

Pause for a Minute Paper

- Blank Paper in Center of the Table
- 3 Most Relevant Takeaways thus Far
- 1 Actionable Step
- Share at your table

Applied Side



- **Assessment can and should be about more than bean counting and compliance.**
- **Project voices**
- **Clarify what is important**
- ² **Understand participant experiences**



Before You Assess, Breathe

- What are you really hoping to accomplish with the experience (curriculum, study abroad, intergroup dialogue) you are designing? Why?
- How will you know it when you see it? What does it look like?

Learning
Outcome &
Objective

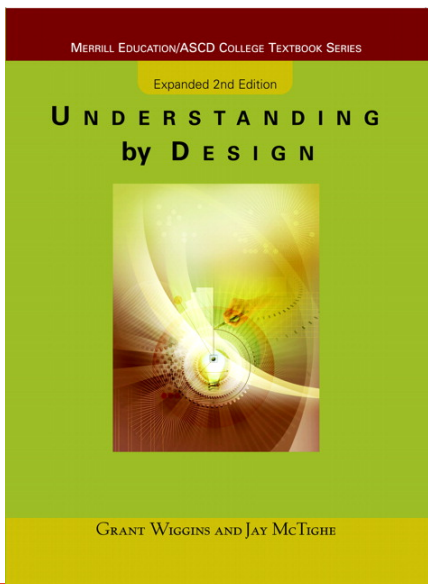


How to Assess



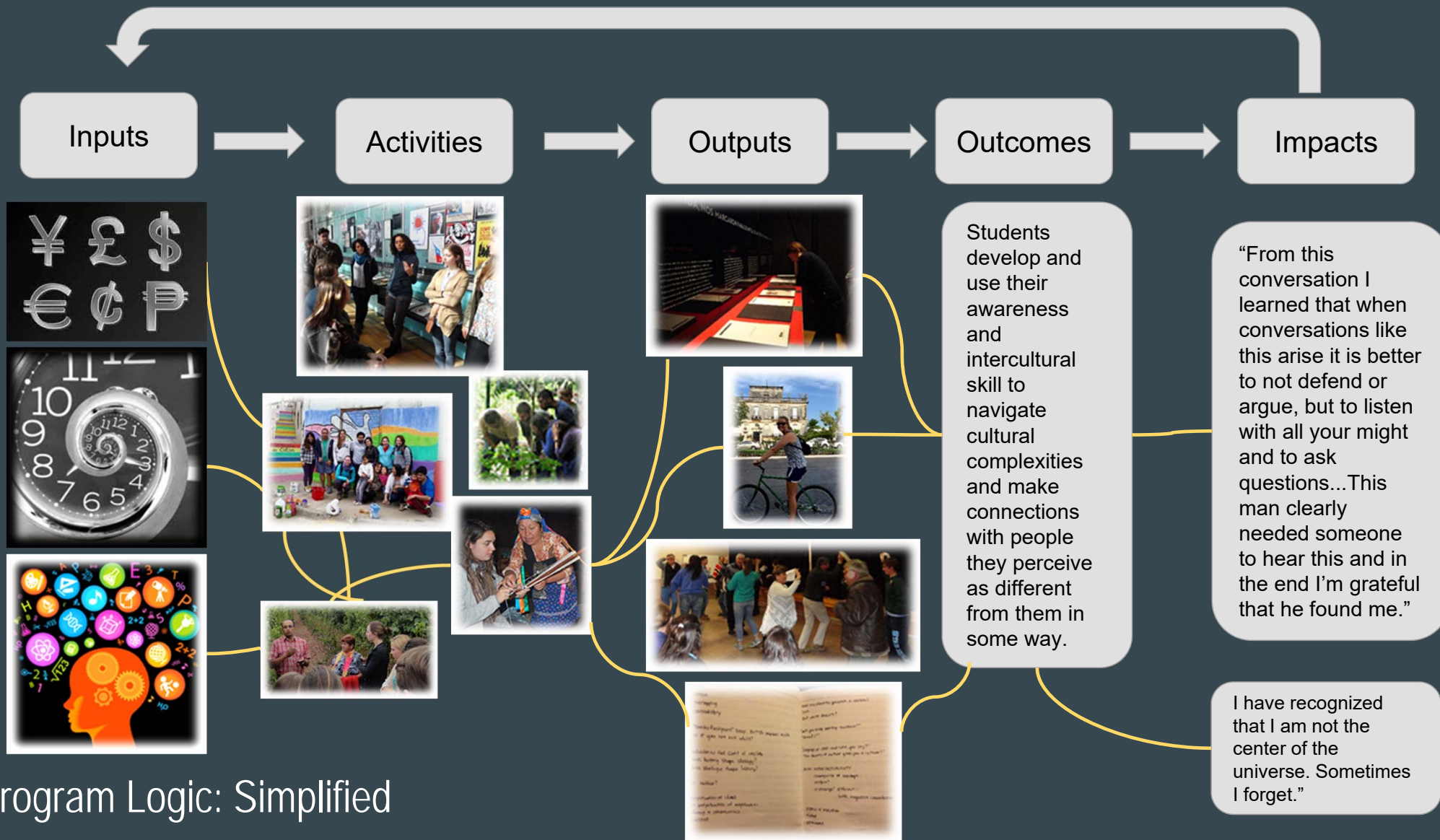
Activities
(not first)

Is there
alignment?



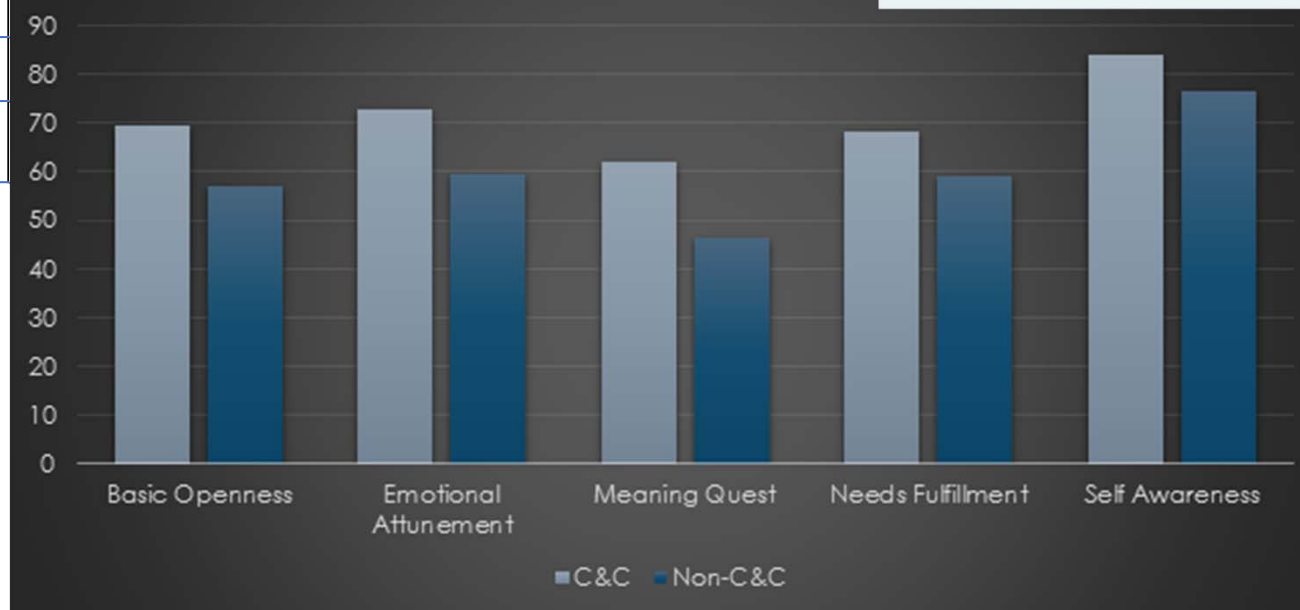
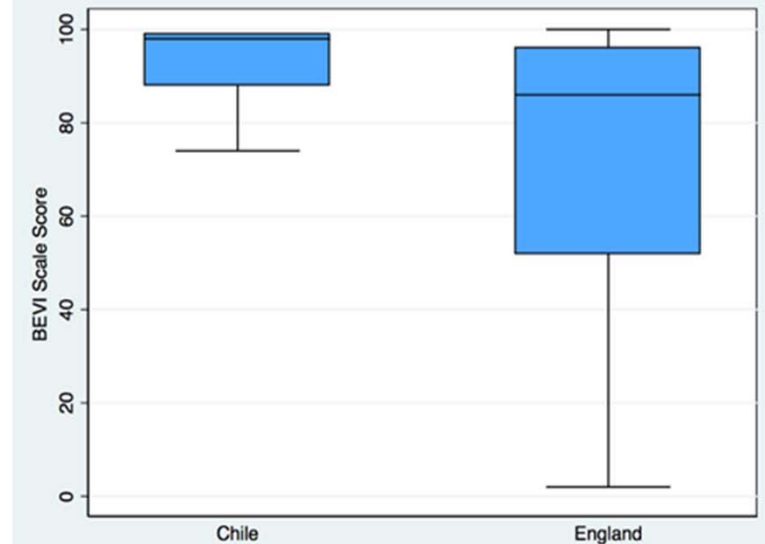
Evolution of Learning Objectives

Spring 2015	March 2016	October 2016
Understand local community context	Knowledge of contemporary issues facing the country/city/region in which they are studying in a historical context	Knowledge of contemporary issues facing the country/city/region
Understand notions of citizenship	awareness of their cultural perspective and, through this awareness, the ability to compare their own cultural ways with an identified cultural community	Awareness of their cultural perspective and its impact on interaction with others
Basic understanding of ICC framework	understanding of how to navigate cultural complexities in order to more productively and appropriately interact and communicate across cultural differences	Understanding of how to productively and appropriately navigate cultural complexities
Develop skills and gain experience for understanding; transfer to future path	an understanding that the cultural adaptation skills, including intercultural communication and cultural empathy, developed in their study abroad experience with IFSA can be constructively utilized when engaging with difference of any kind in future	Understanding of how cultural adaptation can be constructively utilized when engaging with difference of any kind.



Numbers, Graphs, and Tables as Evidence

Site	Students Enrolled	Student Withdrawal	Measure 1	Measure 2	Measure 3	Focus* Group
Program 1	229	15	84 (7%)	16 (6%)	9 (4%)	20
Program 2	164	1	24 (25%)	19 (11%)	1 (0.6%)	21
Program 3	224	17	82 (21%)	19 (32%)	10 (4%)	24
Program 4	160	0	39 (24%)	12 (8%)	n/a	n/a
Program 5	11	0	11 (82%)	10 (90%)	6 (55%)	12**
Program 6	15	0	14 (93%)	12 (58%)	10 (71%)	12
Program 7	13	0	13 (100%)	6 (46%)	n/a	13
Program 8	13					
Program 9	7					
Totals	823					



Stories or Case Studies as Evidence

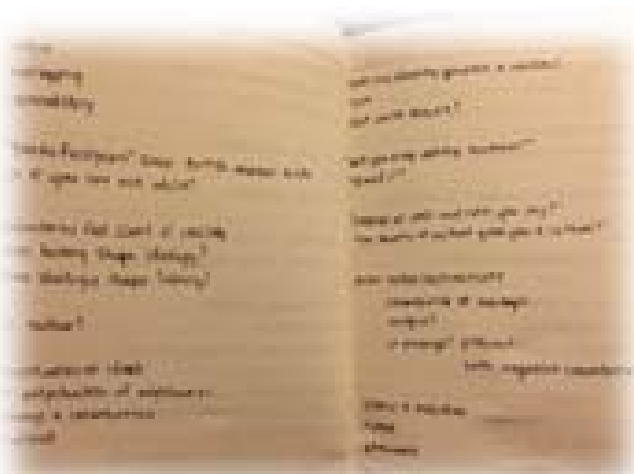


This one time, this guy called me an imperialist because I told him I study history. I was just thinking like, you know, every day you make the choice to emulate United States culture, so if you really care about imperialism, you too would play your part, but I can't help the country I was born into, but thank you for recognizing that I have these opportunities (laughter) to share. No, but I did get where he was coming from, it just it made me stop and think about not just that imperialism is a one way, obviously, in terms of politics and economics. The average Chilean might feel, or a huge portion of Chileans feel a lot of resentment for the economic and political imperialism, but at the same time, they emulate the cultural aspects of the United States. They listen to our music, they dress how way we dress, or they dress how we dressed in the 90s. It is a choice to an extent

(Student FG N°2)



es as Evidence



Turning Concepts into Meaningful, Measureable Outcomes

GL Constructs

Potential Tools

Outputs

Intercultural Awareness

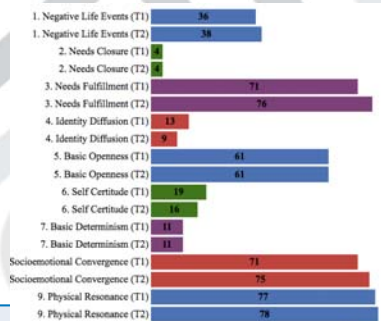
IDI, BEVI, GPI, IES, Focus Group, Interview

Self Awareness

BEVI, EIQ, Interview, Text Analysis

Belongingness

Mapping Protocol, Interview, Text Analysis



Exposure to nuanced vocabulary (structural racism, colorblind, decentering, immigrant, refugee)

Students in sociology, anthropology applying what they learned in class to an experienced phenomenon	Area of Study	All Students All Sites %	Study Participants %	C&C Students %
Student participation initially credit	Business	15.08	14.67	10.64
	Double Major	2.01	3.09	1.06
Tough Talks is the only place where they can ask questions about race/immigration/genetics	Hard Sciences, Engineering	20.73	21.62	17.02
Program draws wide range of students, but it is generally the like-minded to attend.	Social Science, Humanities, Arts	59.55	57.53	64.89

Students from diverse hometowns find normalcy in Tough Talks (regarding immigration)

There is a perception that the program creates threads for advanced participants.

Immigration Tough Talk threads help students understand why international students behave differently sometimes



Example Mapping Protocol

- Take a piece of blank paper from the middle of the table
- Use pencils on the table to draw the following:
 - Create a map of your campus/community
 - Draw places where you spend most of your time
 - Draw places where you feel greatest sense of belonging/connection
 - Draw connectors between those places
 - Write descriptor words for those places or connector paths
- This protocol could be modified and used for a number of learning outcomes.

Thank you

Jennifer Wiley,
Managing Partner
CoreCollaborative International
Jennifer.corecollaborative@gmail.com

