

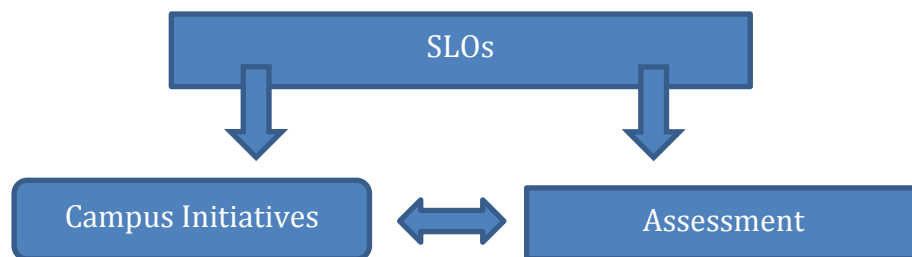
Chapter 6: Assessment

The Internationalization Task Force (ITF) and the Assessment Committee have engaged in a process to identify and develop assessments. This section consists of (a) a description of the process that was used to examine existing instruments, (b) the process and results of instrument development, and (c) the assessment plan with its link to the campus initiatives.

Existing Instruments

We assumed that our first choice for instrumentation would be to use existing instruments with strong psychometric properties. Instruments would be developed only when existing instruments could not be found or did not have strong psychometric properties. Thus, instrument development would occur only when the instruments were not available. Thus, the first step in planning the assessment was to review existing instruments that might fit our QEP. As seen in Figure 6.1, we assumed that the assessments and the campus initiatives need to align with the Student Learning Outcomes (SLOs), and the assessments need to measure the impact of campus initiatives. Thus, our primary consideration of existing instruments were whether the instruments: (1) aligned with our purposes (i.e., validity as seen in Figure 6.1) and (2) were sound psychometrically (i.e., reliability).

Figure 6.1. Interrelationship of SLOs with Campus Initiatives and Assessment



The assessment committee identified seven instruments measuring internationalization that were being used for undergraduate students. For each assessment, we requested technical reports or data on each instrument to evaluate the alignment of the assessment with our SLOs and other evidence of reliability and validity. The seven instruments that were reviewed were:

- Global Perspectives Inventory (GPI)
- Global Competence Aptitude Assessment (GCAA)
- Intercultural Development Inventory (IDI)
- Global Competencies Inventory
- Cross Cultural Adaptability Inventory
- Global Awareness Profile

- Intercultural Effectiveness Scale

Each of the above instruments was reviewed using three criteria. The three criteria were: (1) whether the assessment would align with our SLOs and be useful for measuring the effects of our campus initiatives (i.e., validity), (2) whether the assessment scales or subscales that would be used have a reasonable level of reliability (internal consistency or other measures of reliability exceeding .80), and (3) whether the assessment was suitable for large scale use at UF (i.e., practicality). On the basis of these three criteria, it was determined that none of the commercially available instruments were reasonable to assess the impact of our QEP. The reason identified most frequently for not using existing instruments was based on criteria 1 – alignment of the assessments with our SLOs. In addition, a few scales or subscales did not meet our standards for reliability. Finally, data was not available with any of the scales to show the practicality of the scales for use in a large-scale context like UF.

Instrument Development

Since existing instruments were not an option, the ITF and the Assessment Committee began the process of developing assessments that would meet the criteria of alignment (Figure 6.1), being psychometrically sound, and that could be administered in the UF context. Three types of assessments were deemed necessary for our QEP: direct outcome measures, indirect outcome measures and output measures. The direct outcome assessments measure the actual learning that occurs on the SLOs. The indirect outcome assessments measure attitudes, beliefs, and student reported behaviors. The outputs include counts of participation in the campus initiatives.

Direct Assessments

Direct assessments are measures of the actual learning that occurs. These are best used in conjunction with specific learning activities most notably the curriculum initiatives. These assessments will directly measure the three SLOs and the learning that occurs.

Our assessments are based on rubrics that allow instructors to assess learning on the content, critical thinking and communication SLOs. The rubrics are general enough to allow instructors to define the curriculum within a specific discipline but specific enough to clearly measure the SLOs.

The Association of American Colleges and Universities (AAC&U) developed a set of 15 rubrics through which institutions can evaluate students across programs and courses. The VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics were developed by faculty and assessment expert teams across the country and have been used by more than 2000 institutions (<http://www.aacu.org/value/index.cfm>) as part of their assessment plans. We will use adaptations of the VALUE rubrics to guarantee that the assessments are aligned with our SLOs. The VALUE rubrics and adaptations are described below in Table 6.1. Each of the adapted rubrics was modified to increase the alignment with our SLOs. Table 6.2 presents the definitions and SLOs developed for Content, Critical Thinking, and Communication.

The resulting adapted QEP rubrics are contained in Figure 6.3. The rubrics are intended to measure the SLOs using disciplinary specificity for the assignments. Classes that

measure the SLOs with the QEP rubrics will provide the assignments and descriptions of how the cutoffs were determined in their specific context.

Table 6.1. VALUE Rubrics Used to Assess SLOs

UF QEP SLO	VALUE Rubric	Adaptation
SLO 1: Content	Intercultural Knowledge and Competence	Limit criteria to knowledge, dropping skills and attitudes. Modify descriptions for consistency across levels and ease of use.
SLO 2: Critical Thinking	Critical Thinking	Add language to reflect emphasis on international context for critical thinking. Modify descriptions for consistency across levels and ease of use.
SLO 3: Communication	Written Communication Oral Communication	Combine rubrics to measure communication in multiple modes, and add language to reflect emphasis on international context. Modify descriptions for consistency across levels and ease of use.

Figure 6.2. Internationalization Area Definitions and Student Learning Outcomes

QEP Internationalization Definitions and Student Learning Outcomes		
AREA	ITF Definition	Internationalization SLO
Content	Content is knowledge of the concepts, principles, terminology and methodologies used to access, comprehend, interact with, and analyze intercultural and global issues.	Students identify, describe, and explain global and intercultural conditions and interdependencies.
Critical Thinking	Critical Thinking is characterized by utilizing appropriate judgments, comprehensive analysis, effective reasoning, and solution-finding skills in terms of intercultural competency and global awareness	Students analyze and interpret global and intercultural issues.
Communication	Communication is the development and utilization of the skills of cultural sensitivity, cultural awareness and acceptance, situational adaptability, and effective oral and written expression in terms of intercultural competency and global awareness.	Students communicate effectively with members of other cultures.

Figure 6.3. QEP Rubrics

QEP Content Rubric				
SLO Components	Outstanding	Satisfactory	Unsatisfactory	Not Applicable
	3	2	1	0
Concepts/ Principles	Consistently and effectively demonstrates sophisticated understanding of the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, and beliefs and practices.	Usually demonstrates understanding of the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Rarely or never understands the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Not Applicable to Assignment or Course
Terminology	Consistently recognizes and effectively utilizes important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Usually identifies and implements important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Rarely or never understands important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Not Applicable to Assignment or Course
Methodologies	Consistently comprehends and effectively utilizes diverse and appropriate methodologies for understanding complex intercultural and global issues.	Usually comprehends and utilizes diverse and appropriate methodologies for understanding intercultural and global issues.	Rarely or never comprehends and utilize diverse and appropriate methodologies for understanding intercultural and global issues.	Not Applicable to Assignment or Course

Figure 6.3. QEP Rubrics, continued

QEP Critical Thinking Rubric				
SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0
Judgment	Effectively and consistently makes logical and informed judgments when encountering diverse intercultural and global situations.	Usually makes logical and informed judgments when encountering diverse intercultural and global situations.	Rarely or never makes logical and informed judgments when encountering diverse intercultural and global situations.	Not Applicable to Assignment or Course
Analysis	Logically and consistently analyzes alternate points of view, recognizing important differences or similarities of cultural points of view regarding global issues.	Usually analyzes alternate points of view, recognizing some differences or similarities of cultural points of view regarding global issues.	Rarely or never analyzes alternate points of view, recognizing some differences or similarities of cultural points of view regarding global issues.	Not Applicable to Assignment or Course
Reasoning	Comprehensively and effectively utilizes inductive and deductive reasoning skills to draw appropriate conclusions about intercultural and global issues.	Usually utilizes inductive and deductive reasoning skills to draw conclusions about intercultural and global issues.	Rarely or never utilizes inductive and deductive reasoning skills to draw conclusions about intercultural and global issues.	Not Applicable to Assignment or Course
Solution Finding	Comprehensively and effectively evaluates possible solutions (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Usually evaluates possible solutions (for example, contains thorough explanation, but lacks insight) by including the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Rarely or never evaluates possible solutions (for example, contains cursory, surface level explanation) and fails to include to any significant degree the following: history of problem, logic/reasoning, an examination of feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Not Applicable to Assignment or Course

Figure 6.3. QEP Rubrics, continued

QEP Communication Rubric				
SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0
Sensitivity	Effectively and consistently exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Usually exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Rarely or never exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Not Applicable to Assignment or Course
Production	Effectively and consistently understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Usually understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Rarely or never understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Not Applicable to Assignment or Course
Awareness	Effectively and consistently recognizes and explores intercultural communication differences (verbal and non-verbal)	Usually recognizes and explores intercultural communication differences (verbal and non-verbal)	Rarely or never recognizes and explores intercultural communication differences (verbal and non-verbal)	Not Applicable to Assignment or Course
Adaptability	Effectively and consistently explores and adapts multiple cultural perspectives into their own world view	Usually explores and adapts multiple cultural perspectives into their own world view.	Rarely or never explores and adapts multiple cultural perspectives into their own world view.	Not Applicable to Assignment or Course
Acceptance	Effectively and consistently expresses and fosters openness to other cultural views, differences, and opinions.	Usually expresses and fosters openness to other cultural views, differences, and opinions.	Rarely or never expresses and fosters openness to other cultural views, differences, and opinions.	Not Applicable to Assignment or Course

Indirect Assessments

Indirect assessments for the QEP include attitudes, beliefs and reports of student behaviors. These assessments do not directly measure learning on the SLOs but will reflect changes in attitudes, beliefs and self-reported behaviors. The ITF and the Assessment Committee determined that the content SLO (SLO #1) was best measured only with direct assessments through rubrics that allow flexibility in content by discipline. However, critical thinking and communication will be measured using direct and indirect assessments. Three indirect assessments will be used to measure the effects of the QEP: international items on the Student Experience in the Research University (SERU), a measure of critical thinking focusing on internationalization (IntCRIT) and a measure of communication focusing on internationalization (IntCOMM).

SERU

A multi-university online survey measuring Student Experience in the Research University (SERU) has been implemented at the University of Florida on a biannual basis since 2009. The SERU survey was developed for the University of California System by the UC Berkeley Center for Studies in Higher Education to broaden understanding of the undergraduate experience. The survey was built for research universities and has been used since 2004. The University of Florida administered the survey in spring 2009, 2011 and 2013. In the most recent survey where data are available (2011), 19,508 students completed the survey for a response rate of 63%. All undergraduate students are administered two common forms of the survey – Academic and Personal Development, and Background information - and are randomly assigned one of four modules. The Academic Experience and Globalization module will be used for the QEP assessment (in addition to the Background information).

Data from the 2011 and 2009 SERU were used in planning the QEP. Selected trends from the 2011 SERU were:

- Students have a variety of international travel experiences in 2011 including formal study abroad trips (10%) and trips related to service learning, volunteer or work experiences (12%).
- In 2011, eight percent of the undergraduates obtained a certificate, major or minor with an international/global theme.
- A high percent of the students rated themselves as very good or excellent with respect to their ability to apply disciplinary knowledge in a global context (39% in 2009 and 39% in 2011), their linguistic and cultural competency in non-native language (25% in 2009 and 30% in 2011), and their comfort working with people from other cultures (68% in 2009 and 67% in 2011).
- Fewer students enrolled in a class with an international or global focus in 2011 (42%) than in 2009 (66%). However, students reported international informal travel at a higher rate (15% in 2011 and 5% in 2009).

The SERU contains other items measuring student global educational experiences and global engagement that will be included in the QEP assessment. In addition, UF added a locally developed module in 2013. The ITF pilot tested ten items that were written for the critical thinking SLO and reviewed by the ITF. The following items were added to the SERU in Spring 2013:

1. I am open to different cultural ways of thinking in any international context.
2. I consider different perspectives before making conclusions about the world.
3. I do not feel threatened when presented with perspectives from outside the U.S.
4. I feel uncomfortable in situations outside my cultural experiences.
5. I prefer to socialize with people from my culture.
6. In a global context, I can reflect on the impact of my decisions.
7. In a global context, I understand how cultural beliefs and values influence decision making.
8. It is important to know about my cultural values.
9. Some cultures are better than others.
10. I feel comfortable discussing international issues.

International Critical Thinking (IntCRIT) and International Communication (IntCOMM) Attitudes and Beliefs

Although the SERU provides survey items to examine student attitudes, beliefs and behaviors, the ITF and the Assessment Committee decided to develop assessments and scales that measure attitudes and beliefs for SLOs 2 and 3. The process for developing the assessments includes the following steps:

- (a) Development of item specifications based on the two SLOs and a literature review of how critical thinking and communication are operationalized in assessments with a focus on internationalization. The item specifications are in Appendix A.
- (b) Writing items based on the item specifications. (Approximately 70 items were written for each SLO)
- (c) Review of the items by the ITF, the Assessment Committee and other experts in assessment.
- (d) Revision of items based on feedback from expert review. The revisions were mostly minor changes in wording.
- (e) Pilot testing items with undergraduate students at UF and eliminating those items with poor item discriminations. The initial piloting was completed with four forms to minimize the testing burden for students. Forms A and B contained overlapping sets of IntCRIT items. Forms C and D contained overlapping sets of IntCOMM items. The overlap consisted of ten items that expert review showed helped to define the construct so that the same construct was being assessed on each form. Each form was pilot tested with 70-100 undergraduates.
- (f) Item analysis of pilot data. Data were analyzed to examine the psychometric properties of the items and the scales. The scale reliabilities exceeded .95 for all four forms. Items were retained that had an item discrimination of .25 or higher. The only trend in the data was that IntCRIT items that were phrased in terms of comparisons across cultures (e.g., one culture being better or worse than other cultures) had uniformly lower item discriminations and were eliminated.
- (g) Pilot testing the remaining items on a single form for each SLO. Each of the assessments was administered to approximately 70 undergraduates.
- (h) Item analysis of second round of pilot data. Recommendations were developed to retain items with the highest item discriminations that would

result in a scale with a reliability of at least .90. For IntCRIT, the recommendation was to retain 12 items. For IntCOMM, the recommendation was to retain 14 items.

- (i) Presenting items from the second pilot testing with item data and recommendations for which items to retain to the ITF and assessment experts for final review. Final review includes consideration of the overall length of the assessment and the content of specific items.

Table 6.2 shows the items and their psychometric properties for the resulting assessments (IntCRIT and IntCOMM).

Table 6.2. Psychometrics of IntCRIT and IntCOMM Scales

Item	Discrimination
<i>International Critical Thinking (reliability=.90)</i>	
1. I consider different perspectives before making conclusions about the world.	.696
2. I am able to manage when faced with multiple cultural perspectives.	.687
3. I am open to different cultural ways of thinking in any international context.	.681
4. I can make effective decisions when placed in different cultural situations.	.666
5. Knowing about other cultural norms and beliefs is important to me.	.661
6. I am able to think critically to interpret global and intercultural issues.	.650
7. I actively learn about different cultural norms.	.649
8. Understanding different points of view is a priority to me.	.631
9. I can recognize how different cultures solve problems.	.630
10. I can contrast important aspects of different cultures with my own.	.623
11. Knowing about other cultural beliefs is important.	.621
12. I am able to recognize how members of other cultures make decisions.	.612
<i>International Communication (reliability=.90)</i>	
1. I demonstrate flexibility when interacting with members of another culture.	.692
2. I prefer to socialize with people of my culture.	.662
3. I am confident that I can adapt to different cultural environments.	.643
4. I am able to communicate effectively with members of other cultures.	.632

Table 6.2. Psychometrics of IntCRIT and IntCOMM Scales, continued

Item	Discrimination
5. I like working in groups with students from other countries.	.620
6. I feel comfortable in conversations that may involve cultural differences.	.616
7. When working on a group project, I enjoy collaborating with students from other countries.	.610
8. I often ask questions about culture to members of other cultures.	.602
9. I enjoy learning about other cultures.	.588
10. I appreciate members of others cultures teaching me about their culture.	.565
11. I am able to interact effectively with members of other cultures.	.554
12. I appreciate differences between cultures.	.542
13. I feel comfortable discussing international issues.	.541
14. I can clearly articulate my point of view to members of other cultures.	.538

Outputs

In addition to the direct and indirect measures of the SLOs, we will collect data on outputs for the QEP. The outputs are counts of the amount of participation in the program. These will provide measures of the implementation of the program as opposed to the results. For the QEP, we will use the following:

- Number of participants at specific campus events with an international focus.
- Number of courses that teach the internationalization SLOs.
- Number of students enrolled in QEP international courses.

Assessment Plan

The assessment plan will be implemented in two ways. First, many of the assessments will have data that are linked to specific campus initiatives. For example, direct assessments will be linked to specific classes and Study Abroad; and the amount of participation will be linked to specific events. However, in addition, the indirect assessments will be used to measure campus climate toward internationalization more broadly. An annual evaluation will be planned for the campus on the IntCRIT and IntCOMM.

Campus Initiatives

To assess the impact of specific initiatives, the assessments will be administered with implementation of the initiatives. The measurements with campus initiatives are presented in Table 6.3.

Table 6.3. Assessment of Campus Initiatives

Campus Initiative	Outcome	Output
Study Abroad	Direct: Post - Rubrics Indirect Assessment: Pre and Post – IntCRIT and IntCOMM	<ul style="list-style-type: none"> • Number of Students by Demographics and College • Number of Participating Faculty
Curriculum – Courses	Direct: Rubrics (Sampling 500 students per semester)	<ul style="list-style-type: none"> • Number of International Courses Offered (New and Existing) • Number of Students by College • Number and Type of Faculty Training • Number of Faculty Trained
Campus Life		<ul style="list-style-type: none"> • Number of International Student Organizations • Number of Students by College
International Calendar		<ul style="list-style-type: none"> • Number of International Events • Number of Students Participating in Events
International Scholar		<ul style="list-style-type: none"> • Number of Students

Direct Assessments

Direct assessments using the rubrics in Figure 10.2 will be linked to specific learning experiences. Direct assessments will be used in classes that have been designated as being QEP classes. The data will be collected each semester. Faculty will report student data and provide examples of the assignments in the Fall and Spring term each year of the program. Similarly, faculty will provide student data and examples of the assignments used to score the rubrics in the Study Abroad program.

Indirect Assessments

To assess the overall impact of the program on the campus climate, the indirect assessments will be given on an annual or biannual basis. The SERU is being administered to all undergraduate students on a biannual basis in odd years beginning in Spring 2009. The IntCRIT and IntCOMM will be administered annually to a sample of students beginning in Fall 2014. The IntCRIT and IntCOMM will be administered electronically to random samples of students by cohort (500 students per cohort). The cohorts will allow us to track the effect of the program across years beginning with the first year students. The cohorts and the year of their assessment are shown in Table 6.4. As can be seen, the assessment will focus only on first year students in the first year of the program and expand until the fourth year when all undergraduates will be included in the sample design.

Table 6.4. Administration of IntCRIT and IntCOMM

Assessment Administration by Year					
Year Student Enters	2014	2015	2016	2017	2018
2014	X	X	X	X	
2015		X	X	X	X
2016			X	X	X
2017				X	X
2018					X

Outputs

Outputs will be linked to each of the specific activities. We will provide counts of the number of students in QEP classes, Study Abroad, International Scholars, and selected events. In addition, the number of faculty participating in the program will be provided.

A summary of the assessment plan and its relation to the campus initiatives can be seen in the logic model below in Figure 6.4. The logic model also provides a Rationale for the QEP which is linked to the specific Inputs. The Inputs include the existing programs and initiatives and a budget to implement new initiatives. The Activities are the initiatives described in Chapter 5 and the Outputs and Outcomes are described in this chapter. The logic model provides a clear description of the links between each component.

Figure 6.4. Logic Model for the Quality Enhancement Plan

