



CREATING LEARNING OUTCOMES AND RUBRICS FOR EDUCATION ABROAD

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ASSESSMENT NOISE

Certification Outcomes

APLU, NAFSA,
Forum for
Education Abroad
outcomes

Departmental outcomes

Major outcomes

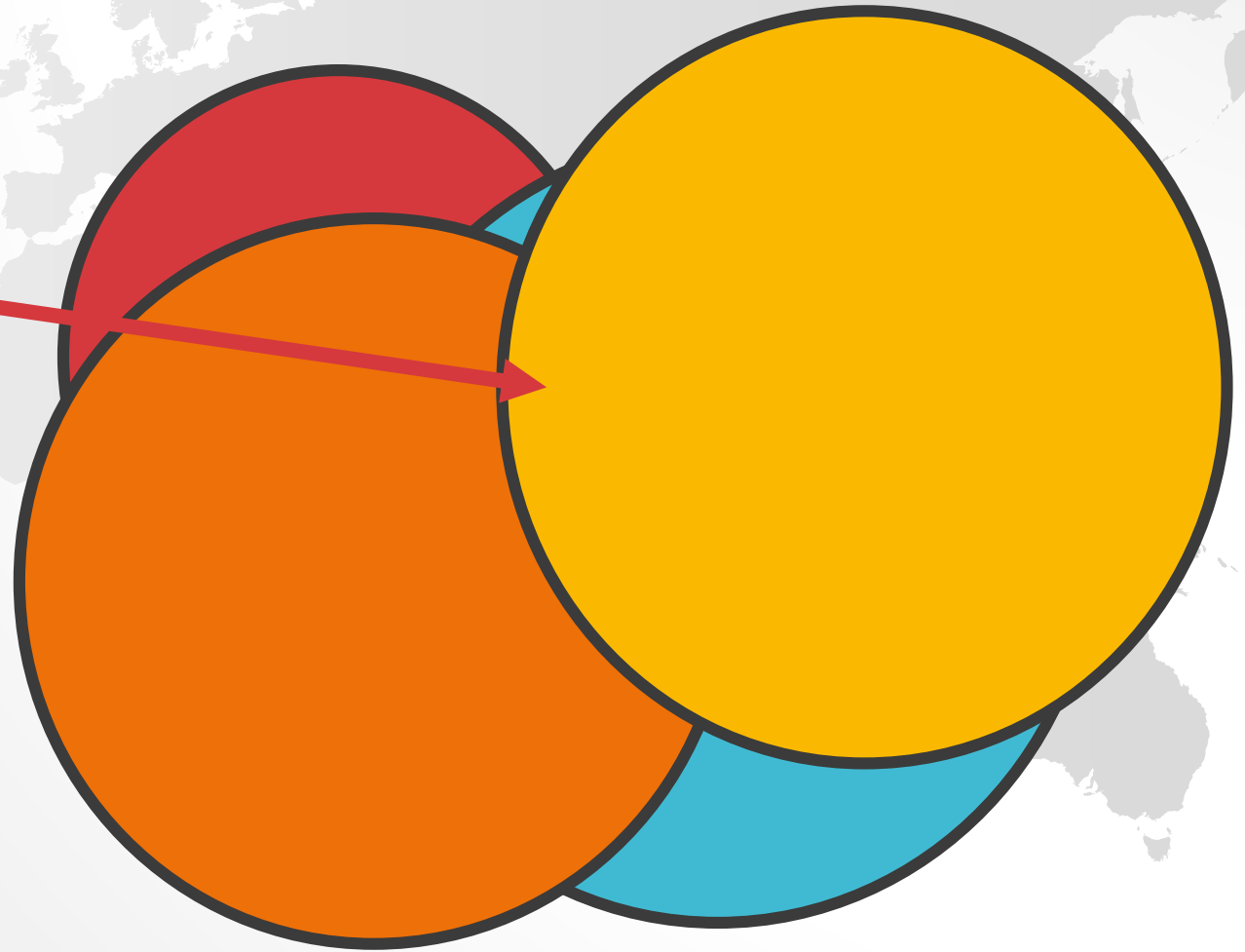
University outcomes

General
Education/Liberals Arts
outcomes

College outcomes

ORGANIZE THE NOISE

- Find the sweet spot of interaction between learning outcomes



FAES Study Abroad

Program Learning Outcomes Assessment Plan

Program Learning Goals <i>Broad descriptive statements of what students are to be able to do, know, and care about upon the completion of the program</i>	Supporting/Contributing Outcomes <i>Detailed descriptions of what a student must be able to do to reach a goal under the specific conditions</i>	Measures – Means/Methods <i>The method or means by which the quality of student learning for each goal and associated outcome will be measured and assessed</i>		Criteria <i>The standards the program will use to evaluate the quality of student learning for each goal and associated outcome</i>
		Course or program requirement	Embedded course assignment, exam, exercise, or activity to serve as authentic assessment method	
1.0 Multicultural Consciousness Students will gain an appreciation of the cultural, social, and economic forces affecting their lifestyles and that of the selected country.	1.1 Show growth on the Cultural Quotient Indicator (CQI) or Global Perspectives Inventory (GPI) level of desire to drive, knowledge, strategy and action, or similar assessment	1.1.1 #####	Take a T1 and T2 CQI or GPI indicator	X
	1.2 Discuss the outsiders' perspective of the United States in terms of multicultural sensitivity	1.2.1 #####	Participate in a group discussion during the program with the designed rubric.	X
		1.2.2 #####	Write a short paper with the requirement that they ask someone in country about their impressions of the US.	X
	1.3 Critically analyze their own impressions of justice and equality in terms of race, gender, class, sexual orientation, etc.	1.3.1 #####	In a guided journal entry write about his/her personal feelings about the impact of characteristics on justice issues.	X

INTERSECTING STUDY ABROAD AND ACADEMIC MAJOR LEARNING OUTCOMES

Animal Sciences Specific ELOs (paraphrased)

1. Communicate effectively (SA 2 and 3 With video, reflection)
2. Global awareness, citizenship, and social responsibility (SA 1 and 4- Group tour question assignment, leading discussion)
3. Knowledge among anatomy, physiology, genetics, nutrition and reproduction (SA Null)
4. Awareness of how disciplines of Animal Sciences enhance production and companion animal management systems and impact their resulting products (SA 4, Quizzes)
5. Use of reliable knowledge, sound logic, and principles of ethical decision making in problem solving (SA 3- Case Study during evening discussions)

1) Multicultural Consciousness
Students will gain an appreciation of the cultural, social, and economic forces affecting their lifestyles and that of the selected country.

2) Personal Growth
Experience social and emotional growth by building independence, gaining self-confidence, enhancing self-awareness, developing empathy, and increasing tolerance for ambiguity

3) Professional Development
Gain an international perspective of chosen discipline and/or career path learning how to relate professionally with culturally different others via industry related tours, service learning opportunities, community engagement, and other local work/life experiences

4) Academic Development & Intellectual Growth
Exploit ways of knowing from the physical, natural, and social sciences, humanities and arts to access information and critically analyze complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions

CREATING ASSIGNMENTS TO MEASURE OUTCOMES

Where you see the intersecting points, create assignments or opportunities for assessment

Adding to existing syllabi:

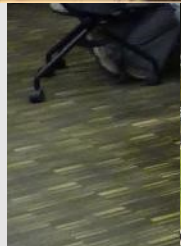
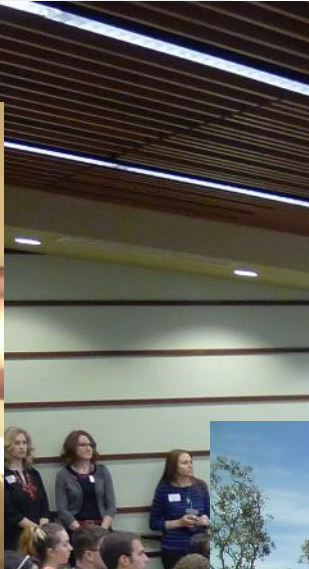
- Refine current assignments
- Creating new assignments

New programs:

- Keep in mind program restraints (time and facilities)
- Start with major outcomes and then fine tune with international outcomes



SETTINGS FOR ASSESSMENT



SYLLABUS

Criteria	Total Possible
Pre-departure Expectations Essay & photo	10 pts
Student-led Discussion	10 pts
Travel Journal	15 pts
Quizzes (2 @ 10 pts each)	20 pts
Case Study Assessment	10 pts
Final Reflection Paper	30 pts
Participation Points – Evaluated by RDs	5 pts
TOTAL	100 pts

Methods of Evaluation:

Pre-departure Expectations Essay: Students will write a 500-word essay describing their trip expectations. Students need to include their expectations in regard to human-animal interactions, as well as culture. Students also need to include a current “selfie” photo. The photo must be clear and only include you (head and shoulders shot). **The essay and photo must be dropped in the 3797.03 Carmen dropbox by 4:00pm on December 9.** Students should be prepared to talk about their expectations during class on December 9! Essays must be formatted using Arial, 12-pt font, 1-inch margins, double spaced.

Student-led Discussion: Students will be assigned by instructors to a particular tour on our itinerary. Each student will be responsible for leading a small-group evening discussion for the site assigned. The student should engage the group into thinking beyond what was obvious during the tour. The student should also be prepared to answer questions during the discussion.



CASE STUDY EXAMPLES

Provide a problem statement relevant to the field of study

- 1) Animal Sciences- New legislation is being considered
- 2) Ag Com- US based company expanding into new region and is creating a strategic communication plan
- 3) European policy heavily influences US landscaping and horticultural policy. You work for a company that wants a jump on the coming trends.

Group work with either the same presentation or a slight variation for each group based on student interests/specialization.

ASSESSING IMPACT- INDIRECT

- Cultural Quotient Indicator (CQI)
 - One shot case student during winter break and early spring programs 2016 in the College of Food, Agricultural, and Environmental Sciences at The Ohio State University.
 - Only generalizable to respondents
 - T1- 77 Respondents (87%)
 - T2- 52 Respondents (58%)
 - 91% Female (88% female participants)
 - Potential Participants (89)
 - 49 in Ireland (10 days)
 - 27 in Nicaragua (10 days)
 - 15 in Brazil (40 days)

4 CQ Capabilities

CQ DRIVE

CQ Drive (Motivational CQ) is a person's motivation, interest, and confidence in functioning effectively in culturally diverse settings. It includes:

- Intrinsic Interest** : Deriving enjoyment from culturally diverse experiences.
- Extrinsic Interest** : Gaining benefits from culturally diverse experiences.
- Self-Efficacy** : Having the confidence to be effective in culturally diverse situations.

CQ KNOWLEDGE

CQ Knowledge (Cognitive CQ) is a person's knowledge about how cultures are similar and how cultures are different. It includes:

- Business** : Knowledge about economic and legal systems.
- Values & Norms** : Knowledge about values, social interaction norms and religious beliefs.
- Socio-Linguistic** : Knowledge about language and communication norms.
- Leadership** : Knowledge about managing people and relationships across cultures.

CQ STRATEGY

CQ Strategy (Metacognitive CQ) is how a person makes sense of culturally diverse experiences - such as when they make judgments about their own thought processes and those of others. It includes:

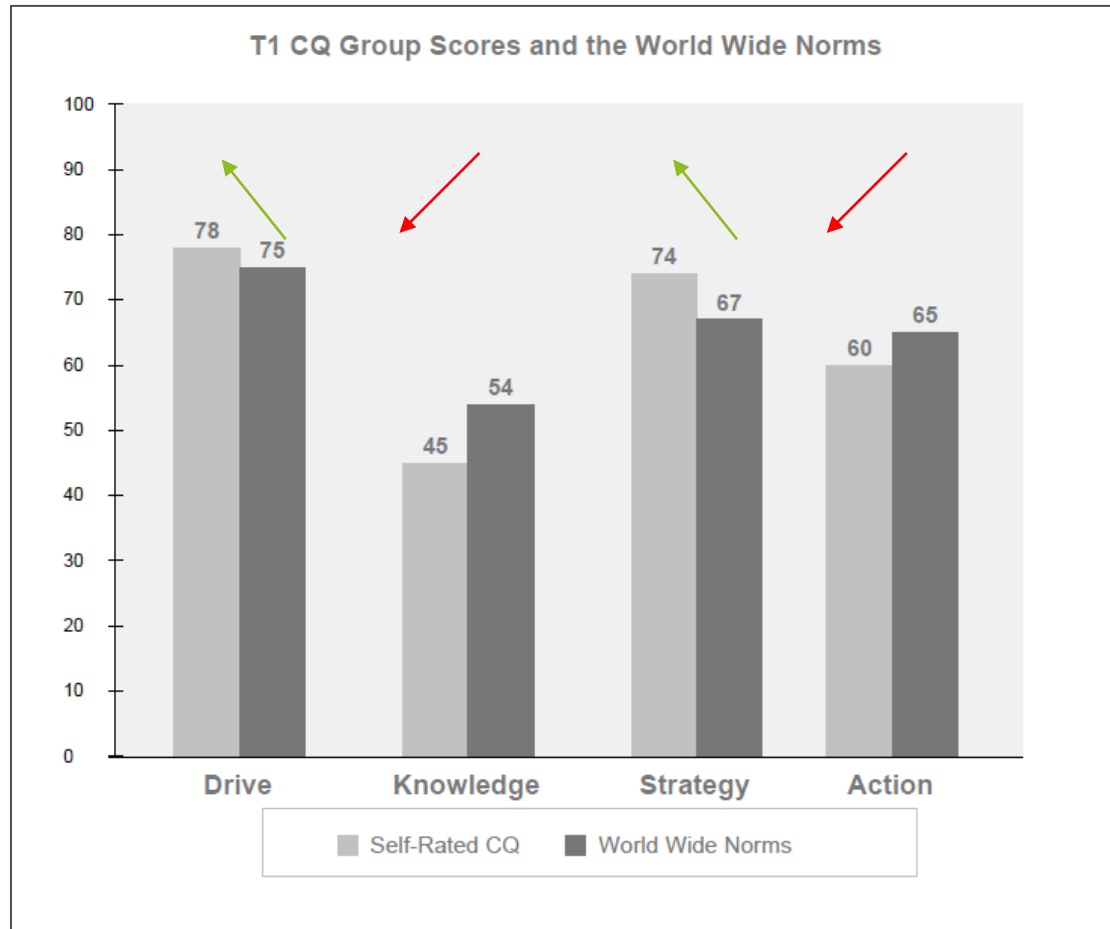
- Planning:** : Strategizing before a culturally diverse encounter.
- Awareness:** : Sensing the perspectives of self and others.
- Checking:** : Checking assumptions and adjusting mental maps when experiences differ from expectations.

CQ Action

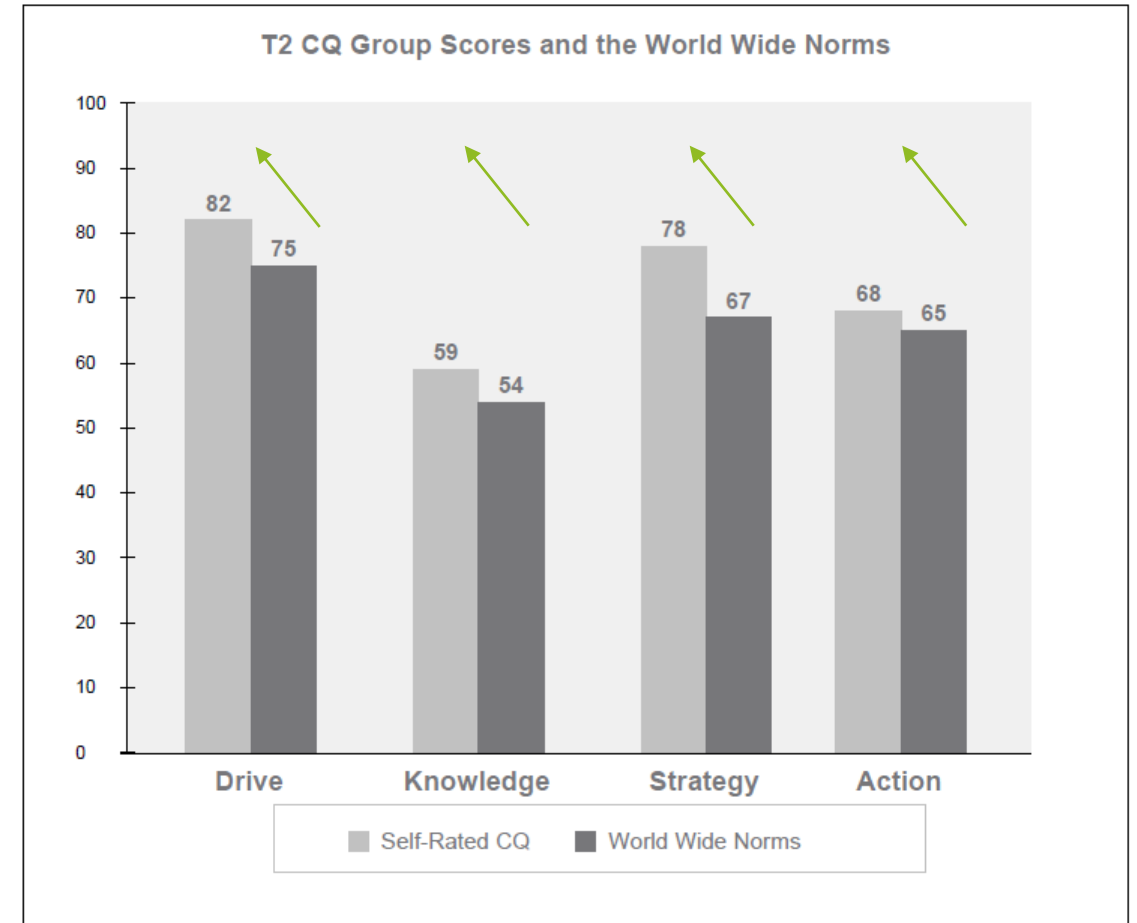
CQ Action (Behavioral CQ) is a person's capability to adapt verbal and nonverbal behavior so it is appropriate across cultural contexts. It involves having a flexible repertoire of behavioral responses that suit a variety of situations. It includes:

- Speech Acts** : Modifying the manner and content of communications (e.g., direct, indirect).
- Verbal** : Modifying verbal behaviors (e.g., accent, tone).
- Non-Verbal** : Modifying non-verbal behaviors (e.g., gestures, facial expressions).

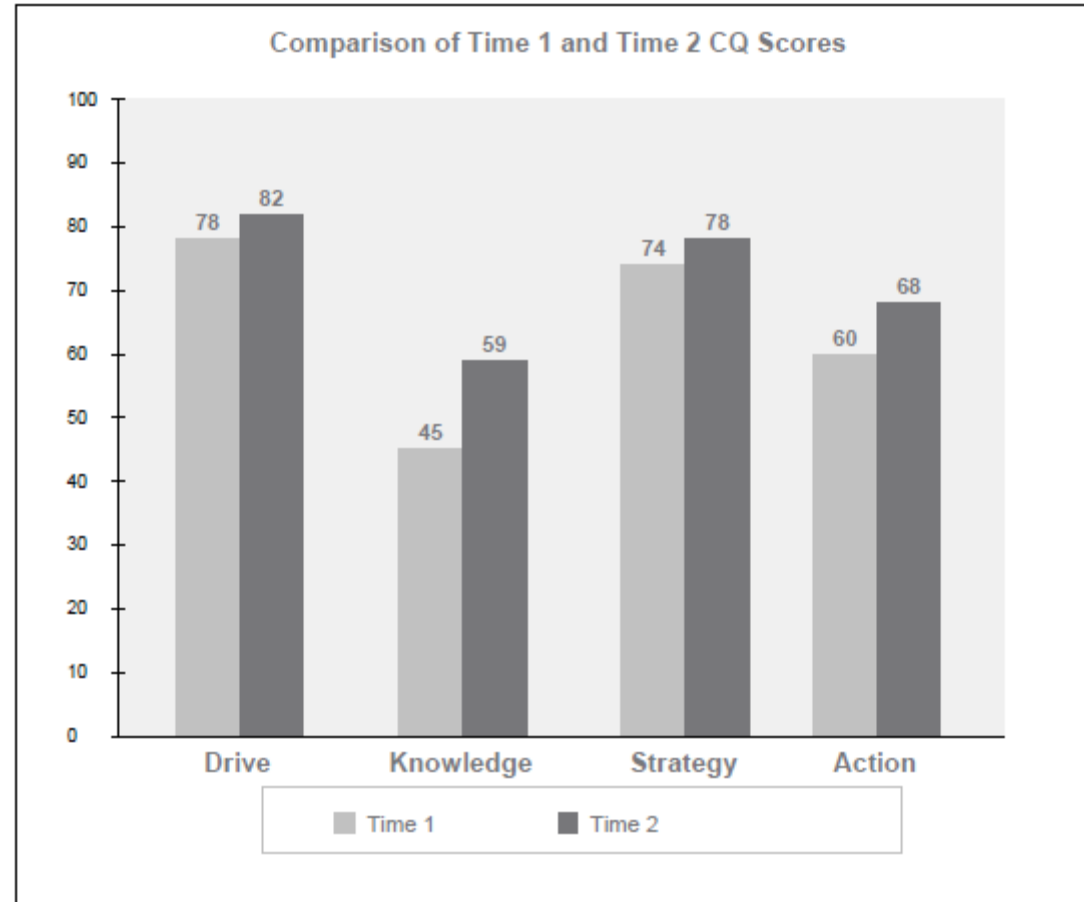
T1 CQ Group Scores



T2 CQ Group Scores



T1/T2 Comparisons

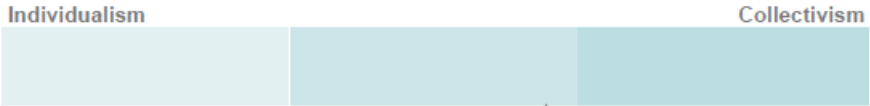


The following summarizes the comparison of Time 1 and Time 2 CQ scores for this group

	Avg Scores	% Changed
CQ Drive	78 -> 82	5%
CQ Knowledge	45 -> 59	31%
CQ Strategy	74 -> 78	5%
CQ Action	60 -> 68	13%

Cultural Values

▲ Based on the average self-rated scores in this group



QUESTIONS

- We'll take a closer look at study abroad program design and assessment in the International Committee Workshop





REFERENCES

Ang, S., & Dyne, L. V. (2008). *Handbook of cultural intelligence: Theory, measurement, and applications*. Armonk, NY: M.E. Sharpe.

Bolen, M. (2013). *A Guide to Outcomes Assessment in Education Abroad*. Carlisle, PA: The Forum on Education Abroad.