



# Assessment Basics: Getting Started on an Assessment Protocol

Lee Sternberger, James Madison University

Hans de Wit, de Wit Consulting

Darla Deardorff, Duke University and AIEA

Dawn Pysarchik, Michigan State University





Lee G. Sternberger  
Executive Director  
Office of International Programs  
James Madison University  
Harrisonburg, Virginia, USA



# Putting Assessment into Context:

## Emerging Trends in Higher Education:

- Ability to stay ahead of fundamental changes in the international economy
- Ability to stay ahead of fundamental changes in societal needs for certain skills/professions
- Recruitment and retention of faculty in critical areas
- Economics of higher education and the ability to sustain programs given costs and sophistication of programs
- Reduced access to higher education particularly for certain facets of the population
- Maintaining a quality liberal arts education while providing for professional preparation
- Preparing students to meet pressing societal issues including global warming, war/conflict, poverty, illiteracy, etc.

# Assessing International Learning: Issues and Implications

Assessment can address:

- Continuous quality improvement
- Accountability to senior administrators, legislators, students, faculty and parents
- Advocacy for international education
- Accreditation
- Further knowledge of learning, affective and attributional processes
- Provide feedback to students

# Assessing International Learning

Research regarding the impact of international experiences is increasing:

▪	<u>Decade</u>	<u>Books/Articles/Reports</u>	<u>% Increase</u>
▪	1950s	34	127%
▪	1960s	117	244%
▪	1970s	189	62%
▪	1980s	377	99%
▪	1990s	675	79%
▪	00-03	315	

(Whalen, 2007)

# Assessing International Learning

What accounts for increase in research activity?

- Popularity of study/work/service abroad
- Increasing number of discipline-specific study abroad experiences
- Study abroad as a legitimate topic for faculty research
- International education coalescing as a field
- Graduate programs in the field of international education and student research
- Accountability

# Assessing International Learning

Research questions include:

- Language acquisition
- Content knowledge (e.g., geography, history, culture, etc.)
- Intercultural competence/communication/sensitivity
- International disciplinary knowledge
- International learning environment and program characteristics
- Learner characteristics/demographics
- Impact on host culture
- Longitudinal impact

# Assessing International Learning

Assessment cycle and methodological issues include:

- Development of rationale for assessment protocol
- Definition of outcomes and measurable criteria
- Development of research design
- Identification of appropriate assessment measures and data collection tools/sources
- Human subjects/Institutional Review Board procedures
- Processes to gain informed consent and maintenance of confidentiality
- Data collection/entry and database management (quantitative and qualitative)
- Data analyses
- Interpretation and organization of data
- Summarize results and write project report
- Communication, dissemination and use of results

▪ (Sternberger, LaBrack, and Whalen, 2007)



## **Assessment of Internationalisation: A View from Europe**

- EAIE Workshop, September 2008
- Hans de Wit



## The issue of quality assurance in internationalisation is not new.

- Already in 1993, the EAIE dedicated its Hague conference to the topic *'Quality in International Education'*.
- Occasional Paper number 7 provided the keynote address by Alan Smith: *'International Education, a Question of Quality'*.
- Occasional Paper number 10, 1996, edited by Urbain DeWinter, was called: *'Internationalisation and quality assurance: goals, strategies and instruments'*.
- In 1997, the OECD published a book edited by Jane Knight and Hans de Wit, *'Quality and Internationalisation in Higher Education'*.
- One of the sessions at the EAIE conference in 2007 in Trondheim posed the question: *"Measurement of success in internationalisation: a mission impossible?"*
- EAIE will publish a new occasional paper by the end of 2008 on the issue.

## **Measuring the success of what we do is an issue that is becoming more pressing on our agenda as professionals in internationalisation**

- The international ranking of higher education institutions is a widely debated example of how measurement has started to influence our profession differently from in the past.
- The call for accountability by students, faculty, deans, the leadership of higher education institutions, and national governments as well as the call for quality assurance is an important issue on the higher education agenda in general, and this includes the internationalisation process, programs and projects.
- Accreditation, ranking, certification, auditing, and benchmarking have become key aspects of the international higher education agenda.
- This is the case everywhere, but certainly also in Europe.

## Context

- It would be too simple to state that internationalisation is developing in similar ways everywhere in higher education around the world.
- There are different accents and approaches. Internationalisation strategies are filtered and contextualized by the specific internal context of the university and their national embeddedness.
- This makes it difficult to develop tools and instruments that are valid in every national and regional context.

**There is not one model for internationalisation, and any measure of it has to be aware of this diversity in rationales, approaches, objectives and strategies by region, country and institution.**

- Bronwyn Jenkins-Deas notes that *“institutions are engaged in international activities and processes for a variety of reasons.”*
- Mike Woolf observes that there are different objectives and stakeholders to keep in mind when measuring and that *“international education may be measured as long as we recognise that the outcomes are partial and usually driven by an agenda beyond the purely educational.”*
- John K. Hudzik and Michael Stohl state: *“inattention to assessment ultimately weakens institutional priority given to internationalisation,”* but at the same time *“assessments of internationalisation need to align with core institutional missions.”*

**Source: *upcoming occasional paper EAIE***

## Some questions that are relevant in addressing the issue of assessment are:

- How do we measure what we do?
- What do we measure?
- What indicators do we use for assessment?
- Do we assess processes or activities?
- Do we assess for quality improvement of our own process and activities or do we assess the contribution of internationalisation to the improvement of the overall quality of higher education?
- Do we use a quantitative and/or a qualitative approach to measurement?
- Which instruments do we use, post or ante measurements, indicators, benchmarking, best practices, quality review, accreditation, certification, audits, rankings?

# Overview of Assessment initiatives: Outside Europe

## 1. The *Association of Commonwealth Universities* (ACU) did run The ACU University Management Benchmarking Programme

First done in 1996, primarily but not exclusively for universities from the Commonwealth. Both in 1998 and 2008, internationalisation has been one of the themes in the benchmarking exercise of ACU.

- The ACU Benchmarking Programme helps to identify areas for change, assists in setting targets for improvement and identifying techniques for managing change.
- The Programme focuses on the effectiveness of university-wide processes and policies rather than narrow departmental functions. It enables members to learn from each others' experience of difficulty and successes, across international boundaries.
- Its mode of operation has been designed by university people solely for use in universities, and has been refined, year on year, in the light of experience.



2. Another initiative has been the project by the *American Council on Education*, called 'Internationalizing the Campus'. Its user's guide was published in 2003 (Green and Olsen, 2003). More information on this project can be found on the website of ACE, [www.acenet.edu](http://www.acenet.edu).
  
3. The *Association of International Educators NAFSA* has a project entitled "Accessing Best Practices in Internationalization" (ABPI). NAFSA has been publishing an annual report titled *Internationalizing the Campus: Profiles of Success at Colleges and Universities* since 2003. Each year, this publication profiles colleges and universities, highlighting best practices in various aspects of internationalization.  
([www.nafsa.org/knowledge\\_community\\_network.sec/itc\\_matrix](http://www.nafsa.org/knowledge_community_network.sec/itc_matrix))

4. The *Forum on Education Abroad* published in 2007 *A Guide to Outcomes Assessment in Education Abroad*, edited by Mell C. Bolen, which can be ordered via [www.forumea.org/dialogue-resources.cfm](http://www.forumea.org/dialogue-resources.cfm)
  
5. Also in Japan, the discussion on assessing the internationalisation of Japanese universities is in full swing. See for instance the project 'Developing Evaluation Criteria to Assess the Internationalisation of Universities', coordinated by *Osaka University* (2006).

## Overview of Assessment initiatives: Inside Europe

6. The *European Centre for Strategic Management of Universities* (ESMU), together with CHE and UNESCO/CEPES and the Universidade de Aveiro has started a European Benchmarking Initiative in Higher Education, sponsored by the European commission, which also includes internationalisation. ([www.education-benchmarking.org](http://www.education-benchmarking.org)).

- ESMU has been doing a benchmarking exercise for its member institutions based on the concept of ACU since 1999.
- In 2005, internationalisation was one of the themes.

7. The Spanish '*Agencia Nacional de Evaluación de la Calidad y Acreditación*' (ANECA) had in 2005-2006 a pilot project for the evaluation of international relations of universities, in which five Spanish universities were involved. Based on this pilot project, the European Foundation for Quality Management (EFQM) recently gave the Quality Stamp 'Committed to Excellence' to the International Relations of the Universidad Pontificia de Comillas in Madrid. The evaluation tool developed by ANECA for self-evaluation of the international relations offices can be found at [http://www.aneca.es/active/active\\_serv\\_rrii.asp](http://www.aneca.es/active/active_serv_rrii.asp).
8. A tool for measuring internationalisation from Germany developed by the *Centre for Higher Education Development* (CHE) in cooperation with a group of German institutions of higher education, Brandenburg, Uwe and Gero Federkeil (2007), How to measure internationality and internationalisation of higher education institutions! Indicators and key figures. Working paper No. 92, CHE Centrum für Hochschulentwicklung.
9. A tool from The Netherlands, *Mapping Internationalisation*, developed by the *Netherlands Organisation for International cooperation in Higher Education* (Nuffic) in collaboration with a group of Dutch institutions.

# The examples demonstrate the complexity with respect to what elements we assess

- *inputs* (resources available to support internationalisation efforts),
- *outputs* (the amount and types of work or activity undertaken in support of internationalisation efforts), and/or
- *outcomes* (impacts or end results).
- According to Hudzik and Stohl outcomes are “usually most closely associated with measuring goal achievement and institutional missions (...) and are the really important ones.”
- But the German authors state that only input and output indicators are developed, as outcomes would require large-scale in-depth surveys of samples, which was beyond the scope of the project; and also the Dutch MINT tool stays away from outcomes.

## Concluding Observations

Although they all seem to have some common bases (in particular the IQR guidelines of the *Programme on Institutional Management of Higher Education* (IMHE) of the OECD from 1999), there are also striking differences based on national contexts and institutional cultures.

For Europe, most striking is the emphasis on input and output and less on outcomes. It is time to get focussed more on those.



# Good Practice in Assessment

Dr. Darla K. Deardorff  
Association of  
International Education Administrators  
Duke University  
[d.deardorff@duke.edu](mailto:d.deardorff@duke.edu)

D.K. Deardorff, 2008

D.K. Deardorff

# Overview

- Gain awareness of assessment context and approaches
- Explore principles of good practice in assessment

D.K. Deardorff

# Assessment-International Education Contexts

- **“At Home”** – curriculum, extra-curricular activities, community involvement/impact, domestic/internat'l student interaction, policy, financial/economic, campus climate
- **Abroad (Cross-border)** – involves cross-border delivery of education through exchange, distance and e-learning, branch campuses, partnerships, host community impact

D.K. Deardorff



# Why assess in international education?

D.K. Deardorff

# Why assess in international education?

## Quality improvements

- Student learning
- Accreditation
- Advocacy

D.K. Deardorff

# APPROACH

- PROGRAM LOGIC MODEL...
- ...Program “road map:”  
Where are you going?  
How will you get there?  
How will you know when you’ve arrived?

D.K. Deardorff

# APPROACH

## Moving beyond OUTPUTS to OUTCOMES

What are meaningful outcomes (results) of internationalization efforts?

What are indicators of success in international education?

D.K. Deardorff



# **INTERNATIONALIZATION** **at institutions of higher education**

## **Inputs/Resources**

needed for implementation of components of internationalization



## **Activities/Components of Internationalization**

(college leadership, faculty involvement, curriculum, study abroad, international students/scholars/faculty, international co-curricular units)



## **Outputs of Internationalization**

(i.e., number of international students, number of study abroad programs, number of students studying foreign languages, etc.)



## **Outcomes of Internationalization**

**Intercultural competence – what is it?**

**How do higher education administrators define it? intercultural experts?**

**How can it be assessed?**

## **= Long-Term Impact of Internationalization**

---

General program logic model applied to internationalization. (Deardorff, 2004,)

# Program Logic Model - Inputs

- WHAT is invested in the program
- Inputs include resources such as faculty, staff, money, time, partners

D.K. Deardorff

# Program Logic Model - Activities

- What we DO
- Includes learning opportunities - training, curriculum, education abroad, etc.

D.K. Deardorff

# Program Logic Model - Outputs

- WHO participates
- Includes numbers of international students, % of students studying abroad, number of international courses, etc.

D.K. Deardorff

# Program Logic Model - OUTCOMES

- What are the RESULTS (expectations)
- Provides the *meaning* behind the outputs (numbers)
- Includes student learning outcomes, results for the program and for the institution

D.K. Deardorff

# STUDENT OUTCOMES ASSESSMENT

## =key part of learning

- \* Student outcome assessment is not a measurement of learning but an *integral* part of learning.
- Includes language/disciplinary assessment, personal growth, intercultural competence, etc.
- *Involve students in negotiating outcomes*

D.K. Deardorff

## Outcomes - Student Success

- What does student success look like in your program?
- What learning processes and approaches lead to student success in your program?
- How will students know they've been successful?
- How would others know your students have been “internationalized?”

D.K. Deardorff

## Program Logic Model - Impact

- What are the *long-term* RESULTS?
- Includes decisions, policy changes, impact on conditions (human, economic, civic, etc)

D.K. Deardorff



# Principles of good practice in assessment

Some points to remember...

D.K. Deardorff

## Assessment – Points to remember

- Clear definitions, indicators, criteria
- Multi-method, multi-perspective
- Ongoing
- Integrated
- Focused

D.K. Deardorff

## Where to go from here...

- Articulate your goals and objectives
- Prioritize the key goals/objectives
- Select one question about assessment/student learning to focus on first – discuss with colleagues

D.K. Deardorff

## Assessment Cycle

- Define outcomes (based on mission/goals) and establish measurable criteria
- Identify appropriate assessment methods
- Collect data
- Analyze data
- **Use data** – design and apply changes
- Communicate data
- Evaluate the assessment process

D.K. Deardorff



## Developing an Assessment Plan

- Assess Institutional Context & Resources
- Put together an Assessment Team
- Develop an Assessment Plan
- Garner Support for the Assessment Plan
- Implement the Plan

D.K. Deardorff

## Assessment Methods

- Methods determined by clearly articulated assessment questions – what do we want to measure? What are our stated outcomes?

Include:

- DIRECT METHODS – authentic assessment, portfolios, observation
- INDIRECT METHODS – surveys, focus groups, interviews
- COMBINATION OF QUANTITATIVE AND QUALITATIVE

D.K. Deardorff

## Direct Methods

- Embedded course assessment
- Portfolios
- Performance
- Testing
- Papers/projects
- Capstone

D.K. Deardorff

## Indirect Methods

- Surveys (inc. self-assessments)
- Interviews
- Focus groups
- Curriculum/transcript analysis
- Documented data

D.K. Deardorff

## ICC Assessment Tools (85+!)

- Intercultural Development Inventory (IDI)
  - Cross Cultural Adaptability Inventory (CCAI)
  - Intercultural Conflict Styles Inventory
  - Language Strategies Survey
  - Strategies Inventory for Culture Learning
  - Beliefs, Events, Values Inventory (BEVI)
  - GAP Test
  - Assessment of Intercultural Competence
- ... and many others!

D.K. Deardorff

## Questions to consider...

- What are the goals and specific objectives?
- What does the tool/method specifically measure? Does it align with objectives?
- Limitations and cultural biases of tools/methods?

D.K. Deardorff

## Selection Criteria for Tools

- Does the tool align with specific objectives?
- Is there a theoretical foundation for the tool?
- Is the tool valid and reliable?
- Are administrative and logistical issues involved manageable?

D.K. Deardorff

## Examples

- **Georgia Tech's International Plan** – uses capstone, IDI
- **Duke's teacher ed program** – uses self-report instruments, embedded assessment, faculty/supervisor observation, focus group
- **BCA** uses embedded assessment, lang. tests, BEVI, resident director and host family observations
- **ACE** – uses e-portfolio and self-report form

D.K. Deardorff

## Some Resources

- American Council on Education-  
Int'l Learning Assessment Web Guide
- Forum on Education Abroad's *Guide to Outcomes Assessment*
- NC State University's Online Outcomes Assessment Bibliography
- Deardorff articles on assessment in *IIE Networker* (Spring 2007) *International Educator* (May/June 2006), and *JSIE* (Fall 2006)

D.K. Deardorff

## Final thought

“....assessment efforts should not be concerned about valuing what can be measured but, instead, about measuring that which is valued.” (Banta, et al, 1996)

D.K. Deardorff



# **Designing and implementing an international learning assessment project: A case study**

**Dawn I. Pysarchik**  
**Professor & Associate Dean**  
**International Studies & Programs**  
**Michigan State University**

# Assessment Goals

- To determine the efficacy of using a mixed-methods approach to examine the processes & outcomes of international learning
- To investigate the influence of antecedent factors on students' international learning
- To suggest how the findings can be used to make pedagogical decisions

# Theoretical Background

- Equilintegration (EI) Theory explains
  - the processes by which values, beliefs, and worldviews are acquired and maintained
  - why their alteration is typically resisted
  - how and under what circumstances their modification occurs

# Theoretical Background (cont'd)

- **EI Theory Principles**
  - **Values and beliefs**
    - are central mediating processes for behavior
    - are determined by an individual history, larger culture
    - provide a information about “self”
    - are not easily modified
- **The EI-Self illustrates the interaction among values, beliefs, core needs, and formative variables**

# Theoretical Background (cont'd)

- Attribution Theory
  - Explains the behavior of ourselves (self-attribution) and others, attributing cause to events or behavior around us (e.g., why people do what they do?)
  - Locus of control
    - Internal locus of control
    - External locus of control

# Theoretical Background (cont'd)



- Types of Attribution
  - Internal or dispositional attribution (e.g., intelligence)
  - External or situational attribution (e.g., weather)
  
- Attribution Theory and Motivation

# Theoretical Background (cont'd)



- Learning Theory
  - Describes how people learn; helping us understand the complex process of learning
  - Learning types
    - Cognitive: *Knowledge* (mental skills)
    - Affective: *Attitude* (feelings or emotions)
    - Psychomotor: *Skills* (manual or physical skills)

# Theoretical Background (cont'd)

- About Learning
  - Learning as a process
  - Learning as a product or an outcome

# Theoretical Background (cont'd)



- International learning as a process
  - Curricular (e.g., participation in a course with an international focus)
  - Co-curricular (e.g., join a club that is major specific)
  - Extra-curricular (e.g., global festival)
  - Interactive/collaborative-curricular
  
- International learning as a product
  - Knowing that
  - Knowing how

# Evaluate 9 International Learning Outcomes

## *Knowledge*



- Demonstrates knowledge of global issues, processes, trends and systems.
- Demonstrates knowledge of other cultures.
- Understands culture within a global/comparative context.

# Knowledge Learning Outcomes



Sample Rubric:	1 Inadequate (Descriptions are inaccurate or poorly developed)	2 Minimal (Describes basic points accurately)	3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)	4 Extensive (Content knowledge is extensive; analyses are sophisticated)
<p>I. Demonstrates knowledge of global issues, processes, trends, and systems</p> <p>➤ Basic concepts (e.g., political events, major world organizations, major trends such as globalization, the role of non-governmental organizations.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>II. Demonstrates knowledge of other cultures</p> <p>➤ Cultural practices (e.g., religious, secular, political, governmental, educational, family structures.)</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III. Understands his/her culture in a global and comparative context</p> <p>➤ The history of his or her own culture in relation to the history of other cultures.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## *Skills*

- Uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
- Uses foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding.
- Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), writing (productive).



# Skills Learning Outcomes



Sample Rubric:	1 Inadequate Proficiency	2 Minimal Proficiency	3 Moderate Proficiency	4 Extensive Proficiency
<p>I. Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.</p> <p>➤ Recognizing the importance and validity of others' perspectives.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>II. Uses foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding.</p> <p>➤ Using foreign language skills to locate and use resources (e.g., foreign language texts) in various disciplines.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>III. Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities.</p> <p>➤ Speaking accurately on a wide range of topics across settings and contexts.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## *Attitudes*

- Demonstrates a willingness to seek out international or intercultural opportunities.
- Appreciates different cultures (e.g., language, art, music, religion, political structures, philosophy, material culture).
- Accepts cultural differences and tolerates cultural ambiguity.

# Attitudes Learning Outcomes



<b>Sample Rubric:</b>	<b>1</b> <b>Demonstrates</b> inadequate awareness of, openness toward, or engagement with...	<b>2</b> <b>Demonstrates</b> minimal awareness of, openness toward, or engagement with...	<b>3</b> <b>Demonstrates</b> moderate awareness of, openness toward, or engagement with...	<b>4</b> <b>Demonstrates</b> extensive awareness of, openness toward, or engagement with...
<b>I. Demonstrates a willingness to seek out international or intercultural opportunities.</b> ➤ ... feelings or emotions of others as a result of this international and/or intercultural experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II. Appreciates different cultures.</b> ➤ ...the systems or structures (e.g., political, social, economical, etc.) of the culture(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III. Accepts cultural differences and tolerates cultural ambiguity.</b> ➤ ... the similarities and/or differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Project Design: Mixed Methods Approach

- Assessment Methods and Procedures
  1. Quantitative Assessment: **Beliefs, Events, and Values Inventory (BEVI)**<sup>1</sup>
  2. Qualitative Assessment: **Electronic Portfolio**

<sup>1</sup>Craig N. Shealy, James Madison University

# Why the BEVI?

- **Demographic characteristics**
- **Measures include, but are not limited to:**
  - Basic openness
  - Receptivity to different cultures, religions, and social practices
  - The tendency (or not) to stereotype in particular ways
  - Self and emotional awareness
  - Preferred but implicit strategies for making sense of why 'other' people and cultures 'do what they do'
- **Highly innovative, highly accessible**
- **Evidence of good reliability and validity**



# Why the Electronic Portfolio?

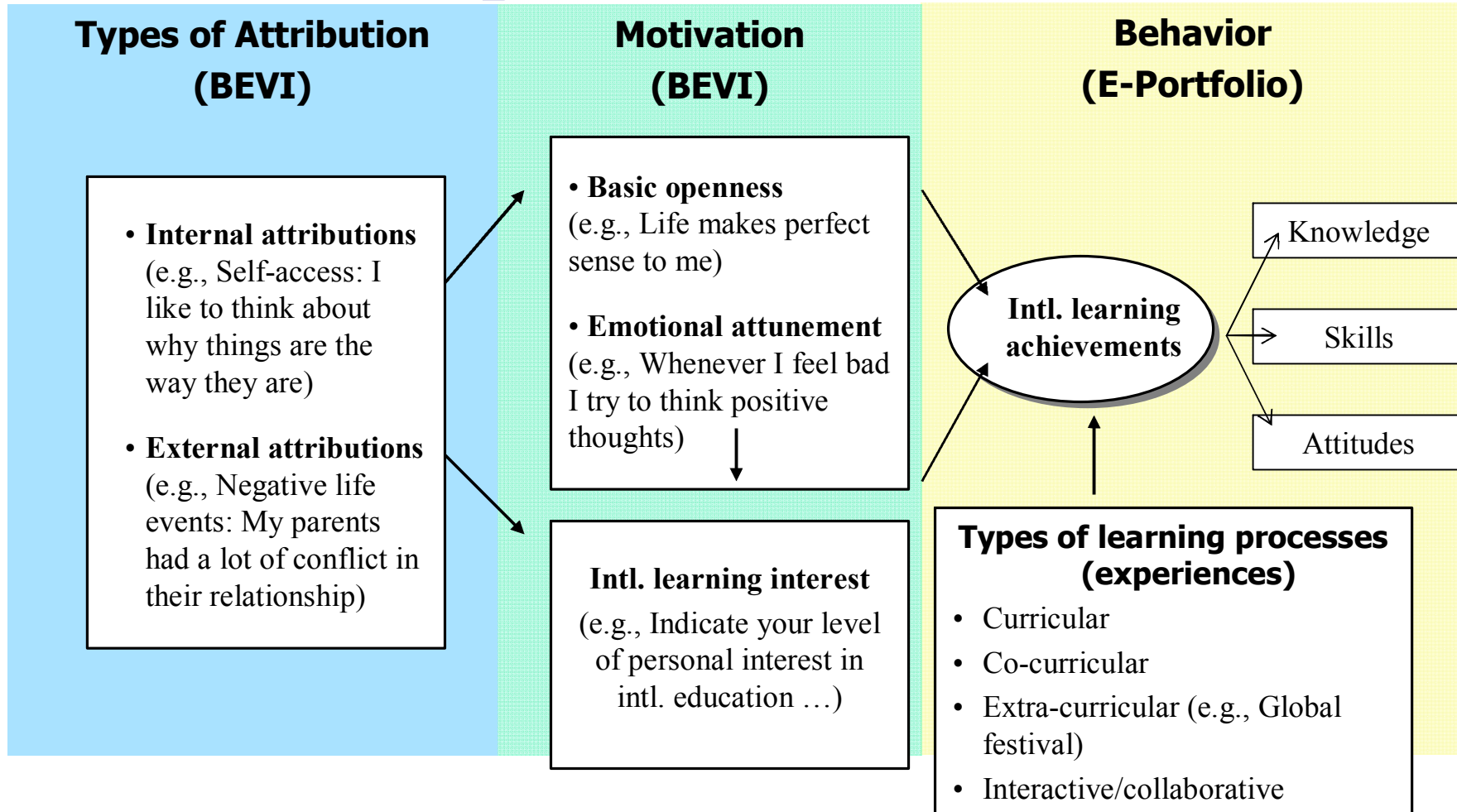
- Easy to use format and flexibility
- Provides direct evidence of learning; can assess deep & complex learning
- Potential to assess all target learning outcomes over time
- Allows for a “permanent” repository for a student’s work samples
- Typical “artifacts” of student curricular, co-curricular and extracurricular work samples

# Model Propositions



- Influence of type of attribution, BEVI, & motivation on international learning achievement
  - International learning achievement will be related to a student's demographic background, foundational world views, and interest in international learning.
  
- Influence of type of international learning process & international learning achievement
  - Learning types (processes) will differently impact students' international learning achievement.

# Sample Conceptual Model: Structural Equation Model





# Integrating the Results

- Coordinated with an array of campus- wide learning communities & initiatives:
  - liberal learning
  - internationalizing the student experience
  - campus-wide global summits
  - new residential (international) college
  - residence life
  - student affairs

# Effective Assessment:

The path to structuring high impact international learning experiences.

