

# Assessment Basics: Getting Started on an Assessment Protocol

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# *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)



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# *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



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# *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



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# *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)



## *Why Assess? Measure success*

### **Moving beyond OUTPUTS to OUTCOMES**

What are meaningful outcomes (results) of internationalization efforts?



## *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



## *Ways of approaching assessment*

- ❖ Some key points...



# *Assessing Outcomes*

❖ Starting point:

**Mission Statement**  
*into*  
**Goals**  
*into*  
**Measurable Objectives**



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## *Assessment-Contexts*

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



## *Assessment Cycle*

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- ❖ Define outcomes (based on mission/goals) and establish measurable criteria
- ❖ Identify appropriate assessment methods
- ❖ Collect data
- ❖ Analyze data
- ❖ Reflect on needed changes
- ❖ Design and apply changes



## *Assessment – Key Points*

- ❖ Clear goals and definitions
- ❖ Multi-method, multi-perspective
- ❖ Ongoing
- ❖ Integrated



## *Student Involvement in Assessment*

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



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## *Assessment Methods*

- ❖ Methods determined by clearly articulated assessment questions – what do we want to measure?
- ❖ Include:
- ❖ DIRECT METHODS – authentic assessment, portfolios, observation
- ❖ INDIRECT METHODS – surveys, focus groups, interviews
- ❖ COMBINATION OF QUANTITATIVE AND QUALITATIVE



## *Direct Methods*

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



## *Indirect Methods*

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



## *Example*

- ❖ Measuring students' intercultural competence....



**DESIRED EXTERNAL OUTCOME:**

Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

**DESIRED INTERNAL OUTCOME:**

**Informed frame of reference/filter shift:**

Adaptability (to different communication styles & behaviors; adjustment to new cultural environments);  
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);  
Ethnorelative view; Empathy

**Knowledge & Comprehension:**

Cultural self-awareness; deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views); culture-specific information; sociolinguistic awareness

**SKILLS:**

To listen, observe, and interpret  
To analyze, evaluate, and relate

**ATTITUDES:**

Respect (valuing other cultures, cultural diversity)  
Openness (to intercultural learning and to people from other cultures, withholding judgment)  
Curiosity and discovery (tolerating ambiguity and uncertainty)

***•Move from personal level (attitude) to interpersonal/interactive level (outcomes)***

***Degree of intercultural competence depends on acquired degree of underlying elements***



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## *ICC Assessment Tools (85+!)*

- ❖ Intercultural Development Inventory
- ❖ Cross Cultural Adaptability Inventory
- ❖ Intercultural Conflict Styles Inventory
- ❖ Language Strategies Survey
- ❖ Strategies Inventory for Culture Learning
- ❖ Beliefs, Events, Values Inventory
- ❖ Global Awareness Profile
- ❖ Assessment of Intercultural Competence



## *Questions to consider...*

- ❖ What are the specific goals and objectives?
- ❖ Clear definitions?
- ❖ What does the tool/method specifically measure?
- ❖ Limitations and cultural biases of tools/methods?



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## *More questions to consider...*

- ❖ How will assessment data be utilized? How will data be used to provide feedback to students? To improve the program/curriculum, etc?
- ❖ Is assessment multi-method, multi-perspective, ongoing, intentional, integrated, part of strategic plan?



# *Overview of an Assessment Protocol*

- ❖ The BEVI – Portfolio Project
- ❖ James Madison University  
and  
Michigan State University



# *Research Objectives*

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**To determine:**

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





# *Evaluate 9 International Learning Outcomes*



## **Knowledge**

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



# *Knowledge Learning Outcomes*

***Example:***

**Demonstrates knowledge of global issues, processes, trends, and systems.**

<b>Sample Rubric:</b>	<b>1 Inadequate (Descriptions are inaccurate or poorly developed)</b>	<b>2 Minimal (Describes basic points accurately)</b>	<b>3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)</b>	<b>4 Extensive (Content knowledge is extensive; analyses are sophisticated)</b>
Basic concepts (e.g., political events, major world organizations, major trends such as globalization, the role of non-governmental organizations.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Skills



- ❖ Uses knowledge, diverse cultural frames of reference, & alternative perspectives to think critically and solve problems.
- ❖ Uses foreign language skills &/or knowledge of other cultures to extend his/her access to information, experiences, & understanding.
- ❖ Communicates & 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, listening, reading, writing.





# *Skills Learning Outcomes*

## *Example:*

Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.

Sample Rubric:	1 Inadequate Proficiency	2 Minimal Proficiency	3 Moderate Proficiency	4 Extensive Proficiency
Recognizing the importance and validity of others' perspectives.	<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 & tolerates cultural ambiguity.





# *Attitudes Learning Outcomes*

***Example:***

**Demonstrates a willingness to seek out international or intercultural opportunities.**

<b>Sample Rubric:</b>	<b>1</b> Demonstrates inadequate awareness of, openness toward, or engagement with...	<b>2</b> Demonstrates minimal awareness of, openness toward, or engagement with...	<b>3</b> Demonstrates moderate awareness of, openness toward, or engagement with...	<b>4</b> Demonstrates extensive awareness of, openness toward, or engagement with...
... the 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"/>



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# *Theoretical Background of Conceptual Model*

- ❖ **Equilintegration (EI) Theory**
- ❖ **The EI-Self**
- ❖ **Learning Theory**



# *Theoretical Background*

## **Equilintegration (EI) Theory**

- ❖ **The processes by which values & beliefs are acquired & maintained, why their alteration is typically resisted, how & under what circumstances their modification occurs.**
  
- ❖ **Values & beliefs**
  - are central mediating processes for behavior
  - are determined by an individual history, larger culture
  - provide a great deal of information about "self"
  - are not easily modified





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## *Theoretical Background (cont'd)*

### **The EI-Self**

- ❖ Illustrates the interaction among values, beliefs, core needs, and formative variables





## *Theoretical Background (cont'd)*

### **Learning Theory**

- ❖ Describes what & how people learn
- ❖ Examines learning as a product (knowing what) & as a process (knowing how)

### **Learning Types**

- ❖ **Cognitive:** *Knowledge* (mental skills)
- ❖ **Affective:** *Attitude* (feelings or emotions)
- ❖ **Psychomotor:** *Skills* (manual or physical skills)

**Learning as a process**

**Learning as a product or an outcome**



MICHIGAN STATE  
UNIVERSITY



## *Theoretical Background (cont'd)*

### **International learning as a process**

- ❖ **Curricular**
- ❖ **Co-curricular**
- ❖ **Extra-curricular**

### **International learning as a product**

- ❖ **Knowing that...**
- ❖ **Knowing how...**





# *Research Design*

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## **Assessment Methods and Procedures**

- ❖ **Quantitative Assessment: Beliefs, Events, and Values Inventory (BEVI)**
- ❖ **Qualitative Assessment: Electronic Portfolio**





## *Why the BEVI?*

- ❖ **Demographic characteristics**
- ❖ **Relevant constructs**
  - **Basic openness**
  - **Receptivity to different cultures, religions, & 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 & cultures 'do what they do'**
- ❖ **Highly innovative, highly accessible**
- ❖ **Evidence of good reliability and validity**



## *BEVI Scales*

### **Preliminary Reliability and Stability (3-month test-retest) Estimates**

	<u>Reliability</u>	<u>Stability</u>
Basic Openness	.86	.87
Negative Life Events	.90	.85
Naïve Determinism	.68	.85
Sociocultural Closure	.87	.90
Authoritarian Introjects	.68	.81
Religious Traditionalism	.95	.95
Need for Control	.62	.78
Emotional Attunement	.75	.65
Self Access	.70	.72
Separation Individuation	.83	.78
Gender Stereotypes	.86	.88



## *Why the Electronic Portfolio?*

- ❖ **Easy to use format & 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**





## *Why the Electronic Portfolio?*

### Typical “artifacts” of student work:

- ❖ Essays or other written work in English or a second language (e.g., research papers, personal reflections)
- ❖ Photographs & digital images (e.g., artwork, maps, etc.) with commentary
- ❖ Audio files containing music or recorded language skill demonstration
- ❖ Course presentations
- ❖ Reflective essay on living with an int’l roommate





## *Conceptual Model Propositions*

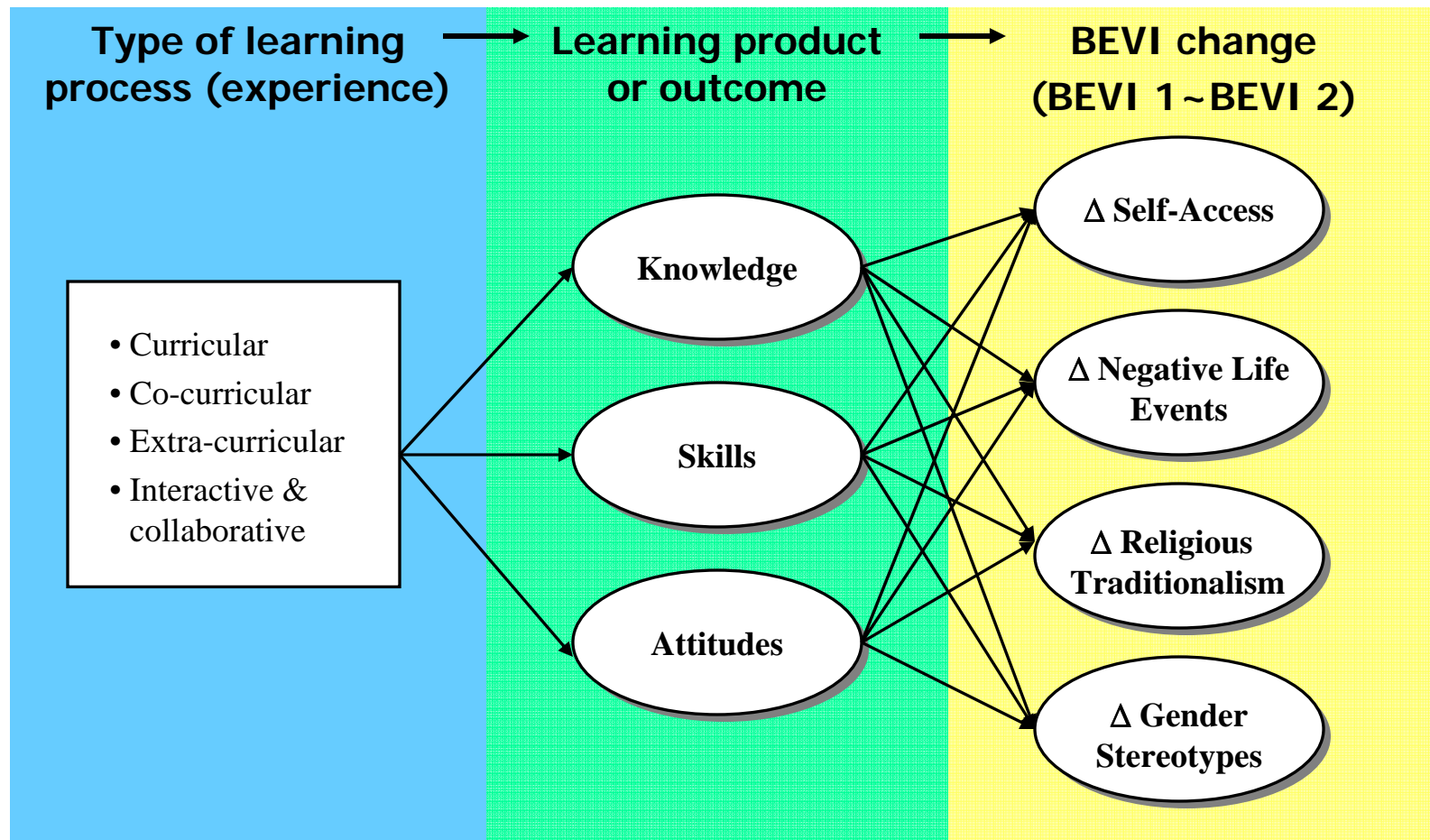
### **Influence of type of international learning (process & achievement) on BEVI**

- ❖ **Learning types (processes) will differentially impact students' international learning (knowledge, skills, & attitudes).**
- ❖ **Pre- and post-BEVI scores will change based upon the types of learning (knowledge, skills, & attitudes) from the international learning experiences.**





# SEM Model





## *Integrating the Results*

### **Coordinated with an array of campus-wide learning communities & initiatives:**

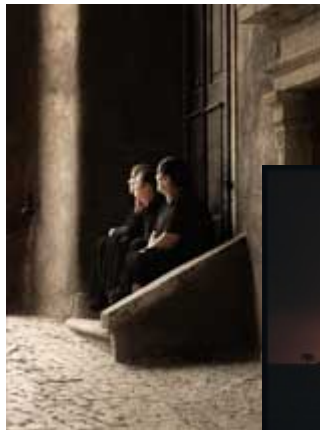
- ❖ liberal learning
- ❖ internationalizing the student experience
- ❖ campus-wide global summits
- ❖ new residential (international) college
- ❖ residence life
- ❖ student affairs





# *Effective Assessment:*

**A path to structuring high impact learning experiences.**





# *Questions?*

❖ Direct link to the presentation:

[http://www.jmu.edu/international/docs\\_eaie\\_assessment\\_basics\\_presentation](http://www.jmu.edu/international/docs_eaie_assessment_basics_presentation)