

# **Academic Lessons Learned: Curriculum, Framework, Learning Environment, Student Learning/Devt.**

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# Two basic themes



- **Preparing a self-study report: Rob and John**
- **Evaluating a program using a self-study report and site visit**
  - Nancy – U. of Limerick
  - Katharine – IFSA Merida, Mexico
  - Donna - FIE, London

# Preparing a self-study report



- **Rob: the Wollongong experience**
- **John: the Penn State experience**

# The Wollongong experience



## Audit Manual and Preparation

- Generally good BUT
- Repitition
- Focus on sending institutions
- Not always applicable to receiving institutions

# The Wollongong experience



## **Audit Visit and Report**

- Overwhelmingly positive
- Able to use same team as for national quality audit
- Has led to follow up actions

# The Wollongong experience



## Improvements

- Separate sections for receiving institutions
- Need to differentiate English speaking and tuition institutions from non English speaking
- Need to take account of legislative framework in receiving countries.

# The Penn State experience



- **Focus carefully -- PSU's only directly-administered int. study site, not EA**
- **Choose focus strategically – will self-study move your agenda forward**
- **Get broad commitment**
- **Choose your team carefully**
- **Come up with a “deliverable” useful to your institution**

## **2. The U of Limerick review experience**



- **Finding the right focus: Defining the EdAP in the University context**
- **The self-study report: A dialogue with the standards/addressing the symbiotic relationship between the EdAP and the University**
- **Academic program review: University offerings, advising, and transparency of the system**
- **Learning environment: The culture of the university/ special issues for EdAP students**
- **Site visit: Catalyst for reinforcing connections between the EdAP and other parts of the university/ timing of the visit**

# IFSA - Butler: Merida Study Abroad Program



- Academic structure
- Supporting documents for the review
- Site visit activities
- Academic review criteria
- Academics in the context of program mission and delivery
- Recommendations for future reviews

# **Foundation for International Education**



*South Kensington, London*

- **Specialized Academic and Internship Programmes**
- **Partnership Programmes**
- **Programmes for (open) Enrollment**
- **Service Learning Programmes**

# Prior to Departure



- **Timeline**
- **Team Leader**
- **Comprehensive Self Study Report**
- **Request Supplemental Materials:  
Student Evaluations**
- **Surf the Net : Website v. Self Study**
- **Review on Site Schedule**

# Onsite Visit: Invaluable



- **Flexibility : Additions/Deletions of Activities**
- **Learning Environment**
- **Classroom Visits/Course Descriptions/  
Syllabi/Faculty CV's**
- **Faculty, Administrators and Student Interviews**
- **Facilities Tour**

# Write the Report On Site



- **Outline Preliminary Report**
- **Mission v. Delivery of Services**
- **Standards Queries**
- **Quality Assessment**
- **Standardization of Report**
- **Set Deadline for Completion**

# Recommendations



- **Logistics: Need Minimum of Three Full Days**
- **Flexibility for Early Arrival or Late Departure**
- **Allow Reviewers Option of Submitting Separate Reports**
- **Need To Be Familiar With Standards**
- **Training of Peer Reviewers**
- **Serious Commitment**