



# Common Goals

Collaborating on Education Abroad and International Student Assessment



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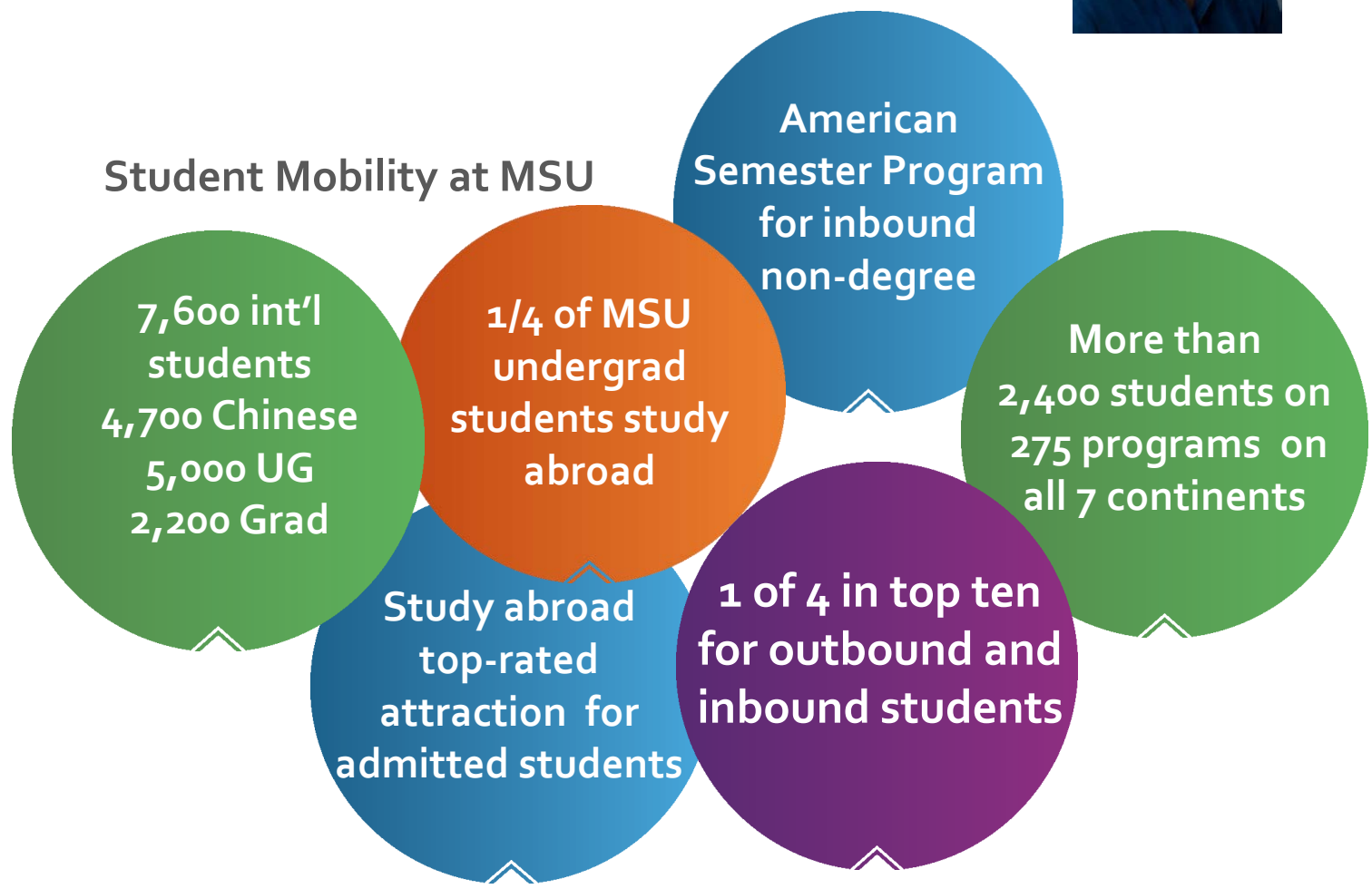


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MSU  
*International  
assessment  
initiatives*

### Student Mobility at MSU





# MSU

*International  
assessment  
initiatives*

## Overview of International Assessment Activity

- Capacity Building
- Collaboration
- Learning Abroad
- Lessons Learned
- Looking Ahead



# MSU

## *International assessment initiatives*

- **Capacity Building**
- **Collaboration**
- **Learning Abroad**
- **Lessons Learned**
- **Looking Out**



## **Capacity Building**

- Workshops for interested faculty and staff
- Assessment tools white paper
- Research council
- Research intern
- Faculty Learning Community on Teaching & Learning Abroad



# MSU

## *International assessment initiatives*

- **Capacity Building**
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## Collaboration

- Alliance between EA and ISSS offices
- Research collaboration with faculty colleague\*
- EAD 875 Issues & Strategies in Student Affairs
- Re-vamped program evaluation (Qualtrics)
- Individual EA program assessments
- Collaboration with Undergraduate Education Office

\* Professor David Wong, College of Education, [dwong@msu.edu](mailto:dwong@msu.edu)



# MSU

## *International assessment initiatives*

- Capacity Building
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## Learning Abroad

- Explore the Learning Abroad experiences of int'l & SA students by content-analyzing student essays (with Prof. David Wong)
- What was gained? What emotions were experienced?
- Examples of findings:

	Gain	Gain	Emotion	Emotion
SA students	Personal (20)	Intercultural (8)	Happy (17)	Scared (2)
Int'l students	Personal (15)	Intercultural (14)	Happy (20)	Scared (13)



# MSU

## *International assessment initiatives*

- Capacity Building
- Collaboration
- Learning Abroad
- **Lessons Learned**
- Looking Out



## **Lessons Learned**

- Not all instruments are created equal (white paper)
- Instruments are not necessarily culture-neutral
- Define your populations
  - Where are they at in their lives' journey?
  - Comparing apples and oranges? And does it matter, if...?
- Int'l student ≠ Int'l student ≠ Int'l student
- Get out of your office and communicate!



# MSU

## *International assessment initiatives*

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## Looking Out

- Focus groups with American Semester students
- Essays from American Semester students
- Fall '14 Pilot: BEVI\* with int'l students
- Fall '15: fully implement BEVI with int'l students
- No comparative data yet

\* Prof. Dawn Pysarchik, College of Communication Arts & Sciences  
[pysarchi@msu.edu](mailto:pysarchi@msu.edu)





# UD Office for International Students and Scholars *At a Glance*



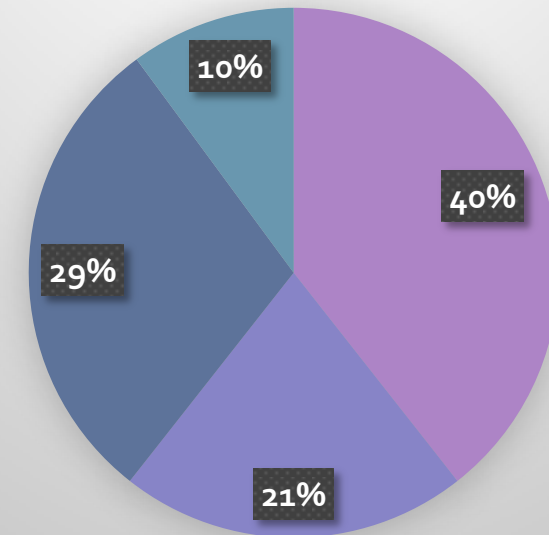
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- About 4,000 students, scholars and dependents
- Primarily STEM fields
- Top sending countries:
  - China (52.8%)
  - Saudi Arabia (14.3%)
  - India (4.9%)
- History and Growth of OISS

## Student Breakdown

■ Grads ■ Undergrads ■ ELI ■ OPT





## UD and Study Abroad: *At a Glance*



- Doctoral research institution
- 15,000 undergrads
  - 33% study abroad, ca.1,400 in 2014/15
  - 1,025 in January 2015
- 4-1-4 calendar
  - 5-week January term
  - courses offered abroad and on-campus
  - 50+ faculty-led January programs representing 75% of academic departments
- 12-15 faculty-led summer programs, <200 students
- About 20 semester/exchange programs (about 150 students total)
- 10-person office staff



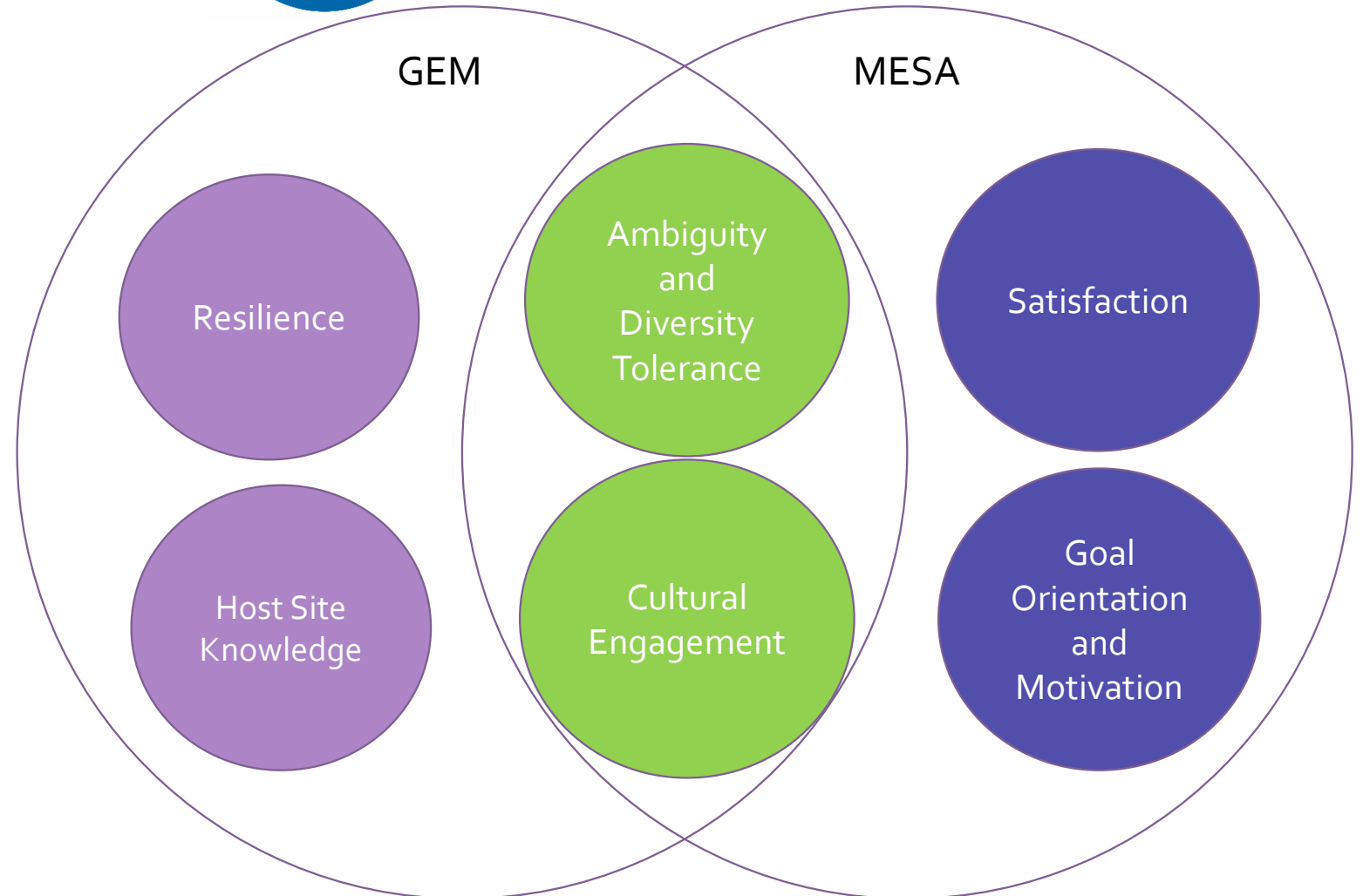
# History of Collaboration

*How did it begin?*



- Partners on campus were interested in similar data, but were using separate data collection methods
  - OISS: Feedback; observational data; casual, periodic focus groups
  - Study Abroad: Home-grown assessment tool and established scales (GEM: Global Engagement Measure), taken pre and post-sojourn
- We compared similar interests to develop research questions
  - What impact does a global experience have on:
    - The overall student experience?
    - Success?
    - Tolerance for ambiguity and diversity
    - Cultural Engagement?
    - Happiness?
    - Personal resilience?
- We developed a comprehensive tool based on the GEM
  - Incorporated elements of current assessments
  - Allowed us to compare international student data with study abroad data
  - Currently working to build base-line data from on-campus control group

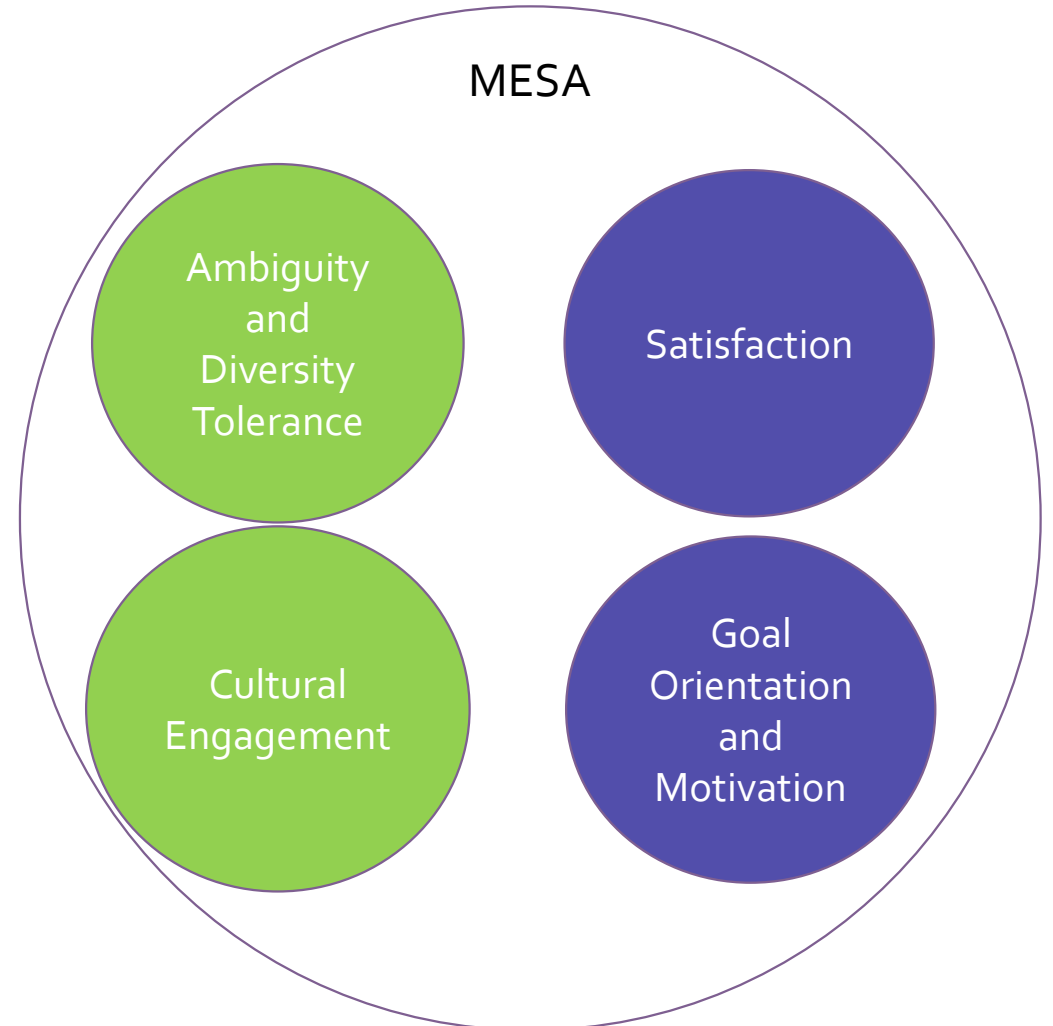
# A Profile of GEM and MESA



# The MESA: *Research Questions*



- What are the moderators of international student well-being and acculturative stress?
- How do international students perceive the services and support that they receive on campus?
- What are the unique needs of international students on campus?
- How engaged are international students with their university education? What goals and motivations drive their engagement?





# What will it do?

*What we will learn  
from the MESA*



- Results and comparative analysis will provide us with answers to the following questions and others:
  - What are possible indicators of student success, defined by active engagement and high satisfaction?
  - How does engagement affect acculturative stress among international students?
  - How does goal orientation affect student success, defined by active engagement and high satisfaction?
- Data has been collected for Fall 2014, and we are currently conducting Spring 2015 collection
- We experienced a dynamic shift in the services we provide to students
  - Longitudinal data will be critical
  - Differences in engagement and experience based on year of enrollment



## What have we learned from the MESA?



- International students tend to associate more with mastery goals than performance goals
  - Mastery goals are indicative of habits that contribute to academic success
- There is a slight, but significant correlation between a student's tolerance for ambiguity and association with mastery goals. ( $r=.31$  Sig-0)
- There is a slight, but significant correlation between a student's tolerance for diversity and association with mastery goals. ( $r=.32$  Sig-0)
- There is a slight, but significant negative correlation between a student's tolerance for diversity and association with performance goals ( $r=-.19$  Sig-.005)
- There were no significant correlations between goal orientation and participation at campus events, but there is a slight correlation between mastery goals and attendance at OISS events! ( $r=.16$  Sig- .017)

## What have we learned from the GEM?



For 15W, all pre- to post-score changes were significant by construct (mean differences, paired T-tests,  $p < .05$ )!



Ambiguity Tolerance



Cultural Engagement



Diversity Tolerance



Host Site Knowledge

- As a group, students' resilience *regressed* from pre to post!
  - Students studying in English-speaking locations changed significantly more (in a negative direction) than those in non-English-speaking locations (small positive or no change).

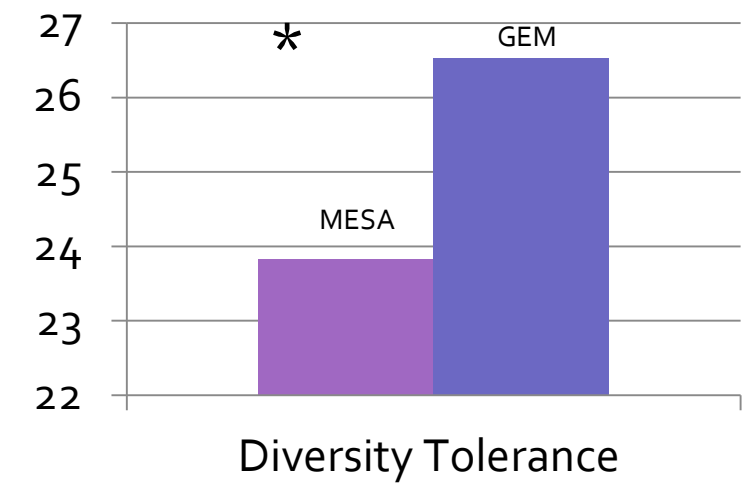
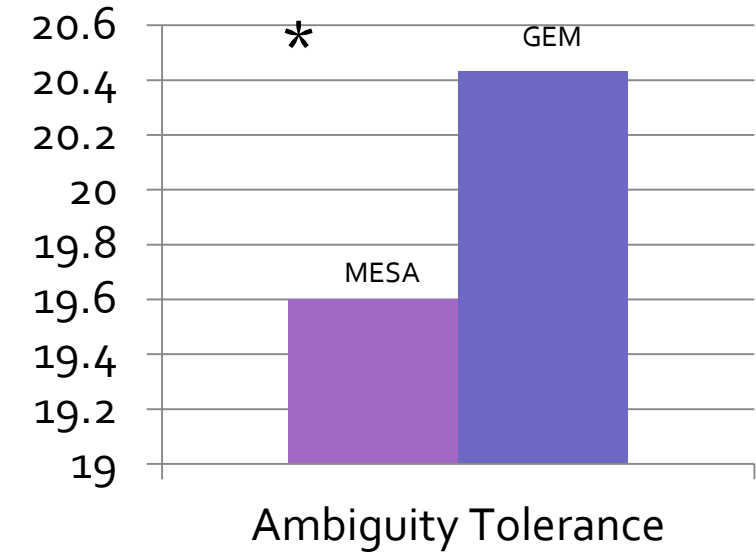
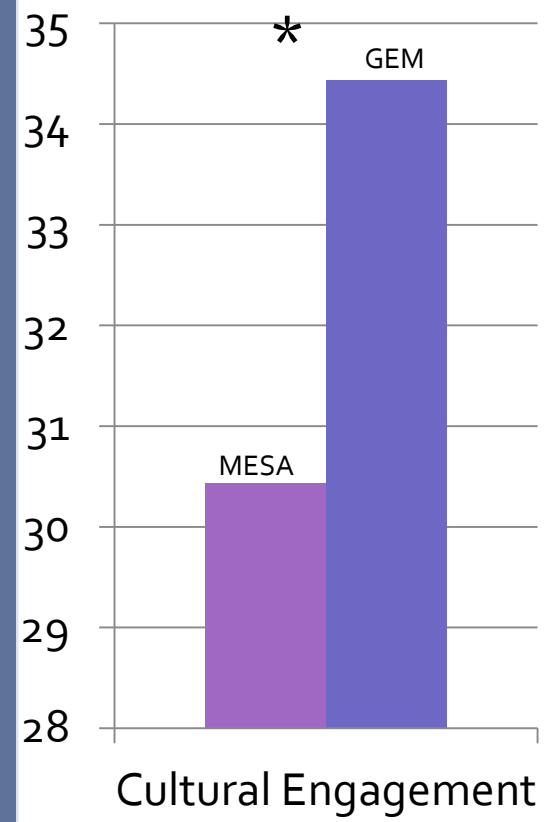
Resilience







What have we learned about our populations?





# Lessons Learned

*What we have already learned from the MESA and our partnership*



- Study abroad experiences vs. International student experiences
  - Not entirely the same
  - Study abroad experiences are short-term, international student experiences are long-term
  - Study abroad students are *required* to take survey, international students are not
- Surveys needs to be *marketed strategically* to ensure participation
  - Peer-to-peer marketing
  - Develop a culture of assessment
  - Pull in other influencers
- Piloted an in-person approach as well as an online approach
- Overall, engagement in global experiences seems to have a positive effect on overall experience



# Barnard College

## *Institutional Profile*



Rachel Romesburg Rice, M.A.  
former Program Director  
Office of Intl. & Intercultural  
Student Programs, Barnard College  
*since Sept. 2014:*  
*College Relations Manager, IES Abroad*  
*[rrice@iesabroad.org](mailto:rrice@iesabroad.org)*



- Liberal arts college, for women, in New York City
- Affiliated with Columbia University
- 2,400 undergrads
- ~ 5% international students
- ~ 33% of students study abroad
- Office of International and Intercultural Student Programs (OIIIS)
  - study abroad, visiting international students, full-degree international students, faculty trips, and other international programming on and off-campus
  - 3.5 staff



# Barnard College

## *Exchange Goes Both Ways*



- Both study abroad students AND visiting/exchange international students are assessed before and after studying abroad, and then compared on...
  - Self-reported second language use and immersion
  - Development of relationships with host-nationals
  - Cross-cultural development, skills, and other aspects of personal growth
- Designed goal-setting program
  - Before going abroad: students set academic and personal goals
  - Mid-semester: students are reminded of their individual goals
  - End of semester: students are again reminded of their goals and rate their success in achieving them
  - Goals are coded for content, specificity, and attainability



# Barnard College

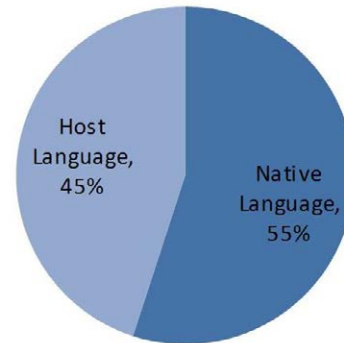
## *Insights Through Joint Assessment*



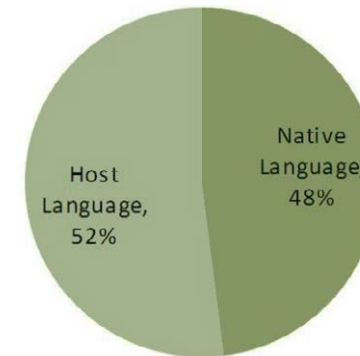
### • Second-Language Acquisition & Native Language Use

- Rate your language improvement. (1 = no improvement; 5 = great improvement)
  - Study Abroad average: **3.75**
  - Visiting Int'l average: **3.42,  $p < .01$**
- What percentage of the time do you speak in your native language/ language of the host country?

Study  
Abroad



Visiting  
Int'l



**Conclusion:** American study abroad students speak significantly more in their native language than visiting international students, yet report greater improvement in 2<sup>nd</sup> language skills.



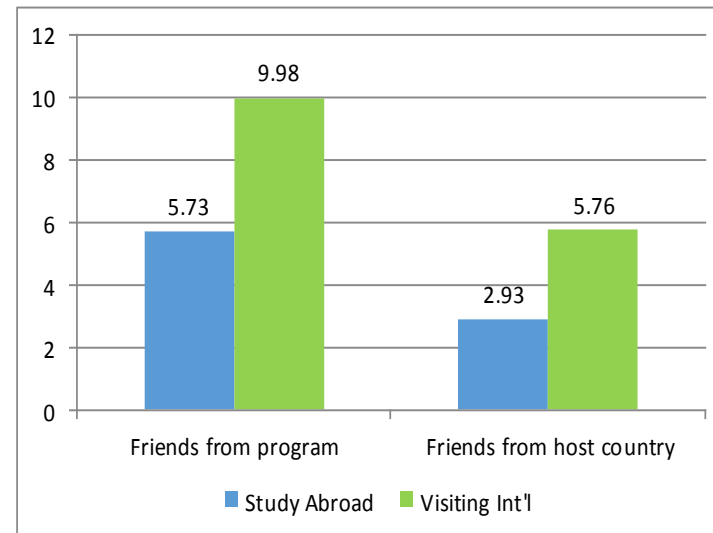
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*Insights Through  
Joint Assessment*



- **Relationships with Host-Nationals**

- How many friends to you intend to keep in touch with from your program? From the host country?  $p < .001$



- **Conclusion:** Visiting international students develop significantly more relationships with host-nationals than American study abroad students.



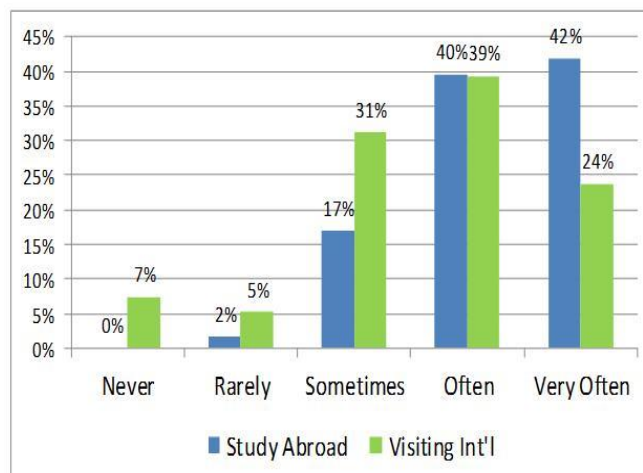
# Barnard College

## Insights Through Joint Assessment



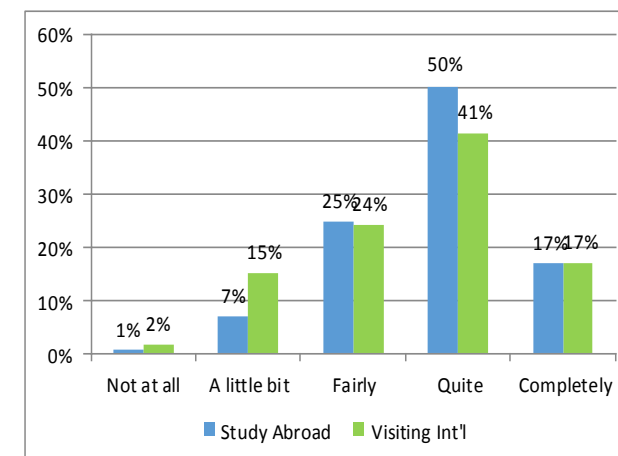
### Self-reported Immersion

How often did you feel immersed in the host culture ? (1= Never; 5 = Very Often)  $p < .001$



Study Abroad Average = 4.2; Visiting Int'l Average = 3.8

By your own definition of immersion, how immersed were you in the host culture? (1= Not at all ; 5 = Completely) *n.s.*



Study Abroad Average = 3.8; Visiting Int'l Average = 3.6

- Conclusion:** American study abroad students report inconsistent levels of immersion compared to visiting int'l students.



# Barnard College

*Insights Through  
Joint Assessment*

## Overall analysis

American study abroad students speak in their native tongue more frequently and make fewer relationships with host-nationals, yet report inconsistent levels of immersion compared to visiting int'l students.







# The Path to Collaboration: *Where to go from here*



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- What are the needs of your campus?
- What do you want to know? (unit vs. institution)
- Where is there overlap (or divergence)? (EA, intl. students, campus)
- How can this information be gleaned?
- How will you use it? (Is it worth finding out?)
- Who should be involved?
- What is the cost (\$, labor, time)?
- What is feasible? What is sustainable?



## Common Goals: Collaborating on Education Abroad and International Student Assessment

- What assessments are currently being conducted at your institutions?
- Who or what are they designed to assess?
- What instruments are campuses using for various populations?
- What can the data be used for?

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