

Assessing Student Outcomes in Study Abroad Programs

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Why Assess Student Outcomes?

- 1,022 US institutions reported information on their study abroad programs
- 174,629 U.S. students studied abroad

Data from Open Doors Report on International Educational Exchange 2003-2004

- Inform continuous quality improvement
- Advocate for international education
- Satisfy regional accrediting bodies
- Add to basic understanding of student growth in this area

- Young, wide-open field
- Much need for better methods and more data on many different dimensions
- This presentation is not a step-by-step overview, but three examples (See Forum's upcoming Guide to Outcomes Assessment in Education Abroad)

Multi-method Longitudinal Assessment of Intercultural Engagement, IC Sensitivity, Identity, and Goals

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Presentation Overview

- Context
- Assessment Methods
- Review of Instruments
- Preliminary Results
- Contributions to Study Abroad Assessment

Saint Mary's College

- Catholic Women's Liberal Art
 - *Established 1844*
- About 1600 enrollment
 - 98% full-time
 - 82% on-campus
 - 9% students of color

20% of students study abroad

Saint Mary's College

Center for Women's InterCultural Leadership
Office of International and Intercultural Learning

Study Abroad Programs

- (7) Year/Semester-Long
- (5) 4-2 Week-Long
- (3) Week-Long

Study Abroad Programs

- **Year/ Semester**
 - Ireland (Year only)
 - India (Semester only)
 - Rome
 - Spain
 - France
 - Australia
 - Austria

Study Abroad Programs

- **4-2 Weeks**
 - Europe (4)
 - Honduras (3)
 - Ecuador (3-2)
 - Greece (2 ½)
 - S. Korea (2)
- **1 Week**
 - Prague/Poland
 - Jamaica
 - Mexico

Mission of the Center for Women's InterCultural Leadership

Saint Mary's College's mission includes preparing women to make a difference in an increasingly complex and interdependent world. The role of the Center for Women's InterCultural Leadership (CWIL) within this mission is to foster the intercultural knowledge and competence critical to educating the next generation of women leaders.

Assessing Study Abroad... Going Beyond Student Satisfaction

Evaluation & Assessment Goals

- Evaluate programs' effectiveness
- Measure Students':
 - Sensitivity to cultural differences
 - American identity development
 - Success in achieving own goals
 - Intercultural engagement (interaction and reflection)

Assessment Methods

- Longitudinal Research Design
 - Pre-test/Post-test (some grad follow-up)
 - Procedures – 70% response rate so far
- Control Group
 - 30 First-year students
- Focus Group
 - Study Abroad Re-entry Course
 - Written reflection and Kolb's LSI

Assessment Instruments: Pre-Test

Study Abroad Participants

- Intercultural Development Inventory (IDI)
- American Identity Questionnaire
- Goals from Saint Mary's College Study Abroad Survey

Control Group

- Intercultural Development Inventory (IDI)
- American Identity Questionnaire

Assessment Instruments: Post-Test

Study Abroad Participants

- Intercultural Development Inventory (IDI)
- American Identity Questionnaire
- Saint Mary's College Study Abroad Survey (Goals & Engagement)

Control Group

- Intercultural Development Inventory (IDI)
- American Identity Questionnaire

Data Collection Timeline

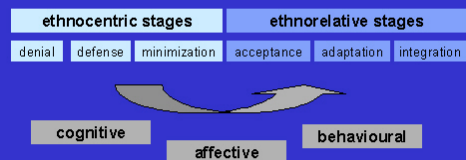
2004-2005		2005-2006		2006-2007	
Fall	Spring	Fall	Spring	Fall	Spring
Pre-test N=16	----->	Post-test N=(16)			
Pre-test N=44	----->	Post-test N=(44)			
	Pre-test N=83	Post-test N=(6)	Post-test N=(48?)	Post-test N=(29?)	
	Control N=32	----->	----->	Control N=(32)	
	Pre-test N=(?)	----->	----->	Post-test N=(?)	
	Spring Semester		Pre-test? N=(?)	Post-test? N=(?)	
			Summer	Post-test? N=(?)	

Review of Instruments

Intercultural Development Inventory (IDI)

- 50-item Self-Assessment
- Valid & Reliable Psychometric Measure
- Culture general in focus
- Quantifies the subjective experience of cultural difference
- Most widely used currently
- Based on Milton Bennett's Developmental Model of Intercultural Sensitivity (constructivist stage model)

The Developmental Model of Intercultural Sensitivity by Milton Bennett



GENE meeting
Munich 29.08.2008

Hesse & Göbel: Quantitative methods
in evaluation of Global Learning

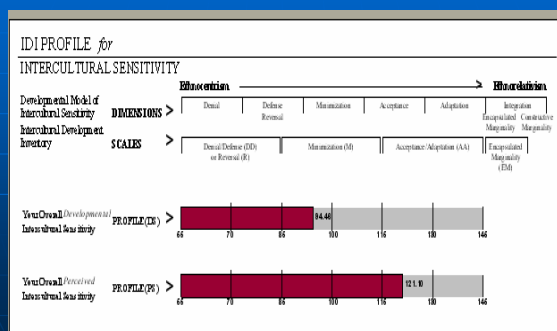
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Slide Available Online: [http://www.coe.int/T/E/North_South_Centre/Programmes/3_Global_Education/c_GENE/GENE%20Webpage%20-%20\(3\)%20Hesse%20article.asp](http://www.coe.int/T/E/North_South_Centre/Programmes/3_Global_Education/c_GENE/GENE%20Webpage%20-%20(3)%20Hesse%20article.asp)

IDI Measurement Scales

- Denial/Defense
- Reversal
- Minimization
- Acceptance/Adaptation
- Encapsulated Marginality

Overall Profile



American Identity Questionnaire

- 10-Item Self Assessment
- Adaptation of Jean Phinney's Multigroup Ethnic Identity Measure (good record)
- Based on Eriksonian identity development theory. Trying to measure 2 Factors:
 - identity search
 - affirmation, belonging, and commitment
- One goal of study abroad is more complexity in understanding own culture, and students in pilot focus group felt it captured an important dimension

Saint Mary's College Study Abroad Survey

Semester/Year-Long Programs

- Core Survey
 - 111 Items
 - 4 open-ended questions

- Customized Addendum

Summer/Short-term Programs

- Core Survey
 - 58 Items
 - 1 open-ended questions

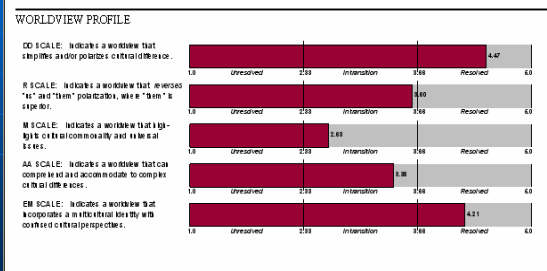
- Customized Addendum

Saint Mary's College Study Abroad Survey

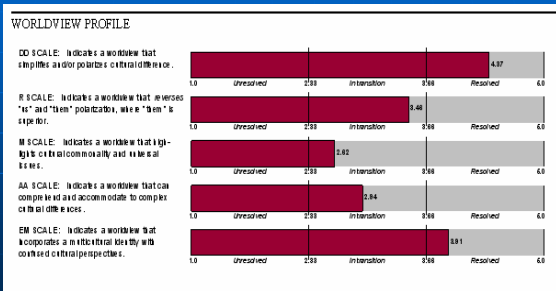
Semester/Year-Long Programs Summer/Short-term Programs

- Question Sections Include:
 - Demographics
 - **Goals**
 - Pre-Departure
 - Academic Program
 - Cultural Tours & Excursions
 - On-Site Student Services
 - **Intercultural Engagement**
 - Overview of Program
 - Program Impact
 - Volunteer Interests
- Question Sections Include:
 - Demographics
 - Pre-Departure
 - Living Arrangements
 - **Intercultural Engagement**
 - Overview of Program
 - Volunteer Interests

Preliminary Results IDI Worldview Profile: Pre-Abroad



IDI Worldview Profile: Controls



Pre-test Results: American Identity Questionnaire

- Affirmation, belonging and commitment
 - no significant difference
- Identity search
 - statistical significance (at the .05 level)

What we've learned so far about Assessing Intercultural Outcomes...

Summary of Preliminary Results

- IDI: Students' scores do not support developmental model
- IDI: Low Minimization Score
 - Catholic beliefsWe're all God's children
- Control on both: Heritage Seeker Factor
 - Are study abroad participants a different population than other SMC students?

Issues from Preliminary Results

- Importance and Challenges of Control Group
- Difficulty quantifying engagement
- Procedural effects (e.g. on-line vs. hard)
- Many improvements to (and rationale for) programs already. Overhauling re-entry course

Benefits to Study Abroad Assessment & Challenges to Institutional Research

- | | |
|--|---|
| ✓ Intercultural Development Inventory: <ul style="list-style-type: none">✓ Standardized instrument✓ Ability to compare study abroad program outcomes with domestic intercultural programs | ? Intercultural Development Inventory: <ul style="list-style-type: none">? Requires qualifying training to administer? Highly rigorous and proprietary? Labor- and cost-intensive for large scale use |
|--|---|

Benefits to Study Abroad Assessment & Challenges to Institutional Research

- | | |
|--|---|
| ✓ Study Abroad Survey <ul style="list-style-type: none">✓ Comparable & program specific data on students' intercultural interactions | ? Study Abroad Survey <ul style="list-style-type: none">? Labor-intensive development and administration |
| ✓ AIQ <ul style="list-style-type: none">✓ Examine identity dimension, connect to literature on this | ? AIQ <ul style="list-style-type: none">? Reliability and Validity of adaptation? Needs refining |

Next Steps

- Analysis
 - Change
 - Correlations with program variables, engagement
 - Qualitative
 - Psychometrics on AIQ
- Data collection
 - Add 1 year follow-up
 - Leadership Portfolios?
 - Pilot new measure based on Byram's ICC?

For more handouts, go to www.saintmarys.edu/~cwil, or email us at:

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