Education Abroad
Learning Outcomes Assessment

International Studies Office and Institutional Assessment and Studies

October 21, 2011
Education Abroad Assessment

- Past assessment results
- UVa Task Force
- Recent survey results
- Moving forward
Who’s studying abroad?

- 63% of first-years plan to study abroad.
- 32% of fourth-years report that they did study abroad.
- 2nd years increasingly participate.
- Students increasingly choosing short-term trips.
Study Abroad Assessment

Past measures:

- Participation rates
- Types of experiences
- Students’ self assessment
Study Abroad Participation: a Five Year Overview

Short-term programs fuel the growth in numbers.

*Approximately 50% of the spring enrollment participates in short-term programs
2009 Sample Populations Surveyed

1\textsuperscript{st} and 4\textsuperscript{th} Year Survey
- N = 705, representative sample
- 36\% studied abroad

Alumni Survey
- N = 355
- 20\% studied abroad
Study Abroad and General Learning Outcomes

Study abroad students report significantly higher achievement of these general learning outcomes than the overall student population. (p< .05)
Study Abroad Learning Outcomes
Impact of Program Duration

1st & 4th Year Survey – Study Abroad helped...

Full semester study abroad students report higher achievement of study abroad learning outcomes than short-term study abroad students. (p< .05)
Alumni who studied abroad in long-term programs report significantly higher achievement of all of the study abroad learning outcomes listed above (p< .05)
Study Abroad Learning Outcomes

Impact of Participation Frequency

$1^{st}$ and $4^{th}$ year

![Bar Chart]

On average, students, who studied abroad more than once, report significantly higher achievement of these learning goals than those, who studied abroad only once. ($p<.05$)
Long-Term Impact of Study Abroad Frequency

Alumni

![Bar Chart]

Mean Self-Report (0-5)

- Influenced future academic choices
- Study abroad experience continues to influence your view of the world
- Study abroad experience continues to help in your interactions with people from different cultural backgrounds

Studying abroad more than once is linked to significant increase in achievement of the education and life goals listed above. (p < .05)
Complex experience

What should students learn?

How to you measure learning?

Direct and Indirect Measures

Valid and Reliable Measures
Study Abroad Assessment Resources

- NAFSA
- Forum on Education Abroad
- Scoring rubrics
- Instruments
EA Outcomes Assessment Task Force

2009-2010

Mandate: Develop tools to reveal if education abroad adds value.

- Define study abroad outcomes
- Create measures for each outcome
- Identify or design instruments for assessment of outcomes
Reviewed rubrics, instruments
- CCAI
- IDI
- BEVI
- ACE
- AAC&U-VALUE
Learning Outcome: Intercultural Competence

- **Knowledge**: Students apply their knowledge to create a global frame of reference in their response to situations and events.
- **Attitude (Culture)**: Students understand, respect, and appreciate cultural differences.
- **Attitude (Self)**: Students demonstrate understanding of themselves and their ability to cope and adapt.
- **Skill**: Students apply their knowledge of intercultural communication to adapt to a different culture and to interact effectively with those from a different culture or cultural background.
- **Action**: Students seek out opportunities for engagement.
Two Approaches to Assessment:

- Indirect assessment, pre-post survey of students
- Direct assessment of students’ reflections via essays, journals
Pre-Post Results: Knowledge

- Understand interconnections
- Understand my culture compared to others
- Apply knowledge re: global issues

Summer 2011, n=326 matched pairs
Pre-Post Results: Attitudes re: Cultural Differences

- Observe while reserving judgment
- Interpret unfamiliar cultural contexts
- Aware of cultures’ norms and customs
- Sensitive to cultures’ norms, customs
- Understand my culture compared to others
- Value differences between US and other cultures

Summer 2011, n=326 matched pairs; all signif. at p<.05
Pre-Post Results: Attitudes re: Self

Summer 2011, n=326 matched pairs; all signif. at p<.05 except “Open to discovery.”
Pre-Post Results: Skill

- Proficient in the host language
- Use non-verbal communication appropriately
- Use etiquette appropriately
- Cope where English not spoken
- Adapt my behavior to cultural environment
- Interact effectively with people from host culture

Summer 2011, n=324 matched pairs; all signif. at p<.05
Pre-Post Results: Action

Summer 2011, n=326 matched pairs; all signif. at p<.05
Qualitative Assessment

- Student Reflection
  - Essays - pre/post
  - Student Journals
  - Focus Groups
Noteworthy

- CLAS Policy re: new courses
- Faculty support, development
- CORE courses
- Assessment grant for qualitative assessment
Thank you.
Questions?