UCIS

UNIVERSITY CENTER FOR
INTERNATIONAL STUDIES

UCIS Annual Assessment of Student Learning Outcomes

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CONTENTS

The University Center for International Studies (UCIS) furthers Pitt's commitment to academic excellence, impactful community engagement, and diversity and inclusion as the premier site driving Pitt's international and global engagement. As one of three elite University Centers, *our mission is to internationalize the campus by awarding area and thematic studies credentials, creating and facilitating study abroad and experiential learning opportunities, supporting international research and institutional collaborations, and providing international programming as outreach to the Pittsburgh metropolitan area, Western Pennsylvania region and the tristate area.*

UCIS awards interdisciplinary undergraduate and graduate certificates that complement students' major(s), allowing them to gain expertise on a region of the world or a transnational theme by taking language courses and content courses from multiple disciplines. Since 1968, UCIS has been a leader in international and global studies in the United States. UCIS currently hosts four US Department of Education Title VI National Resource Centers (NRC) at the Center for Latin American Studies (CLAS), the European Studies Center (ESC), the Global Studies Center (GSC) and the Center for Russian and Eastern European Studies (REES). UCIS is also home to three US Department of Education Foreign Language and Area Studies Fellowship sites at the Asian Studies Center (ASC), GSC and REES. We also host other nationally important grants, including a Group Fulbright-Hayes Grant through the African Studies Program (ASP). (*see Appendix 1 for more information on each center.*)

Our aim this academic year has been to begin aligning our academic programs and student learning outcomes with specific goals in *The Plan for Pitt* and *Embracing the World: A Global Plan for Pitt,* namely goals that "Advance Educational Excellence" and "Cultivate Global Ready Students". *This report aggregates each center's/program's AY 16-17 outcomes assessment to (1) underscore the results of our selected student learning outcome; (2) identify challenges that might impede our efforts toward supporting students' academic goals or future career plans; and (3) propose an action plan that addresses said challenges.*

UCIS MISSION AND GOALS

UCIS has a much broader institutional purpose than most academic departments at Pitt, and our goals reflect our mission to serve as the hub for comprehensive internationalization efforts across the university:

1. Prepare globally capable students toward lives of impact
2. Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty
3. Initiate and strengthen programs and activities that further the University's global plan
4. Serve as the international interface for the institution
5. Engage with the local, regional and global communities to share international expertise

We are immensely proud of our success, especially this year, when Pitt was selected as one of four institutions nationwide to receive *NAFSA's 2017 Senator Paul Simon Award for Comprehensive Internationalization*. This is the highest honor bestowed by NAFSA: Association of International Educators to U.S. colleges and universities "that are making significant, well-planned, well-executed, and well-documented progress toward comprehensive internationalization—especially those using innovative and creative approaches." This important accomplishment is due in no small part to the work of schools, departments and the UCIS units in embracing the world and enabling the work of domestic and international faculty, scholars, students and staff who specialize in international studies and/or collaborate with partners abroad.

Barbara Walvoord notes in *Assessment Clear and Simple* that goals for student learning should connect to department or unit goals (2010:14), and ultimately to the university's goals for what students should know and be able to do upon graduation. Our current student learning outcomes were developed in 2011 to interface with the primary student goal of UCIS, "to increase the global competence of University of Pittsburgh students," as well as with the third goal to "initiate and strengthen programs and activities that implement the University's global vision and strategy."

STAKEHOLDERS AND INFLUENCERS

There are several internal and external drivers influencing our assessment efforts, namely the Provost's Office and the Office of Measurement and Evaluation of Teaching within the Center for Teaching and Learning. We are also informed by leading experts and national organizations guiding the comprehensive internationalization of higher learning. They include American Association of Colleges & Universities, American Council on Education, Institute of International Education, National Association of International Educators, Middle States Commission on Higher Education and the U.S. Department of Education.

Our aim is always to meet or exceed standards for excellence in global learning and/or intercultural competence development as defined by these entities. References to specific frameworks or models for developing global and cultural competencies appear throughout this report when appropriate.

On average, UCIS awards over 200 academic credentials per year (like the College of General Studies). ***Students seeking to internationalize their curriculum can complement their major with a Related Concentration, Certificate or Bachelor of Philosophy,*** which focuses on a region of the world or global issue (http://www.ucis.pitt.edu/main/academic-credentials). These international credentials are crafted to allow students in any major—from sciences and professional disciplines to languages and other
liberal arts—to enhance their program of study without extra tuition cost and with little to no increase in their overall course load.

Personalized Advising

Our goal is to cultivate globally capable and engaged students toward lives of impact in their community and beyond. Our international experts and academic advisors offer students personalized attention to help them navigate our academic options, provide counsel on internationalizing their careers, and find ways to develop their intercultural competence.

Certificates & Related Concentrations

The UCIS certificates complement majors and minors across all departments and professional schools while internationalizing students' curriculum and adding a specialty region or crucial world issue.

In AY 16-17, undergraduate students had the option to enroll in the following UCIS International Certificates or Related Concentrations which include two new credentials asterisked below:

- African Studies

- Asian Studies

- European Union Studies

- Global Studies

- Latin American Studies

- Related Concentration in European and Eurasian Studies*****

- Related Concentration in Latin American Studies

- Russian and East European Studies

- Transatlantic Studies*****

- West European Studies

Graduate students had the option to enroll in the following UCIS international certificates:

- African Studies
- Asian Studies
- East European Studies
- European Union Studies
- Global Studies
- Latin American Studies
- Latin America Social & Public Policy
- Russian Studies
- West European Studies

We cultivate globally capable and engaged students toward lives of impact

Academic Requirements & Experiential Learning

Each certificate program or related concentration is distinct, and many of them offer several tracks for students to consider. Generally, the requirements for most certificates include the completion of 15-18 credit hours of area/thematic studies courses (some of which may be satisfied through the completion of general education requirements), two or three years of college-level foreign language study, and engagement in high-impact educational practices, such as participating in a study abroad program, interning or volunteering in organizations with local-global connections, or completing a capstone course, capstone project, or e-portfolio *(see Appendix 2 for further information on requirements for each certificate program).*

Enrollments

During the high peak of any academic year, UCIS manages nearly 700 enrollments, which accounts for undergraduate and graduate students completing multiple certificates as well as students at varying levels of completion. Table 1.1 offers a quick overview of the number UCIS credentials conferred this academic year, along with the number of graduates who have completed the program(s). It is important to note that the number of certificates granted is larger than the number of students enrolled, as several students have competed more than one certificate program.

Table 1.1: Number of UCIS Certificates Granted in AY 16-17

	West Europe	Trans-atlantic	Soviet	REES	Latin American	Latin Am Social & Public Policy	Global	EU	European & Eurasian	Eastern Europe	Asian	African	Grand Total
Undergraduate	16	1		16	15		57	7	2		21	19	154
Graduate	1		1		4	5	10	1		1	5	7	35
Total	17	1	1	16	19	5	67	8	2	1	26	26	189

Table 1.2 shows that most enrollments are from domestic students in the Dietrich School of Arts & Sciences, the College of Business Administration, and the College of General Studies. This is due in part to the breadth of majors and minors offered by each of these schools that lend themselves to a specialization in international studies.

Our aim over the next few years is to develop international credentials that better align with the curriculum of students in STEM, law and education to grow the diversity of our undergraduate and graduate enrollments.

Table 1.2: Number of UCIS Graduates by School

Legend:
- College of Business Admin
- College of General Studies
- Dietrich Sch Arts and Sciences
- Grad Sch of Pub & Int'l Affrs
- Graduate Sch of Public Health
- Joseph M. Katz Grad Sch Bus
- Sch Hlth & Rehabilitation Scs
- School of Education
- School of Information Sciences
- School of Law
- School of Nursing
- School of Social Work
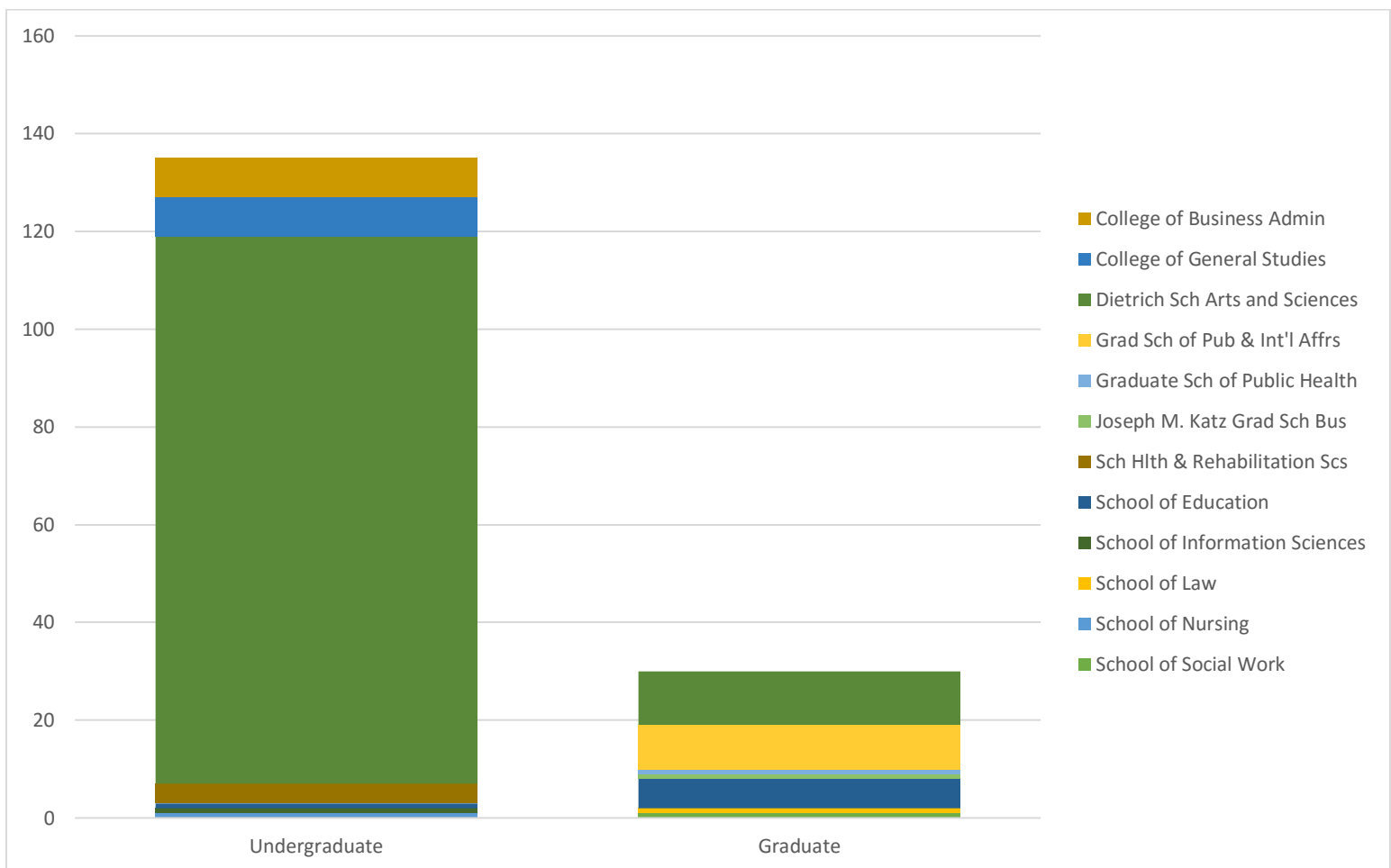
	Social Work	Nursing	Law	SCI	Education	SHRS	Katz	Public Health	GSPIA	A&S	CGS	Business	Grand Total
Undergraduate		1		1	1	4				112	8	8	135
Graduate	1		1		6		1	1	9	11			30
Grand Total	1	1	1	1	7	4	1	1	9	123	8	8	165

UCIS JOINT ACADEMIC AFFAIRS AND ASSESSMENT COMMITTEE

Evaluation efforts are led annually by the UCIS Joint Academic Affairs and Assessment Committee, comprised of representatives from each center/program (*see detailed list in sidebar)* and chaired by the associate director for international programs at UCIS. The UCIS Joint Academic Affairs and Assessment Committee provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance institutional effectiveness.

Other responsibilities of the committee include:
- Developing and recommending UCIS-wide policies;
- Assisting in developing assessment procedures that meet accepted standards for data collection and analyses;
- Reviewing assessment procedures for consistency with goals and objectives;
- Examining the results of assessment activities and recommending improvements;
- Evaluating the progress of UCIS in implementing assessment activities;
- Striving to ensure that assessment information is not misused; and
- Monitoring the effects of assessment to ensure that assessment results are used in subsequent planning activities.

In the past few years, this committee has acknowledged that successful assessment requires a long-term process that should lead not only to improvements in programming and services, but also to continual enhancements to student learning. UCIS embarked upon an in-depth evaluation of our assessment tools and processes and has collaborated with experts across the university, as well as with external consultants, to respond to emerging trends in international education and the changing paradigm of outcomes assessment.

ASSESSMENT PLAN

According to Darla K. Deardorff, a leading expert in international education assessment and intercultural competence development, outcomes assessment of international education is a burgeoning field that will continue to grow in significance to senior leaders in higher education administration. To do this work successfully, she asserts, we need to "pay attention to key assessment principles which include an integrated, intentional, well-supported and sustainable assessment plan" (52). ***UCIS has undergone a rigorous evaluation of assessment processes and tools to discern whether our assessment plan meets the key assessment principles of international education.***

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Phase 1: Evaluation of Assessment Processes, 2013-2015

We began the first phase of our comprehensive evaluation of our assessment processes in AY 2013-14 with one primary goal: to better *align our student learning outcomes (SLO) with leading experts' and national associations' recommendations on developing and assessing global learning outcomes*.

Since UCIS is uniquely positioned as a responsibility center with neither dedicated faculty lines nor course offerings, the blueprint for global learning developed by the American Association of Colleges and Universities serves us quite well. As Kahn and Agnew have recently asserted, a foundational principle for students' global learning is "the ability to navigate the general and the particular" (53). This is a framework that braids the old "breadth and depth" model of area studies with a new approach that creates vertical designs for integrative learning, which underscores students' engagement with urgent, real-world problems (Schneider 2011). **It is an approach founded upon the question:** *how* **might student learning proceed, instead of simply** *what* **is meant to be learned?**

Every institution works to define intercultural competence development and/or global learning according to institutional goals and priorities. However, broadly conceived, we are preparing students to make four fundamental moves through global learning (Hovland 2014):

1. Understanding world cultures and events
2. Ability to analyze global systems
3. Appreciation of cultural differences
4. Application of global and cultural knowledge and appreciation to one's own life

With this in mind, we began to consider whether our certificate programs align with a global learning framework. The initial phase of the process was influenced by Barbara Walvoord's campus visit in 2013 and her reminder regarding the three steps of assessment:

1. Establishing goals/objectives
2. Gathering and analyzing information
3. "Closing the loop" and taking action

> **"key principles… include an integrated, intentional, well-supported and sustainable assessment plan"**

Our objective, then, was to gain a general sense of the state of our undergraduate and graduate certificate programs, evaluate our assessment plan for these programs, and suggest improvements as needed.
Beginning in the spring of 2013, UCIS developed the first phase of an evaluative strategy through Fall 2015. The discovery phase of this process included specific goals, strategies and timelines as described in Table 2.1.

Table 2.1: Phase 1: Evaluation of UCIS Assessment Processes

Phase 1: Evaluation of UCIS Assessment Processes		
Goal	**Tactic**	**Timeframe**
Inquire	• Benchmarking of peers with NRCs • CIDDE consultation, workshop on refining SLOs • Identify national trends/resources on global learning	Spring '13
Evaluate	• Student focus groups on certificate programs • Review current SLOs • Analyze current assessment matrix	Fall '13 - Spring '14
Adjust	• Modify SLO #1 (interdisciplinary & specialized knowledge) • Revise rubrics for direct measures (capstone papers) • Adapt process of assessment to align all centers/programs	Fall '14 - Fall '15
Implement	• Revised SLO #1 • Modified assessment process • Initiate Phase 2 of assessment process	Fall '15 - Fall '16

Phase 2: Developing New Assessment Plan, 2015-2018

Deardorff highlights an emerging approach to outcomes assessment within the field of international education that is moving away from traditional, program/course-centered assessment toward a focus on the learner. She affirms, "[t]his shifting paradigm challenges administrators…to look beyond their own efforts and desired results and consider learner growth as a transformational process within a broad context of factors and influences" (18).

To align with emerging trends in our field, *we are now transitioning toward a learner-centered approach to outcomes assessment that privileges competency-based learning*. This entails restructuring our assessment tools and processes to (1) develop new student learning outcomes that better align with our goal to prepare globally capable students; (2) establish an external-facing global learning and engagement rubric for students, advisors and faculty to reference during course selection, development and evaluation; and (3) create tools for program and services evaluation that align with our competency-based approach.

As a result of Phase 1, two internal recommendations were stipulated in the *AY15-16 UCIS Annual Assessment Report*. The first was the **creation of capstone projects**, courses or e-portfolios that would allow students to reflect on their curricular and co-curricular engagement when completing their interdisciplinary academic program(s). The second was to **develop new global learning SLOs and rubrics** that would better communicate and evaluate students' global competence.

Table 2.2 reflects the work completed by the UCIS Joint Academic Affairs and Assessment Committee this academic year to meet our recommendations. Further information on our new SLOs and rubric appears in the "Action Plan" section of this report.

Table 2.2: Phase 2: Developing New Assessment Plan

Phase 2: New UCIS Assessment Plan		
Goal	**Tactic**	**Timeframe**
Adjust	- Establish competency-based approach to SLOs - Identify 7 global learning competencies - Develop new "UCIS Global Learning & Engagement Rubric" - Build online platform (Suitable) to incentivize student participation and completion of certificate(s) - Create e-portfolio as direct measure of new SLOs	Fall '16 – Spring '17
Evaluate	- External evaluator visit to review: - Entry & Exit Surveys - UCIS Global Learning & Engagement Rubric - UCIS Competency-based Assessment Plan - Revise tools as needed - Finalize and test online platform (Suitable) - Finalize and test E-Portfolio	Spring '17 – Summer '17
Implement	- Develop communication plan for new tools & processes - Launch online platform, e-Portfolio & SLOs - Develop rubrics for each competency to facilitate faculty evaluation of student work	Summer '17 – Fall '17

Our approach in developing new SLOs and rubrics was not only influenced by internal and external experts on global learning, but also informed by global learning rubrics developed by the American Association of Colleges & Universities and the U.S. Department of Education's new framework for global and cultural competency . We prioritized three fundamental areas of students' intellectual and personal growth: knowledge, skills and awareness. Within each area, we seek to offer students the tools necessary to improve in 7 global competencies:

1. Global and/or regional expertise
2. Interdisciplinary connections
3. World & heritage language proficiency
4. Collaboration & communication
5. Diverse perspectives
6. Civic & global engagement
7. Career & professional development

Accessibility and inclusion are a priority for UCIS, so these competencies are also meant to align with those of OCC and CBA to incentivize students participating in one program to consider the benefits of also enrolling in UCIS certificates without additional costs and possibly "double-counting" experiential learning opportunities.

STUDENT LEARNING OUTCOMES

As we set the foundation for transitioning into our new "UCIS Global Learning & Engagement Rubric" for student learners, we relied on previously established SLOs which reflect four learning goals for students in our certificate programs. The goals established in 2011-13 stipulate that students graduating with a UCIS certificate should have been able to:

1. Demonstrate specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational themes.

2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline.

3. Demonstrate the ability to use foreign language skills in order to communicate with people in other language communities.

4. Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.

In compliance with the guidelines set by the Provost's office, which encourage us to stagger our assessment and focus on one or two learning outcomes each year, the UCIS Assessment Committee *chose to assess student learning outcome (SLO) #4 in AY 16-17. Our task was to gauge students' ability to "explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans."*

ASSESSMENT METHODS

To speak holistically about the impact of our undergraduate and graduate programs on student learners, the UCIS Assessment Committee recommended that all centers/programs rely on similar assessment measures when evaluating their individual certificate programs.

One notable challenge for UCIS was the SLO itself, as it is broadly conceived and provides no measurable objective for our consideration. Furthermore, we expect students to *explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans*, yet there are no direct measures currently available to evaluate what students *do* to meet the desired outcome. Clearly, future improvements to this SLO are required.
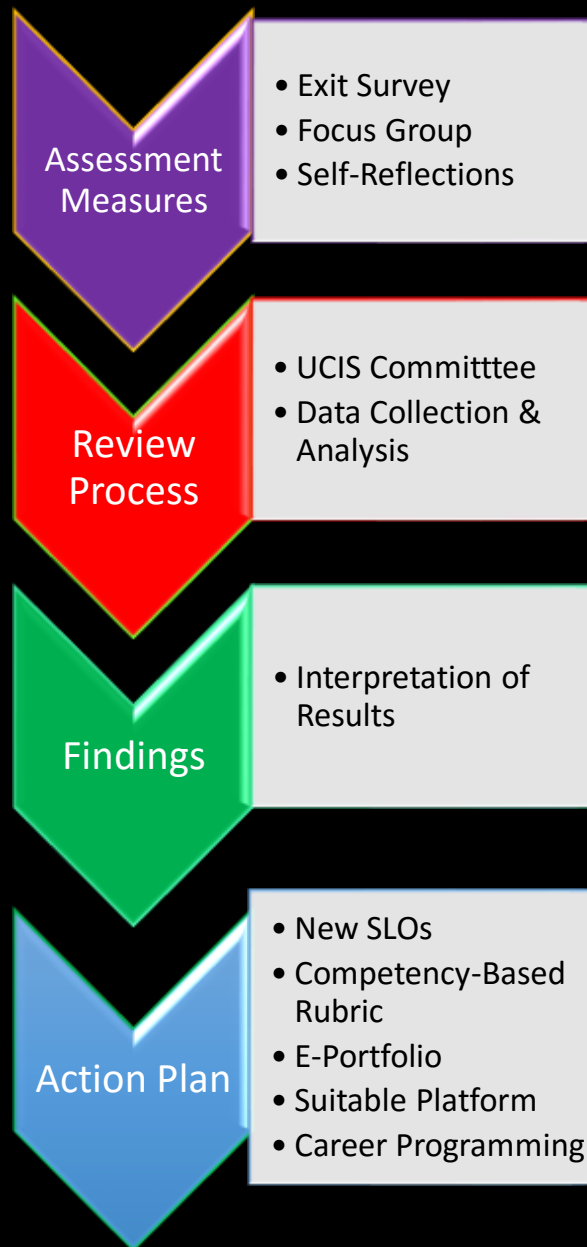
Aware that optimal outcomes assessment relies on both direct and indirect measures, we have taken steps to revise all SLOs (as described in the previous section) and ensured that all can be evaluated via direct and indirect measures as of AY 17-18.

For this cycle, we utilized two indirect measures (from the tools currently available) to gain a better understanding of students' ability to establish a correlation between a certificate program and their future career plans or academic goals.

Assessment Measures
- Exit Survey
- Focus Group
- Self-Reflections

Review Process
- UCIS Committtee
- Data Collection & Analysis

Findings
- Interpretation of Results

Action Plan
- New SLOs
- Competency-Based Rubric
- E-Portfolio
- Suitable Platform
- Career Programming

EXIT SURVEYS

We relied on an **exit survey**, administered annually to all students with conferred certificates, as our first indirect measure of SLO#4. It is a comprehensive online questionnaire that aids in outcomes assessment as well as program evaluation. The questionnaire is divided into multiple sections to capture participants' experiences in the following categories: Foreign Language Study, Study Abroad, Academic Services, Career Awareness and Preparedness, and Cultural Competency.

All undergraduate and graduate students who completed a certificate program in AY 16-17 received multiple e-mail invitations to participate in the online exit survey hosted on the Qualtrics Insight platform.

We received 80 out of 135 possible undergraduate responses (59% response rate) and 21 out of 30 possible graduate responses (70 % of our graduating population).

The less than optimal response rates to both the exit surveys and focus groups (see below) underscores a second challenge; namely, our ability to incentivize student participation in these important assessment processes.

For the purpose of this study, the UCIS Assessment Committee focused on the "Career Awareness and Preparedness" section of the survey and selected questions regarding students' perceived value of the foreign language requirement as related to their future plans. We also asked them to gauge their cultural competency before and after completing a credential and to anticipate how those new skills would correlate with their career aspirations or postgraduate work.

Global Learning Competency: Language Proficiency

One distinctive and important feature of our credentials is the 4-6 semester foreign language requirement to underscore that proficiency in global/area studies requires cultural humility and the ability to communicate with others in a target language.
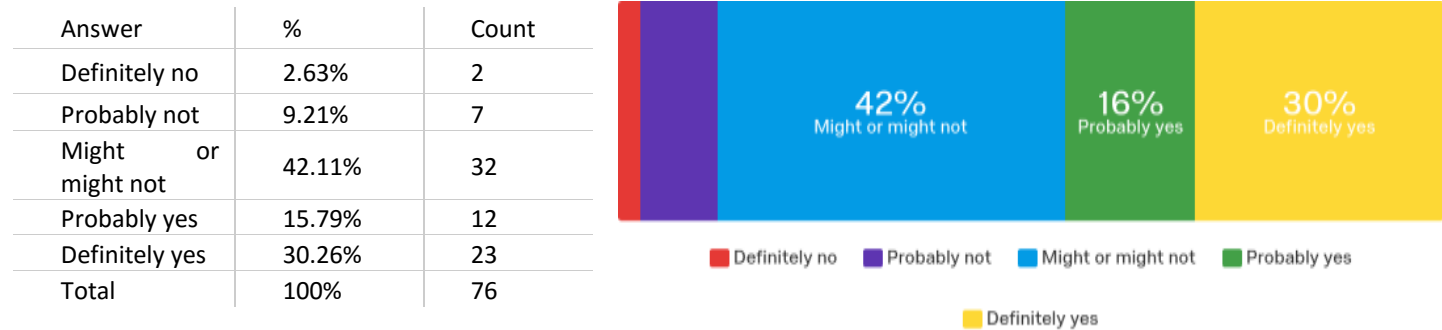
To improve our recruitment, advising and marketing efforts, we were interested in learning the extent to which students could

identify the value of foreign language proficiency plans and career aspirations. We asked the same set of questions (Q19 and Q20 in the larger exit survey) to both undergraduate and graduate students, recognizing that their goals are inherently different. As Table 3.1 and Table 3.2 show, question #19 asked about students' intentionality when seeking jobs that require foreign language proficiency while question #20 asks them to rate the value of this skill when applying for new research, study or career opportunities.
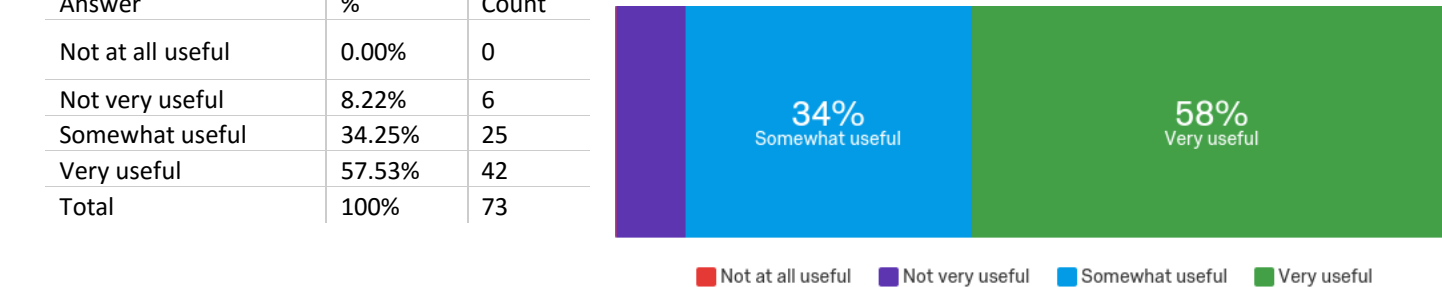
Table 3.1: Undergraduate Exit Survey Question #19
Are you seeking a career or postgraduate program that will use your foreign language skills?

Answer	%	Count
Definitely no	2.63%	2
Probably not	9.21%	7
Might or might not	42.11%	32
Probably yes	15.79%	12
Definitely yes	30.26%	23
Total	100%	76

Table 3.2: Undergraduate Exit Survey Question #20
How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?

Answer	%	Count
Not at all useful	0.00%	0
Not very useful	8.22%	6
Somewhat useful	34.25%	25
Very useful	57.53%	42
Total	100%	73

While undergraduate respondents seemed unsure about seeking a career or postgraduate program where they would use their foreign language skills, an overwhelming majority agree that this skill would prove useful regardless of their future plans. Respondents certainly acknowledge the power of language proficiency to help them succeed in the job market, however, they value their foreign language skills beyond job market expectations and/or career pursuits. That is, they are not prioritizing their job search or future plans based on their foreign language skills. UCIS welcomes this as a measure of success as ***students in our programs are encouraged to learn a language for the sake of communicating with others, appreciating other cultures, collaborating with people from all walks of life and gaining specific insights into the social, cultural, political and economic priorities of a particular community in the world.***

Clearly, the advanced linguistic training required of graduates in our certificate programs attracts students with prior foreign language proficiency and those whose specialization requires a sophisticated mastery of a target language. The overwhelmingly positive results to questions #19 and #20, as shown in Table 3.3 and 3.4 below, are not surprising, as respondents are more likely to seek out careers where they will use their linguistic skills given their advanced career preparation.

Table 3.3: Graduate Exit Survey Question #19

Are you seeking a career or postgraduate program that will use your foreign language skills?

Answer	%	Count
Definitely no	4.76%	1
Probably not	0.00%	0
Might or might not	23.81%	5
Probably yes	33.33%	7
Definitely yes	38.10%	8
Total	100%	21
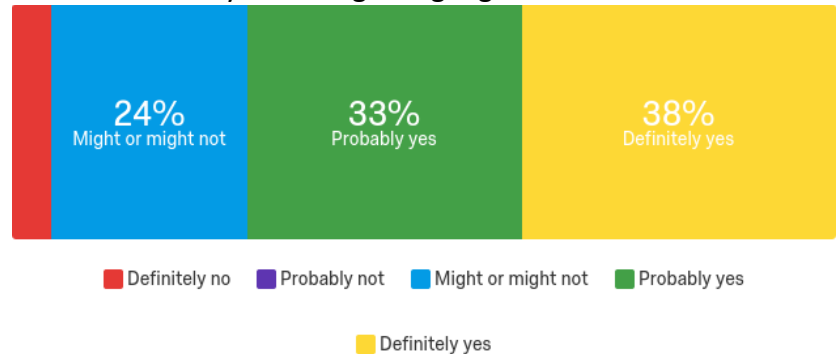
Table 3.4: Graduate Exit Survey Question #20

How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?

Answer	%	Count
Not at all useful	0.00%	0
Not very useful	0.00%	0
Somewhat useful	25.00%	5
Very useful	75.00%	15
Total	100%	20
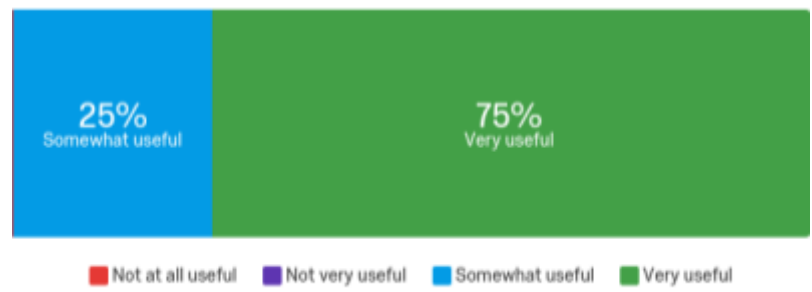
Global Learning Competency: Experiential Learning (HIPs)

There are a series of high-impact educational practices (HIPs) that research has demonstrated have a significant impact on student success. George D. Kuh, leading expert in this field, extracts data from the National Survey of Student Engagement to explain why these practices—first-year seminars and experiences, living & learning communities, collaborative projects, undergraduate research, diversity/global learning, internships, capstone courses and projects, community-based learning--benefit all students. In *High-impact educational practices: what are they, who has access to them, and why they matter,* Kuh argues that HIPs seem to benefit underserved students even more than their more advantaged peers. HIPs are relevant to our study, as ***students who engage in these experiences have a competitive advantage when applying for jobs or seeking postgraduate degrees.***

UCIS programs not only prioritize specialized courses, but also feature high-impact educational practices as part of our certificates and related concentrations. So, we asked respondents to gauge the extent to which our academic programs encouraged them to engage in HIPs. We specifically asked about their willingness to participate in: international activities on campus, study abroad or research abroad, internships or volunteering and taking classes they may not have considered without our programs.

Undergraduate respondents undoubtedly affirm that our academic programs had a considerable or immense effect on their decision to participate in HIPs. As Table 3.5 reveals, ***our programs had a pronounced impact on students' decision to enroll in courses they may not have previously considered, engage in study/research abroad and attend international or intercultural activities on campus***.

Table 3.5: Undergraduate Exit Survey Question #25
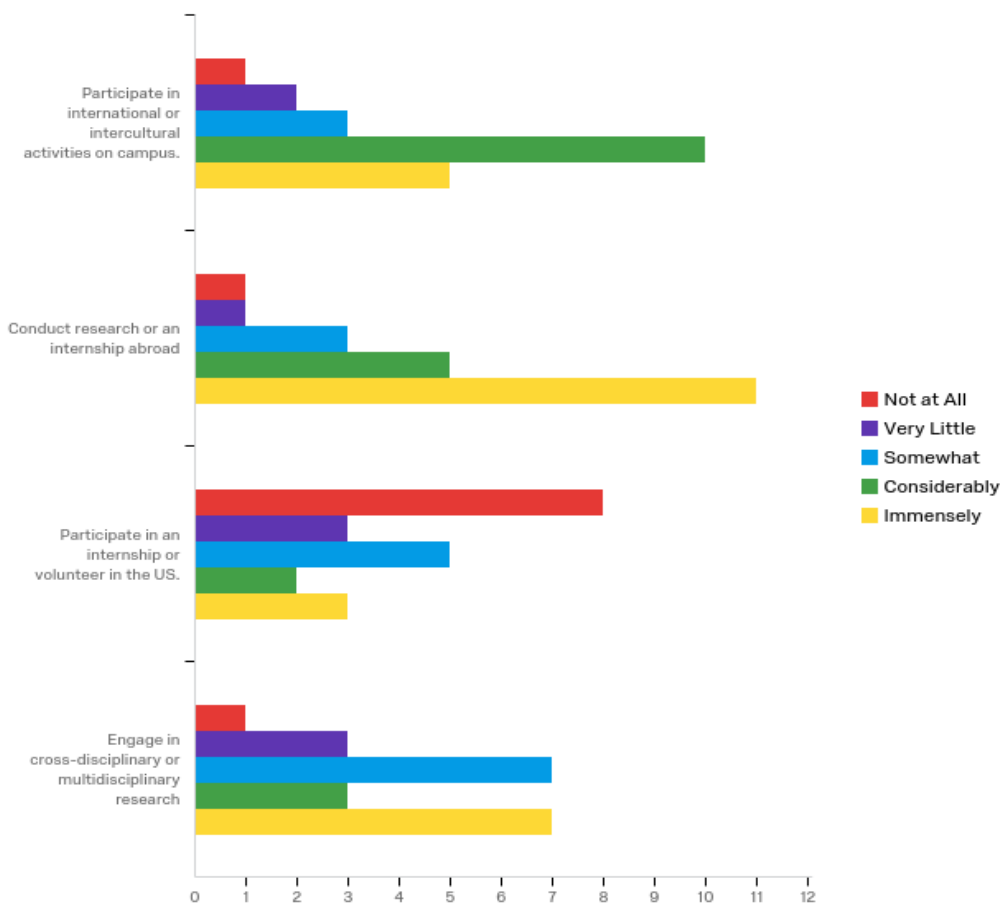**How did participating in the certificate program encourage you to:**
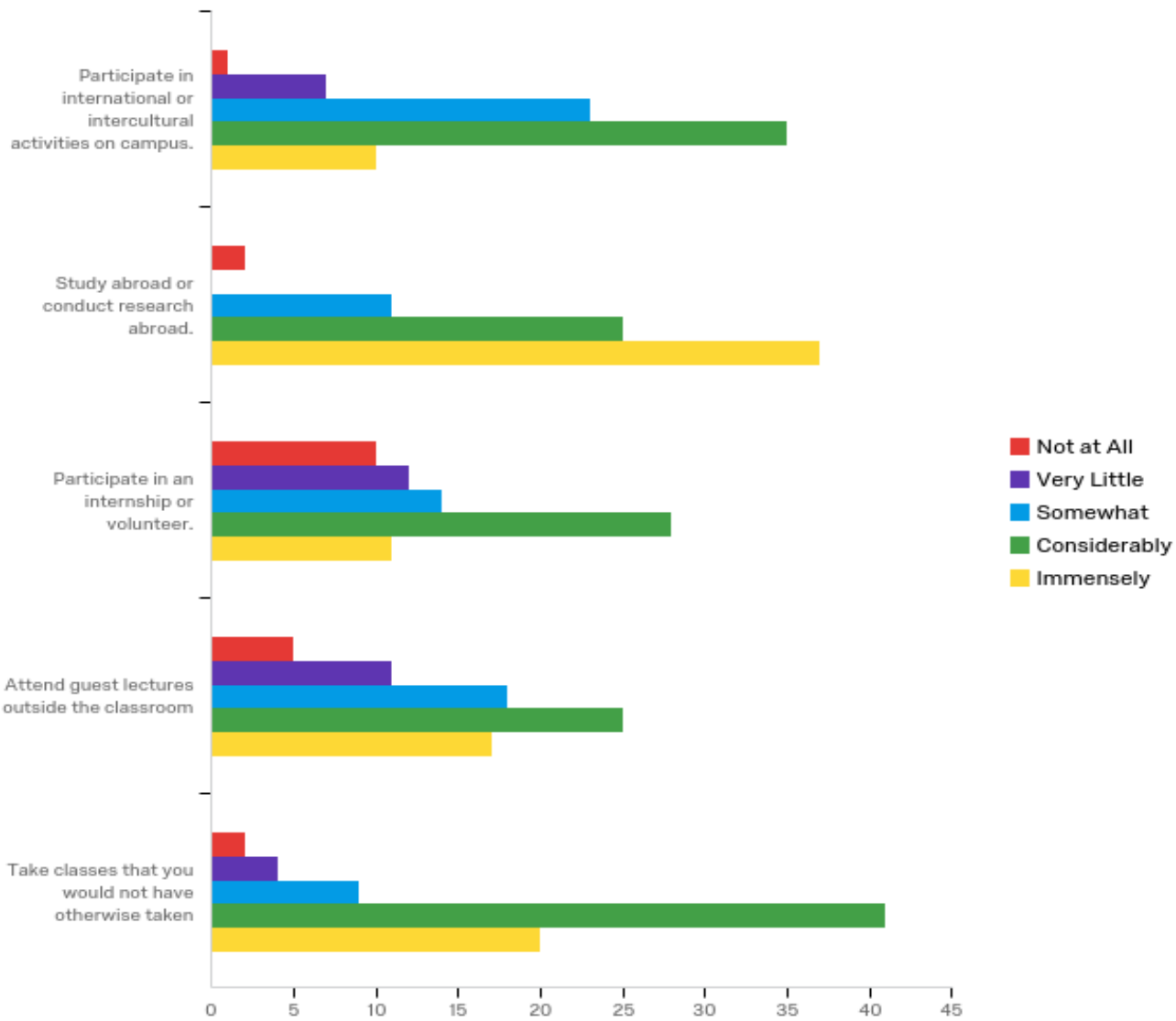
Question	Not at All		Very Little		Somewhat		Considerably		Immensely	
Participate in international or intercultural activities on campus.	5.00%	1	20.59%	7	30.67%	23	22.73%	35	10.53%	10
Study abroad or conduct research abroad.	10.00%	2	0.00%	0	14.67%	11	16.23%	25	38.95%	37
Participate in an internship or volunteer.	50.00%	10	35.29%	12	18.67%	14	18.18%	28	11.58%	11
Attend guest lectures outside the classroom	25.00%	5	32.35%	11	24.00%	18	16.23%	25	17.89%	17
Take classes that you would not have otherwise taken	10.00%	2	11.76%	4	12.00%	9	26.62%	41	21.05%	20
Total	Total	20	Total	34	Total	75	Total	154	Total	95

Graduate respondents acknowledge the pronounced impact of our programs in encouraging their attendance at international or intercultural activities on campus and conducting research or internships abroad. As Table 3.6 below shows, *half of respondents were also more likely to engage in cross-disciplinary or multidisciplinary research because of their participation in our academic programs. However, the data also reveals that our programs didn't always encourage graduate students to participate in internships or volunteer opportunities in the United States.* Having identified this as a challenge, our next step was to follow up with respondents during a focus group session to better assess these findings.

Table 3.6: Graduate Exit Survey Question #25
How did participating in the certificate program encourage you to:

Question	Not at All		Very Little		Somewhat		Considerably		Immensely	
Participate in international or intercultural activities on campus.	9.09%	1	22.22%	2	16.67%	3	50.00%	10	19.23%	5
Conduct research or an internship abroad	9.09%	1	11.11%	1	16.67%	3	25.00%	5	42.31%	11
Participate in an internship or volunteer in the US.	72.73%	8	33.33%	3	27.78%	5	10.00%	2	11.54%	3
Engage in cross-disciplinary or multidisciplinary research	9.09%	1	33.33%	3	38.89%	7	15.00%	3	26.92%	7
Total	Total	11	Total	9	Total	18	Total	20	Total	26

Global Learning Competency: Student Self-Assessment on Intercultural Competence
The last question on the exit survey encouraged respondents to conduct a self-assessment of their level of competence and global and/or regional expertise <u>before and after</u> completion of our academic programs. Our aim was to discern whether there was improvement in students' willingness to engage in critical thinking and rigorous academic engagement on topics of global/international relevance upon completion of our programs.

Responses to these prompts provide an indirect method of assessing the impact of our programs on student's academic goals and future plans. While the matrix itself asked students about a variety of intellectual moves, those most relevant for this study are questions 31.5,6 and 31.7,8 shown below. Both undergraduate and graduate students were asked to measure:

- 31.5, 6: ability to **engage in discussions/debates** about issues related to certificate focus
- 31.7,8: **explore topics** related to certificate focus outside of the classroom

Table 3.7: Undergraduate Exit Survey Question #31
**Rate your level of competence BEFORE…and NOW, after participating in the certificate program(s):**
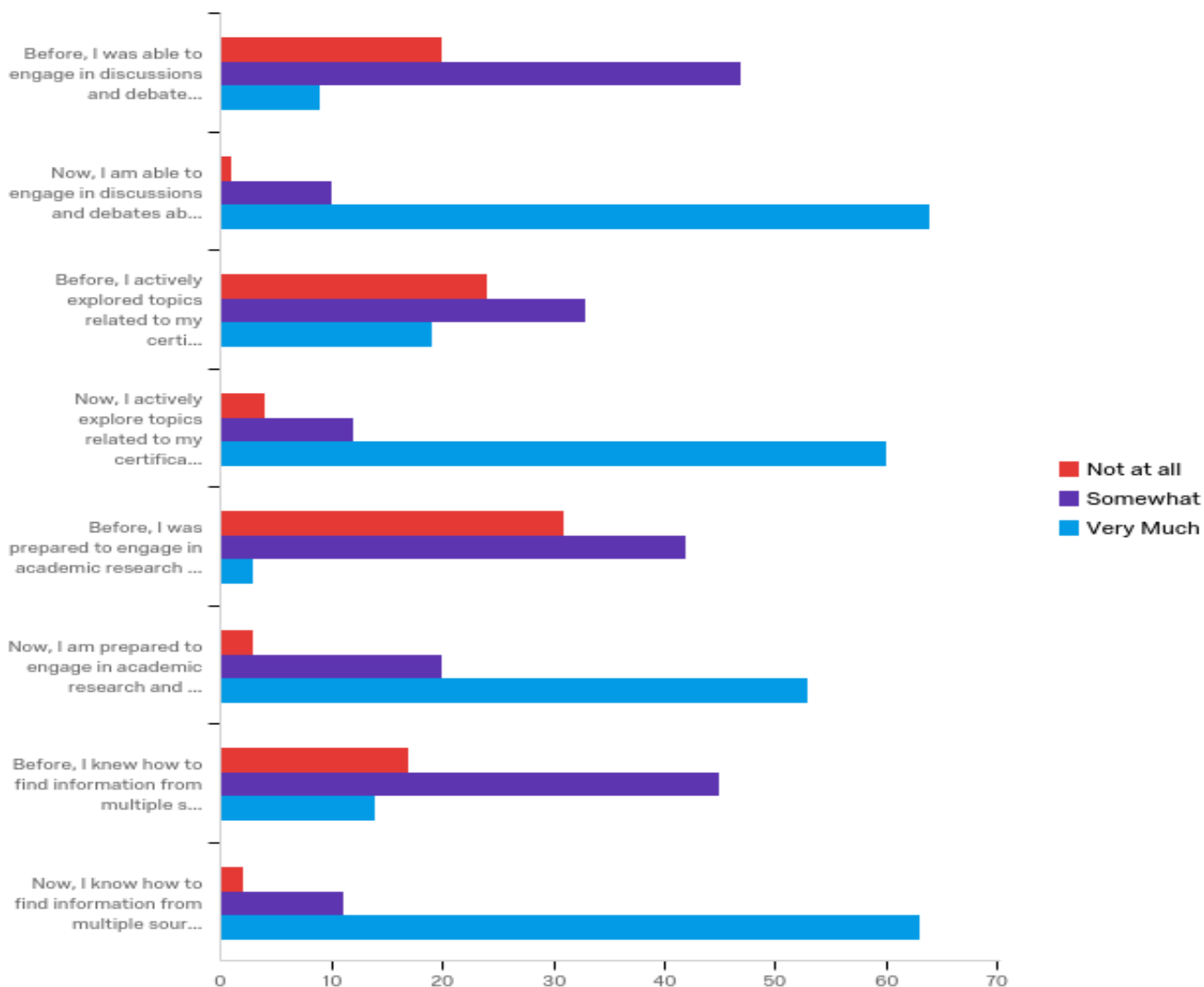
Undergraduate respondents displayed a heightened level of competence upon completion of one or more of our academic programs. As the blue bars indicate in Table 3.7, students' confidence in their abilities increased, in most cases dramatically, after completing an academic program. Respondents' **ability to "very much" engage in discussions/debates about issues related to certificate focus increased nearly 50%** between the time they began and completed the program. Respondents also noted their willingness to explore topics related to their certificate focus outside of the classroom. Those responding that they are NOW "**very much" willing to explore these topics had a 30% increase in their confidence** as compared to BEFORE participating in our programs.

While the shift in graduate respondents was not as dramatic, due to their advanced level of academic preparation prior to enrollment, most respondents noted an increased level of competence upon completion of our certificate programs. Of importance is the *10% increase in graduate students' ability to engage in scholarly discussions/debates about issues related to certificate focus NOW versus BEFORE participation in our programs. The 10% increase in their confidence to explore topics related to certificate focus outside of the classroom is also distinctive.*

Table 3.8: Graduate Exit Survey Question #31
Rate your level of competence BEFORE…and NOW, after participating in the certificate program(s):
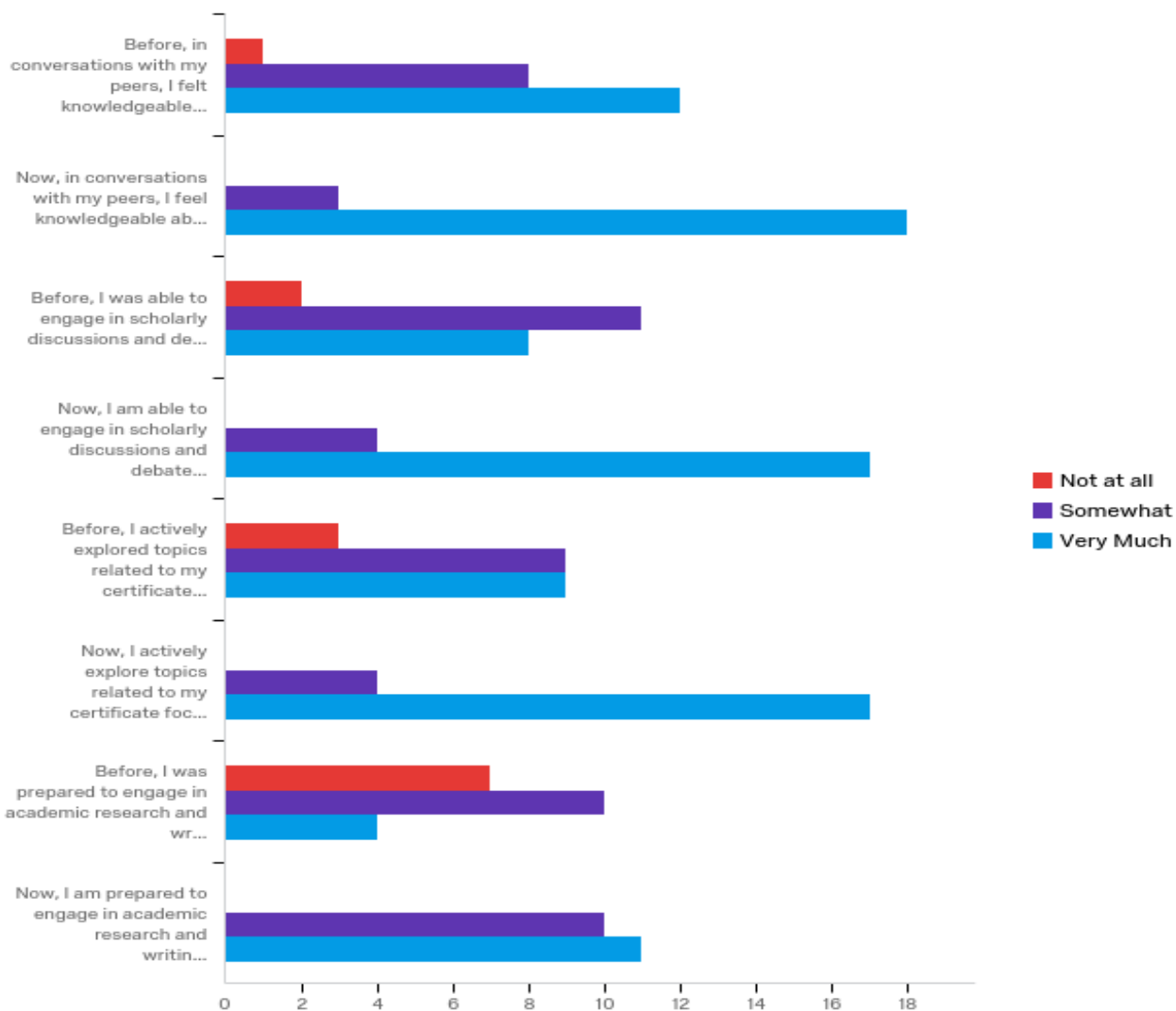
Both undergraduate and graduate students' perceived increase in their level of competence reveal that our programs are encouraging students toward self-reflection and cultural self-awareness of their global competencies, preparing them to engage in academic discussion and intellectual debates on global issues and concepts relevant to a world region and offering them tools to explore these topics outside of the classroom. The focus group sessions below allowed us to investigate further and better understand students' ability to translate these skills into transferrable skills for future career and/or academic goals.

FOCUS GROUPS

When SLO#4 was first assessed in 2013, CIDDE's Dr. Carol Washburn moderated two focus groups, one for 10 undergraduate student participants and one for 6 graduate student participants. Participants were asked five open-ended questions meant to dig deeper into some of the questions on academic goals and future career plans embedded in the exit survey.

This year, our aim was to repeat this exercise with the goal of adopting a comparative analysis of student responses in 2017 with those in 2013. After consulting with Dr. Carol Washburn of the Center for Teaching and Learning, we were encouraged to work with John Radzilowicz and Nancy Reilly, who facilitated focus group discussions and submitted their findings for our use. With their guidance, we added one new question to gauge student understanding and interest in high-impact educational practices tied to experiential learning, as this will become a key feature of our academic program offerings moving forward.

All undergraduate and graduate students who completed a certificate program in AY 16-17 received multiple e-mail invitations to volunteer for the focus group discussions. Two sessions were facilitated by John Radzilowicz and Nancy Reilly: one for the 9 undergraduate students who participated in the undergraduate session and one for the 4 graduate students who attended the graduate session.

Participants were invited to an informal discussion and encouraged to respond to the following questions at each session. For the purpose of this study, we focused on those in bold type:
1. **How has your participation in a certificate program impacted you as a student?**
2. How has your participation in Study Abroad impacted your worldview?
3. **Did you feel that the Center offered opportunities for networking and is that important to you?**
4. Would you have considered/preferred taking a major or minor in your Center rather than a certificate? Why or Why not?
5. **Has your participation in a certificate program impacted your future plans?**
6. High Impact Education Practices:
    A. Open Pre-Question/Discussion on HIPs
    B. Target Activity – Students rate perceived impacts of HIPs.

Responses to questions #1, #3 and #5 directly align with, and encouraged respondents to expound upon, the exit survey questions #19, #20, #25 and #31 described in the previous section. So, for this study, we will focus on the overall conclusions provided by the Center for Teaching and Learning and focus on the findings for questions #1, #3 and #5.

Impact on Undergraduate Students and Future Academic/Career Plans

According to the report generated by Center for Teaching and Learning (*see Appendix 3)*, undergraduate respondents were enthusiastic about participating in the study and eager to share their experiences. When asked **how their participation in a certificate program impacted them as students**, one student claimed UCIS as "almost a second home [that] kept me from leaving Pitt." Another noted that the program "provided an opportunity to take [general education requirements] that I wouldn't have otherwise been able to take." As part of the official report, Radzilowicz and Reilly conclude:

> The *program has had a clear and powerful impact on undergraduate students*. They have a strong respect and affection for the staff and faculty, and they credit them for their extraordinary support and guidance…Their suggestions are clearly offered as ways of making something they see as already very strong, become even better. Their enthusiasm for the program was palpable during the focus group.

"UCIS is almost like a second home [and] kept me from leaving Pitt."

Clearly, the personalized advising and support undergraduates receive is the most impactful facet of our academic programs. Nearly all students noted the financial and intellectual support they received from our international advisors and staff while noting the flexibility of the academic requirements. One student underscored that it was "very easy to integrate the certificate with my program." Many others remarked on their ability to take courses and attend lectures that they wouldn't have otherwise explored.

When asked about the **impact of the certificate program(s) on their future career plans**, respondents underscored their increased curiosity about topics explored and an excitement about learning "more about people living/working in other countries." Others expressed appreciation for the "great networking opportunities." We, then, pressed students to expand on this point and asked whether our centers/programs offered opportunities for networking and whether that was important to them. According to the facilitators, there was great laughter in the room and a "big 'YES' from the group." The *majority of the group recognized the value of networking opportunities* to connect with alumni, prospective employers and experts in industry, government, academic and other sectors. They named many of the programs we host for this purpose, namely the International Career Toolkit Series, Washington, DC Trip and LinkedIn workshops.

Some, however, noted that "classes made my experience" while others expressed useful feedback on our ability to deliver programming that more deliberately connects our student cohorts. One respondent asked that UCIS do "more to keep everyone connected" and another explained that "even one opportunity per semester would be huge." A telling comment from a respondent spoke to one of our larger challenges when stating they "didn't know about a lot of the experiences" described by others. *Our challenge, therefore, is two-fold: (1) we must create intentional opportunities for networking and connecting with peers, alumni, and prospective employers; and (2) we must adequately communicate them to students.*

Impact on Graduate Students and Future Career Plans

Not surprisingly, graduate respondents noted **financial support and funding opportunities as the most impactful features of our academic programs**. Unlike the undergraduate population, which seeks out academic support and advice from UCIS advisors, graduate students identified their home departments as the greatest source of support in that vein. They affirmed that UCIS's "greatest impact is funding opportunities" to conduct research, attend conferences, study or intern abroad. Some also spoke of the importance of immigration services provided through the Office of International Services. Radzilowicz and Reilly conclude in their official report:

> The graduate students also saw the program in a very positive light. However, their future plans were largely set, and they viewed the program in an extremely practical light. Their main concern was how the program would help them to meet their very specific professional goals, and they were not looking for "life altering" experiences. They too praised the faculty and staff, however they already had strong support networks in their own departments and were not in need of as much support as the undergraduates. Their suggestions are highly practical and extremely career focused.

"Many see the program as life changing, and believe it will have a major influence on their future career plans."

The most striking differences between undergraduate and graduate responses were the latter's negative evaluation of networking opportunities and the impact of the academic programs on their future career plans. When asked about the opportunities for networking respondents recommended broadening our "definition of academic networking" to include a "more professional focus." Some remarked that the "staff cannot understand the needs of so many students" while others agreed that they were not expecting to secure employment because of UCIS. They requested professional support with CV/Resume writing and job applications and asked for more directed and meaningful feedback from experts in their field.

Feedback on the need to improve networking opportunities for graduate students was further amplified by respondents' comments on the **impact of the certificate on their future career plans**. Some shared that the UCIS certificate helped reinforce their academic decisions, but the majority agreed that the certificate had no impact on their future career plans. In fact, graduate students agreed that they enrolled in a UCIS certificate hoping for networking opportunities with peers and faculty and for help with professional opportunities not necessarily tied to their discipline. Some asked to be paired with mentors who could help them finish their research. Others recommended blogging opportunities and targeted networking events that would offer them more avenues for "public engagement because this is becoming important for career tracks." *A major area of improvement for UCIS remains our ability to provide the practical and career-focused programming that graduate students are expecting of our academic programs.*

The AIEA Spring 2017 newsletter (Association of International Education Administrators) features the presidential message by Hilary E. Kahn, where she clearly elaborates the objectives of global learning as more important than ever, given the U.S. political climate. Global learning requires students to 1) have transferrable skills that are applicable in a range of cultural and practical contexts, 2) bring together diverse perspectives and methods, 3) produce knowledge collectively and by making new connections, 4) think and act universally as well as contextually, and 5) articulate responsibilities and take action on knowledge.

As our assessment and evaluation processes confirm, *UCIS is committed to furthering the objectives of global learning and making Pitt a leading university in these efforts.*

New Assessment Tools: UCIS Global Learning & Engagement SLOs and Rubric

Our approach in developing new SLOs and rubrics was not only influenced by internal and external experts on global learning, but also informed by global learning rubrics developed by the American Association of Colleges & Universities and the U.S. Department of Education's new framework for global and cultural competency. We prioritized three fundamental areas of students' intellectual and personal growth: knowledge, skills and awareness. Within each area, our academic programs offer students the tools necessary to improve in several global competencies as shown in Table 4.1.

Acknowledging that most students enrolled in a UCIS credential typically arrive with at least a cursory level (Level 1) competence in each area, we aspire to prepare all students to attain at least a Level 3 competence for each SLO. Level 4 is reserved for outstanding students who have taken initiatives exceeding the expectation of the academic program(s) in which they are enrolled. Of importance is that our learner-centered approach *places greater emphasis on weaving the classroom experience with experiential learning opportunities outside the classroom*. So, a new focus of our academic programs will be on civic & global engagement as a key competence. We will collaborate with units across the University to ensure our students can participate in local or global internship, service learning or other community engagement projects. We also value students' ability to work in teams and communicate effectively, so we will continue co-sponsoring programs/activities that encourage students to develop these skills.

The new SLOs and rubric will be made available to all enrolled and prospective UCIS students to clearly show how our international credentials complement and enhance their chose major or minor. This tool will also encourage students to speak clearly and convincingly about their global competence when applying for jobs, grants/scholarships, internships or postgraduate programs.

In the upcoming academic year, UCIS will further our efforts to align with the *Plan for* Pitt and *Embracing the World: A Global Plan for Pitt, 2016-2020.* The next phase of development will entail creating program evaluation rubrics for UCIS events, lectures, community engagement and outreach that align with these global competencies. Our aim is to offer all our stakeholders a clear sense of the global competence they will gain when enrolling in our academic credentials, attending sponsored programming, participate in our outreach efforts or partner with us to further initiatives in the global plan.

Table 4.1: New UCIS Global Learning & Engagement Rubric

	Level 4	Level 3	Level 2	Level 1
KNOWLEDGE				
Global and/or Regional Expertise	*Applies* knowledge or understanding of current and historical contexts related to a world area or global issue to develop an in-depth evaluation and/or propose a new interpretation of the subject matter.	*Combines* factual information with application and/or analysis to establish unusual depth of understanding of current and historical contexts related to a world area or global issue.	*Formulates* practical, yet elementary, connections which reveal basic understanding of current and historical contexts related to a world area or global issue.	*Identifies* basic dimensions of current and historical contexts related a world area or global issue.
Interdisciplinary Connections	*Synthesizes* facts, methods or theories from more than one field of study or perspective.	*Contextualizes* examples, facts, methods or theories from more than one field of study or perspective.	*Compares and/or contrasts* facts, methods or theories from more than one field of study or perspective.	*Describes* facts, methods or theories from more than one field of study or perspective.
SKILLS				
World & Heritage Languages	*Uses advanced* skills of listening, speaking, reading and writing in at least one other language to work with scholarly and/or professional documents.	*Uses intermediate* skills of listening, speaking, reading and writing to engage with topics and people in other language communities.	*Uses basic* foreign language skills of listening, speaking, reading and writing to examine topics and people of other language communities.	*Acknowledges* the value of foreign language skills of listening, speaking, reading and writing to examine topics and people of other language communities.
Collaboration & Communication	*Demonstrates* leadership skills to initiate a group product/project.	*Applies* collaboration and communication skills to contribute to a group product/project.	*Participates* in group or collaborative experiences in a sustained manner.	*Exhibits* willingness to participate in collaborative experiences and/or activities.
AWARENESS & ENGAGEMENT				
Diverse Perspectives	*Demonstrates* self-awareness and/or ability to adjust one's own attitudes and beliefs because of working within and learning from a diversity of communities and cultures.	*Reflects* on how attitudes and beliefs are different from those of other cultures and communities.	*Describes* exposure to experiences that are different from one's own culture or community.	*Exhibits* curiosity about what can be learned from diversity of communities and cultures.
Civic & Global Engagement	*Creates* new local-global civic engagement opportunities for others, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	*Demonstrates* sustained participation in local-global civic engagement, with reflective insights or analysis about the aims and accomplishments of one's actions.	*Participates* in local-global civic engagement and begins to reflect or describe how these actions may benefit individual(s) or communities.	*Acknowledges* an openness to local-global civic engagement.

New Assessment Measures: E-Portfolio, Suitable Platform, Career Programming

Capstone Project: New E-portfolio

The development of the new e-portfolio tool is a direct response to our recommendations during our AY 16-17 outcomes assessment of SLO #1. Recognizing the need for a tool that would best capture a more comprehensive view of students' specialized knowledge of a world area or transnational theme from the perspective of more than one discipline, evaluators recommended creating capstone courses and/or e-portfolios as the basic assessment tool for annual student outcomes.

In response, the UCIS Academic Affairs team worked to develop a concept paper on their approach toward an e-portfolio project as the final requirement of undergraduate and graduate certificate programs. In the *"White Paper e-Portfolios" (see Appendix 4),* authored by Emily Rook-Koepsel, Stephen Lund, and Elaine Linn, they assert:

> In formal responses to their assessment programs, both from faculty who have been asked to assess student learning outcomes on the basis of certificate records and from Title VI external evaluation of certificate assessment, several of the centers have felt their previous form of assessment—primarily evaluation of papers designated as capstone papers but not primarily created for certificate assessment—did not adequately fulfill the need to define student learning in the certificate program. Additionally, following research on the importance of formative assessment toward critical reflection of university skills toward student self-regulation, assessment, and ultimately successful articulation of skills based learning, several of the centers have put together a plan to build an e-portfolio system that can serve as a resource for summative and formative assessment.

> We believe that the e-portfolio represents the best and most useful way for our students to synthesize and reflect on their certificate experience holistically and for us to do a blended formative and summative assessment. We view the e-portfolio as a tool for advising, assessment, recruitment, and professional development. We look forward to developing a rubric that suits each center's student learning objectives well, and to revisiting the e-portfolio template and directions in the light of the completed assessment rubric.

The *e-portfolio is currently under construction and expected to launch in Fall 2017*. This tool will provide much-needed direct measures for new SLOs in the UCIS Global Learning & Engagement Rubric. Given the guided self-reflections developed by our Academic Affairs team, *students will not only think critically about experiences outside of the classroom, but also submit evidence of such engagement* (e.g. multimedia presentations, research papers, capstone projects, collaborative presentations/projects).

Student Engagement: Online Platform to Track Student Engagement-- Suitable

Because of a presentation delivered by Associate Dean Audrey Murrell at the 2016 Assessment Conference at Pitt, UCIS began researching the viability of utilizing an online platform used by the College of Business Administration (CBA) and OCC to incentivize and track students' engagement outside the classroom. After consulting with senior leaders in CBA and Student Affairs (and further researching the platform they are

currently using), UCIS began conversations with the founders of Suitable (two Pitt alumni) about modifying the platform's capabilities to track both curricular and co-curricular engagement. We have been working with the company since January to custom build a platform that will track undergraduate and graduate students' progress and completion of UCIS academic credentials. We are set to launch the new platform in Fall 2017 and it will be open to all current and newly- enrolled students.

Suitable is an online platform that helps universities manage, track, analyze, and improve university curricular and co-curricular offerings and credentialing programs. Through gamification and competitive models, the platform incentivizes students toward completion of multiple levels of engagement, and they are rewarded with VIP experiences, scholarships and other opportunities along the way.

Student's level of progress and their achievements toward meeting specific global competencies are tracked in real time. Students take ownership of logging all their curricular and co-curricular activities; they are rewarded for their activities by their academic advisor during personalized advising sessions. Upon completion of each level (1-4), **students are offered unique opportunities** to apply for grants/scholarships, internships, one-on-one meetings or special meals with high-profile scholars/guests, attendance at exclusive career fairs or other networking events and other incentives that may become available throughout the year.

Advisors and other administrators track students' progress and offer more personalized guidance based on students' interests and/or needs. This **platform will amplify our retention efforts** as it identifies students at risk of discontinuing their programs, so that we might contact them and provide academic support and services as needed. The platform also allows us to embed program evaluation and assessment as a requirement of students' engagement and rewards students for completing surveys and participating in other assessment-related activities. We hope this will help **significantly increase the numbers of participants on upcoming assessment cycles**.

New Programming: Career Development & Networking Opportunities

This academic year, the Academic Affairs Committee will work to create intentional networking opportunities for both undergraduate and graduate students to connect with peers and faculty across disciplines, as well as with alumni and prospective employers. We are exploring the possibility of partnering with other units across Pitt to **offer UCIS students new programming which directly align with Vice Provost's Nathan Urban's vision for professional development**: "the ability to communicate, to build a network of mentors and collaborators, to write effectively and to work in and lead diverse teams" (*University Times*). First, we will broaden the annual UCIS Career Networking Trip to Washington, D.C. (currently open to undergraduates) and encourage graduate students to serve as mentors to the undergraduates while connecting with key leaders of NGO's and government agencies on the trip. Second, we will host thematic and/or interdisciplinary networking events to connect students with alumni, faculty and potential employers within and outside of Pitt.

UCIS remains eager to support the University's vision for personalized education while furthering our commitment to academic excellence. We are poised to meet the tasks proposed in this admittedly ambitious action plan and look forward to collaborating with the Office of the Provost on our global learning initiatives.

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Appendix 1: Area and Thematic Studies Centers

As home to **six area and thematic studies centers**—four of which are designated National Resource Centers (NRC) by the US Department of Education—UCIS promotes cross-cultural learning and research, while offering a wide range of services for academic and cultural support in the local communities, foundations, businesses and area schools. Students seeking to internationalize their curriculum can complement their undergraduate or graduate curriculum with one of 11 International Certificates, or a Bachelor of Philosophy, that focus on a particular region of the world or global issue (http://www.ucis.pitt.edu/main/academic-credentials). For more information on each area and thematic studies center, please click on the link below.

1. **African Studies Program (ASP)** advances the study and research of Africa, providing students with opportunities to expand and widen their knowledge of Africa and foster a greater understanding of the diverse continent. http://www.ucis.pitt.edu/africa/

2. **Asian Studies Center (ASC)** furthers an enhanced understanding of East Asia, South Asia, Southeast Asia, and the Pacific Islands. The center is also home to an award-winning Confucius Institute that promotes Chinese language and culture study. http://www.ucis.pitt.edu/asc/

3. **Center for Latin American Studies (CLAS)** expands and enriches academic resources relating to Latin America and the Caribbean at the University of Pittsburgh. These resources allow students and faculty to pursue research, enhance their expertise, and disseminate knowledge on the region. (NRC) http://www.ucis.pitt.edu/clas/

4. **European Studies Center (ESC)** advocates the study of Europe from a linguistic, literary, artistic, historical, economic, political, sociological, legal and public policy perspective. The center has been designated a Jean Monnet European Union Center of Excellence, promoting the study and knowledge of the European Union, including its institutions and policies. (NRC) http://www.ucis.pitt.edu/esc/

5. **Global Studies Center (GSC)** promotes cross-cultural learning and research in six areas: changing identities in a global world; communication, technology, and society; conflict and conflict resolution; global economy and global governance; global health; and sustainable development. (NRC) http://www.ucis.pitt.edu/global/

6. **Center for Russian and East European Studies (REES)** focuses on central and eastern Europe and the successor states of the Soviet Union. Research areas include: contemporary Russian culture, politics, and economics; societies in transition; international relations; southeast European studies; and Slovak studies. (NRC) http://www.ucis.pitt.edu/crees/

Undergraduate Certificate Requirements	Area courses (credits) & Other Academic Requirements	*Number of foreign language college-level semesters	Study abroad
African Studies Certificate	1 core course (3) 4 elective courses (12) Interdisciplinary research paper	4 *Arabic, Swahili, French, Portuguese, Spanish	Highly encouraged
Asian Studies Certificate	5 courses from at least 3 different departments, one of which is from major dept. (15) Capstone activity and writing sample	4 *Asian language (or native speaker of an Asian language)	Highly encouraged
European Union Studies Certificate	6 courses from at least three different departments (18) Capstone project	4 *An official EU language (excluding English)	Highly encouraged
Global Studies Certificate	3 global concentration (9) 2 regional (6) Intro to Global Studies (3) Trans-regional paper & portfolio presentation	4 *A language relevant to region of study	Highly encouraged
Latin American Studies Certificate	2 Latin American courses in major dept. (10) 5 Latin courses in at least two departments (15) Capstone project	6 *Spanish or Portuguese (equivalent proficiency proven via examination)	Required, at least 6 weeks duration
Latin American Studies related concentration	1 Latin American course in major department (5) 4 Latin courses in at least two departments (12)	4 *Spanish or Portuguese (equivalent proficiency proven via examination)	Highly encouraged
Russian & East European Studies Certificate	5 courses from at least three different departments (15) Capstone project	4 *Former Soviet Union or East/ Central European	Highly encouraged
West European Studies Certificate	5 courses from at least three different departments (15) Capstone project	4 *French, German, Spanish, Italian, Portuguese, Irish Gaelic, Modern Greek, Swedish	Highly encouraged

* Must achieve or have Intermediate low-mid language proficiency.

Graduate Certificate Requirements	Area courses (credits) & Other Academic Requirements	*Number of foreign language college-level semesters	Research or Capstone Paper
African Studies Certificate	At least four courses from major field Two courses from related field/area (18)	Two years of college-level instruction of an indigenous African language (Arabic, Swahili, Yoruba) or relevant European language	Interdisciplinary research paper
Asian Studies Certificate	At least five courses or graduate seminars (min. 25% Asia-related content) in at least two departments (15)	Three years of college-level instruction, or equivalent proficiency, in an Asian language	Seminar paper or thesis
European Union Studies Certificate	At least six courses or seminars: six credits from core EU courses; nine credits outside major (18) Participation in EU-related co-curricular activity required	Three years of college-level instruction, or equivalent proficiency, in an official EU language	Interdisciplinary research paper
Global Studies Certificate	Four courses in global concentration Two upper-level courses in regional concentration (18)	Intermediate low/mid proficiency in less commonly taught language or intermediate high-level proficiency in commonly taught language	Trans-regional analysis of a global concentration written as part of a course
Latin American Studies Certificate	Two courses in major dept. Four courses in at least two other depts. (18)	Three years of college-level instruction, or equivalent proficiency, in Spanish, Portuguese or an Amerindian language	Interdisciplinary research paper
Latin American Studies related concentration	Three courses in major dept. Three courses in at least two other depts. (18)	Three years of college-level instruction, or equivalent proficiency, in Spanish, Portuguese or an Amerindian language	Interdisciplinary research paper
Russian & East European Studies Certificate	Six REES-related courses At least four courses from two or more non-major departments (18)	Three years of college-level instruction, or equivalent proficiency, in a language of the former Soviet Union or East/Central Europe	Interdisciplinary research paper
West European Studies Certificate	At least six courses or seminars At least nine credits outside major dept. (18)	Three years of college-level instruction, or equivalent proficiency, in one West European language	Interdisciplinary research paper

Focus Groups Summary Report

University Center for International Studies

April 25, 2017

<u>**Undergraduate Session: Wednesday, March 22, 5:00-6:00pm, 4217 Posvar Hall**</u>

(Nine (9) students in attendance.)

1. How has your participation in a certificate program impacted you as a student?

   - Every course I was taking, I was able to apply on almost a daily basis.
   - I would not have stayed at Pitt if not for the Middle East studies certificate – and I love Pitt. But, I really wanted to add Middle East studies.
   - I learned things about global medicine and health care that I wouldn't have gotten any other way.
   - Provided an opportunity to take Gen Eds that I wouldn't have otherwise been able to take.
   - Without the program, I would not have known about most of the talks and events that were really interesting.
   - Broadened my opportunities.
   - Chinese majors should pursue the Asian Studies Certificate automatically. It's like a freebie.
   - Support was very important. Program was very powerful.
   - I stumbled into another certificate! Because of the classes I took, I got funding for German Studies.
   - UCIS is almost like a second home. Kept me from leaving Pitt.
   - REES really supported me as a student. I knew if I had a problem, they were there.
   - Very easy to integrate certificate with my program.
   - Russian major and REES Certificate do not overlap. Why?
   - Global Studies does not overlap either. Need special permission. That should be looked at.
   - REES/Russian major became very complicated after loss of faculty members. The right hand didn't know what the left hand was doing. The confusion was very hard to handle.

2. How has your participation in Study Abroad impacted your worldview?

- Really let me get out of my "college bubble", and was so financially doable!
- I would not have done the certificate if I didn't study abroad. It's what allowed me to complete the certificate.
- I thought I knew what Cuba was all about. But you don't really know a country from a short visit.
- Really an eye-opening experience!
- I found out how heterogeneous Latin America is!
- Meeting people who had never been to the U.S. was important.
- I went to Croatia for the beaches, and fell in love with Eastern Europe.
- I would never have gotten to know these places otherwise.
- People think they know about other countries, but they don't!
- Middle East travel was really tough because of the State Department. Only about 10% of applicants get permission to travel. It was really competitive, even with an Arab speaking concentration.
- I still stay in contact with so many people from over there!
- I studied for a year in Japan, and I feel like I came back as a different person.
- In China, the realization of so many local dialects was overwhelming. You think you know Chinese, but you don't.
- I learned about the internet censorship in China. I still stay in touch with people but it's hard. Can't use FB because it's censored. Have to find work-arounds like private chat rooms.
- To be a white person and be the racial minority all the time was a really interesting experience!
- Racial attitudes. Dark skinned people have a different experience than light skinned people, even when everyone is a person of color.
- Being a religious minority was strange. Serbia – no Catholics. Not a bad experience, but very strange.

3. Did you feel that the Center offered opportunities for networking and is that important to you?

- Lots of laughter. Big "YES" from group.
- Got me to come out of my bubble.
- Learned that you need to get an "in" with people.

- UCIS "toolkit services" was great.
- Ended up connecting with lots of people on LinkedIn.
- D.C. – MADE US network! (Laughter.) It was very hard, but so valuable.
- So much better than just the career center.
- I didn't know about a lot of the experiences. It's on you. They don't pursue you. You had to make the opportunities.
- Classes made my experience, not the other stuff.
- If you don't go after your advisor, you will never see them.
- It's on you, which is OK.
- If you don't make the connections with faculty and staff, you miss out on a lot.
- UCIS needs to do more to keep everyone connected.
- I don't know anyone else in Global Studies!
- Even one opportunity per semester would be huge.

4. Would you have considered/preferred taking a major or minor in your Center rather than a certificate? Why or Why not?

- Yes. Some certificates are more credits than a major! So, why not double majors or interdisciplinary majors? (Lots of agreement.)
- I don't regret the certificate at all.
- I probably could have satisfied some minors.
- Some certificates need more guidance. I saw some people drop out because they missed a required course because requirements changed and nobody told them.
- I've never even been asked about my certificate, or talked about what was best for me.
- Certificate program titles can be misleading. Expanding them to a major needs more clarity. EX: 1. REES Certificate. You can get this without studying any Russian. That would confuse potential employers. 2. Global Studies is vague. I'm studying Arabic.

5. Has your participation in a certificate program impacted your future plans?

- I definitely want to go to Latin America again. Maybe work there.
- Study Abroad changed my thinking/plans more than the certificate.
- Great networking opportunities.
- Classes didn't affect me as much as going abroad.

- I still want to know, "How can you help me to get to be part of that world more?"
- The topics covered in classes do not always prepare you for travel abroad. The people in the countries are not always focused on what is being focused on in class. Ex: War Crime Trials. We should be better prepared. Open up topics.
- I want to learn more from people living/working in other countries. "How did you get where you are?" I'm not sure of the next steps.

6.   High Impact Education Practices:

       A. Open Pre-Question/Discussion on HIEPs (See attached.)

       B. Target Activity – Students rate perceived impacts of HIEPs.

Rating of High Impact Practices: *

Practice	Ratings
1. First Year Seminars and Experiences:	**1, 2, 9, 8, 4.5, 0, 0, 0**
2. Common Intellectual Experiences:	**1, 0, 0, 7, 1.5, 8, 7, 7**
3. Learning Communities:	**3, 7, 6, 6, 1, 0, 0, 9**
4. Writing-Intensive Courses:	**6, 7, 5, 2, 4.5, 9, 7, 9**
5. Collaborative Assignments and Projects:	**2, 2, 9, 2, 2.5, 8, 5, 1**
6. Undergraduate Research:	**6, 10, 0, 0, 0, 10, 10, 2**
7. Diversity/Global Learning:	**9, 10, 9, 6, 7.5, 9, 9, 10**
8. Service Learning, Community – Based Learning:	**1, 0, 8, 4, 0, 7, 0, 5**
9. Internships:	**1, 5, 9, 0, 6, 9, 0, 5**
10. Capstone Courses and Projects:	**9, 5, 9, 6, 7.5, 10, 7, 10**

*One student did not complete the exercise.

Graduate Session: Friday, March 24, 9:00-10:30am, 4209 Posvar Hall

(Four (4) students in attendance.)

1. How has your participation in a certificate program impacted you as a student?

    - Greatest impact is funding opportunities!
    - $500 for conference travel.
    - Research funding…$1,000 per year for 3 years.
    - Help in doing research.
    - Help with VISA process.
    - Paid internships.
    - Funding helps take pressure off.
    - Connection to African Studies department.
    - Staff very informative and helpful.
    - Help networking.
    - Took my research to the next level.
    - Very helpful. Can just walk in any time.
    - Was able to match course requirements with degree program. No added stress around this.
    - Don't feel as connected to UCIS as to my department.
    - My department was the strongest support as a student.

2. How has your participation in Study Abroad impacted your worldview?

    - Allowed me to have responsibility and honed my skills with people and having to manage a group of undergraduates. It was a job, but definitely appreciated the experience!
    - Opportunity to share Chinese cultural experience (this is a foreign student). Mine is a "flipped" situation, but very valuable.
    - Inspired me.

3. Did you feel that the Center offered opportunities for networking and is that important to you?

    Long pause before anyone answered…

    - They did not go out of their way to let us know about networking opportunities.

- Missed many opportunities because nobody was looking for them.
- Extent of networking was meeting speakers after a talk.
- They need to broaden their definition of academic networking. More professional focus. World has changed.
- I will NOT get a job because of their help. This is a problem everywhere at the University, but is especially missing here.
- Staff cannot understand the specific needs of so many students, so it's hard for them to give meaningful feedback.
- Would like professional support with CV/Resume and job applications.

4. Would you have considered/preferred taking a major or minor in your Center rather than a certificate? Why or Why not?

- Certificate is what I needed. I didn't need a major or minor.
- I think of my certificate as a minor.
- Certificate is an "add on". It will have value in the future.
- Certificates don't really change anything professionally for grad students. The value is in the experience, not the certificate per se.
- GSPIA tells students all the time that the certificate is just a piece of paper. It's the experience that matters. So, I don't care about the certificate, major, minor issue.
- There is no coordination with foreign language programs, so it's good that everyone tests out of the languages. They should look at this.

5. Has your participation in a certificate program impacted your future plans?

- Didn't impact my future plans at all.
- It's all about adding a line on your resume.
- It reinforced my decisions.
- It's very supportive, but was not formative in my plans at all.
- I would be very surprised if you could find a grad student whose course of action was altered in any way.
- It's a stretch to find an area where it was applicable.
- Tried to avoid extra courses, unless really valuable. Certificate didn't change anything.

Things they would suggest:

- Mentor students and help finish research.

- More public engagement because this is becoming important for career tracks.
- Blogging opportunities.
- Targeted networking events.
- Travel Abroad should be required for certificates.
- If University is committed to this, they should provide more funding support.

6.   High Impact Education Practices:

        A. Open Pre-Question/Discussion on HIEPs (See attached.)

        B. Target Activity – Students rate perceived impacts of HIEPs.

Rating of High Impact Practices:*

1. First Year Seminars and Experiences:	**5, 0, 4**
2. Common Intellectual Experiences:	**6, 2, 5**
3. Learning Communities:	**4, 9, 7**
4. Writing-Intensive Courses:	**3, 2, 2**
5. Collaborative Assignments and Projects:	**6, 2, 1**
6. Undergraduate Research:	**0, 0, 5.5**
7. Diversity/Global Learning:	**8, 10, 10**
8. Service Learning, Community – Based Learning:	**4, 8, 10**
9. Internships:	**3, 9, 10**
10. Capstone Courses and Projects:	**5, 9, 8**

*One student did not complete the exercise.

Conclusions:

The program has had a clear and powerful impact on undergraduate students. They have a strong respect and affection for the staff and faculty, and they credit them for their extraordinary support and guidance. Many of these students see the program as life changing, and believe it will have a major and lasting influence on their future career plans. Their suggestions are clearly offered as ways of making something they see as already very strong, become even better. Their enthusiasm for the program was palpable during the focus group.

The graduate students also saw the program in a very positive light. However, their future plans were largely set, and they viewed the program in an extremely practical light. Their main concern was how the program would help them to meet their very specific professional goals, and they were not looking for "life altering" experiences. They too praised the faculty and staff, however they already had strong support networks in their own departments and were not in need of as much support as the undergraduates. Their suggestions are highly practical and extremely career focused.

White Paper
E-Portfolios as a tool for student reflection and assessment
Emily Rook-Koepsel, Stephen Lund, Elaine Linn

Introduction

Over the last few years, several of the UCIS centers have been looking for ways to more rigorously assess student performance and the learning outcomes of their certificates. At the same time, many of the centers have been considering ways to add formative assessment tools to the certificate program as a way to draw out the competencies of what can be a disjointed learning experience. In formal responses to their assessment programs, both from faculty who have been asked to assess student learning outcomes on the basis of certificate records and from Title VI external evaluation of certificate assessment, several of the centers have felt their previous form of assessment- primarily evaluation of papers designated as capstone papers but not primarily created for certificate assessment- did not adequately fulfill the need to define student learning in the certificate program. Additionally, following research on the importance of formative assessment toward critical reflection of university skills toward student self-regulation, assessment, and ultimately successful articulation of skills based learning, several of the centers have put together a plan to build an e-portfolio system that can serve as a resource for summative and formative assessment.

In this white paper, we will first discuss the current research on blending formative and summative assessment tools. In the next section we will consider current research on the utility of e-portfolios. Following this, we will discuss the plan that the Asian Studies Center, the European Studies Center, and the Global Studies Center have articulated for introducing and assessing student e-portfolios. In this section, we will provide some examples of the portfolios, and explain how student learning outcomes will be addressed. Finally, we will suggest a path for the adoption of e-portfolios alongside other metrics for assessing student learning.

Assessment: Blending formative and summative assessment through e-portfolio tools

In 2006, David Nicol and Debra Macfarlane-Dick (2006) suggested that a thorough rethinking of assessment tools was necessary in higher education, in an effort to help student build their skills as a self-regulated, referential learner. Higher education assessment, the authors argue has long been built on a system of transmission of knowledge and passive learning strategies, which allowed students to learn specific subjects, but did not ask students to reflect on skills and competencies beyond course subject matter. In recent years, however, students and institutions have been tasked with articulating stronger connections between subject competencies and transferrable skills. For this reason, the activities of assessment have shifted from the exclusive domain of faculty and administrators to include student self-assessment and reflection. With this shift in mind it is important to consider assessment tools that blur the lines between summative assessment, often considered as an external assessment of a student or program, and formative assessment, which asks a student to continue reflecting on and building competencies (Gikandi, Morrow, Davis, 2011).

The keys to building tools that both work as summative and formative assessment metrics are defining a clear and well publicized rubric for assessing student-led reflective projects and providing sufficient instruction so that students are able to use assessment tools to reflect on the learning outcomes stated in the rubric (Gikandi, Morrow, Davis, 2011; Nicol and MacFarlane-Dick, 2006; Pachler, Daly, Mor, Mellar, 2010; Black and William, 1998; Grant and Dweck, 2003). These kinds of assessment tools that include student reflection and 'post-course' engagement are increasingly necessary for programs, like the certificate, which function across disciplines, and therefore are not necessarily subject to traditional disciplinary assessment methods (Bass 2012). By publicizing a rubric and creating a guided template for students, an e-portfolio as one option for the final project for the certificate, fills the assessment needs both of the summative analytics (these portfolios can be assessed both qualitatively by faculty on the basis of the published rubric and quantitatively through coding student answers to questions and doing center-wide analysis,) and produces a product that synthesizes student learning in key skills areas such as civic engagement, authoritative presentation, reflection, and critical thinking (Bass 2012; Eynon 2009).

E-Portfolios as a tool toward reflecting student's personalized learning pathways

As an assessment tool, e-portfolios, and specifically e-portfolios of the sort we are proposing, are one of the best-regarded tools for creating an "authentic way of developing and assessing student knowledge (Gikandi, Morrow, Davis, 2011, 2343)." Education researchers have described e-portfolios as perhaps the most complete tool for student to reflect upon their learning in a holistic way (Bass 2012, Clark and Eynon, 2009). Personalized learning standards have increasingly argued for a recognition of the value and the connection between learning done in courses and learning done in co-curricular settings, singling out work, clubs, and peer to peer engagement (Donnelly and O'Keeffe, 2013, Bass 2012, Young, 2002). The trend toward understanding the way that students learn and consolidate skills has pushed the field of assessment and education to find ways for students to do structured reflection about the skills they have gained during their university education to help them present these skills in a wider world.

E-portfolios "map competencies across the curriculum (Donnelly and O'Keeffe, 2013, 2)," and make these competencies available to a broader range of shareholders including employers, family, and prospective students, and can be used as one way to reinforce university and unit claims about the skills value of an interdisciplinary or untraditional credential. Scholars have found evidence that e-portfolios, especially e-portfolios that can be found through simple internet searches, are a tool that employers actively seek out and use to help make decisions about interviews (Ward and Moser, 2008). Other scholars have argued that the reflections on skills and competencies that e-portfolios spark help students to better represent their particular strengths in interview settings (Bass and Eynon, 2009; Xuesong, Offman, and Ractham 2007; Clark and Eynon, 2009). E-portfolios have become a widely used tool, not just for US higher education, but in an internationalized system, with major universities across the world adopting an e-portfolio model (Clark and Eynon, 2009).

Asian Studies, European Studies, and Global Studies: E-portfolios for advising, assessment, and student success

Asian Studies, European Studies, and Global Studies, have each (separately at first and then working together), decided that an e-portfolio fits into their individual center's current credential curriculum. For the three centers, the e-portfolio fills two distinct roles, first it requires students to reflect and build on the meaning of their certificate by asking students to actively tie together course work, co-curricular engagement, study abroad, and work experience, and secondly it creates a document that was built specifically for the certificate and can be assessed against a rubric designed to assess the e-portfolio. For students who are not working on a capstone project designed specifically for the certificate, we have felt that having a dedicated product meant to draw the disparate thread of the certificate together is invaluable.

Students putting together their e-portfolio will have the opportunity to write and reflect on a number of areas, reflected in the structure of the templates.

Figure 1: (please see link for complete site in Appendix)

As we were developing the e-portfolio project in Asian studies, we decided that we needed a specific and directed template for students to log in to, to guide a student to reflect carefully about the certificate and co-curricular achievements. The guided template would also allow an advisor to highlight specific rubric points for qualitative assessment of the e-portfolio separately and holistically. As you can see from figure 1, students are guided from a home page, which we use as an introduction to the student, to reflections on academics, engagement, study abroad, resume and contact pages. After doing some research on the available platforms,

Asian studies, working with CIDDE, decided to build a multi-site that would allow students to log-in to a wordpress like platform but with limited template choices. Students would choose the template for their certificate, and follow directions to reflect on their certificate. Students will own their sites and be able to continue to develop them even after they leave Pitt. The guided template will allow students to personalize the e-portfolio as desired. This kind of guided reflection will push students to speak to skills and competencies that we are concerned about with a template that allows us to make the base template uniform among the population.

As with any student-guided document, the kind of work that students put in to the e-portfolio will determine how useful the object is for student-regulated learning.
Figure 2: (please see link for complete site in Appendix)
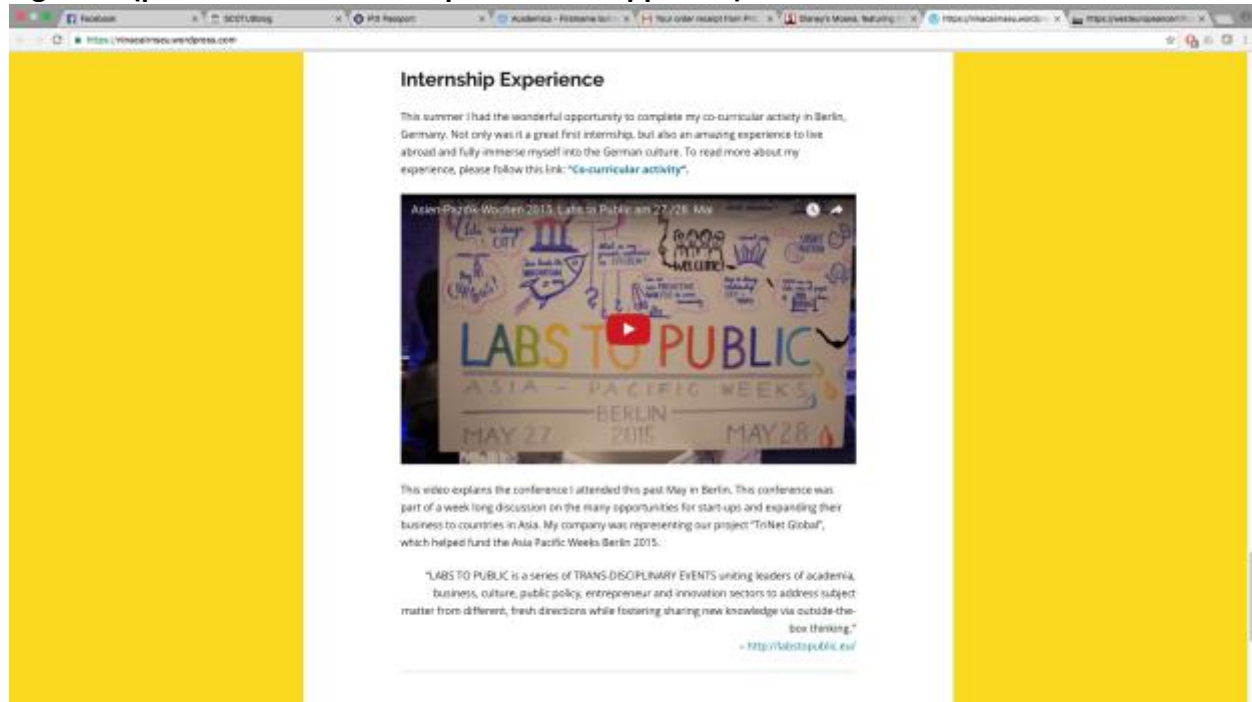
In the above screen shot from the global studies e-portfolio, we can see how the student used video to define their internship within their co-curricular experience. The Global Studies e-portfolio example focuses on how building reflections on internships, social engagement, and work can be both in terms of written essays and visual and multimedia cues. Clark and Eynon (2009) have argued that the addition of multimedia and visual cues can help student to draw what they see as 'fun' experiences to more formal education as sites where skills were consolidated. By reflecting about a variety of experiences in a variety of ways, students better reflect their skills, and we can better assess the holistic importance of certificates in our students' lives.

The e-portfolios can also be an ongoing project begun at the time the student begins their certificate work, or built and completed as a student is finishing their certificate. For student's who build and revise their portfolio over time, the continual reflection helps to define places in

their academic path that have been underdeveloped, and for those putting together the portfolio after the fact, writing the narrative can help remind them of the work they put in. Indeed, the student who put together the second European Studies e-portfolio (figure 4), mentioned that "I didn't realize everything I had done," until he completed reflecting on it. Below, you will see two examples from the e-portfolios that European studies has built to show how a student could build an e-portfolio over time to reflect their changes in interests and ideas (Figure 3). The longitudinal nature of this e-portfolio method would encourage a student to reflect on their personal academic and co-curricular path when they complete the project (Figure 4).

**Figure 3: (please see link for complete site in Appendix)**

Coursework

So far in the EU Studies Certificate, I have completed two non-language courses. In the fall term of my freshman year, as part of the Europe and the Modern World Academic Community, I completed **HIST 0101: Western Civilizations 2**. I thoroughly enjoyed the course, as professor Seymour Drescher made each lecture interesting and entertaining. From the Scientific Revolution to the Cold War, his lectures instilled a new and deeper understanding of each topic in my mind. Readings from Hobbes, Nietzsche, Darwin, Locke, Tocqueville, Marx, Adam Smith, Thomas Paine, Mill, Conrad and Kennan gave me a different perspective on various different events and how they affected the people of Western Europe from the middle of the 18th century until the middle of the 20th century.

As part of the course, I wrote an essay juxtaposing the German concentration camps and the Soviet gulags. In this, I described how these camps "were a betrayal of western civilization as a whole"; and how "these time periods were a complete dismissal of liberalism itself".

Gulag Archipelago and German Forced Labor Camps

Figure 4: (please see link for complete site in Appendix)

Ryan Kearney's portfolio for the West European Studies Certificate

Coursework
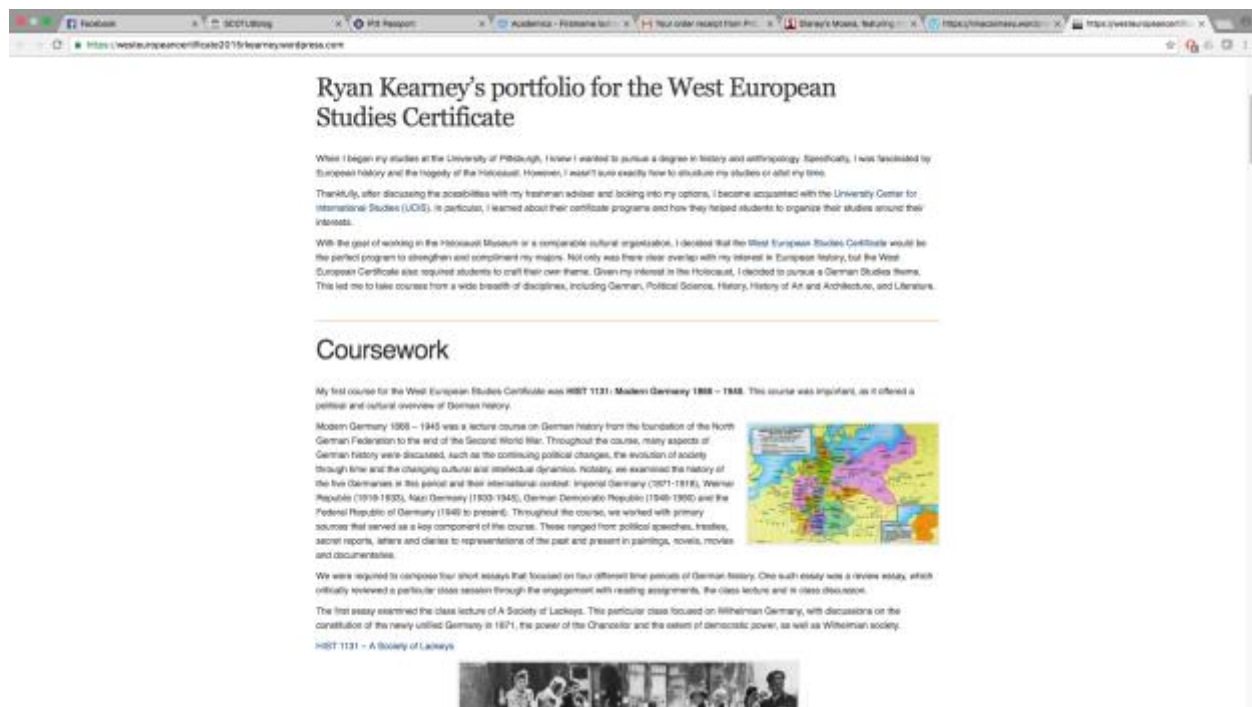
Developing an e-portfolio as one option for UCIS assessment
The three center's different approaches to the project of creating e-portfolios reflect just three ways to do the work of student reflection as part of the UCIS certificates. We all want to stress that we believe that effective reflection and assessment tools are myriad as long as expectations for such documents are well publicized and advising clear about expectations for students. Indeed, we see the e-portfolio as a leveling object for center wide assessment. Because our three centers do not have a capstone course (or have a capstone course in a limited way in the case of the European Union center), we felt that an e-portfolio would allow our students to produce a document defining the meaning of their certificate specifically tailored to the certificate in question.

We understand the need for generalized assessment, but by comparing each center to its own benchmark and using a similar rubric for assessing each center's product, we believe that each center could be aggregated into general UCIS data. Indeed because of the different requirements, populations, funding sources, and sizes of the certificate programs having the same set of objects assessed for each certificate could be ineffectual in adequately assessing the certificate program's status in regard to student learning outcomes.

In each of our three programs, we believe that the e-portfolio represents the best and most useful way for our students to synthesize and reflect on their certificate experience holistically and for us to do a blended formative and summative assessment. We view the e-portfolio as a tool for advising, assessment, recruitment, and professional development. We look forward to developing a rubric that suits each center's student learning objectives well, and to revisiting the e-portfolio template and directions in the light of the completed assessment rubric.

Appendix:

Asian Studies Center template site: http://rookkoepsel.weebly.com/

Global Studies Center template site: http://gscpitt.weebly.com/

European Studies Center template site (incomplete): https://ninacairnseu.wordpress.com/

European Studies Center template site (complete):
https://westeuropeancertificate2015rkearney.wordpress.com/

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PROGRAM OR SCHOOL	University Center for International Studies: African Studies Program, Undergraduate Certificate(s)
Assessment Coordinator for Program or School	Name: Anna-Maria Karnes Email: awk19@pitt.edu Phone: 806-773-4129
Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: June 1, 2016

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 11 undergraduate certificates or related concentrations were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the African Studies undergraduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	This academic year, 18 students graduated with the African Studies Certificate and 19 completed exit surveys (a 105% response rate). It is likely that one student completed the survey, but has since postponed graduation. Our students are from various majors ranging from nursing and other health sciences to history.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:**	**Target Exit Survey Questions & Results:** Q25. Somewhat Considerably Immensely	Q25. Program encourages you to **conduct research abroad:** 10 "immensely" 3 "considerably" 5 "somewhat". No students answered "not at all" or "very little." The 10 students who were **considerably impacted to do research abroad** were inspired by our Tanzania Study Abroad program, which encourages students to develop a research paper on a Tanzanian topic while in country. Program encourages you to **participate in an internship**: 1 "immensely" 9 "considerably" 2 "somewhat" 3 "very little" 4 "not at all" Most likely less people were impacted my US internships because the advisor spends more time talking about the benefits of overseas internships and experiences. We do have an internship in	Explain how your center/program plan to address these results through a center-specific action plan. The Tanzanian Study Abroad program should continue to have a research component. We should also examine the Pitt in South Africa Study Abroad program to see if they are encouraging research in South Africa as well. More visibility of local internships is needed. Suitable should help to address that because they will have more access to the program. Also our website and materials in the office should be updated so that students see that there are many ways to volunteer even in Pittsburgh. I do wonder if this question should be reworded because we have many students who do volunteer with student organizations that help refugees. They might not be connecting their experience with these organizations to the African Studies Program.

	Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S.	Q19. Definitely Yes Probably Yes	African Studies that all are encouraged to apply for but only 2 can intern each semester so only a few of these students experienced that internship. Q.19. Career in Foreign language skills: 2: definitely yes 5: Probably yes 8: might or might not 2: probably not 2: definitely no. As you will see below 10 of these students studied Swahili and they are not going into specific African Careers, many of them are going into the medical profession and may or may not use Swahili depending on where life takes them. This reflects that students are still not certain in their professional careers.	The UCIS Career ToolKit Series should feature a session on internships in Pittsburgh. Work with LCTL's and the Toolkit series to showcase careers using these languages
		Q20. Very useful Somewhat useful		
			Q.20. Useful in their Career? 7: Very useful 8: Somewhat useful 3: Not very useful 0: Not useful at all. It is encouraging to see that they think their language skills will be useful to them in the future. Most likely this is different from the career question because they might use their language skills every once and a while in their jobs	
	Q19. Are you seeking a career or continuing postgraduate studies			

| | that will use your foreign language skills? | Q31. Somewhat
    Very Much | and they have learned acute cultural skills therefore it is useful to them however they may not have careers will they will use their language skills on a daily basis.

Q31. Engage in debates with African Studies focus
Before:

5 not at all
13 Somewhat
1 Very much

Now:
0 not at all
3 some what
16 very much

Students gained huge confidence in being able to discuss issues about African Studies. The reason it is such a contrast could be students had very little knowledge about African Studies before but now after studying abroad and taking 15 hours of classes they feel they can engage in discussions about various topics in African Studies. It is very positive that the five that could not engage at all can now engage. The 3 that said somewhat could also be modest in what they wrote as they now know African Studies is such a gigantic topic | |
| | Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career? | | | African Studies should continue the Let's Talk Africa series where there is more open forum for students to learn and discuss African Studies. |

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
	Q31. Rate level of competence: 31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus 31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom		they have the reality that they know little compared to what they could know. This also shows maturity in the realization. Explore topics outside the classroom. Before: 5: not at all 10: somewhat 4: Very much After: 0 Not at all 6 somewhat 13Very much It is quite impressive that students now have the interest to explore topics on African Studies outside the classroom. This is also evidenced in the students who wish to return upon graduation and are actively seeking ways to get back to the continent.	The internship in African Studies also gives time for students to attend all lectures and events in African Studies. These events boos their knowledge and confidence in learning about African Studies. This year we will also be requiring our students to go to 1 African Studies event per semester. We hope this will also encourage students to gain more confidence in African Studies outside of the classroom.

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: African Studies Program, Graduate Certificate

Assessment Coordinator for Program or School	**Name: Anna-Maria Karnes**	**Email: awk19@pitt.edu**	**Phone: 48143**

Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: June 1, 2017

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 7 graduate certificate programs were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the African Studies graduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	Six out of 8 graduates completed the exit survey (75% response rate). The students represented GSPIA and Social Work. 4 out of the 8 students were Interns/Fellows in UCIS, 2 in African Studies and 2 in Global Studies. The two in African Studies both used their experience as fellows to gain their current employment. All participants said that language was somewhat to very useful for their future careers.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:** Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S. Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills? Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?	**Target Exit Survey Questions & Results:** Q25. Somewhat Considerably Immensely Q19. Definitely Yes Probably Yes Q20. Very useful Somewhat useful Q31. Somewhat Very Much	Brief analysis of the results for each question: Q25. Program encourages you to **conduct research abroad:** 3 immensely 1 considerably 2 somewhat In appointments with the advisor we go over all of the different opportunities to intern and do research abroad. I think this personal touch has paid off and they were influenced to do the programs we offer in our office. Program encourages you to **participate in an internship in the US**: 1 Immensely 0 Considerably 2 Somewhat 2 Very little 1 Not at all Since our office focuses on international experience, we do not talk much about the benefits of doing internships in Pittsburgh on an African topic. Therefore students were not as influenced to do programs in the U.S.	Explain how your center/program plan to address these results through a center-specific action plan. Next year, because the directorship has changed, all graduate internships in Africa (previously housed in GSPIA) will now be housed in African Studies. We are also sending the advisor to Uganda for 3 days to look at ways to develop the Bright Kids Uganda internship further and be able to recruit more students for effective research internships. The advisor will be creating new recruitment material and will be able to answer more questions about the internships because she will have visited and understood more what the students will experience. We expect because of this change more students will be encouraged to do research abroad. Greater work is still required to communicate how graduate students can get involved in African Studies at Pitt.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
	Q31. Rate level of competence: 31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus 31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom		Q.19. Career in Foreign Language skills: 2 definitely yes 1 Probably yes 2 might or might not 0 probably not 1 definitely no. Currently they are looking for any job that they can get because of student loans and the cuts on Global government jobs but down the line they will try to use their foreign language skills as they all said it was very useful in the next question. Q.20. Useful in their career? 3 very useful 3 somewhat useful 0 Not very useful 0 Not useful at all	19. The UCIS Career Toolkit Series, initially established for undergraduate audience, is going to be modified in 2017-2018 to incorporate sessions particularly targeted to A&S and GSPIA graduate students. Furthermore, the two-day Washington DC Career Networking Trip GSC coordinates with three other UCIS centers will be open to graduate students. Not much can be done about Foreign Language, most grad students come in with previous language experience because of an interest in a particular country. Offering language has always been a challenge, as students do not have the funding to take extra language classes. However, we have identified that many students do not know about the language scholarships that are offered and we plan on adding a session in our ToolKit series for graduate students about language scholarships that are available to them.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
			Q31. Q31. Engage in debates with African Studies focus Before: 0 not at all 4 Somewhat 2 Very much Now: 0 not at all 1 some what 5 very much Since these are graduate students they were already interested in African Studies. For example, 3 of them were in the Peace Corp in an African country so they already had much expertise and interest in Africa. Therefore it is very positive that they have developed even deeper analytical skills and are able to engage even more outside of the classroom.	Students demonstrated that they feel comfortable engaging in African Studies outside of the classroom. Continued "Let's Talk Africa" series will allow students that continual engagement and opportunities to network and debate with others about African Topics.

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: Asian Studies Center, Undergraduate Certificate

Assessment Coordinator for Program or School	Name: Emily Rook-Koepsel	Email: rookkoepsel@pitt.edu	Phone: 412-648-7371

Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. **4. Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: June 1, 2016

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 11 undergraduate certificates or related concentrations were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the Asian Studies undergraduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	In 2017, 8 of the 22, or 36% of undergraduate students who were set to graduate with an Asian Studies Certificate completed the exit survey. In aggregate, the data implies that students found participation in UCIS programs, both curricular and co-curricular, considerably impacted their academic goals and plans, while still recognizing the volatile nature of academic and labor markets. Indeed, in each of the questions measured, students indicated that participation in UCIS certificates did affect future plans. Interestingly, when asked questions that recognized the importance of the certificate program in their future lives, divorced from concrete questions about jobs, students were more likely to agree to a positive connection between participation in a UCIS certificate and their future plans.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:** Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S. Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills? Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career? Q31. Rate level of competence: 31.5-6 　Before/now I am able to engage in discussions and debates about issues related to my certificate focus 31.7-8 　Before/now I actively explore topics related to my certificate focus outside of the classroom	**Target Exit Survey Questions & Results:** Q25. Somewhat 　　Considerably 　　Immensely Q19. Definitely Yes 　　Probably Yes Q20. Very useful 　　Somewhat useful Q31. Somewhat 　　Very Much	We recognize that fewer than 50% of our graduating undergraduate certificate holders completed the survey. At present, we have no way to compel students to complete the survey and in the current assessment climate, students are over-surveyed, especially at transitional moments in their lives. We also recognize that the students who completed the survey may be the students who felt the most strongly connected to UCIS and our certificate programs. Below is a brief analysis of the data in each of the four questions considered. Q25.: All participating students felt that participating in a certificate program encouraged them to study abroad, conduct research or internships abroad. On the other hand, only two thirds of students felt that participation in the certificate program encouraged them to participate in internship and volunteer activities in the United States. Although this indicates that many students saw the program as important in encouraging them to continue their certificate work into domestic fields, about a	Overall, the results of the exit survey indicate that around two thirds of Asian Studies Certificate students perceive their UCIS certificate program to have impacted their future plans. This number is especially robust when the questions inquire holistically about the student's future plans rather than more narrow inquiries focused on employment or graduate study. We are proud that students generally see the topics of their certificate program as a part of their future development as globally minded citizens. It is not lost on us, however, that we can do more to address what appears to be a disconnect between student learning about Asia *qua* Asia, and students' active engagement in local-global connections as part of their daily lives in the future. Toward this end, the Asian Studies Center plans to be more deliberate in their pre-professional enrichment and event planning. In the next year, the Asian Studies center is working

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			third of students did not make a connection between their UCIS certificate work and advising and work and community engagement in the United States.

Q.19. Over half of students surveyed indicated a very positive intention to seek work or further academic study that would use their certificate language. Interestingly, all of the positive responses to this question were in the 'definitely yes' category, while most of the other respondents were uncertain (might or might not) if they planned to seek work or future academic goals that would require their certificate language. The data in this question seems to indicate that when students make a connection between the certificate program and their future plans it is a relatively strong connection, while students who do not make the connection are not against adding the certificate program into their future plans if the possibility would arise.

Q.20.: When the question of including the certificate language into the future plans | on several initiatives to connect undergraduate certificate students with future careers and academic programs and encourage students to conceptualize how the certificate can fit into their future plans. Specifically, we are planning on creating a voluntary mentorship program that will link younger undergraduates with upper-division undergraduates, and the mentorship pairs with alumni and graduate student partners with careers in their mentorship team's field of interest. We are also planning on piloting a program to connect students to master teachers and teaching graduate students in social studies and language classrooms. Additionally, we are working to create spaces for volunteer work for undergraduate population in Pittsburgh, per the Global Plan for Pitt's focus on a Transnational Pittsburgh, we hope to reach out to local institutions to create the local/global civic engagements that could connect certificate interests to local conditions. Finally, |

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			of our students is measured outside of the explicit categories of work/ graduate study, five respondents indicated that they felt that their language would be 'very useful' and one indicated 'somewhat useful.' Two students indicated that it would be 'not very useful.' This is interesting for two reasons. First, it indicates that a good portion of our students connect the UCIS certificate to future plans, but not necessarily to future employment. This seems to give some evidence for UCIS certificate programs as part of a well-rounded globally minded person, even where the student does not perceive their certificate language to be useful for employment. Second, in combination with the data from Q19, it indicates to us that about a third of students see the certificate as a supplement to future plans, but not intrinsically connected to their future employment and education goals. Q31.: The responses to the two before and after questions in Q31 strongly indicate that students see the certificate program as	we are continuing to enlarge our internship pool and create stronger relationships with alumni as a way to help students think about career possibilities that include their certificate expertise. In addition to our more deliberate focus on mentorship and cohort building, the introduction of a durable digital portfolio, that certificate students will use to reflect on their certificate's connection to future plans, volunteer work, and hobbies and habits of mind will be important to both the assessment of learning outcomes related to future planning and to helping students make connections between work they do in the United States and work they do about Asia. That is, we are hopeful that the guided reflection required of the e-portfolio will give students the space to make connections between their future plans and their college interests more explicit and durable. We also want to recognize that some of our students

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			preparing them to continue to engage in the areas of interest that they explored during their UCIS certificate program. In both before and after pairs, students indicate a strong growth of confidence with the issues and debates that made up their certificate where most students moved from being somewhat or not at all comfortable to very comfortable in the after measure. In the after measure for issues and debates no student ranked themselves not at all comfortable. We see similar movement in the before/after pair measuring whether or not the student actively explores the certificate topics outside of the classroom. The bulk of students move from not at all or somewhat engaged in exploring their certificate interest outside of the classroom, to somewhat or very much engaged in the same activity. In this pairing we see more than three quarters of students are actively pursuing their interests outside of the classroom, and seem to credit the certificate program with helping them to create those links.	will continue to see their certificate as valuable to their lives as globally minded people, but not necessary to their career. For these students, we hope to continue to reach out to them as Alumni, so that they can maintain a connection to their certificate interests outside of work and future academic plans. We have created an Alumni newsletter which goes out every quarter, and we hope to continue to see these alums as mentors, part of our toolkit series, attendees at our lecture series, and more.

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: **Asian Studies Center, Graduate Certificate**
Assessment Coordinator for Program or School	Name: Emily Rook-Koepsel Email: rookkoepsel@pitt.edu Phone: 412-648-7371
Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2016

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 7 graduate certificate programs were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the Asian Studies graduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	The results of the exit survey overall found that our students generally gained confidence in their ability to use the information and language studied in their certificate programs in their everyday lives. Students across the board expect to use their areas of certificate study in their daily and work lives in the future. However, among graduate students we do not see a connection between their certificate studies and their community engagement.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*

4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:**
	
	Q25. How did participating in the certificate program encourage you to:
	• Conduct research or internship abroad.
	• Participate in an internship or volunteer in the U.S.
	
	Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills?
	
	Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?
	
	Q31. Rate level of competence:
	
	31.5-6
	   Before/now I am able to engage in discussions and debates about issues related to my certificate focus
	
	31.7-8
	   Before/now I actively explore topics related to my certificate focus outside of the classroom
		Target Exit Survey Questions & Results:
		
		Q25. Somewhat
		     Considerably
		     Immensely
		
		Q19. Definitely Yes
		     Probably Yes
		
		Q20. Very useful
		     Somewhat useful
		
		Q31. Somewhat
		     Very Much
			We had a good respondent turnout with 4 of 6 or about 66% of graduating graduate students completed the survey. Still with the relatively small sample size, the data is not extremely robust. We are working on adding to our graduate student pool in the future.
			This year, our graduate student pool was heavily tilted to Ph.D. graduates, who have a very different set of needs and engagement strategies than terminal MA students. We believe that the results, especially the results about internships and volunteer work are less applicable to this particular population.
			
			Provide a brief analysis of the results for each question:
			
			Q25. Three of the four students who completed the graduate survey claimed that participating in the certificate program encouraged them to conduct research or internships abroad in the highest possible terms (immensely). It is relatively clear that the center is doing a good job linking participation in the certificate to work and research overseas. However, when we look at the data for
				Our graduate students come into the Asian Studies Graduate Certificate program with a high level of language, strong confidence in their research and cultural competency, as well as being open to the center's message of continued and sustained contact with their research and work interests. As such we need to continue to support our students in their current endeavors while doing a better job making deliberate connections between their graduate certificate work and volunteer, community engagement, and internship opportunities in the United States. In order to do so, we are planning, along with UCIS more generally, on recommitting to hosting pre-professional events and advising sessions. We also hope to add some volunteer opportunities that are planned with graduate student participation in mind. Additionally, we are working to create a more robust community of our graduate students. By building connections to each other and to alumni networks, we hope to draw

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			student participation in an internship or volunteer position in the US, we see an opposite result. Three of the four students responded either not at all (2) or very little (1). The only positive response in this portion was only weakly positive. While we understand that particularly Ph.D. graduates are less likely to engage in volunteer work through UCIS than through their departments, the Asian Studies Center is not doing an adequate job at encouraging our students to understand their work, research, and activities in terms of field sites abroad and future planning in the US. Q.19. All students answered that they would definitely be seeking a career or continuing postgraduate study that will use their foreign language skills. Graduate students career trajectories almost always require some command over the certificate language. Q.20. All students said that their foreign language skills would be very useful in their future research, study, or career.	out civic and local connections that are often overlooked in the graduate certificate program.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			Q31. Almost all of the graduate students entered with a certain degree of self-reported competency to engage in debates about their certificate focus, and to actively explore topics related to their certificate focus outside the classroom, but in both of these measures we see the one student who rated him or herself as not at all capable in the before category to somewhat capable in the after category.	

PROGRAM OR SCHOOL	University Center for International Studies: European Studies Center, Undergraduate Certificate(s)		
Assessment Coordinator for Program or School	**Name: Allyson Delnore**	**Email: adelnore@pitt.edu**	**Phone: 4-5404**
Program Mission Statement	UCIS aims to: - Increase the global competence of University of Pittsburgh students. - Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. - Initiate and strengthen programs and activities that implement the University's global vision and strategy. - Serve as international interface for the institution. - Share international expertise with the local and regional community.		
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: - Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. - Establish familiarity with this specialized knowledge from the perspective of more than one discipline. - Apply foreign language skills to communicate with people in other language communities. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**		
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2017		

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 11 undergraduate certificates or related concentrations were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the European Union Studies, West European Studies, and Transatlantic Studies undergraduate certificates on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	28 students graduated with a certificate or related concentration from the European Studies Center. Of that number, 24 completed the exit survey for a response rate of almost 86%. Of the respondents, 1 completed a Certificate in Transatlantic Studies, 6 completed certificates in European Union Studies, and 17 completed certificates in West European Studies. Graduates receiving the Related Concentration in European or Eurasian Studies (1) and the BPhil in West European Studies (1) did not complete the survey. The results show that students overwhelmingly perceived their experience in the certificate program as having value and having impacted their future plans. 95% of respondents believed their foreign language study would benefit them in future research, study, or careers. Almost every respondent perceived enhanced understanding of, engagement with, and intellectual curiosity about Europe as a result of their participation in the programs.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:** Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S. Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills? Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career? Q31. Rate level of competence: 31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus 31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom	**Target Exit Survey Questions & Results:** Q25. Somewhat Considerably Immensely Q19. Definitely Yes Probably Yes Q20. Very useful Somewhat useful Q31. Somewhat Very Much	Analysis of Results: Q25: 23 graduates responded to this question. Among those respondents: • All 23 indicated that participation in the certificate program encouraged them **considerably** (8) or **immensely** (15) to study or conduct research abroad; • 15 of the 23 respondents answered that participation in the program encouraged them **somewhat** (4), **considerably** (7), or **immensely** (4) to participate in an internship or volunteer (domestically or abroad). Q.19: **10 of the 23** respondents answering this question indicated that they are **probably yes** (3) or **definitely yes** (7) seeking a career or postgraduate program that will use the foreign language skills they acquired while completing the certificate. Interestingly, 12 of the respondents left the possibility open, responding	Though both response rates and responses were quite positive, we see several opportunities to improve based upon our analysis of the results. The ESC was an initial pilot Center for the **e-Portfolio** project and believes it will be a better tool for capturing students' self-assessment of their participation in the program and its impact on their understanding, language proficiency, global readiness, and career goals. This will provide us with better direct measures, rather than indirect measures that we currently have available. In addition, the new **Suitable on-line platform** will provide our advisor with an additional means of tracking student progress and communicating with students. While student response rate on surveys was high, the Suitable app will likely increase it even further, by making completion of the e-Portfolio and the entry/exit surveys a requirement for completion of the program.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			"might or might not." Only 1 certificate student (4.35% of respondents) thought it unlikely and answered "probably not." For the vast majority, then, there was an open mindedness to the idea. Q.20: Similar to Q.19 above, **20 out of the 21** responses to this question expressed confidence that the foreign language skills they acquired while pursuing a certificate would be **somewhat** (7) or **very** (13) useful in their plans for future research, study, and/or career. For 95% of certificate recipients, then, foreign language skills were instrumental in helping to shape their future plans. Q31. In a series of questions allowing students to assess their own intellectual growth, all of the respondents reported improvement in their ability to engage in discussions and debates about issues related to Europe and a significant majority perceived themselves as more actively exploring topics related to Europe outside the classroom after having completed the certificate requirements. A	At the same time, it will help students better understand how the different components of their certificate requirements mutually reinforce each other so they will likely be better able to articulate how skills they acquired while in the program will serve them in their future plans. Finally, the ESC will be active participants in developing **new career development and networking opportunities** for students, including workshops that make explicit the connection between international studies and other internship/volunteer experiences to encourage more participation in such high-impact practices. Afterwards, workshops will help students better articulate to prospective employers and graduate schools what sorts of soft and hard skills they acquired while in the certificate program. Such opportunities will be promoted and tracked through Suitable – and then students will include them

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			visual representation of the results can be found in Appendix 7a numerically, they break down as follow: 31.5-6: Whereas before participating in the program, 7 respondents reported **not** being **at all** able to engage in discussions and debates on issues relevant to Europe, none felt this was the case after the program. While 21.74% of respondents (n=23) said they were **very much** able <u>before</u> the program, 86.96% felt **very much** able to engage after completing the program. 31.7-8: While 65% of respondents (n=23) reported having actively exploring topics related to Europe outside of the classroom before entering the program either somewhat (9) or very much (6), **95.65%** of respondents perceived themselves as **somewhat** (2) or **very much** (20) actively exploring such topics.	in their e-Portfolios at the end to serve as an outward facing supplement to a student's resume or *curriculum vitae.* As the ESC tracks graduates over time (see Placement Data in appendix 7a), we hope to continue to see a trend downward of numbers of unemployed graduates while also encouraging a continued relationship with the Center in order to decrease the number of graduates whose career status is unknown due to lack of connection and communication after graduation.

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: European Studies Center, Graduate Certificates in West European Studies and European Union Studies

Assessment Coordinator for Program or School	**Name: Allyson Delnore**	**Email: adelnore@pitt.edu**	**Phone: 4-5404**

Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. **4. Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2017.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 7 graduate certificate programs were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the West European Studies and European Union Studies graduate certificates on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	In AY 2016-17, two students received three certificates: 2 in West European Studies, 1 in European Union Studies. One of the graduates received their certificates along with their Ph.D. in Political Science. The other graduated with his Ph.D. in history. Two survey responses were submitted, but they were likely from only one student. With such a small graduating group, results cannot be considered generalizable to the wider graduate student body.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*

4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:**
	
	Q25. How did participating in the certificate program encourage you to:
	• Conduct research or internship abroad.
	• Participate in an internship or volunteer in the U.S.
	
	Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills?
	
	Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?
	
	Q31. Rate level of competence:
	
	31.5-6
	    Before/now I am able to engage in discussions and debates about issues related to my certificate focus
	
	31.7-8
	    Before/now I actively explore topics related to my certificate focus outside of the classroom
		Target Exit Survey Questions & Results:
		
		Q25. Somewhat
		    Considerably
		    Immensely
		
		Q19. Definitely Yes
		    Probably Yes
		
		Q20. Very useful
		    Somewhat useful
		
		Q31. Somewhat
		    Very Much
			This is a small program. With only two graduates (receiving three certificates), results are not generalizable. Only one of the graduates responded to the survey. This will continue to be a problem as long as we continue to have such small enrollment and will need to be addressed through recruitment and different assessment methods.
			
			Analysis of Results:
			
			Q.25: In completing both the West European Studies Certificate and the European Union Studies, respondent indicated that participation in the certificate programs **considerably** encouraged him/her to conduct research or an internship abroad. There was no impact on the respondent's interest in participating in an internship or volunteer experience in the U.S.
			
			Q.19: The respondent believed that it was likely (**probably yes**) that he/she would seek a career or continuing postgraduate studies that will use the
				Findings have been reviewed by the Interim Director (and Graduate Advisor) and Interim Associate Director of the ESC. As indicated, the small size of the program means that generalizable results are difficult to find. Consequently, the academic advisors who work with graduate students across the various programs in UCIS will have to work together to aggregate data to gain a larger sample set.
				
				One thing is clear: this is a different target audience, one that came to the program more focused and already committed to an international education and language learning. One that likely already had in mind professional goals that made the certificate a useful means to that end. So, any question asking for change in attitude over time is likely not to show much (as seen in the results here). This is not a useful SLO for graduate students and revision of SLOs and tools for both direct and indirect measures should take this population into account.

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
			foreign language skills acquired while in the program. The respondent also answered in the affirmative to the question of whether or not he/she planned on pursuing a career with an international dimension.

Q.20: Considering the question from the perspective of the West European Studies certificate program, the respondent indicated that they believed the foreign language skills acquired in the completion of that certificate were likely to be **somewhat useful** in his/her future plans. From the perspective of the European Union Studies certificate program, the respondent assessed those skills as **very useful** in his/her future plans. Likely the difference in these two responses stems from the fact that the student had to learn a new language to complete the European Union certificate and used a previously acquired language to fulfill the requirements for the West European certificate. The newer language was chosen specifically for its usefulness in research. | The ESC, however, is committed to helping students develop professional skills and will evaluate whether or not the e-Portfolio should also be adapted to the graduate certificate program. The Center will also revive the Graduate European Studies Group (GESG) and devise programming with a professional development focus to help graduate students from a variety of disciplines develop skills for both academic and non-academic careers. |

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
			Q.31: The student reported no perceived change in ability to engage in scholarly discussions and debates about issues related to West European or European Union Studies, assessing him/herself as **very much** willing both before and after completing the program. Similarly, the student did not perceive a change in willingness to actively explore topics related to Europe beyond academic requirements, rating him/herself **very much** willing to do so both before and after completing the program. As respondents are graduate students who actively sought postgraduate study related to Europe, this result is both unsurprising and unrevealing.	

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Focus Group** As in 2013, when we last measured SLO #4, UCIS invited the Center for Teaching and Learning to help craft questions and moderate a focus group session as an indirect measure of students' success. Graduating students across our 7 graduate certificate programs were encouraged to participate. **Focus Group Questions** Q3. Did you feel that the center/program offered opportunities for networking and is that important to you? Q5. Has your participation in a certificate program impacted your future plans?	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	No ESC certificate students participated in the focus group as both were out of the country. To supplement, as an indirect measure, see appendix 7a for real data on sector of job placement for graduates of ESC programs, which shows few students reporting being unemployed in the first five months after graduation, and the numbers of unemployed decreasing one and two years after graduation.	The focus group session was moderated by Nancy Reilly (Director, Office of Measurement & Evaluation of Teaching) and John Radzilowicz (Instructional Designer). They took notes and collected their findings in a "Focus Groups Summary Report" for our use (see appendix 3 for full report). The report was analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Appendix <mark>XescX</mark>

Q31 - For this last question, please consider each area and rate your level of competence BEFORE participating in the certificate program, and also rate your level of competence NOW, after participating in the certificate program. Your responses will allow us to gauge the growth that you perceive in your competence as a result of participation in the certificate program.
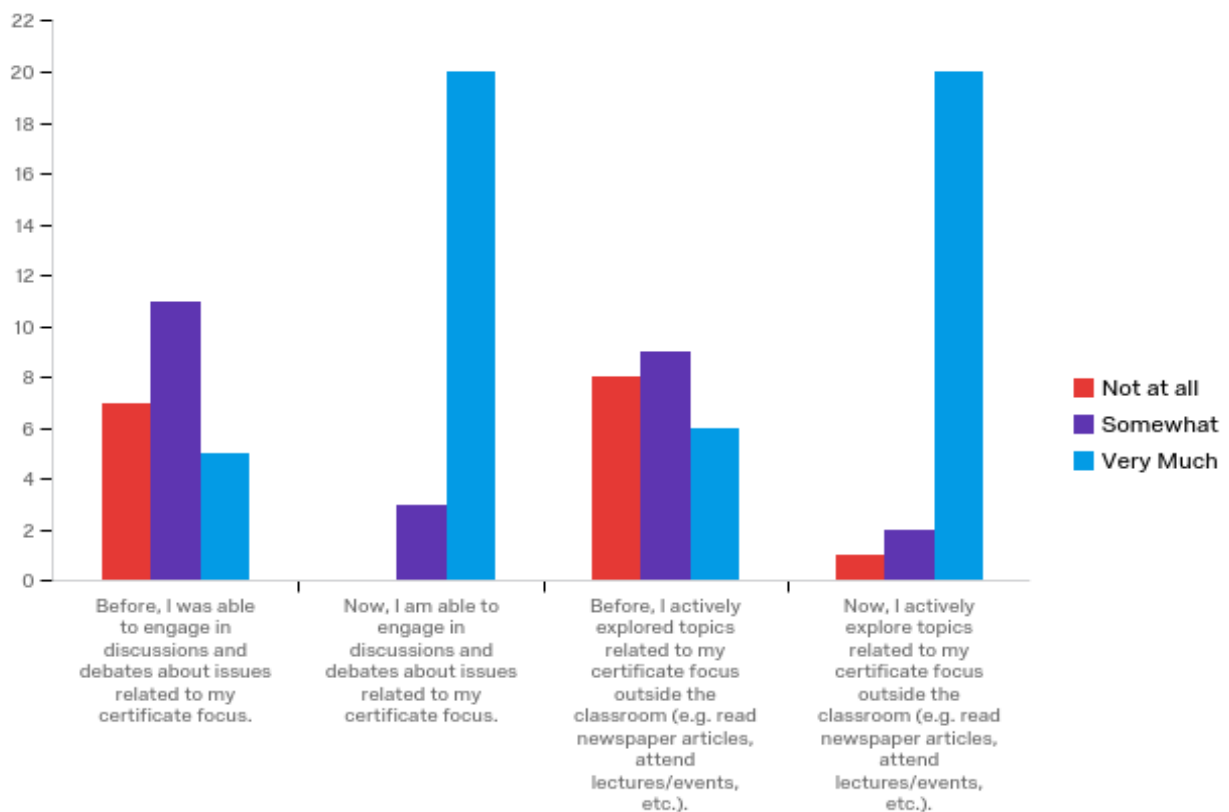
ESC Job Placement Data – 2015-2017 (by sector)

Sector of employment	Undergraduate Certificate Recipients				Graduate Certificate Recipients			
	AY15		AY 16		AY15		AY16	
	5 months out	2 years out	5 months out	1 year out	5 months out	2 years out	5 months out	1 year out
Elementary or Secondary Ed	1	1	0	0	0	0	0	0
Federal government	0	0	1	2	0	1	0	1
Foreign government	1	0	0	2	1	0	0	0
Graduate study	7	8	10	8	2	0	0	0
Higher education	0	0	1	1	0	1	1	0
Int'l organization (in U.S.)	0	0	0	0	0	0	0	0
Int'l organization (outside U.S.)	0	0	2	0	0	0	0	0
Private sector (for profit)	8	12	9	9	1	2	0	0
Private sector (non-profit)	3	2	0	0	0	0	1	1
State or local government	0	0	0	2	0	0	0	0
unemployed or out of job market	*2*	*0*	*3*	*2*	*0*	*0*	*0*	*0*
unknown	3	2	14	14	0	0	1	1
U.S. military	0	0	0	0	0	0	1	1

PROGRAM OR SCHOOL	University Center for International Studies: Global Studies Center (GSC), Undergraduate Certificate		
Assessment Coordinator for Program or School	Name: Elaine Linn	Email: eel58@pitt.edu	Phone:8-2113
Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.		
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**		
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2017		

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 11 undergraduate certificates or related concentrations were encouraged to participate.

The exit survey results below demonstrate students' perceptions about the impact of the Global Studies undergraduate certificate on their future plans or academic goals. | Students should be able to make connections between the certificate program and their:

o engagement in career/professional development opportunities (e.g. internships, research, networking)

o ability to plan for career and/or postgraduate studies w/international dimensions

o awareness of cultural competence and foreign language skills as tied to academic goals or future plans | Thirteen of fifty (26%) Global Studies students graduating in 2174 completed the exit survey. A request to complete the survey (with link) was sent at least seven times to this targeted group of students.

We are eager to institutionalize Suitable this coming August to help monitor student participation and to have incentives in place to ensure higher response of student completion of assessment tools. | The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Elaine Linn, the GSC student advisor and Assistant Director for Academic Affairs, reviewed the findings and shared action plans with the Director and Associate Director of Global Studies. |

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:** Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S. Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills? Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career? Q31. Rate level of competence: 31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus 31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom	**Target Exit Survey Questions & Results:** Q25. Somewhat Considerably Immensely Q19. Definitely Yes Probably Yes Q20. Very useful Somewhat useful Q31. Somewhat Very Much	(Q 25) Over half of the students responded GSC "considerably" impacted their decision to conduct research, study abroad, participate in an internship or volunteer in the US, and 1/3 of the students responded GSC "immensely" impacted their decision to study abroad (though it is not a required component for the GSC certificate.) (Q 19) Fifty percent of the students responded they may consider pursing a career or graduate studies using their language proficiency and 62% of the students are unsure whether knowledge of a foreign language will be a major factor for them when deciding on a career path or graduate studies. While the percentage of students unsure whether language proficiency will play a role in their careers is high, it must be noted that many of our students plan to pursue careers in health professions. Twenty-three percent of the students who answered this question graduated from the "hard" sciences. (Twenty six percent of the 2174 GSC class graduated with majors in either biological sciences (2),	Improved Communications In addition to Facebook and LinkedIn, GSC has in place two ways to communicate with students specifically about co-curricular professional development opportunities: 1) The Global Studies advisor regularly updates a GSC Courseweb site to share notices of internships, jobs, and volunteer and research opportunities; 2) Global Guide is a searchable online database with over 500 organizations, available on the GSC website. This database is maintained by the Global Studies advisor and is available to the public. Unfortunately there is not a system in place to determine whether students actually utilized opportunities other than catching up during advising appointments. Global Studies will institutionalize Suitable, (an online tracking system) starting August 2017, which among many benefits will assist in student reporting and keep GSC informed about student co- curricular and professional development pursuits. Suitable will also

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			biology (2), natural sciences (5), or neuroscience (2).) This high number also supports GSC's consideration of offering a global health certificate option with language study not being a requirement. Q.20. GSC students graduating in 2174 studied 13 languages, with the highest enrollments in Spanish (42%) and Arabic (34%). Twenty-six percent of GSC students studied more than one language. Fifty-three percent of the students thought their language proficiency will be extremely useful and 47% thought their language would be somewhat useful to securing employment, contributing to their career and/or pursuing graduate studies. (see Q31) Q31. While a majority of students felt they had some knowledge about their concentration coming into the program, 85% feel they are very capable to engage in discussion, and actively seek news and information on topics related to their global concentration.	provide GSC with information about student interests and will incentivize student participation in GSC events. While the Global Guide is a valuable resource for students and alumni, few are aware of its existence. This summer GSC is revamping our website and will feature a cluster of resources related to careers, internships, alumni resources, etc. on the student site. Expanded Student Centered Programs The UCIS Career Toolkit, now in its 5th year, offers students the opportunity to engage with professionals from a variety of fields to inform them about career opportunities, employer needs, and career resources available at Pitt. GSC alumni are invited as guest speakers for toolkit events as well. An average of 20 students attend each monthly event. The Toolkit program also includes a two-day career networking trip for 40 students to Washington DC. This year we plan to expand the

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
				career networking to include a Pittsburgh focused two-day program visiting companies and governmental agencies with an international dimension. In collaboration with Pittsburgh Public Schools, Pitt's foreign language coordinators and Career Service, GSC is leading a new effort to provide students with teaching assistance internships in foreign language classrooms. The internship will provide experience in teaching and foster the development of professional communications and community engagement. To expand student engagement about global studies issues and develop student affiliation with the Center, GSC is starting two new campus focused initiatives in 2017-2018. The first initiative is a student led organization to serve as a forum where students will engage in conversations around global issues with peers, share news about opportunities

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
				on campus and in the community and host informative programs for the Pitt community. The club was established in spring 2017 and planning is underway for student recruitment starting at the student activities fair in August 2017. 2) Global Studies will kick-off "Global Perspectives," in September 2017. This monthly discussion series on timely topics will give students and faculty the chance to discuss and exchange views. The sessions will foster networking with faculty and provide an additional venue where students can learn about topics related to GSC global concentrations(Q31) Lastly, GSC is planning a pilot research-focused program starting this fall. The purpose of the program is to expand student knowledge on how to pursue research within a global studies framework. The students will discuss research topics, address research questions and methodologies, receive mentoring and peer feedback. The workshop

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
				will prepare and encourage students to present at a Pitt/PSU jointly sponsored global studies research symposium at PSU in spring 2018.

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: Global Studies Center (GSC), Graduate Certificate

Assessment Coordinator for Program or School	Name: Elaine Linn	Email: eel58@pitt.edu	Phone: 82113

Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2017.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 7 graduate certificate programs were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the Global Studies graduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	Seven of nine graduates in 2174 completed the exit survey (78%). The students represented the schools of GSPIA, Law, Business, Education, and Social Work. The students valued GSC hosted events, course selections, opportunities for language study (FLAS, LCTL Scholarships), and funding to support research. GSC will begin to use Suitable, (an online tracking system) this August, which will aid in ensuring all students complete the GSC survey in the future.	The exit survey was administered through Qualtrics. The data was gathered, analyzed, discussed, and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:** Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S. Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills? Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career? Q31. Rate level of competence: 31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus 31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom	**Target Exit Survey Questions & Results:** Q25. Somewhat Considerably Immensely Q19. Definitely Yes Probably Yes Q20. Very useful Somewhat useful Q31. Somewhat Very Much	Brief analysis of the results for each question: Q25. Fewer than half of the students considered enrollment in the GSC certificate as encouraging them to conduct research or pursue an internship abroad. While GSC offers information about funding for research (UCIS- ISF, GSC travel grants) and funding for study abroad (Nationality Room and Fulbright scholarships, CILE, FLAS), research and study abroad are not required for the GSC certificate. Q.19. The majority of the students plan on using their foreign language skills in their careers and found their language study to be very useful. The breakdown of languages studied by the 2174 grads: (Arabic 3), Chinese native speakers (2), French (2), Gaelic (1), Spanish (1). One received a FLAS to study Arabic, and another already proficient in Spanish received a LCTL tuition remission grant from GSC to pursue language proficiency in Arabic.	Elaine Linn, the GSC student advisor and Assistant Director for Academic Affairs, reviewed the findings and shared action plans with the Director and Associate Director of Global Studies. The UCIS International Career Toolkit Series, initially established for an undergraduate audience, is going to be modified in 2017-2018 to incorporate sessions particularly targeted to A&S masters and PhD students. Furthermore, the two-day Washington DC Career Networking Trip GSC administers will be open to graduate students. Finally, a new two-day event will highlight corporations and agencies in Pittsburgh with an international dimension. This expanded program was formulated in response to student inquiries from GSPIA and A&S graduate students. As there is an expanding cohort of enrolled graduate students, many with overlapping research

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			Q.20. See above	interests, GSC is planning a new 4-part colloquium series for GSC graduate students to build a cadre of scholars in global studies. Activities planned include a presentation on global studies journals and critical texts, presentation of student work in relation to global studies, and book discussions.
			Q31. Students entered the program having prior knowledge about their global concentration but expanded this knowledge considerably, enabling them to engage actively in discussion and to deepen their substantive knowledge of their chosen area of study.	Global Studies is going to kick-off "Global Perspectives" in September 2017. This monthly discussion series on timely topics will give students and faculty the chance to discuss and exchange views on key contemporary issues from a global studies perspective. The sessions will foster networking with faculty and peers and provide an additional venue where students can learn about topics related to their GSC global concentrations (Q31)

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: Center for Latin American Studies, Undergraduate Certificate		
Assessment Coordinator for Program or School	**Name: Luis G. Van Fossen Bravo**	**Email: bravo@pitt.edu**	**Phone: 412-648-7396**
Program Mission Statement	UCIS aims to: - Increase the global competence of University of Pittsburgh students. - Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. - Initiate and strengthen programs and activities that implement the University's global vision and strategy. - Serve as international interface for the institution. - Share international expertise with the local and regional community.		
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: - Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. - Establish familiarity with this specialized knowledge from the perspective of more than one discipline. - Apply foreign language skills to communicate with people in other language communities. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**		
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: June 1, 2016		

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 11 undergraduate certificates or related concentrations were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the CLAS undergraduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	In AY 2016-17 a total of fifteen students graduates with a Certificate in Latin American Studies. Of the fifteen students, a total of three completed the survey, a 20% response rate. We are aware that this does not give a quantifiable data and that it is likely the students who responded are the ones with closer ties to CLAS. Q25.: All participating students felt that participating in a certificate program encouraged them to study abroad, conduct research or internships abroad and felt that participation in the certificate program encouraged them to participate in internship and volunteer activities domestically. It is encouraging that all students could see a connection between their participation in activities abroad and domestically with their CLAS certificate. Q.19. All the students surveyed indicated that they will seek work or further academic study that would use their certificate language. With all three students indicating language as "very	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee. Overall the results indicate that CLAS students can see the value of the certificate, and see the advantage of doing the certificate and studying a foreign language. One of the pitfalls of the survey is that it did not have a number high enough to be meaningful. In order to remedy this the CLAS Advisor will be contacting each student who graduated in 2016-17 over the next couple of months to increase the number of responses. This is more so that there will be a comparative basis for next year. Moving forward to increase the number of respondents, CLAS will be making the completion of the survey a requirement and part of the graduation meeting with the

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
			useful this makes the languages one of the key aspects of the certificate in the eyes of the students. Q.20.: Not surprisingly following the responses in Q19, all the students chose that language would be "very useful" in their future plans. This indicates that the students not only make the correlation of language helping them seek jobs, but also that they believe it will play an integral part of their future career. Q31.: The responses for this question were the ones with the greatest variation. Only one case the student indicates that he/she was as engaged in discussions before entering the certificate program. But in all other categories the increase is from not been engaged or somewhat engaged before to very much engaged now. This is the type of growth we would like to see in our students.	advisor, the semester of the graduation.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*

4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:**
	
	Q25. How did participating in the certificate program encourage you to:
	• Conduct research or internship abroad.
	• Participate in an internship or volunteer in the U.S.
	
	Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills?
	
	Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?
	
	Q31. Rate level of competence:
	
	31.5-6
	    Before/now I am able to engage in discussions and debates about issues related to my certificate focus
	
	31.7-8
	    Before/now I actively explore topics related to my certificate focus outside of the classroom
		Target Exit Survey Questions & Results:
		
		Q25. Immensely
		        Considerably
		
		Q19. Definitely Yes
		
		Q20. Very useful
		
		Q31.
		
		Before
		    Not at all
		    Somewhat
		    Very much
		
		Now
		    Very much		

PROGRAM OR SCHOOL	University Center for International Studies: Center for Latin American Studies, Graduate Certificate
Assessment Coordinator for Program or School	**Name: Luis G. Van Fossen Bravo** | **Email: bravo@pitt.edu** | **Phone: 412-648-7396**
Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: June 1, 2016

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our graduate certificate programs were encouraged to participate.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	In AY 2016-17 ten students graduated with two different certificates. Two with the Certificate in Latin American Studies and 8 in the Latin American Social and Public Policy Certificates. Seven students graduated with PhD in History (4), Political Science (1) Hispanic Languages and Literatures (1), and Education (1). Three received their Masters in GSPIA. Unfortunately, as of June 1, 2017 none of the graduate students had completed the survey even though repeated requests were sent to them. Part of the issue may have been that there was a transition of advisors at CLAS. This may have caused confusion on the students.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee. To remedy this issue the new CLAS advisor will be making a requirement for students to fill the exit surveys at the end of the graduation meeting, which will happen in the last semester before graduation.

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: Center for Russian and East European Studies (REES), Undergraduate Certificate

Assessment Coordinator for Program or School	**Name: Andrew Behrendt & Gina Peirce**	**Email: aeb72@pitt.edu, gbpeirce@pitt.edu**	**Phone: 8-7403; 8-2290**

Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS undergraduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. 4. **Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2017

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*

4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 11 undergraduate certificates or related concentrations were encouraged to participate.
	
	The exit survey results below demonstrate students' perceptions about the impact of the REES undergraduate certificate on their future plans or academic goals.
	
	Exit Survey Questions:
	
	Q25. How did participating in the certificate program encourage you to:
	• Q25.3: Conduct research or internship abroad.
	• Q25.4: Participate in an internship or volunteer in the U.S.
	
	Q19. Are you seeking a career or continuing postgraduate studies
		Students should be able to make connections between the certificate program and their:
		
		o engagement in career/professional development opportunities (e.g. internships, research, networking)
		
		o ability to plan for career and/or postgraduate studies w/international dimensions
		
		o awareness of cultural competence and foreign language skills as tied to academic goals or future plans
		
		Target Exit Survey Questions & Results:
		
		Q25. Somewhat
		     Considerably
		     Immensely
		
		Q19. Definitely Yes
		     Probably Yes
			Eleven (11) of the 19 REES undergraduate students asked to complete the survey did so, for a response rate of 58%. The pool included 17 students who graduated in April 2017 and two who will graduate in August 2017. We attribute this lower-than-desired response rate to several possible factors, including "survey fatigue," student apathy, and/or insufficient guidance on the true value of the survey for REES and UCIS. With introduction of the Suitable platform in August 2017, however, exit (and entry) survey participation will be much easier to monitor, and indeed will likely become a requirement for awarding of UCIS credentials.
			
			Question 25:
			NB: One student who completed other parts of the survey did not complete this question.
			
			Q25.3: Four students (40% of respondents) answered that our program encouraged them to study/conduct research abroad "Immensely" and five (50%) responded "Considerably," for an overall positive response rate of 90%.
				The exit survey was administered through Qualtrics. The data was gathered, analyzed, discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee.
				
				The REES-specific results were reviewed by Andrew Behrendt, REES's Academic Advisor and primary certificate program administrator, and Gina Peirce, REES Assistant Director for Grants and Assessment.
				
				Center-Specific Action Plan
				
				Question 25:
				Student internships and volunteering represent an area of future growth for REES. In addition to existing programs—such as the REES Undergraduate Student Ambassador, the Teaching Russia and East Europe in Schools (TREES) internship program pairing undergraduates with pre-service teachers, and our collaboration with the

	that will use your foreign language skills?		Q25.4: Five students (50% of respondents) answered that our program encouraged them to participate in an internship or volunteer domestically "Considerably" and three (30%) responded "Somewhat," for an overall positive response rate of 80%.	Russian language program at Pittsburgh Brashear High School—we anticipate that REES's new partnership with the Russian Presidential Academy of National Economy and Public Administration (RANEPA) will allow us to offer additional internship opportunities to students beginning in AY 2017-18.
	Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career?	Q20. Very Useful Somewhat Useful		
	Q31. Rate level of competence:	Q31. Somewhat Very Much	While both sets of results are heartening, the greater rate and intensity of positivity in the responses to Q25.3 than Q25.4 would seem to reflect our program's emphasis on, opportunities for, and funding for study abroad, all of which are currently greater than for internships/volunteering.	REES will also contribute to UCIS's planned Transnational Pittsburgh initiative by matching Pitt students with opportunities to engage with local immigrant communities from the REES world area, enabling them to earn points through the Suitable platform and add career-relevant experiences to their resumes.
	31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus.			
	31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom.		**Question 19:** *NB: One student who completed other parts of the survey did not complete this question.*	
			Three students (30% of respondents) answered that they were "Definitely" seeking post-graduation occupations that will use their foreign language skills and 40% responded they "Probably" were, for a total positive response rate of 70%. (One of the negative responses was "Might or Might Not"; none were "Definitely Not.")	**Question 19:** Improvement in this area is difficult to define, since students' responses are necessarily contingent on their specific career paths (along which their pursuit of a REES certificate plays a supporting rather than central role), as well as on perceptions of the broader labor market. However, more work will be done through certificate advising to introduce students to career fields in which

Learning Outcomes	Assessment Methods	Standards of Comparison	Interpretation of Results	Use of Results/Action Plan
What will students know and be able to do when they graduate?	*How will the outcome be measured? Who will be assessed, when, and how often?*	*How well should students be able to do on the assessment?*	*What do the data show?*	*Who reviewed the finding? What changes were made after reviewing the results?*
			Question 20: *NB: One student who completed other parts of the survey did not complete this question.* Seven students (70% of respondents) answered that they thought their foreign language skills would be "Very Useful" in their future career plans, and three (30%) judged them to be "Somewhat Useful"—in all, a 100% positive response rate. The maximally high positive response rate to Q20 suggests that students leave our program (and their connected language courses) inculcated with a very optimistic outlook regarding the importance of foreign language acquisition and its value for their professional lives. This is slightly out of alignment with the results from Q19, which suggest that students do not necessarily value language skills for their *immediate* career plans, but rather appreciate the potential value of these skills as *lifelong assets*.	foreign language skills are obviously an asset. Continuation of the International Career Toolkit series, and particularly the Washington, DC trip, will be integral to this process; and the Toolkit committee is drafting plans to create a similar program for the Pittsburgh metropolitan area beginning in AY 2017-18. **Question 20:** As with Q19, these results hinge in part on external factors outside our control. Yet to maintain and expand on the very positive results reported here, we feel that increased collaboration with REES's partners in the Slavic Department (particularly the new Russian Language Coordinator) and the Less-Commonly-Taught Languages Center will enable us to send a unified, convincing message to students that language skills are widely applicable and transferable between fields. The efforts outlined in response to the results from Q19 will also be important in offering students concrete examples of

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			Question 31: *NB: One student who completed other parts of the survey did not complete this question.* Q31.5 cf. Q31.6: Eight (80% of respondents) students answered that they were "Somewhat" able to carry on discussions/debates about the REES area before enrolling in the certificate, and two (20%) said they were not able to at all. However, these ratings shifted up by an entire level of positivity in the final assessments: 80% said they were "Very Much" able to engage with the topic and 20% said "Somewhat"—a 100% overall positive result, with the overwhelming majority in the most positive category. This preponderance of strongly positive results suggests that students graduate with a REES certificate feeling that their knowledge of the region—and their confidence in talking about it—has improved. While we would hope that all graduates would leave feeling "Very Much" prepared, it is possible that the minority of students who self-assessed as "Somewhat" able did so not	livelihoods that reward foreign language skills. **Question 31:** <u>Engagement in discussions/debates:</u> Refinements to the existing REES Capstone project guidelines—namely the additional requirement of a reflective/self-assessment narrative and intensified advising on producing interdisciplinary work, which will be introduced in Fall 2017—are being designed to further improve results in this category. <u>Exploration outside the classroom:</u> The Suitable platform, coming online in Fall 2017, will allow us not only to offer students further incentives to participate in organized co- and extra-curricular activities, but also to track participation. REES will use this new metric data to customize our Center programming more closely to student interests. Furthermore, we will organize new forms of student-centered events (such as receptions for all certificate enrollees) to help

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			because they had not learned about the region, but rather because the knowledge they gained caused them to be more circumspect about the limitations of their own expertise. If this is the case, it reflects a level of intellectual sophistication and cultural sensitivity that we see as a positive outcome of the program. Q31.7 cf. Q31.8: Students were split on the initial self-assessment of their active exploration of REES topics outside the classroom: five respondents (50% of the total) said they did this "Somewhat," and 50% said "Not at All." The post-assessment results indicate, encouragingly though not uniformly, a dramatic shift toward greater engagement. Eight students (80%) said they "Very Much" explored the REES area outside of the classroom, one reported "Somewhat," and one responded "Not at All." These results strongly suggest that participation in the certificate program is crucial for stimulating students' interest and participation in co- and extra-curricular	foster a greater sense of peer solidarity, along with a sense that not attending REES programming will cause students to feel they are missing out on valuable experiences.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
			activities—in other words, turning passive or even indifferent students into self-motivated learners who are not content to let their interest in the region stay confined to coursework. While we are disappointed by the single "Not at All" response, we are hopeful that the implementation of the Suitable platform will provide the additional incentives necessary to push students like this one toward greater engagement.	

ASSESSMENT MATRIX

PROGRAM OR SCHOOL	University Center for International Studies: Center for Russian and East European Studies (REES), Graduate Certificate

Assessment Coordinator for Program or School	**Name: Andrew Behrendt & Gina Peirce**	**Email:** aeb72@pitt.edu, gbpeirce@pitt.edu	**Phone: 8-7403; 8-2290**

Program Mission Statement	UCIS aims to: • Increase the global competence of University of Pittsburgh students. • Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty. • Initiate and strengthen programs and activities that implement the University's global vision and strategy. • Serve as international interface for the institution. • Share international expertise with the local and regional community.
Student Learning Outcomes	Students graduating with a UCIS graduate certificate should be able to: 1. Demonstrate a specialized knowledge of cultures, history, politics, economics, and/or literature and arts in their respective world areas of study or transnational theme. 2. Establish familiarity with this specialized knowledge from the perspective of more than one discipline. 3. Apply foreign language skills to communicate with people in other language communities. **4. Explain how their experience in UCIS certificate program(s) has (have) impacted their academic goals and future plans.**
Date and Outcome Assessed	This Assessment cycle AY 2016-17, Student Learning Outcome 4 (noted above) was assessed. Report date: July 1, 2017

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	We administer annually an exit survey as an indirect measure of students' success. Graduating students across our 7 graduate certificate programs were encouraged to participate. The exit survey results below demonstrate students' perceptions about the impact of the REES graduate certificate on their future plans or academic goals.	Students should be able to make connections between the certificate program and their: o engagement in career/professional development opportunities (e.g. internships, research, networking) o ability to plan for career and/or postgraduate studies w/international dimensions o awareness of cultural competence and foreign language skills as tied to academic goals or future plans	Two out of two students graduating with a REES graduate certificate (one in April 2017, the other in August 2017) responded to the survey, for a response rate of 100%. Given the tiny sample size, it is difficult to draw from the quantitative data prescriptive conclusions about the overall state of our graduate certificate program. Furthermore, the two students completed very different degrees—one was an Arts & Sciences PhD, the other a GSPIA MPIA—which, based on our previous experience, generally results in correspondingly different relationships to and expectations for the certificate.	The exit survey was administered through Qualtrics. The data was gathered, analyzed discussed and synthesized by the UCIS Joint Academic Affairs & Assessment Committee. The REES-specific results were reviewed by Andrew Behrendt, REES's Academic Advisor and primary certificate program administrator, and Gina Peirce, REES Assistant Director for Grants and Assessment.

Learning Outcomes *What will students know and be able to do when they graduate?*	Assessment Methods *How will the outcome be measured? Who will be assessed, when, and how often?*	Standards of Comparison *How well should students be able to do on the assessment?*	Interpretation of Results *What do the data show?*	Use of Results/Action Plan *Who reviewed the finding? What changes were made after reviewing the results?*
4. Explain how their experience in **UCIS certificate program**(s) has (have) **impacted** their **academic goals** and **future plans.**	**Exit Survey Questions:** Q25. How did participating in the certificate program encourage you to: • Conduct research or internship abroad. • Participate in an internship or volunteer in the U.S. Q19. Are you seeking a career or continuing postgraduate studies that will use your foreign language skills? Q20. How useful do you think your foreign language skills will be in your plans for future research, study, and/or career? Q31. Rate level of competence: 31.5-6 Before/now I am able to engage in discussions and debates about issues related to my certificate focus. 31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom.	**Target Exit Survey Questions & Results:** Q25. Somewhat Considerably Immensely Q19. Definitely Yes Probably Yes Q20. Very Useful Somewhat Useful Q31. Somewhat Very Much	**Question 25:** Q25.3: One student responded that the certificate program "Immensely" encouraged them to pursue research or an internship abroad and the other answered that they were "Considerably" encouraged, for a positive response rate of 100%. Q25.4: One respondent said that the certificate program "Considerably" encouraged them to intern or volunteer domestically, whereas the other replied "Not at All," for a positive response rate of 50%. While it is disappointing to read that REES played no role in motivating a student to intern/volunteer, it is not clear what lesson to draw from this—a picture muddled further by the students' divergent degree trajectories. On the one hand, a humanities PhD student is usually discouraged by their advisors from pursuing activities not directly related to their academic training and research; knowing this, and knowing the expectations placed on a PhD student, the	**Center-Specific Action Plan** **Question 25 and Question 19:** We view the lower positive response rates regarding domestic internships/volunteering and desire to seek careers using language skills as stemming (at least in part) from a common source: inadequate efforts, *university-wide*, to help graduate and professional students enter on career trajectories different than those for which their degree programs ostensibly prepared them. REES will increase its efforts in AY 2017-18 and beyond to address this area of growing need. Foremost, we will work with other centers to expand the International Career Toolkit series so that it: 1) is more explicitly inclusive of and marketed toward UCIS graduate students, and 2) includes programming aimed specifically at graduate students exploring "alt-ac"

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			REES advisor would be unlikely to suggest otherwise. On the other hand, a GSPIA student must complete an internship for their degree, regardless of input from REES. **Question 19:** One student responded that they "Probably" were seeking a career that would use their foreign language skills and the other answered "Might or Might Not," for a positive response rate of 50%. We believe that the ambivalent response can be attributed at least in part to perceptions of the specialized (and limited) job market faced by our students graduating with advanced degrees. However, we also view this as a call for us to do more to help students exploring alternate career paths—especially "alt-ac" PhDs—connect with opportunities to use their language skills professionally. **Question 20:** Both respondents indicated that they believed their foreign language skills would be "Very Useful" in their	career paths. REES's graduate student organization, GOSECA, has already moved in this direction by hosting alternative career development panels at its annual conferences. The REES Academic Advisor will continue to encourage this and seek to provide additional funding for such activities when possible. **Question 31:** For graduate and professional students, the line between "curricular" and "extracurricular" is very often a blurry one, and for this reason we find it challenging to interpret the results of the question regarding topic exploration "outside of the classroom." Nonetheless, REES will aim to stimulate graduate student participation in our programming in two main ways. First, we will continue to sponsor and guide GOSECA, our graduate student organization, and increase its ranks through more assertive recruiting efforts. Second, we will use the new Suitable platform to track our graduate students' level of

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			future career plans, a positive response rate of 100%.

Question 31:
Q31.5 cf. Q31.6:
Both respondents answered that, before pursuing the REES certificate, they were "Somewhat" able to engage in debates/discussions on the region. Likewise, both self-assessed as being "Very Much" able to do so after completing the certificate, yielding a positive response rate of 100%.

Q31.7 cf. Q31.8:
Both students rated themselves as having "Somewhat" actively explored REES-area topics outside the classroom before enrolling in the certificate program. One responded that they now do this "Very Much," while the other reported no change, a 100% positive response rate.

Although the responses all count as "positive" in this category, we would have liked both students to feel strongly encouraged to explore REES topics outside of coursework. | engagement and incentivize its growth. This includes providing additional rewards for taking part in Center programming, and particularly *giving* as well as attending public presentations.

Additionally, we hope that REES's recently founded international partnerships with RANEPA (Moscow), Central European University, and the Herder Institute for Historical East European Studies will—by bringing outside scholars to the Pitt campus—offer new ways for our students to use the Center's resources toward networking and international collaboration. Finally, we look forward to strengthening REES's connection with the Department of Slavic Languages and Literatures, particularly upon the arrival of its new Russian Language Coordinator, through sharing resources and programming aimed at graduate students. |