

ASSESSMENT OF INTERNATIONAL PROGRAMS AND LEARNING

Jonathan Gordon
Director, Georgia Tech Office of Assessment

Amy Henry
Executive Director, Georgia Tech Office of International
Education

Why Assess

- ⦿ Continuous improvement of programs and support
- ⦿ Increase understanding of student development
- ⦿ Satisfy accrediting bodies
- ⦿ Advocate for international programs

Assessment in Action: The GT International Plan

- ① Why Assess
- ② Description of the International Plan
- ③ Assessment methods
- ④ Preliminary results
- ⑤ Other assessment tools
- ⑥ Using assessment results

GT International Plan

- Created in 2005
- Degree-long program that integrates the international experience into any major
- Provides students with the ability to practice their discipline within an international context

International Plan Requirements

- ◎ Coursework:
 - International relations
 - Global economics
 - Cultural/area studies
 - Capstone course in major
- ◎ Study, research, or work abroad
(26 weeks minimum)
- ◎ Oral proficiency test of foreign language

Student Learning Outcomes

- Second language proficiency
- Comparative global knowledge
- Intercultural assimilation
- Global disciplinary practice
- Intercultural sensitivity

Specific Measures

- ◎ Actuarial measures: Enrollment, progression, completion and career placement of students
- ◎ Student demographic information (e.g. gender, ethnicity, major, GPA, etc.)
- ◎ Longitudinal survey research
 - CIRP Freshman Survey
 - Pre/post study and work abroad
 - Alumni surveys

Specific Measures (cont'd)

- Test of foreign language competence (ACTFL-Oral Proficiency Interview)
- Test of Intercultural Development (IDI)
- Test of Economic and International Relations Knowledge (Global Knowledge Inventory)
- Focus groups of IP and Study Abroad Participants

Pre-Departure and Post-Return Surveys: Work and Study Abroad

- ⦿ General Knowledge, Abilities and Skills: self-rating of importance and preparation
- ⦿ Self-Efficacy Ratings
- ⦿ Career Plans
- ⦿ Post surveys include program satisfaction and program information questions

Results from Study Abroad Surveys

- ◎ Significant gains in preparation to:
 - Function on multidisciplinary or cross-functional teams
 - Effectively resolve interpersonal conflict within a group or team
 - Carry out projects independently
 - Practice your discipline in different social or cultural settings
 - Approach problems from different perspectives
 - Understand the role of your discipline in solving global problems

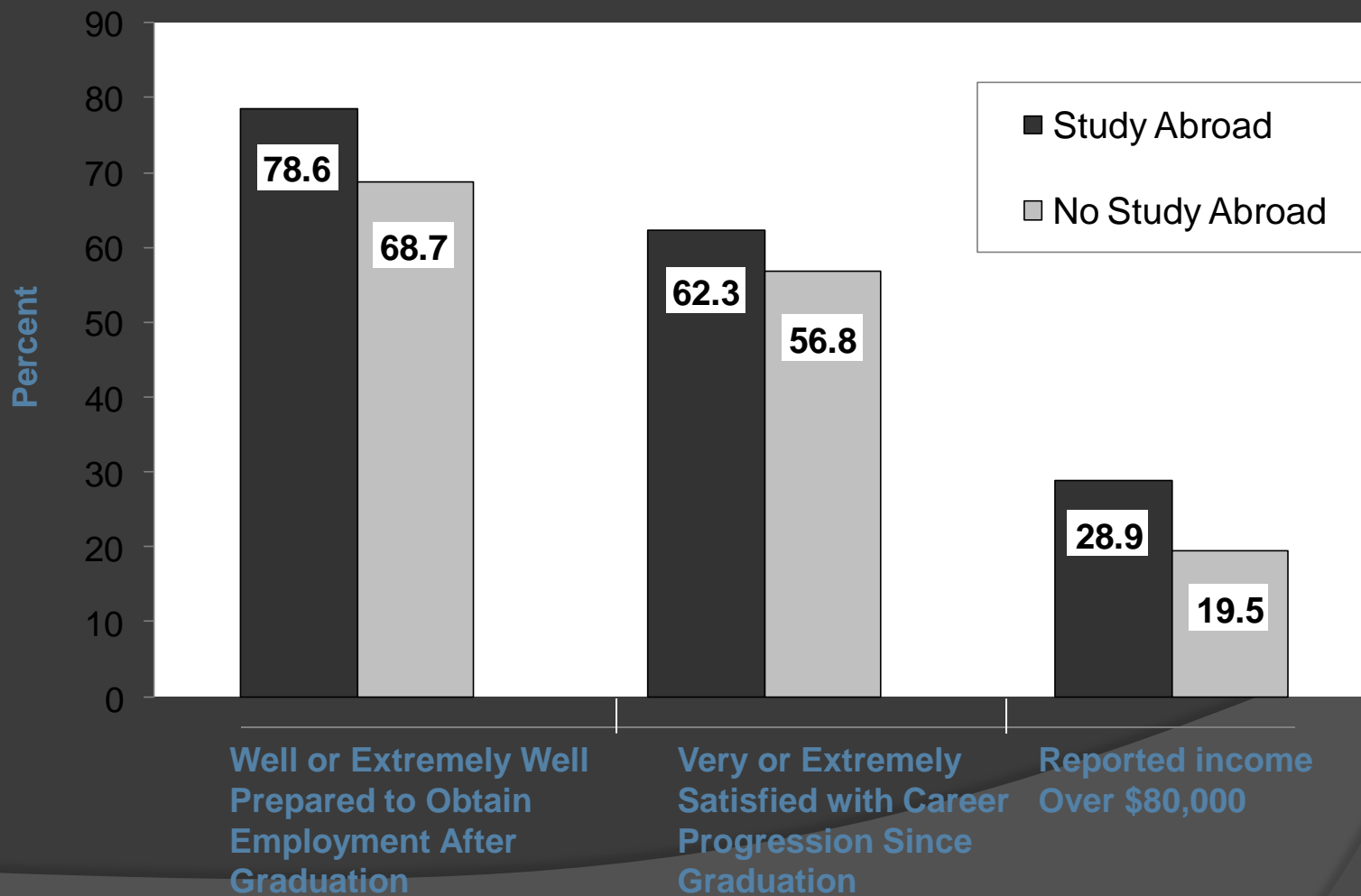
Results from Work Abroad Surveys

- ◎ Significant gains in preparation to:
 - Communicate in your host country's language (social or professional/technical)
 - Function on multidisciplinary teams
 - Carry out projects independently
 - Analyze and interpret data
 - Think critically and logically
 - Use techniques, skills, and tools necessary for practice in your discipline
 - Understand the impact of your professional practice on host country's society and culture
 - Understand host culture's beliefs and values within a global and comparative perspective

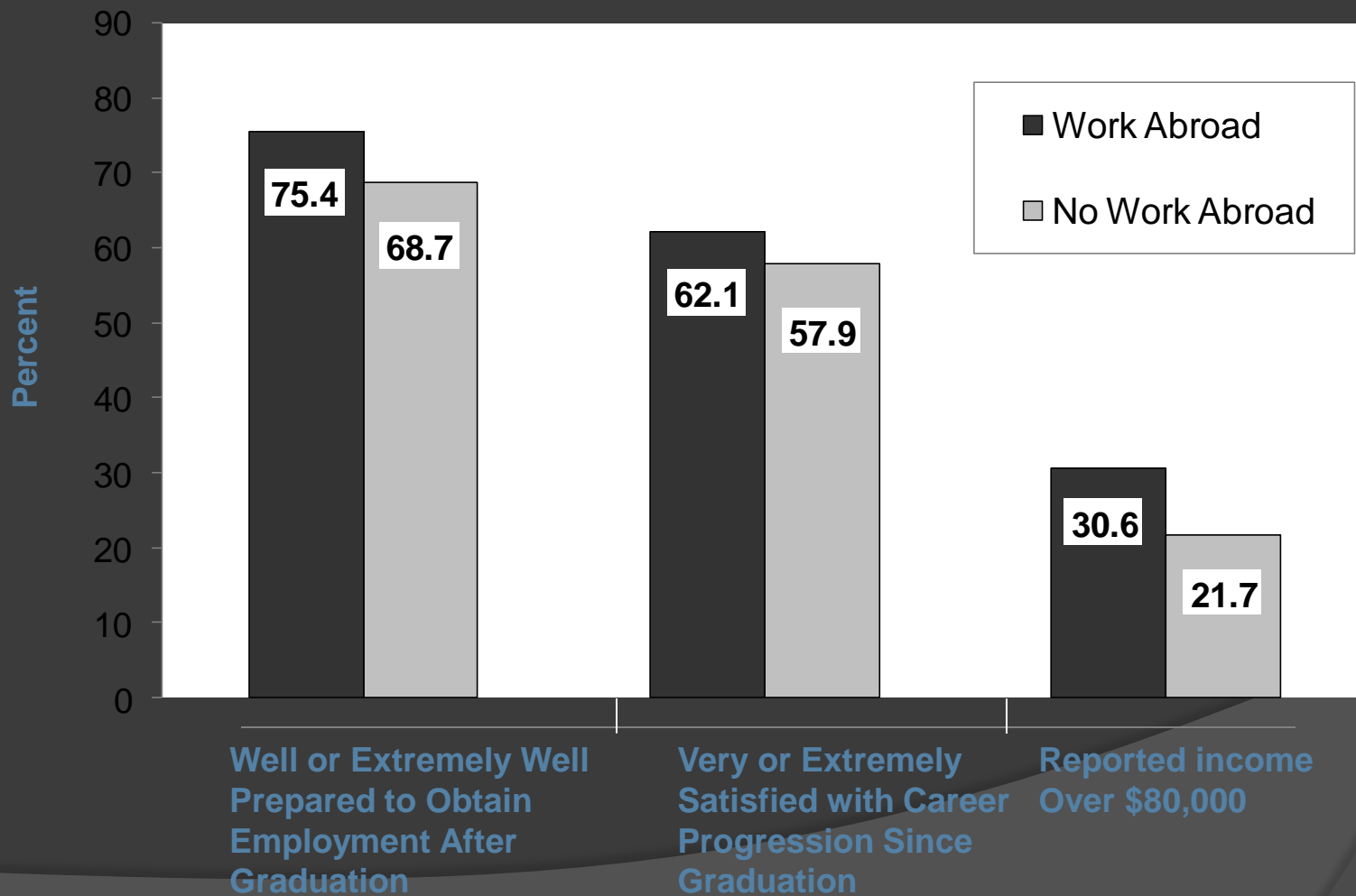
Results from Alumni Surveys

- Georgia Tech graduates surveyed 3-5 years after graduation
- Survey asks graduates to describe how well Tech prepared them with various employment skills
- Respondents also indicate their early career paths

Alumni Survey of Engineering Students (2001-2004 graduates)



Alumni Survey of Engineering Students (2001-2004 graduates)



Developmental Model of Intercultural Sensitivity

- Six stages of increasing sensitivity to cultural difference: as one's experience of cultural difference becomes more sophisticated, one's competence in intercultural relations increases
- Measured by Intercultural Development Inventory (IDI), a 50-item pen-and-paper survey

Developmental Model of Intercultural Sensitivity

Denial	Assumes there are no real differences among people from different cultures
Defense	Other cultures are viewed as threats
Defense/Reversal	Other cultures are exalted at own culture's expense
Minimization	Recognition of common humanity regardless of culture; still an ethnocentric orientation
Acceptance	Perceive cultural differences in context
Adaptation	Able to consciously shift perspective and intentionally alter behavior amidst different cultures

Using the IDI at Georgia Tech

- ④ 4,139 freshmen; 685 matched seniors to date Collecting baseline data as freshmen--follow up as seniors
- ④ We are also requesting IDI participants to complete some open response questions regarding their experience with intercultural differences
 - “People demand numbers but they believe stories”

Using the IDI at Georgia Tech

Research Questions:

- Do students who enroll in the IP differ from other students in their levels of Intercultural Sensitivity?
- Are there differential gains in Intercultural Sensitivity between groups (IP, Study Abroad, Non-participants)?
- Are there differential gains in Intercultural Sensitivity within groups?
 - Work abroad versus study abroad?
 - Does acquiring a second language make a difference? Degree of fluency?

IDI Baseline Information

- No significant differences as freshmen between IP and non-IP students
- No significant differences by major
- Females higher than males
- Minority students higher than whites
- International students higher than US citizens

IDI Preliminary Results

Students spending a **semester** abroad (work or study) exhibit significantly higher gains in intercultural competence as measured by the IDI

	Enrolled in IP	Not IP Semester Abroad	Not IP Faculty Led Program	Not IP No Abroad Experience
% Shifting at least one developmental category	47.0	42.5	34.2	28.1

Secondary Effects of IP

- ◎ IP participants:
 - Are more likely to be female
 - Have higher average SAT verbal scores (660 vs. 645)
 - Maintain higher grade point averages than other GT students
 - Are more interested in community services, influencing political structure, and express an appreciation of ideas (CIRP survey data)

Secondary Effects of IP (cont.)

Area of International Education	2003-04	Most Recent Year Available	Change	Percent Change
Language Course Enrollments (03-04 to 07-08)	3,714	4,526	812	21.9%
Study Abroad				
Number of Programs	50	114	64	128%
Summer (03-04 to 09-10)	664	781	117	17.6%
Semester (03-04 to 09-10)	78	199 ¹	121	155.1%
Study Abroad Totals	742	980	238	32.1%
Work Abroad (03-04 to 09-10)	14	176 ²	162	1157.1%
Total with International Exp.	756	1156 ³	400	52.9%

¹37 are IP students. If these are removed, then percentage change drops to 107.7%

² 26 are IP students. If these are removed, then percentage change drops to 457.1%

³ Percent of graduating class – 03-04 =29.1% ; 09-10=41%

Other Assessment Tools

- Some easier than others
- Possible to create own
- Many options potentially relevant to this group shown on handout

Using Assessment Results

- ⦿ Advocacy on campus and beyond (using your own results and others')
- ⦿ Learn what is most effective, when outcomes are as intended
- ⦿ Program improvement
- ⦿ Recruitment

Questions?

- ◎ jon.gordon@gatech.edu
- ◎ amy.henry@gatech.edu
- ◎ GT Assessment Website:
www.assessment.gatech.edu