



Developing Intercultural Learning Assessment within a Framework of Best High Impact Practices: Faculty-Led Short-Term Programs Abroad

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Juniata College Profile

- **Juniata** is a small, independent, science-focused **liberal arts college** in the mountains of central Pennsylvania.
- **Mission** ...to provide an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the **global community**
- **1,573 students**
 - 40% of graduates have had an international experience
 - 11% international students
- **2012 NAFSA Senator Paul Simon Award for Comprehensive Internationalization**



Juniata College Profile – Global Learning

- **Juniata Desired Intercultural Competencies (2005)**
 - AAC&U Value Rubrics
 - Bloom's Taxonomy of Thinking & Bloom's Affective Domain
- **Intercultural Learning Assessment Committee (2008)**
- **2015 Strategic Plan *Courage to Act***
 - internationalization / diversity
 - growth in study abroad / study away
- **Director of Assessment (2016)**

Juniata College Profile – Global Learning

Institutional Learning Outcomes (2016)

Through curricular and co-curricular experiences that emphasize strong mentoring, undergraduate research, and experiential learning, Juniata seeks to foster graduates who pursue knowledge, act ethically, and **engage with the world** through interdisciplinary and **intercultural lenses**.

broad participation / Mellon Grant

AAC&U 2005

Liberal Education and America's Promise (LEAP)

intercultural / global throughout



Juniata Institutional Learning Outcomes

Knowledge and Skills

Critical engagement with and respect for multiple cultural traditions and human diversity

Interdisciplinarity

Different ways of knowing about the self, aesthetics, human cultures, and the social and natural worlds

Ethical Behavior

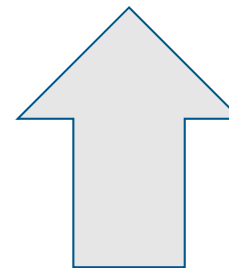
Knowledge of multiple ethical traditions and an informed vision of a just society

Engagement with Self and the World

Collaborative work in cultural settings from local to global

Why Faculty-Led Short-Term Abroad?

- **50% of Study Abroad Participation** **100 Students Year**
- **Affordability (Access)**
- **Interdisciplinary**
- **Strategic Plan**
- **Institutional Commitment**
 - Tuition Fees
 - January Term
- **Continued Growth**
 - **Student Participation**
 - **Faculty Interest – Program Offerings**



Why Faculty-Led Short-Term Abroad?

- Higher rates of participation than semester/year

- MALANA

- Males

35%



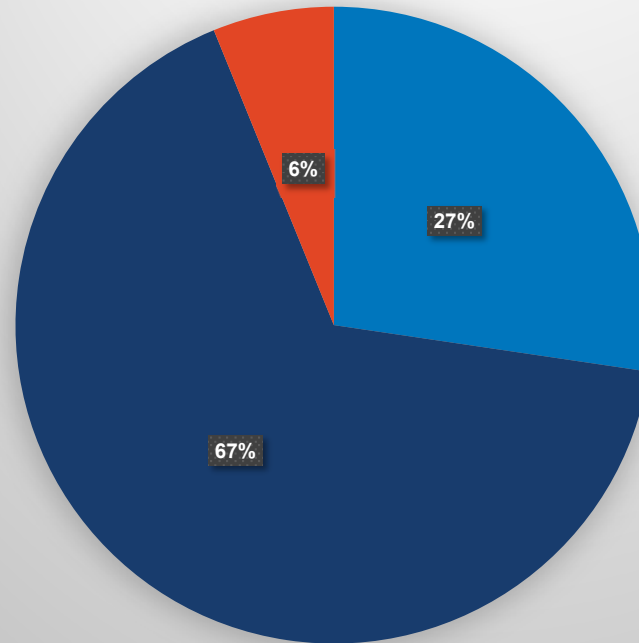
65%

- International Students

- Student athletes

- First Generation?

Diversity of Participants
Short-Term Abroad
2014-17



19
COUNTRIES

- MALANA

- Caucasian

- Non-disclosed

439
STUDENTS



Course Level Assessment Projects

How did students' views of human rights change?

Pre- and post-trip essay assignments	2014, 2015, 2016	Gambia 55 students
Pre- and post-trip surveys	2016 2017	Gambia 20 students Vietnam 17 students
Post-trip essay assignments	2017	Vietnam 17 students
Pre- and post-class surveys	Introduction to International Politics	CONTROL GROUP 52 students

Sene-Gambia - Cultural Analysis

***Vietnam: Imperialism, Communism, Globalism -
Intercultural Colloquium***



Visit the Poster Fair



How Does Study Abroad Impact Students' Views on Human Rights?

Emil Nagengast – Professor of Politics,
Juniata College

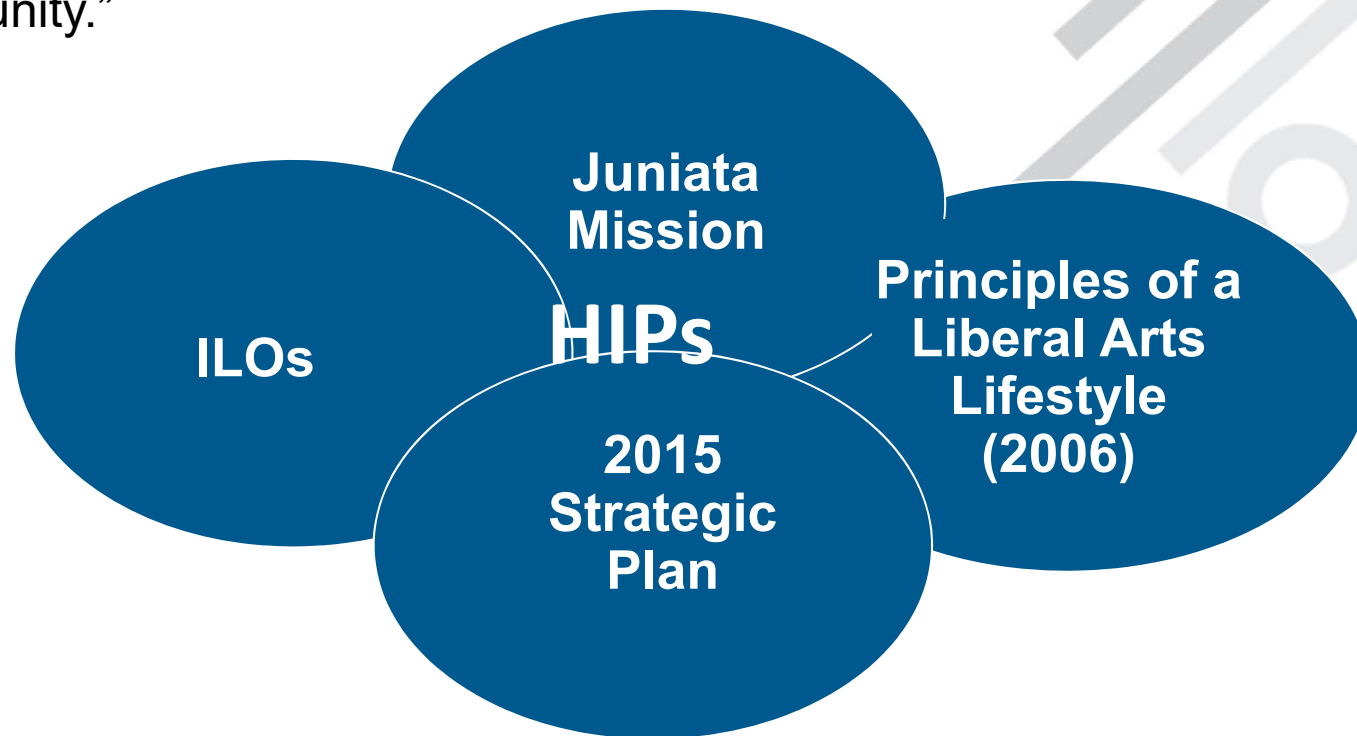
Assessment and Evaluation in
International Education

Thursday, June 1

10:00 AM-12:00 PM

High-Impact Educational Practices

“an engaging personalized educational experience empowering our students to develop the skills, knowledge and values that lead to a fulfilling life of service and ethical leadership in the global community.”



High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter George D. Kuh (AAC&U, 2008)



Short-Term Abroad Courses as High-Impact Educational Practices

High Impact Practices	Faculty-Led Short-Term Abroad
High Expectations	Course Assessment Peer Expectations
Student Engagement Over Time	Semester Course – Before Sometimes After
Interaction with Peers and Faculty	Semester Course Intensive On-site Experience
Experiences with Diversity	Student Participant Profile Geographic / Cultural Location
Frequent, Timely, Constructive Feedback	Course Structure – Assignments
Structured Reflective Opportunities	Assignments – Journals, Essays Daily Formal and Informal Reflection
Opportunities to Apply Learning	Engagement / Interaction Abroad
Public Demonstrations of Competence	



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Putting the Pieces Together

Director of Assessment

Instruments: surveys, essays, reflection

Course Assessment

ILO's

ILAC

Desired Intercultural Competencies

HIP's

Faculty Leaders

