



ARCADIA UNIVERSITY
THE COLLEGE OF GLOBAL STUDIES
Center for Research and Assessment

AtlasTM

ASSESSMENT, TEACHING,
LEARNING & SCHOLARSHIP

NAFSA Colloquium
2012 • Houston

“The Arcadia ATLAS model is a coherent instrument, robust in content, and very comprehensive in approach as it employs a continual process for assessing various components of Arcadia’s international education and internationalization initiative. I am confident that due to its dynamic nature, ATLAS would appeal to so many institutions who have yet to figure out how to assess their global education initiatives. I congratulate the architects of ATLAS model for their boldness, confidence, and clear articulation of pathways through which the values and importance of international education can be demonstrated.”

DR. DIMEJI R. TOGUNDE
Dean of Global Education &
Professor of International Studies
Gordon-Zeto Center for Global Education
Spelman College

“I really enjoyed hearing more about Arcadia ATLAS and believe it holds much potential for assessment. There remains a great need in the field of international education for more work on quality assessment efforts.”

DR. DARLA DEARDORFF
Executive Director, AIEA
Duke University

“It is clear to me that Arcadia ATLAS™ has made a leap forward on several fronts critical to international education: conducting program review in complex and different situations, assessing student learning through study abroad, defining “transformative” and the other keywords in international education, and situating the whole international enterprise within the institutional mission.”

DR. JEROME NEUNER
Associate Vice President for Academic Affairs
Canisius College and AAUA Awards Chair

ATLAS: Assessment of Teaching, Learning and Scholarship

In 2012, The College of Global Studies launched the ATLAS initiative, which at its core seeks to introduce intentionality, assessment and planning in all aspects of education abroad. It has within it three tenets:

1. Program review and planning,
2. Student learning and development and
3. Institutional effectiveness.

It was introduced to the field at The College's Second Annual Colloquium Series at the NAFSA Conference in 2012, and subsequently supported on the web and in a six-page glossy handout. In 2012, the American Association of University Administrators (AAUA) recognized ATLAS with its Nikolai Khaladjan Award for innovation and achievement in international education.

CONTEXT

As an accredited academic degree-granting institution in Pennsylvania, Arcadia University is governed by the Middle States Commission on Higher Education (MSCHE) under the aegis of the U.S. Department of Education. As part of the accreditation process, each institution undergoes a full review every 10 years, and is required to submit a periodic report every five years, as well as any other progress reports as mandated by Middle States.

During Arcadia University's most recent re-accreditation process, The College of Global Studies chose to participate fully, rather than limit itself only to the area of study abroad. (Middle States addresses study abroad activities solely under *Standard 13: Related Educational Activities*.) This decision subsequently led to the development of a full report responding to all 14 standards. This commitment to participate fully in the review is not the standard in U.S. higher education and was viewed favorably by Middle States. In the MSCHE recommendations, it was suggested that Arcadia University and The College of Global Studies were uniquely positioned to be a leader in this area. Indeed, The College dedicates itself to ensuring that accreditation bodies in the U.S. fully consider the critical role of education abroad in a University context, and is working to develop standards and criteria to identify quality accordingly. The College through the ATLAS initiative continues to work with U.S. universities and accreditation bodies to realize this potential.



DAVID L. RUDD
Director of Research and Assessment
The College of Global Studies
Arcadia University

As Director of The Center for Research and Assessment, David is responsible for the development and implementation of a college wide assessment plan. In his role as Director of the Center for Research and Assessment, David oversees the data center, the institutional researcher and all aspects of program review and learning assessment. He is involved in strategy and planning as we take on new projects and program development and works closely with Dr. Dennis Dutschke, Founding Academic Dean. David graduated cum laude from Susquehanna University with a degree in political science and research methodology, studied at Regent's College in London, did master's-level study at the University of Pittsburgh, and is completing his PhD in Educational Psychology at Temple University. David's primary research interests involve assessing the relationships between teaching, learning and co-curricular reflection with particular reference to the cross-cultural experiences, and the ways in which the nomenclature within the field addresses these myriad varieties of learning.

Toward this end, he has served on numerous committees with the Forum for International Education, including the Data Committee and the Glossary Project Subcommittee concerned with producing a glossary of universally employed international educational terms. Throughout his career David has also served on external program review committees, both domestic and international.

PRINCIPLES OF ATLAS

1. Internationalization activities must be accountable, articulated, measurable and presented in a manner equivalent to other academic endeavors.
2. Assessment is an ongoing process by which mission and vision and goals inform curriculum and pedagogical delivery with measurable outcomes to evaluate the effectiveness of those efforts.
3. The review of programs, curricula and pedagogies must be framed within the context of student learning and goal achievement.
4. Program review is most effective when aligned with U.S. Department of Education accreditation agencies and industry standards.
5. International education seeks to understand student learning in an education abroad context, including the associations and relationships between student cognitive and affective development and the pedagogical, curricular and co-curricular programming that institutions create.
6. Student learning measures should be designed to be student-centric and goal-oriented, recognizing that learning may be influenced when educational delivery intends to challenge and destabilize the student in supportive, constructive and intentional ways.
7. All aspects of internal operations, including the marketing, promotion and enrollment methods, should align with the institutional mission and program goals and have articulated rationales and measurable outcomes.

PROGRAM REVIEW PROCESS

- 14 Standards based on, aligned with, influenced, Middle States Standards.
- Five-year in-country review cycle for all programs with annual planning reports.
- In-country review committee comprised of The College of Global Studies, Arcadia University faculty and external reviewers.
- Self-Study Report, Review Committee Report, The College Report of Findings, Five Year Planning

PROGRAM REVIEW SCHEDULE

Spain (Fall 2011) | Scotland (Spring 2012) | New Zealand (Fall 2012)



Winner of the 2012 Nikolai N. Khaladjan International Award, in recognition of innovation and achievement in international education worldwide. Awarded by the American Association of University Administrators (AAUA).

Program Review Standards

STANDARD I:

MISSION AND GOALS

The College of Global Studies, its centers and its program missions clearly define its purposes within the context of international education and indicate whom the programs serve and what they intend to accomplish. The stated goals, consistent with the aspirations and expectations of Arcadia University, clearly specify how the center and programs will fulfill their mission. The goals are developed and recognized by The College administration, faculty and staff and are used to develop and shape the learning opportunities and practices and to evaluate its effectiveness.

STANDARD II:

PLANNING, RESOURCE ALLOCATION AND PROGRAM RENEWAL

The College conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for program and center renewal. Implementation and subsequent evaluation of the success of the planning and resource allocation support the development and change necessary to improve and maintain program quality.

STANDARD III:

INSTITUTIONAL RESOURCES

The human, financial, technical, physical and other resources necessary to achieve the program goals and objectives are available and accessible. In the context of the program objectives, the effective and efficient uses of the program's resources are analyzed as part of the ongoing outcomes assessment.

STANDARD IV:

LEADERSHIP AND GOVERNANCE

The College's system of governance clearly defines the roles of constituencies in policy and decision-making. The governance structure includes autonomy to assure program integrity and to fulfill its responsibilities of policy and resource development, consistent with mission and goals.

STANDARD V:

POLICY AND ADMINISTRATION

The administrative structure and services facilitate learning, foster quality improvement and support The College's organizational structure.

STANDARD VI:

INTEGRITY

In the conduct of its programs and activities The College demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom. The College maintains a presence that is in accordance with in-country legal requirements and maintains a positive and responsible community presence in all of its work, developing programs with a focus on long-term sustainability at their core.

STANDARD VII:

PROGRAM ASSESSMENT

The College has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

STANDARD VIII:

STUDENT ADMISSIONS AND RETENTION

The College seeks to admit students whose interests, goals, and academic plans are congruent with its mission and seeks to work with students and their home institutions to effectively and appropriately retain them through the pursuit of the students' educational goals.

STANDARD IX:

STUDENT SUPPORT SERVICES

The College provides reasonable student support services necessary to enable each student to achieve the goals for the student, and to be supported in areas of health, safety and security.

STANDARD X:

FACULTY AND STAFF

The College's instructional, research and service programs are devised, developed, monitored and supported by qualified professionals.

STANDARD XI:

CURRICULUM

The College's curricula display academic content, rigor and coherence appropriate for The College's goals. The College identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

STANDARD XII:

CO-CURRICULAR OFFERINGS

The institution's co-curricular programming displays content, relevance and coherence appropriate to its goals and objectives. The College identifies learning goals and objectives, including knowledge and skills, for its co-curricular offerings. The College maintains a system to assess the quality and effectiveness of its co-curricular program.

STANDARD XIII:

RELATED EDUCATIONAL ACTIVITIES

The College's secondary and tertiary programs or activities are characterized by particular content, focus, location and mode of delivery or sponsorship to meet appropriate standards. The College identifies learning goals and objectives for all of its related educational activities, and such activities do not adversely affect the core educational programming.

STANDARD XIV:

ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that at appropriate points, The College's students have knowledge, skills and competencies consistent with institutional and collegiate goals. The College maintains a valid and reliable system of assessing student learning.



The Center for Research and Assessment

The College of Global Studies, Arcadia University

The Center for Research and Assessment, the academic division of The College of Global Studies, is the central place in The College for the generation and publication of research and assessment. Managed by the Director of Research and Assessment, David Rudd, the Center provides oversight of many curricular initiatives including Arcadia Atlas™, the Co-Curricular Learning Certificate and Life of the Mind. The Center also provides oversight of The College's data center, which functions as the centralized clearinghouse for all active and historical data sets.

www.arcadia.edu/abroad/researchassessment



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