**2009 CIE Report**

**Step 1: Department/Program Mission** (Any updates due September 15, 2009)

The mission of the Center for International Education (CIE) is to promote intercultural communication and exchange, cross-cultural understanding, and transnational competence between Albion College students, primarily domestic students who study off campus and international students who study on our campus, and the people they meet from around the world.

**Step 2: List goals/outcomes** (Any updates due September 15, 2009)

1.  A. Provide and support high quality academic off-campus learning opportunities.       
     B. Students applying to and engaging in academic off-campus programs will understand and follow procedures for participation in off-campus programs.   
     C. Students participating in academic off-campus programs will increase/improve their:

            1. Intercultural understanding and communication skills

            2. Personal development, i.e., independence, self-direction, confidence, ability to deal with change

            3. Academic development/learning

            4. Career/future academic direction

            5. Understanding of the history, politics/government, and culture of their off-campus program and/or host country

            6. Understanding of and ability to negotiate cultural differences

            7. Understanding of and ability to adjust/adapt to the academic, co-curricular, social, and personal challenges of their off-campus program.  
            8. Engagement (upon return) in on-campus learning and/or activities where they can continue to use and/or develop the skills acquired during off-campus study, e.g., language learning, work with intercultural groups, etc.

2.  A. Serve the academic, personal, and immigration needs of Albion's international students

     B. International students attending Albion will increase/improve their:

            1. Intercultural understanding and communication skills  
            2. Understanding of and ability to adjust/adapt to the challenges of academic, co-curricular, social, and personal life on the Albion campus

            3. Understanding of and ability to negotiate cultural differences

            4. Understanding of and ability to comply with immigration requirements

            5. Understanding of and ability to take advantage of opportunities available to F-1 and J-1 visiting students

            6. Understanding of American and other cultures

**Step 3: Identify program components** (Any updates due September 15, 2009)

Off-Campus Program students engage in:

1. Individualized off-campus program advising on the selection of programs and application processes.   
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF-CAMPUS LEARNING OPPORTUNITIES.  
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF-CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS                                 PROGRAMS.

2. Preparation of applications to Albion College and the proposed off-campus program. This requires writing essays, researching and identifying coursework to be taken off-campus, and may also include preparation of an initial research proposal and/or resume. Students who seek additional scholarship support research alternative sources and may prepare additional essays.   
        GOAL 1C2: PERSONAL DEVELOPMENT;   
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING;   
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION;   
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

3. A mandatory pre-departure orientation session for international programs that includes how to work with their program provider/host university and initial information about traveling abroad, e.g., securing passports and visas; physical, mental, and emotional health issues, including culture shock; personal safety; cultural and academic adjustment; travel arrangements; packing; handling money; insurance; gender issues/dating; and the importance of research into the location, history and culture of their host country.   
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF-CAMPUS LEARNING OPPORTUNITIES.  
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF-CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS                             PROGRAMS.   
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 1C2: PERSONAL DEVELOPMENT;   
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING;   
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION  
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES   
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

4. A mandatory pre-departure general orientation session to learn about Albion off-campus study policies regarding academics, financial aid, tuition payments, and returning to the residence halls.  
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF-CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.

5. Work with their individual off-campus program providers and/or host universities to prepare for program departure. This may include securing a passport and/or visa, arranging transportation, completing housing arrangements, preliminary course registration, etc.  
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF-CAMPUS LEARNING OPPORTUNITIES.  
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF-CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.   
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 1C2: PERSONAL DEVELOPMENT;   
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING;   
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION  
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES   
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

6. An Albion-approved off-campus program that requires full-time academic coursework in English or, depending upon the major, in the language of the host country. Many students engage in internships plus at least one course (normally two during a sememster). Other students conduct laboratory or academic research and study. In addition to an introduction to the host institution, all international programs and most domestic programs offer mandatory orientations to their local environment--academic, geographic, cultural--and provide support for the academic, personal and, where appropriate, immigration needs of off-campus study students.  
        GOAL 1A: PROVIDE AND SUPPORT HIGH QUALITY ACADEMIC OFF-CAMPUS LEARNING OPPORTUNITIES.  
        GOAL 1B: STUDENTS APPLYING TO AND ENGAGING IN ACADEMIC OFF-CAMPUS PROGRAMS WILL UNDERSTAND AND FOLLOW PROCEDURES FOR PARTICIPATION IN OFF-CAMPUS PROGRAMS.   
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 1C2: PERSONAL DEVELOPMENT;   
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING   
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION  
        GOAL 1C5: UNDERSTANDING OF THE HISTORY, POLITICS/GOVERNMENT, AND CULTURE OF THEIR OFF-CAMPUS PROGRAM AND/OR HOST COUNTRY  
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES   
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

7. Journaling that chronicles their educational program and reflects upon their cultural experiences and learning. (This is a requirement for those seeking Global Studies credit for their international study program.)  
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 1C2: PERSONAL DEVELOPMENT;   
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING   
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION  
        GOAL 1C5: UNDERSTANDING OF THE HISTORY, POLITICS/GOVERNMENT, AND CULTURE OF THEIR OFF-CAMPUS PROGRAM AND/OR HOST COUNTRY  
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES   
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM.

8. A re-entry dinner that provides a time to share about their off-campus study experiences, identify symptoms of and how to deal with reverse culture shock, and learn about opportunities to keep growing in their areas of off-campus learning.  
        GOAL 1C1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 1C2: PERSONAL DEVELOPMENT;   
        GOAL 1C3: ACADEMIC DEVELOPMENT/LEARNING   
        GOAL 1C4: CAREER/FUTURE ACADEMIC DIRECTION  
        GOAL 1C6: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES   
        GOAL 1C7: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL CHALLENGES OF THEIR OFF-CAMPUS PROGRAM  
        GOAL 1C8: ENGAGEMENT (UPON RETURN) IN ON-CAMPUS LEARNING AND/OR ACTIVITIES WHERE THEY CAN CONTINUE TO USE AND/OR DEVELOP THE SKILLS ACQUIRED DURING                                 OFF-CAMPUS STUDY

International students engage in:

1. A week-long orientation for new students that takes place before the start of the semester. Students learn about the Albion campus (campus services and resources, location of buildings, health insurance, campus programs and organizations, safety and security, etc.), academics and learning resources, cultural information for campus life, and U.S. immigration regulations and how to maintain status. They learn about culture shock (how to identify it and cope with it). Orientation also provides opportunities for new students to develop friendships and bonding. Students receive further information by participation in SOAR and programming through student affairs, residential life, and First-Year Experience.

        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.  
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS  
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES  
        GOAL 2B4: UNDERSTANDING OF AND ABILITY TO COMPLY WITH IMMIGRATION REQUIREMENTS  
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

2. International Coffee Hour gatherings that provide weekly opportunities for international students to decompress from the week, ask questions, share insights and/or frustrations, network with other international students, engage in learning about American and other cultures, meet faculty, learn about upcoming activities and events.  
        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIOANL STUDENTS.  
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS  
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES  
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES 

3. Educational sessions on a variety of topics, e.g., maintaining immigration status, working on campus and work authorization, Optional Practical Training and Curricular Practical Training, U.S. taxes, expectations in the academic classroom, etc., which may be offered in large or small group settings or individual meetings with the director.  
        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.  
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS  
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES  
        GOAL 2B4: UNDERSTANDING OF AND ABILITY TO COMPLY WITH IMMIGRATION REQUIREMENTS  
        GOAL 2B5: UNDERSTANDING OF AND ABILITY TO TAKE ADVANTAGE OF OPPORTUNITIES AVAILABLE TO F-1 AND J-1 VISITING STUDENTS  
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

4. Field trips and cultural outings, which includes such activities as shopping trips to Battle Creek, Ann Arbor and Lansing; visiting Albion City Hall and attending the Honorary Albion Citizen Ceremony, participation in a Thanksgiving Meal and other activities centered around American culture.  
        GOAL 2A: SERVE THE ACADEMIC, PERSONAL, AND IMMIGRATION NEEDS OF ALBION'S INTERNATIONAL STUDENTS.  
        GOAL 2B1: INTERCULTURAL UNDERSTANDING AND COMMUNICATION SKILLS  
        GOAL 2B2: UNDERSTANDING OF AND ABILITY TO ADJUST/ADAPT TO THE CHALLENGES OF ACADEMIC, CO-CURRICULAR, SOCIAL, AND PERSONAL LIFE ON THE ALBION CAMPUS  
        GOAL 2B3: UNDERSTANDING OF AND ABILITY TO NEGOTIATE CULTURAL DIFFERENCES  
        GOAL 2B6: UNDERSTANDING OF AMERICAN AND OTHER CULTURES

**Step 4: Select methods/data sources and instruments** (Any updates due September 15, 2009)

*...that you will use to gather information about whether expected outcomes and learning objective are being achieved. NOTE: You do not need to collect data from the same sources every year. Rather, some kind of assessment rotation will be sufficient (e.g., Years1 & 3, collect data from graduating seniors, Years 2 & 4 collect data from employers and alumni, etc.).*

**Step 5: Analyze and interpret the data** (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)

(enter step 5 here)

**Step 6: How will the data collected be used for decision-making, strategic planning, etc.** (Due October 1, 2009 with preliminary data; Due November 2, 2009 with final data for this assessment cycle)

*NOTE:You will need to submit a summary report of your findings to the Assessment Committee for review. In that report, please include details of how the data will be used, any program changes that will be made (or not made). Questions to ask yourself/to include in the report are as follows:*

*How, exactly, will your data be used to help with program planning and improvement?*

*Will your program form a committee to review assessment findings, and make recommendations for change or improvement in a timely manner?*

*Will your entire department convene to discuss assessment results and program changes?*

*Who will make formal recommendations for curricular or other changes—the chair/head? The committee?*

(enter Step 6 here)

Comments from Debra Peterson (CIE Director) sent February 10, 2011  
  
I have questions about the next sections. I guess what most concerns me is providing findings for Steps 5 and 6. I have an evaluation form that all off-campus program students complete upon return, but it is clearly an evaluation of programs and services, not an assessment of learning. Is this something that I could/should analyze for Steps 5 and 6? I have implemented a pre- and post-study abroad survey program through the GLCA that explores several of my learning goals. However, that data collection is just starting with Spring 2010 participants.   
  
In looking at Step 4 I guess I'm having trouble sorting out program evaluation from expected outcomes and learning goals. I know I'm covered with study abroad survey through the GLCA . On the international student side, will student self-report on programming like the international orientation program be acceptable? Or feedback from graduating international students? Some of my assessment (especially this year) came from observation of and interaction with the international students, feedback from faculty about problems that international students were encountering in their classes, mid-term grade reports and one-on-one meetings with students. These data contributed to the argument for hiring a part-time ESL coordinator. Hopefully, we will be implementing more testing during orientation to catch problems with English language skills.  Am I on the right track here or have I just totally derailed?  
  
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Response from the Assessment Committee:   
  
First, thank you for your efforts! You direct a program that is a key part of the future-orientation of the college and one which certainly has a complex set of challenges. We commend you for your careful attention to our previous suggestions.  
  
You raise a number of excellent questions in your most recent correspondence with us. First, while there is a difference between assessment and evaluation (as you note), we interpret assessment broadly. Basically, any information you have that might be helpful in assessing student learning either directly (more difficult in your program in that there aren't specific courses you teach) or indirectly (which can include data from areas such as surveys of current students or alumni) would be fine to start with and would be helpful to us. At this point, we suggest choosing a small number of the learning goals you identified in the earlier steps, preferably goals that are more narrow in focus, and compiling data that you have this semester to address them. Data from the program review you are conducting and from the GLCA survey might also be useful in assessing whether or not the goals of the program are being met as well as giving some insights into specific learning objectives for students.   
  
You don't need to assess all of the goals at once, so we you start by selecting a few of the ones that you can assess more easily, and likely with indirect measures of assessment. We can discuss how it might be possible to conduct direct assessment (this could involve obtaining feedback from programs abroad [in the case of our students abroad] or from Albion faculty members [in the case of international students at Albion]). You also suggest some possibilities for assessment of programs to address ESL skills, which could be valuable as well.  
  
To summarize, you ARE on the right track. We are available to meet if you have further questions.