Assessment and Study Abroad

October 25, 2012
Lisa Donatelli,
Deputy Director/Director of Global Strategies
Office of International Programs

GEORGETOWN UNIVERSITY
Processes, Structures and Support

• Institutional
  – CNDLS
    • Center for New Designs in Learning and Scholarship
    – Institutional Research
  – Institutional Research

• Internal
  – Director of Global Strategies
  – PPC
  – Faculty Steering Committees
  – Regional Faculty Committees
  – Language Committees
Assessment Projects

• Past
  – Title VI (language, disciplinary learning, and intercultural learning abroad)
  – Alumni Survey for Latin America (undergraduate learning grant)
  – Work on the student evaluation questions with CNDLS
    • Academic Learning and Performance
    • Foreign Language Learning
    • Cultural Learning
    • Personal Growth
  – VLB assessment trip with CNDLS
Assessment Projects

• Recent
  – Strategic Planning (2009)
    • Identified Research and Assessment as a strategic initiative
    • Codified “mission-driven” and “distinctive” as core values in our program services and development – allows for thoughtful development and subsequent assessment of what we are doing
  – Accreditation
    • Middle States
    • AACSB
    • Have used these opportunities to integrate international more broadly into areas of mission, and academic learning (not just the “other activities” category)
Opportunities

- Junior Year Abroad Network Blogs
- LLC’s and City of Florence Course - result of trip with CNDSLs
- Academic goals achievement (based on application essay) – result of AACSB work
- Return to the Title VI data

OR, turn our focus to deep learning and stronger concepts of academic learning?
What Should We Be Assessing Today?

• High Impact Learning (Kuh, 2008):
  – Common Intellectual Experiences, Learning Communities, Collaborative Assignments and Projects, Diversity/Global Learning, Service Learning/Community-Based Learning, Capstone Courses and Projects.
  – How do we engage students in the "BIG QUESTIONS" and expose them to the "difficult differences"?
  – How do we assess the deep learning that comes from that?

• Academic self-efficacy, Academic self-concept (connecting the dots)
NSSE Deep/Integrative Learning Scale

- Integrating ideas or information from various sources
- Including diverse perspectives in class discussions/writing
- Putting together ideas from different courses
- Discussing ideas with faculty members outside of class
- Discussing ideas with others outside of class
- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing and organizing ideas, information, or experience
- Making judgments about the value of information
- Applying theories to practical problems or in new situations
- Examining the strengths and weaknesses or your own views
- Trying to better understand someone else’s views
- Learning something that changed how you understand an issue