

Cornell College
Departmental / Program Assessment Plan
Assessment Project Outline

Department / Program:	Office of International & Off-Campus Studies
Person Submitting this Form:	Jeannie Burns
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Goal Being Assessed:

Preparedness: Ensure that students and faculty are provided accurate and thorough information so that they may make informed decisions on how to best remain healthy and safe on off-campus study opportunities.

Assessment Question(s):

Given the outcome(s) being assessed, what do we want to find out? What information will be useful to us?

The Office of International & Off-Campus Study will assess Faculty Preparedness because:

- We believe this is an area where we are significantly underperforming
- Improvement in this area is being requested by Cornell College Administration
- Improving the training and preparation faculty receive will result in students also receiving more accurate and thorough preparation.

Through our assessment project we hope to discover:

1. The effectiveness of the Office's current methods of faculty preparedness
2. The information and training faculty are interested in receiving prior to an off-campus course
3. What resources already exist to help us prepare faculty
4. What other institutions are doing to prepare their faculty
5. The best way to ensure faculty receive and retain the training
6. If, following our efforts, faculty do feel as though they are better prepared
7. If faculty have felt that the training has resulted safer and healthier students and trips
8. If student evaluations demonstrate awareness that faculty are better prepared

Intended Uses of the Assessment:

How will the results of the assessment be used? How can we ensure the information will be useful to us?

Results from focus groups in spring 2011 will assist in determining what data is necessary for a faculty training session. They will also provide data to compare to following a training session

Gathering and Analyzing Evidence:

Method to Collect Evidence	Method to Analyze Evidence	Question Addressed	Timeline
<p>Focus Groups, Spring 2011</p> <p>Q1: What assistance do you receive from our office prior to your course?</p> <p>Q2: Going into your course, what assistance would you have liked to receive?</p> <p>Q3: During your course, what information did you find yourself surprised to have needed/wanted?</p> <p>Q4: Following your course, what information do you think should be provided to all faculty taking students off-campus?</p>	<p>How:</p> <p>TBD</p> <p>By: Gayle Luck & Jeannie Burns, with assistance from Institutional Research</p>	<p>1, 2, 6, 7</p>	<p>Focus Group A: April 28, 2011</p> <p>Focus Group B: May 27, 2011</p>
<p>Attend University of Iowa Faculty Prep Session</p>	<p>How:</p> <p>TBD</p> <p>By: Gayle Luck & Jeannie Burns</p>	<p>3, 4</p>	<p>April 26, 2011</p>
<p>Research what materials other institutions have available for faculty prep, evaluate what would fit with Cornell's off-campus programs</p> <p>-ACM</p> <p>-Central</p> <p>-Simpson</p> <p>-NAFSA</p> <p>-Forum</p>	<p>How:</p> <p>TBD</p> <p>By: Gayle Luck & Jeannie Burns</p>	<p>3, 4, 5</p>	<p>Spring /Summer 2011</p>
<p>Request information from SECCUS-Listserv, evaluate what would fit with Cornell's off-campus programs</p> <p>Q1: Are you willing to share any of your materials?</p> <p>Q2: Have you assessed your materials?</p>	<p>How:</p> <p>TBD</p> <p>By: Gayle Luck & Jeannie Burns</p>	<p>3, 4, 5</p>	<p>Spring /Summer 2011</p>
<p>Faculty Training Session</p>	<p>How:</p> <p>TBD</p> <p>By: Gayle Luck & Jeannie Burns</p>	<p>1, 2, 3, 5, 6</p>	<p>Fall 2011</p>
<p>Focus Groups, Spring 2012</p> <p>Q1: What assistance do you receive from our office prior to your course?</p> <p>Q2: Going into your course, what assistance would you have liked to receive?</p> <p>Q3: During your course, what information did you find yourself surprised to have needed/wanted?</p> <p>Q4: Following your course, what information do you think should be provided to all faculty taking students off-campus?</p>	<p>How:</p> <p>TBD</p> <p>By: Gayle Luck & Jeannie Burns, with assistance from Institutional Research</p>	<p>1, 2, 6, 7</p>	<p>Spring 2012</p>

Interpreting Evidence:

What strategy will we use to make meaning of the results? How will we ensure we use the information? Our plan for interpreting the results and using them to inform our practice is:

Involvement:

Who will be involved in this assessment project? What role will each of us play?