BUILDING AN ASSESSMENT ECOSYSTEM FOR REMOTE AND ON-SITE INTERNATIONAL INTERNSHIPS

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General Announcements

- Questions for the presenters?
  - Add them using the Q&A button

- Connecting with other participants or answering questions from the presenters?
  - Use the CHAT function
  - Toggle settings to "Presenters & All Participants" so everyone can see your responses (optional)

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Agenda

- Brief Introductions

- Session Outcomes

- Overview of Natural Ecosystem

- Translating to an Assessment Ecosystem

- Key Learnings from Year 1

- Applying the Ecosystem Model to Your Program

- Reflections & Wrap Up/Q&A

Introductions

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About IFSA

- Future-focused Study Abroad
- Founded in 1988 on Butler University campus in Indianapolis, IN
- Programs in 19 countries, plus remote internship program
- Commitments: Inclusive Excellence, Individualized Learning, Intercultural Agility, Enduring Impact
- Student Learning Outcomes (SLOs) provide foundation for all IFSA programs
- Learn more at ifsa-butler.org

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Session Outcomes

- Describe the basic components of an ecosystem and an assessment ecosystem.

- Identify components of IFSA's assessment ecosystem for International Internships.

- Summarize key learnings from IFSA's experience assessing remote and on-site internships

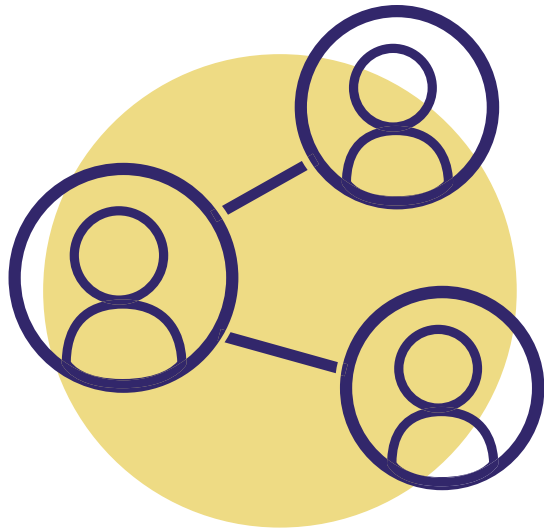- **Apply the assessment ecosystem concept to a program at your own institution or organization.**

Natural Ecosystem

- Living & Non-living components
  - Living: animals, plants
  - Non-living: rocks, water
- Flow of Energy
  - Sun feeds plants, plants feed animals, animals feed other animals
- Cycle of Nutrients
  - Animals excrete nutrients into soil, decomposition processes feed plants & bugs
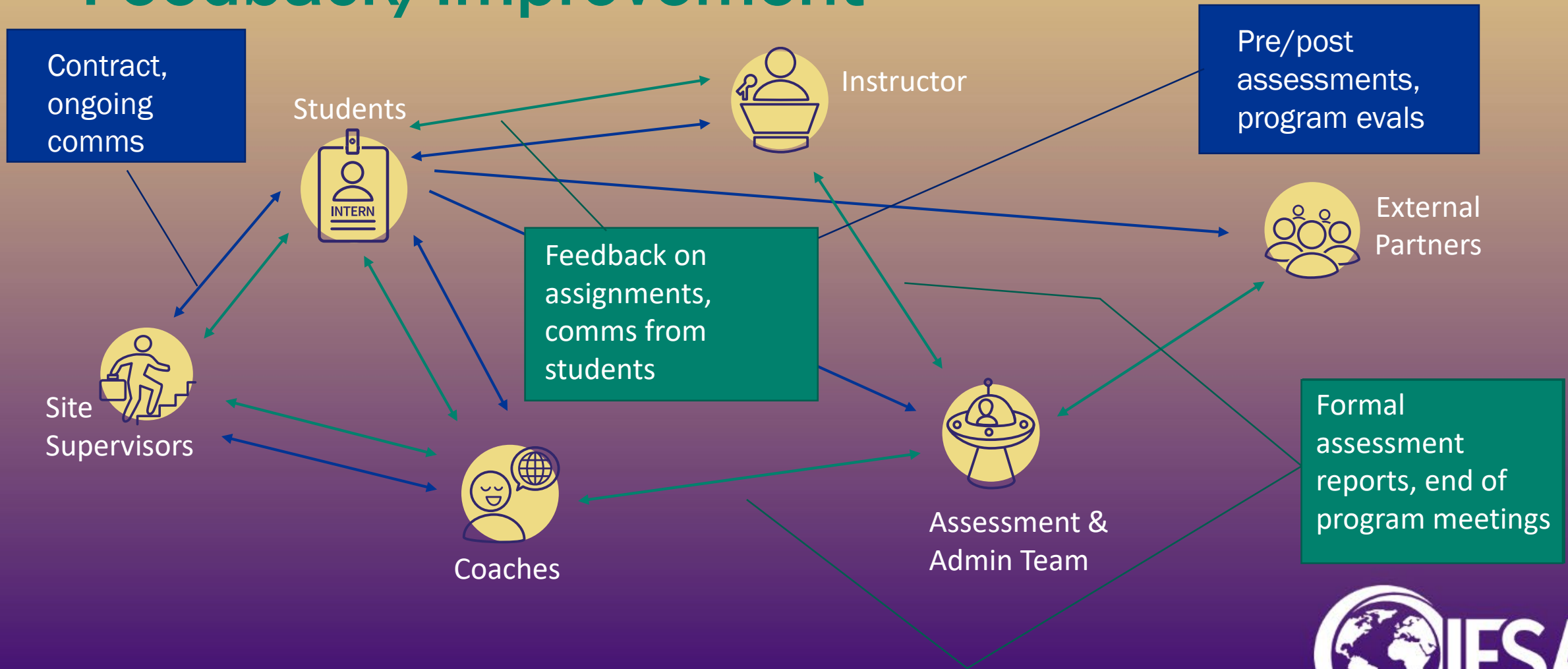
Assessment Ecosystem

- Living & Non-living components
  - Living: Stakeholders (participants, evaluators, faculty, administration, public, etc.)
  - Non-living: organizational context (program, department, institution, etc.)

- Flow of Information
  - Assessment tools and data collection processes
- Cycles for Feedback & Improvement
  - Reporting and sharing results
  - Making adjustments and improvements based on data

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IFSA International Internship Program

Components	Flow of Information	Cycles for Feedback & Improvement
• Students/Interns • Internship Coaches (IFSA resident staff) • Seminar instructor • Internship Program admin/staff • Site Supervisors • Institutional partner staff & administration • IFSA Executive Team, Board of Directors, National Advisors Council • Program Alumni	• Pre/Post Assessment • Midterm and Final Evaluations of Sites by students • Final Evaluations of students by Site Supervisor • Discussion Board conversations • Internship Coach meetings • Elevator Pitches and Resume Meetings • Final Reflection Paper • Informal conversations & updates	• Term-by-term and annual data analysis • Internal sharing with instructor, coaches, IFSA staff • External sharing with institutional partners • Internship program quality improvement processes

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Key Learnings from Year 1

- Assessment & Evaluation results – major themes/findings
  - Assessing cultural learning
- Lessons about assessment "logistics"
  - Building in flexibility & adapting to ever-evolving circumstances (including COVID-19)
- Assessing remote vs. On-site programs, challenges of doing both simultaneously
- Linking to respected frameworks – NACE competencies, AAC&U VALUE rubrics

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Your Turn!

- Select a program at your institution
- Fill-in or list the major components (living and non-living)
- Diagram the current (or ideal) flows of information and cycles of feedback and improvement
- List the specific tools being used or data being collected/shared in these exchanges

Reflection Questions

- What is your program doing well? Where is information flowing smoothly between stakeholders?
- What gaps do you see? What challenges are you facing?
- How do the non-living components of my ecosystem facilitate or impede the flow of information or cycles of feedback and improvement?
- What action(s) will you take as a result of this session?

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Thank you!

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Building (or Mapping) and Assessment Ecosystem

2021 Assessment Institute, Oct 27, 2021 4:15pm EDT
Presenters: AJ Young, PhD & Valerie Grimsley, ABD, Institute for Study Abroad (IFSA)

An Assessment Ecosystem includes...

- Living & Non-living components
  - Living: Stakeholders (participants, evaluators, faculty, administration, public, etc.)
  - Non-living: organizational context (program, department, institution, etc.)
- Flow of Information
  - Assessment tools and data collection processes
- Cycles for Feedback & Improvement
  - Reporting and sharing results
  - Making adjustments and improvements based on data

Project or Program Name:

What are the project or program components?

Living Components (Stakeholders)	Non-living Components (Context)
● [list your living components here]	● [list your non-living components here]

Use this space to visually map out your ecosystem Include your main/key stakeholders. Then add connecting arrows for the flow of information and the cycles of feedback.

Where possible, add specifics about why type of information is being gathered or tool being used (for flow of information arrows), as well as what type of feedback/reporting is being shared (for cycles of feedback and improvement). Bonus points for including on-going improvement mechanisms in your cycles of feedback!

Flow of Information Chart

Flow of Info Item #	Tool Used or Information Collected	Formal or Informal?	Collected from	Collected by	Cycle of Feedback Item #	Notes
1	Example: Pre/post assessment	formal	Students	Seminar instructor (LMS)	1	
2	Example: coaching conversations	informal	students	Internship coaches	2	
3	Example: Post program evaluation	formal	students	Assessment team	1	

Cycle of Feedback Chart

Cycle of Feedback Item #	Report Information or Type	Formal or Informal?	Created or organized by	Shared with	Flow of Info Item #	Notes
1	Example: End of program report	formal	Assessment team	Seminar instructor, admin team, external partners	1, 3	
2	Example: Internal program feedback session	informal	Assessment team & internship coaches	Internship coaches, internship instructor, admin team	2	
3						

Reflection Questions

- What is your program doing well? Where is information flowing smoothly between stakeholders?

- What gaps do you see? What challenges are you facing?

- How do the non-living components of my ecosystem facilitate or impede the flow of information or cycles of feedback and improvement?

- What action(s) will you take as a result of this exercise? Who (or what) needs to be included in these actions?