Rethinking Education Abroad for a Global Generation

Considerations for SIOs

Elizabeth Brewer, Chair, Beloit College
Julie Ficarra, SUNY Cortland
John Lucas, Int’l Student Exchange Program (ISEP)
Anthony Ogden, University of Wyoming
Katherine Yngve, Purdue University
Many thanks to Seven-Minute Motivator Series Sponsor:

UMSL Global
University of Missouri—St. Louis
Education Abroad and the Undergraduate Experience

Critical Perspective and Approaches to Integration with Student Learning and Development

Eds. E. Brewer & A. Ogden
Stylus, 2019
Introductions

Chapter 3
Curriculum Integration
Elizabeth Brewer
Beloit College

Chapter 13
Local Partners as Teachers & Learners
Julie Ficarra
SUNY Cortland

Chapter 15
Future Perspectives
John Lucas
ISEP

Chapter 2
High Impact Practices
Anthony Ogden
Univ. of Wyoming

Chapter 8
Using Assessment
Katherine Yngve
Purdue University
Overview

Articulated institutional commitment

Administrative leadership, structure, and staffing

Curriculum, co-curriculum, and learning outcomes

Faculty policies and practices

Student mobility

Collaboration and partnerships

COMPREHENSIVE INTERNATIONALIZATION

Education Abroad
Overview

Careers, Civic Life

Disciplinary Knowledge

Operational Skills

Education Abroad
Overview

Education Abroad Integration Model

Education Abroad in Undergraduate Education
How education abroad participation contributes to student learning and development will differ depending on the stage at which it takes place, the individual student, and the institutional context.

Student Inputs → Academic & Social Integration → Outputs

- **Year One:** Exploring
  - Students Bring: Identity, Knowledge & Skills, Attitudes, Social Capital, etc.

- **Year Two:** Experimenting
  - **Year Three:** Cultivating
  - **Year Four:** Connecting

(After College: Transferring)

Learning Outcomes Consistent with Institutional Context:
e.g., Critical Thinking, Social Responsibility, Problem Solving

Key Arguments

Embedding education abroad into undergraduate education facilitates stronger, holistic student learning and development

- Education abroad is a high impact practice.
- Curriculum integration is best understood as an opportunity for both continuity and disruption.
- Teaching and advising can help equip students to learn abroad.
- Partners are key to realizing the potential of education abroad.
- Assessment and evaluation can help us determine if our stated goals for education abroad are being met.
Topic #1: Education Abroad as a High Impact Practice

Is education abroad really a high-impact practice?

- First-year seminars
- Learning communities
- Writing-intensive courses
- Undergraduate research
- Service-learning, Community-based learning
- Internships
- Diversity/Global learning
- Etc...

What is the role of the SIO?

Haupt & Ogden, 2019
Topic #1: *Education Abroad as a High Impact Practice*

**CASSIE** The Consortium for Analysis of Student Success through International Education

UNIVERSITY SYSTEM OF GEORGIA

www.aieaworld.org
**Topic #1: Education Abroad as a High Impact Practice**

<table>
<thead>
<tr>
<th>Study Abroad</th>
<th>Did Not Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree in 6 years = 95.1%</td>
<td>Degree in 6 years = 62.7%</td>
</tr>
<tr>
<td>Degree in 4 years = 72.3%</td>
<td>Degree in 4 years = 38.2%</td>
</tr>
<tr>
<td>Semesters to Degree = 11.7</td>
<td>Semesters to Degree = 12.3</td>
</tr>
<tr>
<td>GPA at Degree = 3.42</td>
<td>GPA at Degree = 3.23</td>
</tr>
<tr>
<td>Credit Hours Earned at Degree = 153</td>
<td>Credit Hours Earned at Degree = 147</td>
</tr>
</tbody>
</table>
Topic #1: *Education Abroad as a High Impact Practice*

- **Increases graduation rates.**
- **Does not delay time to graduation.**
- **Does not require more credit.**
- **Boosts cumulative GPAs.**
**Topic #1: Education Abroad as a High Impact Practice**

Matching Estimates of Effect of Study Abroad for Subpopulations

<table>
<thead>
<tr>
<th></th>
<th>6-year Grad</th>
<th>4-year Grad</th>
<th>Semesters to Degree</th>
<th>Hours Earned at Degree</th>
<th>Ratio Hours Earned to Attempted</th>
<th>GPA at Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need-Based Aid</td>
<td>12.2 PP</td>
<td>10.1 PP</td>
<td>-0.289</td>
<td>2.24</td>
<td>0.01% (Not Sig)</td>
<td>0.109</td>
</tr>
<tr>
<td>No Need-Based Aid</td>
<td>9.9 PP</td>
<td>12.4 PP</td>
<td>-0.215</td>
<td>2.79</td>
<td>0.02% (Not Sig)</td>
<td>0.088</td>
</tr>
<tr>
<td>Underrepresented Minority</td>
<td>14.9 PP</td>
<td>11.9 PP</td>
<td>-0.27</td>
<td>2.95</td>
<td>0.25% (Not Sig)</td>
<td>0.12</td>
</tr>
<tr>
<td>Not URM</td>
<td>9.5 PP</td>
<td>11.6 PP</td>
<td>-0.23</td>
<td>2.45</td>
<td>-0.04% (Not Sig)</td>
<td>0.09</td>
</tr>
<tr>
<td>STEM</td>
<td>8.9 PP</td>
<td>6.6 PP</td>
<td>-0.10</td>
<td>3.12</td>
<td>-0.80%</td>
<td>0.11</td>
</tr>
<tr>
<td>Not STEM</td>
<td>11.5 PP</td>
<td>13.7 PP</td>
<td>-0.30</td>
<td>2.55</td>
<td>0.39%</td>
<td>0.09</td>
</tr>
</tbody>
</table>

*All estimates statistically significant at the 5% level, unless otherwise noted*
“We learn most at the conjunction of what we know and what disrupts that knowledge.”
Learning abroad is different than at home.
Academic Learning ↔ Non-Academic Learning
Topic #2: Curriculum Integration – Opportunity for Continuity and Disruption

Teach Students to Learn
Topic #2: Curriculum Integration – Opportunity for Continuity and Disruption

Invest in Faculty and Staff Development
Topic #3: *Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles*

- **Assessment is a process that should situate improvement as its primary intended outcome.**

- **Organizations and institutions that fail to introduce changes based on assessment findings have not really assessed.**

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**Dr. Mark Salisbury, Dean & Director of Institutional Research.**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>A truth-seeking activity which aims to uncover generalizable knowledge.</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>Seeks to establish the worth or impact of an intervention or program, often in comparison to a standard.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Seeks primarily to improve student learning. May also, at the institutional or system level, wish to establish the effectiveness of efforts intended to produce student learning.</td>
</tr>
</tbody>
</table>

Topic #3: *Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles*

### Purdue Global Science Partners Community

<table>
<thead>
<tr>
<th>Year</th>
<th>Change Introduced</th>
<th>IDI change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>2 Intercultural Reflections</td>
<td>+1.30</td>
</tr>
<tr>
<td>2015</td>
<td>Emphasized Commonality</td>
<td>+12.16</td>
</tr>
<tr>
<td>2017</td>
<td>Individualized IDI debriefs</td>
<td>+10.61</td>
</tr>
<tr>
<td>2018</td>
<td>As above</td>
<td>+8.98</td>
</tr>
<tr>
<td>2019</td>
<td>See Below</td>
<td>TBD</td>
</tr>
</tbody>
</table>

- 2018 reflections indicated many students had difficulty differentiating cultural differences from personality differences.

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![Bar chart showing Attained AAC&U Rubric Level 3 or Above](chart.png)

Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles

- “By embracing the differences [in viewpoint], you can come to better decisions.”
- “I have a much better ability to handle stress; to work in uncertainty.”
- “If you are hard to work with, it will hinder your advancement on a team.”
- “Listening is an important soft skill ... respect the other person so he can respect you and it leads to good decision making.”

Download the full report by Yngve & Tort at the Intercultural Learning Hub’s Research Repository: https://hubicl.org/publications/76/1
**Topic #3: Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles**

- Fall 2019 Enrollment = 4,144
- Under Represented = 12%
- Female = 20%

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Capstone Seminar = ICL req.</td>
</tr>
<tr>
<td>2015</td>
<td>Gen Ed advising aligned to ICL</td>
</tr>
<tr>
<td><strong>2016</strong></td>
<td>IDI Certification &amp; Coaching</td>
</tr>
<tr>
<td>2016</td>
<td>Mandatory Fac Devt in ICL</td>
</tr>
<tr>
<td>2017</td>
<td>Assmt Master Plan for ICL (IDI &amp; M-GUDS)</td>
</tr>
<tr>
<td>2019</td>
<td>Formative Assmt to all 1st Yrs (Beliefs, Events &amp; Values Inventory)</td>
</tr>
</tbody>
</table>

Look for the Forthcoming White Paper: https://hubicl.org/publications/browse

**Percent of Entering Class Demonstrating “Belongingness”**

- M-DOM
- Female
- MURM

Belongingness was operationalized as:
*Did not transfer out to other Purdue college AND
*Graduated in 4 years.
Topic #4: The Subversive Power of Exchange Partnerships

Transactional Education Abroad
Topic #4: The Subversive Power of Exchange Partnerships
Topic #4: *The Subversive Power of Exchange Partnerships*
Topic #4: *The Subversive Power of Exchange Partnerships*

Adapted from AAC&U Global Learning VALUE Rubric.
Topic #5: The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange

- Evaluations rely on student self-report.
- Dependent on relationships.
- Intended outcomes like mutual cross-cultural exchange.

RELATIONAL GOALS AND ONE-SIDED EVALUATION

THE STATUS QUO
Topic #5: *The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange*

WHAT WE ASSESS COMMUNICATES OUR PRIORITIES

- Post-program evaluation as extension of reflection
- Local partners rarely involved in assessing student global learning or overall program outcomes
Topic #5: *The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange*

**WHY WE SHOULD CARE**

**EDUCATION ABROAD IS A METHOD, NOT AN OUTCOME IN AND OF ITSELF**

- Knowing whether programs are achieving intended relational outcomes
- Reconceptualizing programs that are not yielding intended outcomes
Topic #5: The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange

MEASURING "SUCCESS" DIFFERENTLY

- Engaging local partners in assessment and evaluation efforts
- Developing a culture from recruitment to re-entry that centers the relational aspects of being a global learner
How can the SIO contribute to embedding education abroad into undergraduate education to contribute holistically to student learning and development over time?
Rethinking Education Abroad for a Global Generation

**Considerations for SIOs**

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