Total of all student scores – includes all GE Education Abroad Maymester courses that submitted reports

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Capstone(4) | Milestone(3) | Milestone(2) | Benchmark(1) | Total Number of Students | Mean Score of Each ELO |
| **(ELO1)** **Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.** | 4126% | 5434% | 6038% | 32% | 158 | 2.84 |
| **(ELO2)** **Students function effectively within their host country/countries.** | 3321% | 8553% | 4126% | 00% | 159 | 2.95 |
| **(ELO3)** **Students articulate how their time abroad has enriched their academic experience.**  | 4327% | 6038% | 5032% | 53% | 158 | 2.89 |
| Mean Percentage of Each Level | 25% | 42% | 32% | 2% |  |  |

Note:

* International Studies 2797.02 (17 students) - score is calculated by averaging each subcategory and rounding to the nearest integer.
* History 4798.02 - there are 17 students in ELO1 and ELO3, but 18 students in ELO2. In the summary the instructor mentioned that there were 18 students.
* Spanish 2798.11- Percentages provided for each ELO were calculated and rounded to the nearest integer to determine the number of students. By doing this calculation it is as if there were only 40 students but there were 41 students in the course.

**Instructor Reflection**

* History 2798.02
	+ “This program is likely to make WWII Study Abroad students consistent outliers in any college-wide comparative assessments.”
		- 3.1 minimum gpa (3.6 was the average for the 2013 group)
		- Students took a complete curriculum of 5 courses during the spring semester.
		- Instructor working extensively with each student.
		- They exceed the ELO’s
* Chinese2797.01
	+ It was difficult to gain all aspects of level 4 due to the lack of understanding of Chinese language. However, students were able to pick up some standard phrases throughout the trip.
* ASC 2798.03
	+ “Most students dealt only superficially with their experience abroad in noting similarities and differences between home and host countries. So, it is important to find ways of helping students find opportunities for meaningful encounters with people who live and work in London.”
	+ “Very few students mentioned our class readings and discussions in their final assignments. So again, I need to help students articulate what was valuable about the connection.”
* International Studies 2797.02
	+ Instructor divided the scores according to how the rubric is set up with subsections of each elo (a., b., c.) and used scoring such as 2.5.
	+ “In applying the rubric, I used the final reflection piece from the journal as the basis, but integrated into the score was (a) input from other journal reflections (b) the quality of the analytical paper, particularly for ELO3 and (c) observation of student behavior and participation in class and extra-curricular activities.”
	+ “I also did not feel that anyone really demonstrated capstone level performance , but I question whether many people, even seasoned, multiculturally sophisticated travelers, could achieve this level in a 3 week period.”
* Spanish 2798.12
	+ Next version of the course
		- Mix in guest lecturers (local scholars & researchers) with other kinds of speakers such as activists, community leaders, and even advanced students to share their experiences.
		- Include more interaction with students at the host institution and a service learning component. These were requested by students.
			* A language requirement will have to be put in place for those students doing service learning.
* Spanish 2798.11
	+ “As reported above (in what is, admittedly, a very rough distribution), I believe all of the students met the ELO milestones, and most went considerably beyond.
	+ Provided the study abroad survey completed by 23/41 students.
* Slavic 3797.02
	+ Used a digital scrapbook (individual project), and a 5-10 minute multimedia/video project (group project) to determine the scores.
* Portuguese 2798.10
	+ “In the future, I plan to introduce survival Portuguese language classes throughout the entire duration of the program. I think this will lead more students to meet the capstone level in ELO 1, ELO 2, and ELO 3.”