

Assessing the Impact of Internationalization on Institutions and Students

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Outline

- Types of internationalization and international experiences
- Assessment basics
- Some assessment tools for international programs
- Conclusion

"To succeed and prosper in a global economy and interconnected world, U.S. students need international knowledge, intercultural communication skills, and global perspectives."

--IIE 2007

“International cooperation in science is not a luxury; it is a necessity, and the foundation for the future.”

--Arden Bement

Director, U.S. National Science Foundation

May 2006

Types of International Experience

- Researcher (faculty, post-doc, etc.) exchanges
 - Fulbright and other grants
 - Sabbatical leaves
 - Researcher-to-researcher exchanges
- Virtual opportunities
 - E-teams (e.g. Kalonji et al)
 - Virtual environments (e.g. Second Life)
- International curricula and experiences on campuses
 - Language and cultural studies courses
 - Engineering Cultures, etc.
 - Co-curricular activities

International Study Options*

- International enrollment
- International project
- International work placement
- International field trip (IIE: preferred by most American students)
- Integrated class experience

U.S. Student Interest in Study Abroad*

- 55 percent of U.S. college-bound students indicated that they are certain or fairly certain they will participate in study abroad.
- 25 percent plan an international internship.
- Of those planning to study abroad, over 70 percent plan to become proficient or able to comfortably converse in a second language.
- Barriers to study abroad include security concerns, high cost, academic demands, and lack of encouragement by faculty and advisors.

Assessing the Impact of International Experiences

- The Assessment Matrix*
 - Educational objectives
 - Measurable student outcomes
 - Performance criteria
 - Implementation strategy
 - Evaluation method(s) and analysis
 - Timeline
 - Feedback loop

Educational Objectives

- What are the overall goals of your program?
- What are the expected accomplishments of participants?
- How do your educational objectives complement institutional expectations?

Student Outcomes

- Statements specifically describing what you want your students to know and be able to do when they complete your program. They should be measurable.
- Example: “Students will demonstrate an ability to analyze how national differences are important in engineering work.”

Bloom's Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Performance Criteria

- How will you know when student outcomes have been met?
- What level of performance does it take to meet each outcome?

Implementation Strategy

- How will your objectives and outcomes be met?
- What program activities will help students to meet your objectives and outcomes?

Assessment and Evaluation Methods

- Assessment -- What methods will you use to collect data?
- Evaluation -- How will you interpret and evaluate the data?

Assessment Methods

- Tests
 - Norm referenced, standardized exams
 - Locally developed exams
 - Oral exams
- Competency-based methods (rubrics)
 - Performance assessment
 - Simulations
 - Capstone courses

Assessment Methods

- Measures of attitudes & perceptions
 - Written surveys & questionnaires
 - Exit and other interviews
 - Focus groups
- Portfolios
- External examiners
- Behavioral observations
- Archival records

Assessment Timeline/Logistics

- When will you measure?
- How often will you measure?
- Who will collect the data?
- Who will interpret and evaluate the data?
- Who will report the data? To whom?

Feedback

- Who needs to know the results?
- How can you convince them your objectives and outcomes were met?
- How can you improve your program based on feedback?
- How can you improve your assessment process?

Assessing International Learning Outcomes--Tools

- Focus of much discussion among international educators
- List of tools for “intercultural communicative competence” compiled by A. E. Fantini
- Brainstorming sessions at NAFSA 2007

Intercultural Development Inventory (IDI) – Hammer & Bennett

- A 50 item inventory measuring intercultural development along a continuum from extreme ethnocentrism to “ethnorelativism.” Statistically reliable and valid. See <http://www.intercultural.org>

Beliefs, Events, and Values Inventory (BEVI) - Shealy

- The BEVI is designed to determine whether, how and to what degree people are (or are likely to be) “open” to various transformational experiences such as international education. See <http://www.acenet.edu> and search for BEVI for descriptive abstract

GAP Test: Global Awareness Profile - Corbitt

- 40 questions measure how much world knowledge a person has concerning selected items about international politics, economics, geography, culture, etc. See <http://www.globalawarenessprofile.com/> for test

Recommendations and Conclusions

- In general, use multiple methods and triangulate for best results
- For example, use a validated survey instrument but also a portfolio or a journal of a student's experience
- Be clear about what you hope students will learn from their international experience and develop ways to measure that