issues and communicate across cultural contexts.
- ✓ Data suggest that institutions are focused more on student inputs than outcomes (e.g., what students are learning).
- ✓ Outcomes-based learning, accreditation pressures, and accountability emphases necessitate a shift in thinking and strategy.
- ✓ International learning can be assessed.

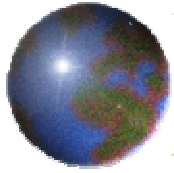




ACE-Coordinated Project Involving:

- ✓ **Dickinson College** (Pennsylvania) - private, liberal arts college of about 2,600 students
- ✓ **James Madison University** (Virginia) - public, comprehensive and doctoral intensive university of approximately 16,000 students
- ✓ **Kalamazoo College** (Michigan) - private, liberal arts college of about 1,200 students
- ✓ **Kapi'olani Community College** (Hawaii) - public, two-year community college of about 6,500 students
- ✓ **Michigan State University** - land grant, doctoral extensive university of approximately 45,000 students
- ✓ **Palo Alto College** (Texas) - public, two-year community college of about 8,000 students

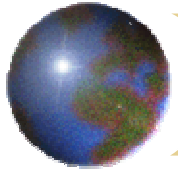




Overview of What is Involved with Learning Outcomes and Assessment?

- ✓ Specify the global learning outcomes
- ✓ Review learning opportunities to see if they address the outcomes
- ✓ Develop and implement a plan to assess student achievement of outcomes
- ✓ Make improvements in learning opportunities based on the findings

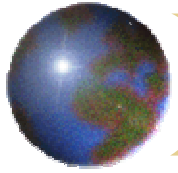




Preparing an Assessment Plan: A Case Study

- ✓ Develop learning outcomes
- ✓ Develop rubrics
- ✓ Select the assessment methods
- ✓ Create assessment procedures
 - ∅ Training manual & raters protocol
 - ∅ Portfolio templates
 - ∅ Student and faculty instructions
- ✓ How will you analyze the data; what do you want to know?

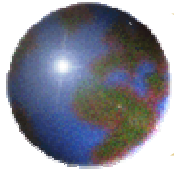




Developing International Learning Outcomes

- ✓ Solicit input from faculty & students: The ranking process
- ✓ Vetting the results
- ✓ Cross-institutional agreement



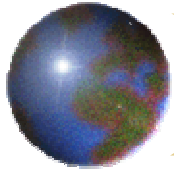


Evaluate Nine International Learning Outcomes

Knowledge

- ✓ Understands culture in global/comparative context.
- ✓ Demonstrates knowledge of global issues, processes, trends and systems.
- ✓ Demonstrates knowledge of other cultures.

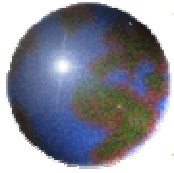




Skills

- ✓ Uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
- ✓ Uses foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.
- ✓ Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking, listening, reading, writing.

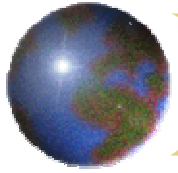




Attitudes

- ✓ Appreciates the language, art, religion, philosophy, and material culture of different cultures.
- ✓ Accepts cultural differences and tolerates cultural ambiguity.
- ✓ Demonstrates an ongoing willingness to seek out international or intercultural opportunities.

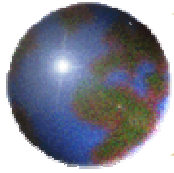




From Learning Outcomes to Rubrics

- ✓ Establish performance indicators for each outcome
- ✓ Establish measures for each performance indicator
- ✓ Test and retest
- ✓ Train the raters

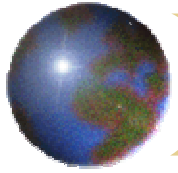




Example: Knowledge Learning Outcome Rubric

	1 Inadequate (Descriptions are inaccurate or poorly developed)	2 Minimal (Describes basic points accurately)	3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)	4 Extensive (Content knowledge is extensive; analyses are sophisticated)
I. Demonstrates knowledge of global issues, processes, trends and systems				
1. Basic concepts (e.g., political events such as the Iraq war, major world organizations such as the UN, major trends such as globalization, the role of non-governmental organizations, etc.).	q	q	q	q

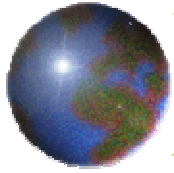




Assessment Methods and Procedures

- ✓ Over 20 instruments were reviewed
- ✓ Quantitative assessment: the Beliefs, Events, and Values Inventory (BEVI)
- ✓ Qualitative assessment: electronic portfolio

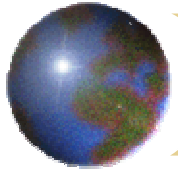




Why the BEVI?

- ✓ Demographic characteristics
- ✓ Relevant constructs
 - ∅ Basic openness
 - ∅ Receptivity to different cultures, religions, and social practices
 - ∅ The tendency (or not) to stereotype in particular ways
 - ∅ Self and emotional awareness
 - ∅ Preferred but implicit strategies for making sense of why 'other' people and cultures 'do what they do'
- ✓ Highly innovative
- ✓ Evidence of good reliability and validity

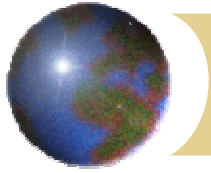




Why the BEVI?

- ✓ Highly accessible
- ✓ Highly adaptable/low cost
- ✓ Ability to link BEVI and portfolio ratings

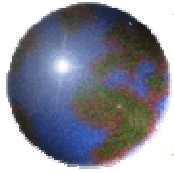




Why the Electronic Portfolio?

- ✓ Easy to use formats and flexibility
- ✓ Provides direct evidence of learning; can assess deep and complex learning
- ✓ Potential to assess all outcomes
- ✓ Allows for a “permanent” repository for a student’s work samples

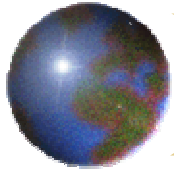




Why the Electronic Portfolio?

- ✓ Typical “artifacts” of student curricular, co-curricular and extracurricular pieces:
 - ∅ Essays or other written work in English or a second language (such as research papers, personal reflections, etc.)
 - ∅ Photographs and digital images (such as artwork, maps, etc.) with commentary
 - ∅ Audio files containing music or recorded language skill demonstration
 - ∅ Course presentations

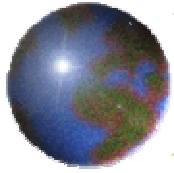




Sample E-portfolio Formats

- ✓ Open Source Portfolio Software
 - ∅ Moodle (www.moodle.com)
- ✓ Dreamweaver
- ✓ ANGEL
- ✓ Customized software

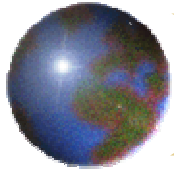




Implementation and Evaluation

- ✓ Data analysis will consider a wide range of questions:
 - ∅ To what degree were learning outcomes achieved?
 - ∅ How do response patterns on the BEVI relate to various background/demographic variables, performance on the e-portfolio, and project outcomes?
 - ∅ What do we know about the factors that are associated with who does and does not “learn from” international experiences, to what degree, and under what circumstances?



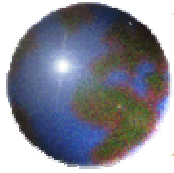


Barriers to Implementation

- ✓ Differing institutional cultures of assessment
 - Ø Rationale
 - Ø Ownership
 - Ø Value
 - Ø Communication

- ✓ Lack of understanding of assessment process
 - Ø Cycle of assessment, analysis, use of results
 - Ø Improving teaching
 - Ø Longer-term management of process





Barriers to Implementation (cont'd.)

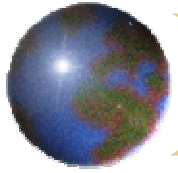
v Lack of time and energy

- ∅ An extra chore
- ∅ Value of effort
- ∅ Value of information
- ∅ Need for faculty rater incentives

v Use of data

- ∅ Punitive or evaluative process
- ∅ Resource reallocation





Barriers to Implementation (cont'd.)

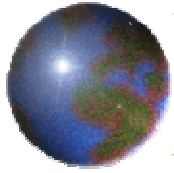
v Issues of autonomy

- ∅ Already assessing
- ∅ Loss of autonomy/academic freedom
- ∅ Fear of “teaching to the test”
- ∅ Fear of change

v Engagement of students

- ∅ Student apathy
- ∅ Student over-assessment
- ∅ Need for incentives

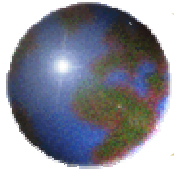




Project Implementation

- ✓ In Spring 2005, the six institutions began administering the BEVI to students.
- ✓ Subset of students will compile an e-portfolio of artifacts.
- ✓ Data from the BEVI and e-portfolio are entered into two secure online databases for cross-institutional and separate campus analysis.
 - ∅ Flexibility for single campus special studies.
- ✓ Sample sizes will vary by institution.



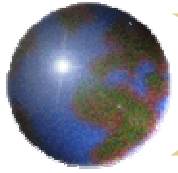


Lessons Learned from the FIPSE Project

✓ Early on: questions and concerns

- ∅ How to present project to faculty
- ∅ What is the value-added
- ∅ How to operationalize concepts
- ∅ How to best assess language
- ∅ How to integrate process into courses
- ∅ How to pilot with students and faculty
- ∅ Details, details, details



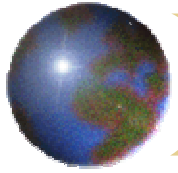


Lessons Learned from the FIPSE Project

✓ Moving forward: specific issues

- ∅ Development of common instructions
- ∅ Development of common rating procedures
- ∅ Development of website and database
- ∅ University IRB processes
- ∅ Institutional support and infrastructure
- ∅ Assessment fever
- ∅ Feedback, feedback, feedback
- ∅ Details, details, details



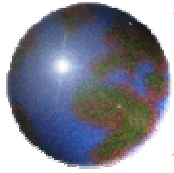


Lessons Learned from the FIPSE Project

v Be realistic

- ∅ Take your time
- ∅ Listen and support
- ∅ Accept glitches
- ∅ Balance structure, systematization, and flexibility





Effective Assessment:

**The path to structuring
high impact learning
experiences.**

