

***Assessment – IA Program
Study Abroad and IA 101
Prepared by Ela Lepkowska-White***

This year the IA Program focused on creating better instruments to evaluate the IA 101 course and to evaluate students' experiences during their study abroad.

IA 101

In the fall of 2016 we created a new matrix to evaluate presentation skills in the IA 101 course (attached in the Appendix). In the Spring of 2017 Scott Mulligan and James Helicke used this matrix to evaluate roundtable discussions and debates in IA 101. They found that the rubric has to be revised again to better address the goals in IA 101. The goals in the newly designed rubric are too ambitious for the foundation course and they better address the objectives of the IA capstone course. The recommendation is to use the previously used rubric in IA (attached in the Appendix) and the newly designed rubric and develop a new assessment instrument that better addresses the objectives of IA 101.

Study Abroad

Eight IA seniors out of a group of nineteen seniors responded to open ended questions that attempted to evaluate their study abroad experience. They participated in the study abroad program in their sophomore or junior year.

Results

The responses to each questions are included in the Appendix.

Q1: Is the program rigorous enough for this state of college experience?

Most students emphasized cultural experience and cultural immersion over academic learning during their studies abroad although about half said that the programs were as challenging as classes at Skidmore or sufficiently challenging. Few students said that the academic rigor depended on the classes they chose and the specific program they undertook. While abroad about half stressed the importance of learning how to "navigate the culture, the language, work environment and education system" and being pushed in "terms of communication and interaction."

Q2: How well did the program prepare you for your final year at Skidmore?

Those who lived with locals talked about personal growth and developing a greater cultural awareness. Two students talked about developing "insight into myself and my future plans." Four students, who did not live with locals, discussed their independent research paper they completed abroad and learning about research methods as very

helpful in preparing them for the capstone experience. One mentioned her internship and job seeking skills she developed in the Washington DC Program that prepared her to apply for jobs in her senior year. One said that all of her classes taken at Skidmore as well as the study abroad program prepared her for her final year at Skidmore.

Q3: What opportunities did you get to interact with local communities?

Those who lived with locals stated that living with a local family gave them the best opportunities to interact with locals. Those who had local roommates stated that interacting with housemates was the most helpful. Students also talked about meeting locals when conducting internships in local communities, taking extracurricular classes, playing sports with locals, teaching English as a second language in local communities, travelling with locals, taking classes given by local faculty, participating in excursions in the local communities and farms, and conducting research or projects with local communities. Those who did not live with locals complained about limited interactions with locals.

Q4: Was room and board a good experience during your study abroad?

Those who lived with local families considered this one of the most important and valuable experiences abroad. For example, one student stated that “The host family component of the experience was the most influential aspect and beyond good.” They talked about the support, love and “warmth” they received from them. These experiences were not always flawless. One student switched a family after having a bad experience with the first family he was assigned to and another had some issues with some members of her host family but the student praised her interactions with others. A few students who lived in the dorms talked about befriending local students. One student who lived in the Educational Center in Cost Rica talked about limited interactions with locals but instead learning to live sustainably leaving a smaller footprint and learning how to working together with other students which made her feel as part of a family.

Q5: What in the program would you like to be improved?

Three students talked about a difficulty to find classes abroad (difficult to search for them, limited choices). A few students mentioned not enough interaction with the local students. One student chose a wrong program thinking that in her studies she will be able to focus on Germany but the classes focused on Europe and did not allow her to deepen her studies in German. One student talked about poor quality of language and culture classes she took abroad. The student explained that in the language class instead of focusing on fostering speaking skills the faculty focused on grammar, and with limited interactions with the local community, the student was not able to practice speaking in a foreign language. One student complained that the IA Program and

Skidmore did not prepare her to study abroad and she experienced significant adjustment issues when she was away.

Q6: What were the most rewarding part(s) of your study abroad experience?

Those who stayed with the local families said that they developed friendships with them were most rewarding. One student said that she did not realize how they are “so critical to my life now and my professional prospects post-grad.” Students also talked about friendships they developed with locals they met during internships, in classes, and on other occasions as being very important to them. Others talked about developing language fluency, cultural immersion, and working on meaningful projects that not only helped them develop research skills, but also helped local communities. One mentioned that the internship she completed helped her to look for jobs in her senior year.

Q7: What best prepared you for your study abroad?

Language fluency was the most frequently mentioned factor that helped students abroad. Others mentioned Skidmore workshops and informational sessions, past experiences of travelling abroad, courses taken at Skidmore (IA 101, GO 103 and other courses), and research they conducted prior to going abroad.

Conclusions

The quality of the academic experience varies significantly among programs. It seems that for most of the students going abroad it is more about cultural immersion (for example fostering friendships with people unlike them), cultural understanding, language fluency, and for some, working on meaningful projects and their own personal growth. Students feel that they benefit more on many levels (learn more about culture, develop better language skills, receive emotional support, create friendships, etc.) when they live with the locals especially with the local families with whom they develop strong emotional bonds. Students also value research and projects conducted with the locals and for the locals and different forms of interaction with the locals. They recognize the importance of having language competency before going abroad in addition to having sufficient understanding of the country (culture, customs, politics, etc.). Most do not complain about not being prepared to go abroad and others say they benefit from courses and programs that help them with their adjustment to a foreign country.

Recommendations

We need to think of these conclusions when advise students about study abroad program. We also need direct assessment of the study abroad program to identify programs that allow for the best academic experience as well as cultural immersion and language learning. This is a big component of our program all IA majors are required to study abroad. We suggest that we should visit the strongest programs abroad to directly evaluate the courses they offer, faculty, living conditions and other experiences that students engage in while abroad. This will help us better advise students in IA.

Appendix

Survey Responses

Q1: Is the program rigorous enough for this state of college experience?	
Skidmore in Spain (Madrid, Spain)	
Yes, it was at the time. I was navigating the culture, the language, work environment and education system. Although, I could argue that I've been doing that my entire career at Skidmore.	(Student: Mohau Mazibuko '17)
Yes. I was perfectly ready to study abroad as a Sophomore. I was ready to improve my Spanish at a quicker pace and I needed to immerse myself in order to do that.	(Student: Lucy Cooper-Hauser '17)
Skidmore in Paris: Language, Business, and Liberal Arts (Paris, France)	
I absolutely believe that the courses taught at the Skidmore Center were challenging enough. In those classes, I was writing lengths of papers in French and studying for grammar which was increasingly difficult as the weeks passed.	(Student: Jessica Torres '17)
I didn't find some of the program classes offered at the Skidmore in Paris center to be too challenging, although one or two were. I took most of my classes at outside institutions where I found the coursework to be sufficiently challenging.	(Student: Katherine Hamilton '17)
IES European Union Studies (Freiburg, Germany)	
I felt like the amount of work expected of us was appropriate for this stage of the college experience,	(Student: Katherine Oetheimer '17)

but I found that in some instances, the standards for quality work seemed lower than at Skidmore.	
SFS Sustainable Development Studies (Atenas, Costa Rica)	
Yes, the program was definitely challenging enough. It pushed me to think more deeply and complexly about many of the concepts I had learned in 100 and 200 level courses about environmental studies, economics, and global governance at Skidmore, and to apply these concepts to specific cases in Costa Rica, Nicaragua, and other Latin American examples.	(Student: Katherine Oetheimer '17)
SIT Morocco: Multiculturalism and Human Rights (Morocco)	
Parts of the program were definitely challenging (for example Arabic classes, independent research paper and presentation).	(Student: Francesca Green '17)
Absolutely, as I was pushed very far outside my comfort zone in terms of communication and interaction in a positive way	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
Yes, I thought that the coursework was rigorous, and I was held to a high academic standard.	(Student: Katelizabeth Chin '17)
Washington Semester Program (Washington, D.C., USA)	
The projects (SWOT Analysis, Bloomberg) were definitely challenging enough, but the general classes were not difficult since we had an overwhelming	(Student: Jessica Torres '17)

amount of international students with all different backgrounds. However, the majority were graduate students so the general level expected of us was high.	
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Q2: How well did the program prepare you for your final year at Skidmore?	
Skidmore in Spain (Madrid, Spain)	
It did show me that life doesn't have to be stressful to be fruitful academically. I don't think a semester abroad alone can prepare me for my final year because it is more of a combination of small things throughout the three years. And the small piece I received from abroad, "Breathe, it's going to work out eventually." Stress may be necessary, but not all the time.	(Student: Mohau Mazibuko '17)
Because I studied abroad two years ago, it is more difficult to see direct correlations between that experience and my final year. I had not chosen my IA major when I decided to study abroad. However, I do feel the experience gave me tremendous insight into myself and my future plans, both of which have played large roles this year.	(Student: Lucy Cooper-Hauser '17)
Skidmore in Paris: Language, Business, and Liberal Arts (Paris, France)	
In terms of personal and cultural development, it prepared me greatly. I am excited by opportunities to work overseas, and through my domestic study in Washington, D.C. in the following semester, really severed ties with thoughts that are USA-centered.	(Student: Jessica Torres '17)
Since the coursework was lighter in the Skidmore in Paris program, and while my classes were difficult at	(Student: Katherine Hamilton '17)

outside institutions, I did not have much day-to-day work but rather a few large assignments throughout the semester, so I could have been more prepared coming back to Skidmore's heavy workload on a daily basis.	
IES European Union Studies (Freiburg, Germany)	
My EU seminar professor required us to write a long research paper, and I think that this process helped me prepare for writing my capstone paper. Specifically, this paper was a purely research paper, as opposed to a research project with a field component, and in that case the research and writing process was fairly similar to what I am now doing for my capstone. It was definitely helpful to have an experience like that prior to beginning working on my capstone. However, not all of the EU seminar classes were required to write an extensive research paper.	(Student: Katherine Oetheimer '17)
SFS Sustainable Development Studies (Atenas, Costa Rica)	
The program prepared me well for my final year at Skidmore, and my capstone experience specifically, by requiring us to complete a directed research project at the end of the semester, where we practiced writing and conducting surveys, statistically analyzing data, and reviewing the literature. We also wrote extensive papers on our research and presented our findings to our professors and peers. This research experience prepared me well for my capstone research.	(Student: Katherine Oetheimer '17)
SIT Morocco: Multiculturalism and Human Rights (Morocco)	

The independent research paper helped to prepare me for future papers I would write.	(Student: Francesca Green '17)
Completion of an independent study project and taking a research methods class prepared me for capstone	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
I feel that I returned to Skidmore for my final semester with a new perspective and a better understanding of my area of focus.	(Student: Katelizabeth Chin '17)
Washington Semester Program (Washington, D.C., USA)	
It prepared me incredibly. I had my first internship in that program and then got my summer internship utilizing the American University internship portal. The girls I befriended in the program were my flatmates for the summer, and my professional development was amazing in this. I made a LinkedIn, know how to interview, know how to write a resume and cover letter....it was a fantastic experience.	(Student: Jessica Torres '17)

Q3: What opportunities did you get to interact with local communities?	
Skidmore in Spain (Madrid, Spain)	
I had an internship with a local restaurant 4 hours a week; I also taught a English Conversation class once a week; I played volleyball at the local university; and I travelled in Spain with friends and as well as my host family.	(Student: Mohau Mazibuko '17)

I was able to teach a local family, teach university students, live with a host family, immerse myself in the city itself and meet locals... Really any opportunity I desired was available to me.	(Student: Lucy Cooper-Hauser '17)
Skidmore in Paris: Language, Business, and Liberal Arts (Paris, France)	
I had multiple opportunities. I signed up for a Cuban salsa dance class where I was the only American student so every class I interacted with locals. At the Business School, I befriended girls from Madagascar and France. There were not multiple opportunities to interact with communities in a volunteer or cultural way that was separate from tourism, though.	(Student: Jessica Torres '17)
A few but only one that allowed us to interact with other students our age.	(Student: Katherine Hamilton '17)
IES European Union Studies (Freiburg, Germany)	
The main opportunity I had to interact with local communities was through my housemates, who were all German or international students at the University of Freiburg. Other than that, we didn't have as many opportunities to interact with local communities as I would have liked. All the traveling with the program made my four months in Germany feel constantly interrupted, and it was hard to join local clubs or organizations and meet people outside of IES.	(Student: Katherine Oetheimer '17)
SFS Sustainable Development Studies (Atenas, Costa Rica)	
Although our center was fairly isolated from the rest of the community, and the primary focus of the	(Student: Katherine Oetheimer '17)

program was field studies, not cultural immersion, we did do a number of outreach events with local community groups, including a group of boy and girl scouts, college-aged students learning English, and local farms. We also had a home-visit day in the middle of the semester, where we spent a day with a local family. On my directed research program, we had the opportunity to interact with the community in the rural surf town of Santa Teresa, where we conducted surveys about waste management in both English and Spanish, and managed to speak with nearly everyone in the town.	
SIT Morocco: Multiculturalism and Human Rights (Morocco)	
Home stay, on the ground research, and various homework assignments.	(Student: Francesca Green '17)
living in a host family, taking classes taught by native Moroccans, daily interactions in the city, travel	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
There were a lot of opportunities to interact with other students, including my roommate. We also interacted with local communities while traveling outside of the city.	(Student: Katelizabeth Chin '17)
Washington Semester Program (Washington, D.C., USA)	
I interacted through site visits for lectures and through my internship at The Washington Ballet. But not in any kind of volunteer work, unfortunately.	(Student: Jessica Torres '17)

Q4: Was room and board a good experience during your study abroad?

**Skidmore in Spain
(Madrid, Spain)**

I loved my host family. They welcomed me into their home and didn't treat me as a guest, but as a part of the family. Great learning environment for Spanish.

(Student: Mohau Mazibuko '17)

The host family component of the experience was the most influential aspect and beyond good. I was incredibly lucky with my pairing.

(Student: Lucy Cooper-Hauser '17)

**Skidmore in Paris:
Language, Business, and Liberal Arts
(Paris, France)**

Yes!!! I lived with an amazing host family in the 15th arrondissement. I honestly feel so lucky that they were my host family. The parents were so warm and loving and I felt incredibly welcomed there from the first day to the last.

(Student: Jessica Torres '17)

It was not for my first semester when I lived with a terribly family, but then I switched for the second and am still very close with that family today :)

(Student: Katherine Hamilton '17)

**IES European Union Studies
(Freiburg, Germany)**

I had a great room and board experience. I lived in a student apartment in a building called Berliner Allee, which was right across the street from a tram stop and about a 7 minute ride from downtown. It was also about a 5-10 minute walk from the Seepark, a beautiful large park; StuSie, another student housing complex; and two grocery stores. My apartment was

(Student: Katherine Oetheimer '17)

overall very clean, and everyone in the house was very respectful of each other. My flatmates were very friendly and welcoming, were willing to include me in their social events, and the German ones were excited to let me practice speaking German with them.	
SFS Sustainable Development Studies (Atenas, Costa Rica)	
Yes, room and board was a good experience. Living at the Center itself was an exercise in sustainability, and through that I feel like I learned and changed my habits to reduce my personal footprint. The Center rooms and amenities were somewhat sparse but functional, and met our needs. The food was excellent, and the communal nature of the living space, dining room, and chore responsibilities made everyone at the Center feel more like a family.	(Student: Katherine Oetheimer '17)
SIT Morocco: Multiculturalism and Human Rights (Morocco)	
I had some problems with my host family, but I did love my host siblings and I miss them a lot.	(Student: Francesca Green '17)
Yes	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
Yes, there were no issues.	(Student: Katelizabeth Chin '17)
Washington Semester Program (Washington, D.C., USA)	
Yes. I lived in a double with Lianne, a Law Graduate student from Seoul. Living in the dorms was convenient for walking to class, meeting up with friends, and going to the gym so that was good.	(Student: Jessica Torres '17)

Q5: What in the program would you like to be improved?

**Skidmore in Spain
(Madrid, Spain)**

I was doing the program on a business track, which meant I was the only one. I basically spent a considerable amount of time searching for classes, with help from the program, in English that would transfer as well. I hope they kept the list so anyone else does not have to deal with the difficulty.

(Student: Mohau Mazibuko '17)

I found the program to be run exceptionally, specifically by Susan. I found the entire faculty to be especially competent and impressive. I would perhaps suggest shifting the workshops that were run about cultural differences, etc, but I believe they have been changed since my time there.

(Student: Lucy Cooper-Hauser '17)

**Skidmore in Paris:
Language, Business, and Liberal Arts
(Paris, France)**

The organization of our Director in Paris was not very good. He wouldn't be sure that he had signed us up for classes and would tell us that instead of checking it himself first and then telling us if that were true. Also being provided official notes from the Director to have excused absences for the field trips would have been nice for my other schools.

(Student: Jessica Torres '17)

Perhaps interactions with both other French students or even other American or International students - the program is quite small and is very secluded from other students, both natives and those studying abroad.

(Student: Katherine Hamilton '17)

IES European Union Studies (Freiburg, Germany)	
While I didn't really like the IES EU program that much, I think that my issues with it were the result of it being the wrong program for me, and not so much a result of ways the program could be improved. I chose this program because I wanted to live in Freiburg specifically and improve my German language skills, this program didn't conflict with my summer job, like the other Freiburg programs would have, and it offered courses that I could count towards my IA major. However, most of the people on my program chose this for the European aspect of the classes, not the German aspect. Reflecting on this, the one thing I think I would improve is providing more opportunities or support for students who really do want to immerse themselves in German to get connected with groups at the University, maybe especially Erasmus or international student groups. With the traveling aspect of this program, it can be hard to feel comfortable reaching out to student organizations at the University. I think it would also be nice to facilitate more contact between IES students at the different Centers in Freiburg. It would also be cool if IES offered more classes in German.	(Student: Katherine Oetheimer '17)
SFS Sustainable Development Studies (Atenas, Costa Rica)	
I think that the Costa Rican culture and language class could be improved. Language and culture were not the focus of this program, and therefore the language and culture class seemed like a bit of a joke. In regards to the language part of the course, as someone who was placed into the advanced section, I was hoping for a class focused on conversational Spanish, but instead we spent a lot of time on grammar rules, which I have now forgotten. Since our interactions with the outside community and native Spanish speakers were fairly limited, I would have liked to practice speaking more in that class.	(Student: Katherine Oetheimer '17)

SIT Morocco: Multiculturalism and Human Rights (Morocco)	
(No response)	(Student: Francesca Green '17)
Nothing in the program really needs to be improved, but Skidmore and maybe specifically IA could do a better job of preparing students for abroad. Not all students go to Western countries or can rely on English, and this is a huge thing to adjust to and can be very isolating. It would be nice to see IA reach out to its students going abroad and support (through courses) and advocate for a larger variety of countries to go abroad to	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
Due to the program's small size, there was not much choice when choosing classes. Ideally, I would have liked to have more options to explore the areas that I am most interested in.	(Student: Katelizabeth Chin '17)
Washington Semester Program (Washington, D.C., USA)	
If they had communal fridges in Leonard Hall that would have made things easier. Also, if every semester there could've been a trip to NYC or Boston that would've been good. In previous semesters they had done that so it was a bit of a let down.	(Student: Jessica Torres '17)

Q6: What were the most rewarding part(s) of your study abroad experience?

Skidmore in Spain (Madrid, Spain)	
The friendships I made as well as the the relationships I cultivated with the locals, my host parents and my boss at my internship.	(Student: Mohau Mazibuko '17)
The host family stay, as well as my work experience. I had no idea those experiences would be so critical to my life now and my professional prospects post-grad.	(Student: Lucy Cooper-Hauser '17)
Skidmore in Paris: Language, Business, and Liberal Arts (Paris, France)	
The most rewarding parts of my study abroad experience would have to be the host family I was placed with, the comfort I felt in Paris, and the improvements in my French capabilities. I am from a small rural town and often feel disenchanted with living in the US. Living in Paris, I immediately went through the same disenchantment process upon arrival but the overwhelming history, culture, and language community is something that I hope to be a part of again once I graduate.	(Student: Jessica Torres '17)
Living in Paris, becoming fluent in French, making great friends, exploring the city & the country & other European nations, taking interesting classes, and much more.	(Student: Katherine Hamilton '17)
IES European Union Studies (Freiburg, Germany)	
The most rewarding part of this study abroad experience was definitely using my German. Although I didn't feel like it drastically improved, I definitely expanded my vocabulary and became comfortable doing everyday things. My grandfather's family is German, and so spending four months living in Germany and getting to know the people, culture, and	(Student: Katherine Oetheimer '17)

language, even if it was frequently interrupted, was really wonderful.	
SFS Sustainable Development Studies (Atenas, Costa Rica)	
The most rewarding part of this experience was definitely working my my directed research project. My group worked with a small nonprofit trying to reduce pollution in the river and ocean water surrounding the town of Santa Teresa, and the data we collected for our research was data they needed, but didn't have the manpower to collect themselves. It was so nice to do a research project that was actually helping someone, instead of just for a class.	(Student: Katherine Oetheimer '17)
SIT Morocco: Multiculturalism and Human Rights (Morocco)	
The independent research I did (conducting interviews in French and Arabic, exploring different parts of the country by myself, and writing a forty page paper	(Student: Francesca Green '17)
Cultural immersion, language learning, a very new challenge	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
Having the opportunity to immerse myself in another culture and to develop my language skills was very valuable.	(Student: Katelizabeth Chin '17)
Washington Semester Program (Washington, D.C., USA)	

The friends that I made in the program who live all over the world, and the two incredible internship experiences that are helping me to now get jobs.	(Student: Jessica Torres '17)
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Q7: What best prepared you for your study abroad?	
Skidmore in Spain (Madrid, Spain)	
Being an international student student Skidmore helped me be an international student abroad. Skidmore held workshops and info sessions about the abroad program which helped with navigating the program and the location.	(Student: Mohau Mazibuko '17)
My language skills were most important when I studied abroad because my proficiency allowed me to feel fairly comfortable with my host family and made coursework very manageable.	(Student: Lucy Cooper-Hauser '17)
Skidmore in Paris: Language, Business, and Liberal Arts (Paris, France)	
In the summer after high school I spent a week in Lyon, France. That prepared me to feel overwhelmed by not knowing the native language whilst I was in a foreign country. Otherwise, the multiple semesters of French that I took at Skidmore with Professor Freiermuth prepared me very well.	(Student: Jessica Torres '17)
Being comfortable in a new city & foreign country.	(Student: Katherine Hamilton '17)

IES European Union Studies (Freiburg, Germany)	
The five German courses I had taken helped me be better prepared for living in Germany than many of my classmates. The rigor of my courses at Skidmore, especially the emphasis placed on writing in many of my courses, prepared me well for my coursework at IES. Specifically, I felt that the IA 101 and GO 103 also prepared me for the focus on politics and government present in this program.	(Student: Katherine Oetheimer '17)
SFS Sustainable Development Studies (Atenas, Costa Rica)	
My environmental studies courses, especially by ES 105 lab, prepared me for the environmental studies aspects of the program and for the field work components in all of the courses. My Intro to Microeconomics course was also helpful for understanding my Economic and Ethical Issues in Sustainable Development course.	(Student: Katherine Oetheimer '17)
SIT Morocco: Multiculturalism and Human Rights (Morocco)	
Research!	(Student: Francesca Green '17)
4 semesters of Arabic under the self instructed language program	(Student: Dorothy Parsons '17)
IES Abroad Beijing (Beijing, China)	
The materials provided by the program helped me to feel well-prepared.	(Student: Katelizabeth Chin '17)
Washington Semester Program	

(Washington, D.C., USA)	
Since I was a student in the Global Economics & Business Program, I was well prepared since my IA and Econ majors blended well in that program.	(Student: Jessica Torres '17)

International Affairs Oral Skills - New Rubric for IA 101

Skill Set	4	3	2	1
Identifies and explains key IA concepts	Accurately identifies, explains and engages with all key IA theories and concepts that apply to topic at hand.	Identifies, explains, and engages with most IA theories and concepts in a mostly accurate manner as applicable to the topic.	Attempts to identify, explain, and engage with key IA theories and concepts as applicable to the topic but either does so incompletely and/or inaccurately .	Makes no attempt to identify and engage with key IA theories and concepts as they relate to the topic.
Formulates an argument and provides supporting evidence	Clearly articulates an argument/thesis and proceeds to substantiate it by using appropriate and plentiful evidence.	Provides an argument/thesis as well as supporting evidence; argument could use more precision and clarity and/or higher quality supporting evidence.	There is an overarching argument/thesis, but it is left largely implicit; supporting evidence is lacking and unpersuasive in quantity and/or quality.	Fails to provide an overarching argument/thesis; makes no attempt to provide evidence for even implicit arguments.
Recognizes the diversity of perspectives held	Identifies multiple and competing points of view held by different stakeholders. Acknowledges objections and provides convincing replies. Justifies own opinion with clear reflection, self-assessment, and respect for other opinions.	Identifies points of view held by main stakeholders but not alternative views. Partially acknowledges objections and provides limited replies.	Identifies a single, personal point of view and fails to discuss other stakeholders' perspectives. Fails to address objections adequately.	Fails to formulate and express own point of view.
Demonstrates an understanding of disciplinary and interdisciplinary approaches	Clearly identifies specific disciplinary perspectives from the social sciences, humanities, arts, and natural science and provides a rationale for using them. Discusses limitations and implications of a single disciplinary approach.	Identifies selected disciplinary perspectives and provides a partial rationale. Cursory discussion of limitations and implications of a single disciplinary approach.	Identifies disciplinary perspectives from own academic field and provides a rationale. Fails to recognize limitations and implications of a single disciplinary approach.	Fails to identify disciplinary perspectives and does not provide a rational.
Provides new research material (including audio/video) not	Clearly provides critical and scholarly depth through the use of new materials. Demonstrates	Provides adequate new materials. Demonstrates some originality. Draws partial connections.	Provides little new material. Demonstrates little originality. Draws few connections.	Fails to provide new material. Demonstrates no originality. Draws no connections.

introduced in class	originality and creativity. Draws analytical connections to class materials			
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Comments on International Affairs' Assessment Report 2017

As submitted by Ela Lepkowska-White May 30, 2017

This report summarizes two project in IA this year: one to develop a rubric for a direct assessment of students' presentation skills in IA 201, and one to evaluate students' experiences and learning while completing the study abroad that is required for the program. The rubric is a challenging undertaking and we have sent you the VALUE rubric for oral presentations from the AACU, knowing that the faculty involved plan to overhaul the rubric in progress and may find the AACU one useful.

The project assessing study abroad in the major is a survey, and the report summarizes the survey results and draws some conclusions. The survey was designed to provide some useful information for faculty and advisors in the program, and in that regard is something that other departments and programs could well learn from. It seems especially valuable to hear from the students about how challenging their coursework was; what kinds of meaningful learning happened beyond the coursework; how well prepared they were for the experience; and how well the experience helped them as they concluded their IA work with a capstone.

The report recommends doing a "direct assessment," and it also recommends that faculty evaluate the "strong" programs to learn more about the faculty, resources, courses, etc., that our students have access to in the programs. This kind of on-site evaluation is indeed useful for obtaining a clearer sense of our affiliated programs' strengths and weaknesses. Some of it can be done at a distance, for example by requesting course syllabi and faculty cv's. Perhaps you could work with OCSC to do some on-site evaluations as well.

The report doesn't pursue the idea of a direct assessment, but the indirect assessment that you report on here in the survey could be powerfully complemented by an analysis of work that IA students have completed during their study abroad (for example, papers that they have written for upper-level classes in programs abroad). What do IA faculty expect your students to be learning abroad, particularly in terms of specific knowledge and skills related to the disciplines represented in IA? Could you imagine conducting this kind of direct assessment next year? We would be happy to discuss with you ways that you might set up and carry out such a project. We could also provide some modest funding for this, since it could pilot a model other departments might adopt for assessing students' learning abroad.

In the meantime, thank you for providing a useful model for how departments and programs can begin to study our students' study abroad.

Sarah Goodwin

Faculty Assessment Coordinator

6/1/17