

Laying a Foundation for Assessment in International Education

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Overview

- Gain awareness of assessment context and approaches
- Explore key principles of assessment
- Examine key questions to ask in the assessment process

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

Why assess in international education?

- Quality improvements
- Student learning
- Accreditation
- Advocacy

Why Assess? Measure success

Moving beyond OUTPUTS to OUTCOMES

What are meaningful outcomes (results) of internationalization efforts?

What are indicators of success in international education?

INTERNATIONALIZATION
at institutions of higher education

Inputs/Resources
needed for implementation of components of internationalization

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

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

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Outcomes of Internationalization
Intercultural competence – what is it?
How do higher education administrators define it? intercultural experts?
How can it be assessed?

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= Long-Term Impact of Internationalization

Program Logic Model - Inputs

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

Program Logic Model - Activities

- What we DO

- Includes learning opportunities - training, curriculum, education abroad, etc.

Program Logic Model - Outputs

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

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

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

Program Logic Model - Impact

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

Key principles in assessment

Some points to remember...

ASSESSING OUTCOMES

Starting point:

Mission Statement

into

Goals

into

Measurable Objectives

Alignment is key!

Assessing Outcomes

- Articulated assessment plan – involves stakeholders, partners, students as a team
- Assessment support
- Clear definitions, indicators, criteria

International Education Assessment

- Multi-method, multi-perspective
- Ongoing
- Integrated

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

Assessment Methods and Tools

Methods/tools determined by clearly articulated assessment questions – what do we want to measure based on goals and objectives? (and has this all been clearly defined?)

DIRECT METHODS

- Embedded course assessment
- Portfolios –electronic or print
- Performance (internships, etc)
- Testing – knowledge-based
- Papers/projects
- Capstone

Indirect Methods

- Surveys (inc. self-assessments)
- Interviews
- Focus groups
- Curriculum/transcript analysis
- Documented data (job placement data, retention rates, student engagement, etc.)

Intercultural Competence Assessment Tools (85+!)

- Intercultural Development Inventory (IDI)
- Cross Cultural Adaptability Inventory
- Intercultural Conflict Styles Inventory
- Language Strategies Survey
- Strategies Inventory for Culture Learning
- Beliefs, Events, Values Inventory (BEVI)
- Global Awareness Profile (GAP) Test
- Assessment of Intercultural Competence

Selection Criteria for Tools

- Does it measure human development relevant to international education?
- Is there a theoretical foundation for the tool?
- Is the tool valid and reliable?
- Are administrative and logistical issues involved manageable?

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

Assessment Questions to consider...

- What are the specific goals and objectives? Have terms been define?
- Which tool/method(s) most appropriately fit(s) with the goals and objectives?
- What does the tool/method specifically measure?
- Limitations and cultural biases of tools/methods?

More questions to consider...

- **More than one method/tool being used involving more than one perspective?**
- **How will assessment data be utilized and communicated to key stakeholders?** (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?**

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

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

Final thought on assessment

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

Thank you! Domo arigato!

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