GE Education Abroad Assessment Summary (Autumn 2012 – May Term 2014)

* The first GE Education Abroad course was offered during the Autumn 2012 semester once the Education Abroad GE category became part of the Open Options section of the General Education Program. These findings include GE Education Abroad courses from Autumn 2012 through May Term 2014.
* 12 courses with GE Education Abroad status have been offered with 24 total sections offered between Autumn 2012 and May 2014. Of the 24 sections, 9 sections did not provide a GE assessment report. Of the 15 reports submitted, 2 did not provide the breakdown of achievement for each expected learning outcome. Therefore, 13 offerings, a total of 335 students, are represented in the rubric summary below.
* Before each offering of a new GE Education Abroad course the Chair of the ASCC Assessment Panel meets with the instructor to discuss the rubric and guidelines for GE Assessment.
* The findings show that students at The Ohio State University are achieving the expected learning outcomes of the Education Abroad GE category.
* Most of the instructors used the example prompt that they were provided with for an end-of-course reflection paper.
* Instructors are using the assessment results to improve student learning in several ways:
	+ Providing a better orientation for students and for host institutions.
	+ Strengthening the language requirement and implementing language classes throughout the entire duration of the program.
	+ Developing several orientation PowerPoints that will be available for future instructors.
	+ Providing more opportunities for students to interact with university students in the host country.
* The ASCC Assessment Panel is satisfied with the data and does not recommend any changes to the GE Education Abroad category at this point because the majority of the students appear to be achieving at least Milestone 2. However, the Panel is making a recommendation to ASCC to withdraw the GE Education Abroad status from courses for which there are repeatedly no assessment reports submitted. The Panel will also more clearly articulate what is expected in the reports when meeting with the instructors before the course is offered as well as reminding instructors to view GE assessment as an ongoing process.

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|  | Capstone(4) | Milestone(3) | Milestone(2) | Benchmark(1) |

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| --- | --- | --- | --- | --- |
| **(ELO1)** **Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.**  | 73(22%)   | 106(32%)  | 139(41%) | 17(5%) |
| **(ELO2)** **Students function effectively within their host country/countries.**  | 67(20%)  | 147(44%) | 116(35%) | 5(1%) |
| **(ELO3)** **Students articulate how their time abroad has enriched their academic experience.**  | 73(22%) | 115(34%) | 136(41%)  | 11(3%)  |

A total of 335 students were assessed as part of the GE Education Abroad category from Autumn 2012-May Term 2014).
At a minimum, students were expected to meet Milestone 2 on the GE Education Abroad rubric.

**The following GE Education Abroad courses were offered, assessed, and included in the findings above:**

ASC 2798.03

Chinese 2797.01 (submitted twice)

History 3798.02 (submitted twice)

London Honors (submitted twice)

Portuguese 2798.10

Slavic 2797.02

Social Work 5798.02

Spanish 2798.12

Spanish 2798.11 (submitted twice)

**The rubric used for GE Education Abroad assessment:**

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| --- | --- | --- | --- | --- |
|  | Capstone(4) | Milestone (3) | Milestone(2) | Benchmark (1) |
| **(ELO1)** **Knowledge of host country and US:** **Culture and worldview frameworks** | Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US. | Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US. | Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US. | Recognizes similarities and differences in cultural rules and practices between host country and US. |
| **(ELO2)** **Skills for effective functioning:****(a)** **Verbal and nonverbal communication****(b) Problem solving** | Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences.Navigates host country and overcomes obstacles with confidence and ingenuity. | Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences.Navigates host country and overcomes obstacles comfortably. | Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur.Navigates host country and overcomes obstacles at basic level. | Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US.Struggles to navigate host country at basic level and to overcome obstacles. |
| **(ELO3)** **Enrichment of academic experience:****(a) Knowledge****(b) Skills****(c) Attitudes/****perspectives** | Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.Initiates and develops engagement with people and ideas in host country.Interprets intercultural experience from the perspective of own and others’ worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.Actively engages with people and ideas in host country.Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one’s own. Asks deeper questions about other cultures and seeks out answers to these questions. | Connects knowledge gained in host country with pre-existing ideas.Makes effort to engage with people and ideas in host country.Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures. | Recognizes connections between knowledge gained in host country and pre-existing ideas.Makes minimum effort to engage with people and ideas in host country.Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures. |