



Assessment and Evaluation for International Educators

May 2010

About NAFSA

NAFSA: Association of International Educators promotes the exchange of students and scholars to and from the United States. The association sets standards of good practice and provides professional education and training that strengthen institutional programs and services related to international education and exchange. NAFSA provides a forum for discussion of issues and a network for sharing information as it seeks to increase awareness of and support for international education in higher education, in government, and in the community.

In 1948, NAFSA pioneered the concept of providing professional services for postsecondary exchange students. Early efforts to enhance living and learning environments for exchange students have blossomed into today's active association of accomplished professionals whose numbers continue to grow worldwide.

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Introduction

NAFSA members and other international education professionals are continually seeking to improve their programs and initiatives. Increasingly, they are also being asked to provide evidence that the programs and initiatives that they are involved in are producing the intended results for participants and the institution.

In 2009, the Teaching, Learning, and Scholarship Knowledge Community charged a task force with creating a resource that summarizes what is being done and by whom in the area of assessment and evaluation in international education, identifying key resources and existing practices for international educators. The following pages are the result of their deliberations and work.

The overall question the task force asked is, “How can assessment and evaluation assist in defining and promoting internationalization in higher education?” The resulting resource will provide the reader with essential background and information that international educators need in order to participate in assessment and evaluation.

Part I defines assessment and evaluation, internationalization, globalization, and a general strategy that is often a part of conducting assessment.

Part II provides information about and links to a variety of existing resources to assist international educators in improving their assessment and evaluation skills and practice.

Future resources will identify indicators, instruments, measurements, and processes for assessing and evaluating international education initiatives specifically.

I. CONTEXT

Assessment and evaluation is crucial to persons who desire to improve their efforts and to demonstrate their responsibility and accountability to others. Assessment of U.S. international education needs to be fully integrated into the broader assessment of U.S. higher education. It is important to recognize that international education assessment is indeed part of higher education assessment. Thus, international assessment cannot be segmented from that broader process. Further, much can be gained from working in partnership and collaboration with others at one's institution, especially those who practice assessment as their primary responsibility. For example, assessment professionals can be valuable allies, resources, and constructive critics. They often have the data, skills, methodologies, and policy perspectives (and sometimes financial resources) that can enhance international assessment initiatives. Ultimately our efforts must meet the standards with those constituencies, so it is important to emphasize our common purpose from the outset.

At an institutional level, international assessment needs to be part of an institution's overall assessment plan. Self-contained assessments will, by their nature, appear as self-serving and insular. This task force acknowledges that it is not always an easy partnership to join international assessment into a circle of researchers and administrators who may not understand the issues in the same way that NAFSA members do. This is, however, an important part of the value of any assessment—engaging with those who see the questions, evidence, and outcomes differently.

Many of those working in higher education assessment are examining aspects of the academic enterprise that extend beyond the scope of this task force report. For example, assessments of curriculum (and its international dimensions), the impact of faculty development (often in international settings) on improved pedagogy, and similar domains of teaching and learning are not directly addressed in this report. These omissions do not suggest that they are not important to international education assessment—indeed, this task force believes that they are vital to the internationalization of higher education—but they exceed the charge of this task force and the mission of NAFSA. This task force expects and encourages other academic organizations to take leadership roles in advancing assessment practices in these critical areas and to become partners with NASFA.

Given our call to integrate international education assessment within the broader assessment of higher education, it must be acknowledged that any assessment has to be conducted within a defined context. The results of an assessment and evaluation must be useful to those who want information and, further, such results are to be used to inform and provide credible judgments of quality about what is of interest to the stakeholders. Thus we begin by first positioning internationalization in the context of globalization and then providing a definition of internationalization in order to identify the scope within which assessment and evaluation work can most effectively be conducted.

Globalization, at its most general level, stresses world-wide interdependence, stretching beyond any national, regional, ethnic, and racial boundaries. Within this context, the internationalization of higher education represents a response to the forces and realities created by globalization and focuses on how culture, policies, practices, and programs at colleges and universities should be viewed to promote and foster a global perspective for all members of the higher education community—students, staff, and faculty. NAFSA defines internationalization as the “conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships.” (<http://www.nafsa.org/internationalization>) Thus *internationalization* represents a major shift in how we as educators think about education—closely related to the forces of globalization that are similarly changing politics, economics, and socio-cultural dynamics.

The focus of internationalization within higher education is on (1) how to embed a global perspective into the life of the campus, and (2) how to prepare the entire campus community for participation in a world shaped by globalization. Being international on campus means being inclusive and moving beyond a compartmentalized or departmentalized perspective. Thus internationalization of higher education must be woven into the very fabric of the institution to not only include student learning and development (referred to frequently, especially in the United States, as student learning outcomes), but also the internationalization of faculty, staff, and the broader institutional learning and development mission. As such, it must permeate teaching; academic advising; research and scholarship; outreach into the communities throughout the world; collaborations and partnerships with civic, business, and religious organizations; and public policy. Likewise, assessment and evaluation must be integrated into all aspects of international education so that it occurs on all levels from student learning outcomes, to programmatic efforts, to the institutional level and the institution within a global society.

Defining Assessment and Evaluation

Evaluation and assessment are often used interchangeably because they share so many similar characteristics. Thus we will use the term *assessment* in this report. Assessment focuses on judging the quality of what stakeholders want to learn about, using standards of excellence, criteria, and points of views of the stakeholders. Quality may focus on how and what students learn and develop as global citizens; characteristics of program, activities, and the entire institution; policy implications; and indicators of campus outreach, research initiatives, and collaboration among institutions across nations.

Assessment of quality, effectiveness, and impact involves using the judgments based on available evidence and analyses that stakeholders use to fulfill a number of responsibilities, most often classified into two major functions: for improvement of what is evaluated and for demonstration of accountability. A host of stakeholders include students, administrators, faculty, governing boards, accreditation agencies, funding agencies, government, and the public.

Improvement can relate to the improvement of student learning, program improvement, or changes in policy.

Assessment should fit the goals of the program and the information needs of the stakeholders. Since international education is a multifaceted and best viewed as being integral to the mission, character, and life of a campus or educational institution, evidence from one perspective is too limited and limiting. Thus the practical implementation of an assessment, whether it be a highly formal undertaking by a committee or office or an informal process owned and implemented by an individual person or unit such as the Office of International Affairs on a campus, can take on many forms. An assessment may focus on a few quantitative measures such as a survey or an intensive case study (qualitative in nature) or mixed (including both qualitative and quantitative evidence). Or it may be collecting evidence from students throughout a semester by an education abroad adviser using assignments, by small groups, or by a locally designed survey that is ongoing term after term with the goal of improving the quality and effectiveness of the student learning, program, activity, or overall experience.

Major Activities in Conducting Assessment and Evaluation

Because the assessment of internationalizing a campus is very multifaceted and inclusive in its goals and implementation, there are multiple strategies and approaches of assessment used. In fact, a common accepted working principle when doing assessment is to use multiple tools and methods. Among the multiple strategies and approaches use, there are, however, some commonalities. Almost all strategies include three interconnecting activities: setting goals, collecting and organizing evidence, and using evidence.¹

Setting Goals

Setting goals and expectations is the critical step in any assessment process. Expectations can refer to mission, goals, criteria, standards of excellence, desired ends, student learning outcomes, and rubrics. Setting expectations involves first understanding the motivations of those desiring to undertake an assessment, which often includes specifying student learning and development “outcomes.” Setting expectations may also point to and include the quality of the environment such as resources, characteristics of an intervention, and curriculum requirements. Being responsible for creating an environment that promotes internationalization means gathering evidence about all aspects of internationalization, which can be a part of a comprehensive assessment already being done at an institution. What are the expectations in terms not only of student “outcomes” and collecting evidence that the desired outcomes have been achieved, but also what are the goals and expectations about inputs, resources, organizational structure, partnerships, environmental programs, activities, and so forth?

¹ This trilogy of interrelated activities is based on a perspective of evaluation and assessment developed by Larry A. Braskamp and John C. Ory in their book, *Assessing Faculty Work*, Jossey Bass (1994). While they focus on faculty, this perspective is applicable to the assessment of people, program, and policies.

Collecting and Organizing Evidence

Collecting and organizing evidence is often considered to be the central task of assessment. Assessment can be viewed and practiced in terms of building a good argument based on evidence and data for the quality of internationalization on a campus, in which no one piece of evidence fully determines the value and worth of the programs and activities used to further the internationalization of an institution. Building an argument is often best achieved by using a multiple perspectives approach—collecting evidence from multiple sources using a variety of methods. Good assessment practice ensures that such collection tools and methods align clearly with the stated mission, goals, and objectives of what is being assessed.

Using Evidence

Using the evidence is in many ways the heart of assessment. Thus the question, “so, what’s the use” of the evidence collected or to be collected, is at the core of any assessment. It is the “why” of assessment that should determine how one—a person, a campus task force, or an office—designs, implements, and communicates assessment. The stakeholders are often interested in assessment for a variety of reasons, but they usually cover one or two purposes—accountability (quality assurance) and improvement. Each requires understanding of what is being evaluated and taking action on the evidence in the assessment. Most importantly, evidence collected from an assessment must be used. It is not sufficient to collect the data and then stop.

In sum, good assessment practice involves essential elements—setting goals, collecting and organizing evidence, and using evidence—in an overall assessment plan that itself can be assessed for its effectiveness in the process. Assessment is a never-ending process that works best if it is “closing the loop,” meaning it is connecting the three major activities listed above. This loop is not static but dynamic and continuous. In short, everyone should be thinking and acting in terms of evaluating and assessing what one does daily. Self assessment, in the long run, is the most sustainable and cost-effective approach.

Different Levels of the Institution

Assessment of international education occurs at different levels: student, program, institutional, regional, national, and even at international policy levels. NAFSA members are sometimes concerned with multiple levels of assessment at the same time. In fact, the process of *internationalization*, focusing on the infusion of a global perspective throughout the institution, suggests a multilayered approach to assessment.

One of the most pressing challenges comes in devising strategies for treating these multiple levels of assessment, and/or in the interaction between the levels. Given the organization’s global scope, this multi- and inter-level analysis may be where NAFSA could play a future liaison and leadership role working in collaboration with other associations interested in promoting and improving international education.

This enhanced perspective of internationalization of higher education suggests at least a few approaches that might be considered new to some international educators, and for which there may be a critical gap in the resources, strategies, and tools now available.

- An assessment of learning and development that takes into account inter-institutional relationships and dynamics between a U.S. program or policy and those of a host community.
- An institutional assessment that examines both external and internal change factors, i.e., not simply outputs such as the number of international students. An assessment might also measure the impact of an internationalization plan and initiatives on global higher education configurations, regional policies, and economies.
- An assessment that integrates elements of international education extending beyond one area (e.g., education abroad). To measure institutional change, such an assessment may involve the evaluation of faculty, curricular, research, and administrative areas.
- A contribution to the conversation about international assessment standards, as opposed to those that are largely domestic based, sometimes framed outside the United States as “quality control” and “quality assurance.”

II. Selected Resources Available to NAFSA Members

We are providing an annotated list of resources that NAFSA members can use in learning more about assessment and evaluation.

Associations Supporting and Providing Services on Assessment

American Council on Education

www.acenet.edu

ACE seeks to influence public policy and provide leadership on higher education issues through advocacy, research, and programs. It represents presidents and chancellors of all types of U.S. degree-seeking institutions. ACE's Center for International Initiatives addresses the internationalization of U.S. higher education, and its online Internationalization Toolkit includes *Implementing and Evaluating Internationalization* (www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/tool/index.htm). The toolkit provides a guide to *Assessing International Learning Outcomes* (www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/index.htm) for the assessment of student learning outcomes from internationalization. ACE also published a series on *Measuring Internationalization in U.S. Higher Education* (2005) by institutional types, as well as *Mapping Internationalization on U.S. Campuses* (2001, 2008) (<http://store.acenet.edu/home.aspx?session=085A56F657C74EABB6E5B7361F17B39D>) for measuring internationalization.

American Educational Research Association

www.aera.net

AERA is a national research society with more than 25,000 members, which aims to advance educational research and its practical application. Across the field of education, it has 12 divisions and more than 100 special interest groups. Among them, the Postsecondary Education Division (Division J) (www.aera.net/divisions/Default.aspx?menu_id=82&id=75) and the International Studies SIG (www.aera.net/Default.aspx?id=676) would be most relevant to NAFSA members. AERA publishes many journals and books (www.aera.net/publications/Default.aspx?menu_id=30&id=52), offers fellowships and grants, and hosts an annual conference in spring.

American Evaluation Association

www.eval.org

AEA is an international professional association devoted to the application and exploration of program evaluation, personnel evaluation, technology, and many other forms of evaluation. It has 6,500 members in 60 countries. Its mission is “to improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action.”

Association for the Study of Higher Education

www.ashe.ws

ASHE aims to promote research in the field of higher education, publishes a journal, *Review of Higher Education* (www.ashe.ws/?page=174), and books on higher education (www.ashe.ws/?page=69), and hosts an annual conference in the fall. The Council on International Higher Education organizes International Forum as a preconference program, as well as symposiums and sessions throughout the annual conference.

Association of American Colleges and Universities

www.aacu.org/

AAC&U, with members from 1,200 institutions, promotes undergraduate liberal education through active publications, meetings, public advocacy, and programs. ACC&U co-published *The Handbook of Practice and Research in Study Abroad* edited by Ross Lewin (2009) and other books on assessment, including *Advancing Global Learning: Matching Good Intentions with Good Practice* (2006) and *Assessing Learning Outcomes: Lessons from AAC&U's VALUE Project* (2009). Its program, VALUE: Valid Assessment of Learning in Undergraduate Education (www.aacu.org/value/), focuses on the development of rubrics for the essential learning outcomes. Their Web site also provides resources on global learning (www.aacu.org/resources/globallearning/index.cfm), e.g., the November 2010 issue of *Peer Review* (www.aacu.org/peerreview/index.cfm) is devoted to education abroad.

Association of International Education Administrators

www.aiea.org

AIEA aims to promote international education in higher education, affect public policy, and provide professional development opportunities for senior-level leaders in higher education who are tasked with internationalizing their institutions. Its activities include hosting an annual conference, a Presidential Fellows Program, and awards such as the Josephson Award presented for outstanding graduate student research in the field of international education. AIEA is particularly interested in quality outcomes of internationalization.

Association of Public and Land-grant Universities

www.aplu.org

The Association of Public and Land-grant Universities (APLU), formerly NASULGC, represents more than 200 public institutions, and is a leader in advocating a comprehensive and integrated approach to learning, discovery, and engagement in the world. APLU sponsors several initiatives mainly through its Commission on International Programs. In 2007 it released a report, “A National Action Agenda for Internationalizing Higher Education.” (www.aplu.org/NetCommunity/Document.Doc?id=471) It is a leading public policy voice in promoting education abroad.

Council of Higher Education (CHEA)

www.chea.org

CHEA is the umbrella organization in the United States that oversees the activities of the regional/institutional and specialized/professional accrediting organizations. It provides updates on policies, practices, CHEA research and publications, International Quality Review section (www.chea.org/international/index.asp), International Directory, and sponsors an annual meeting on assessment issues (www.chea.org/Research/index.asp). In recent years, CHEA has been involved in international accreditation.

European Association for International Education

www.eaie.org

EAIE, based in Amsterdam, the Netherlands, facilitates the internationalization of higher education in Europe and worldwide, and promotes professional development of individual members. Its membership is divided into professional sections and special interest groups such as Admissions Officers and Credential Evaluators, and Network of European Summer Schools. In addition to annual conference in fall/winter, it provides training courses and professional development modules (www.eaie.org/pd/test/pages/pdpindex.asp) throughout the year.

Forum on Education Abroad

www.forumea.org

This organization serves specifically the field of education abroad. It provides Standards of Good Practice (2008) (<http://www.forumea.org/standards-standards.cfm>) to judge the quality of education abroad programs. Its Quality Improvement Program (QUIP) (<http://www.forumea.org/standards-quip.cfm>) for education abroad uses these standards as part of a quality assurance program. The Forum also supports research initiatives, promotes data collection and outcome assessment, and offers educational programs and workshops. *Frontiers: The Interdisciplinary Journal of Education Abroad* (<http://www.forumea.org/research-frontiers.cfm>) is the official journal of the Forum. Its members include U.S. colleges and universities, overseas institutions, consortia, agencies, and provider organizations. It hosts an annual conference in spring.

NAFSA: Association of International Educators

www.nafsa.org

NAFSA is a professional organization, which promotes and advocates for international education, sets standards of good practice, and provides professional development and networking opportunities. It has nearly 10,000 members from over 150 countries. One of its knowledge communities, Teaching, Learning, and Scholarship (TLS) (http://www.nafsa.org/knowledge_community_network.sec/teaching_learning_and/), fosters connections among scholarship, policy, and practice in international education. For example, this TLS task force has examined the needs of the membership to assess, monitor, and evaluate international education programs and initiatives, and made recommendations to NAFSA to support assessing internationalization in higher education. NAFSA also recognizes institutions that show excellence in internationalization efforts by granting the Senator Paul Simon Award for Campus Internationalization. For this award, their institutional commitment to campus internationalization, faculty engagement, student and curricula evidence, and outreach within the local community are taken into consideration.

NASPA: Student Affairs Administrators in Higher Education

www.naspa.org

This is a professional association focusing student affairs administration. It provides professional development programs; hosts an annual conference; and publishes books, journals, and magazines. It also hosts assessment and retention conference. Particularly, one of its knowledge communities, Assessment, Evaluation, and Research (<http://www.naspa.org/kc/saaer/default.cfm>) provides an Assessment Education Framework (<http://www.naspa.org/kc/saaer/framework.cfm>) including recommended readings, as well as Web sites for student affairs assessment from many institutions.

Journals that Publish Research on Assessment Initiatives

American Journal of Evaluation

www.eval.org/Publications/AJE.asp

This journal, sponsored by the American Evaluation Association, includes articles on methods, theory, and practice of evaluation intended to assist evaluators. Topics cover implementing an evaluation, managing its consequences and preparing for a final report.

Assessment Update: Progress, Trends, and Practices in Higher Education

www.josseybass.com/wileyCDA/Wiley/productcd-AU.html

Assessment Update is published six times per year summarizing current programs and strategies of assessment. This 16-page long journal for each issue covers recent developments in

higher education assessment, including advice on conducting assessments, programs models, and state mandates for assessment.

Frontiers: The Interdisciplinary Journal of Education Abroad

www.frontiersjournal.com

Frontiers is a journal specializing in education abroad for its critical issues and student development in an international and intercultural context. It generally publishes twice a year by the Forum on Education Abroad, alternating between a general volume and a thematic one. In one issue, journal articles related to assessment provided a classification of program types and discussed the impact of education abroad programs.

Journal of College and Character

www.collegevalues.org/journal.cfm

The *Journal of College and Character*, a quarterly journal sponsored by NASPA, focuses on issues, programs, and research on fostering student character development during the collegiate years. Each online issue includes invited essays, reports of research, and columns, one being International Education. Assessment and evaluation of international education are included as topics in this column.

Journal of College Student Development

www.myacpa.org/pub

The *Journal of College Student Development* focuses on college students and their development. Topics of articles include the role of student affairs as it contributes its part to international issues related to student development, and student affairs and services in higher education. Such articles include the evaluation of international peer programs and needs assessment for international students.

Journal of Studies in International Education

<http://intl-jsi.sagepub.com>

This is a journal on international education published quarterly by Sage Publications and sponsored by nine organizations, including NAFSA. Examples of topics include internationalization of higher education, national and transnational policies for internationalization, academic mobility, measuring university's internationalization efforts, outcomes of Australian international education, and student learning and experience from international education.

Books, Guides, and Other Published Resources

Bolen, Mell C., ed. 2007. *A Guide to Outcomes Assessment in Education Abroad*. Carlisle, PA: The Forum on Education Abroad.

While it is focused on one area of internationalization, that of education abroad, this book provides guidance from the beginning to the end of an assessment project that is useful and adaptable to other assessment purposes in higher education. The first four chapters are devoted to larger concepts: why conduct assessment, developing an overall design, determining what outcome an office or institution wants to assess, and a review of major issues that practitioners should consider when embarking on an assessment project. Chapters five through nine offer perspectives on different ways an assessment may be conducted: methods, other literature about assessment in education abroad, instrument suggestions, clarity in defining terms, and funding opportunities and strategies. The final chapter offers advice for how results can be used and shared.

Deardorff, Darla K., ed. 2009. *The Sage Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage Publications.

This 542-page edited volume is a broad-based resource on intercultural competence, organized into three parts: conceptualizing, applying, and assessing intercultural competence. The conceptual chapters that provide frameworks in Part I are written from a variety of cultural perspectives. Part II, while focusing on a U.S. perspective, will be of use to international educators who work with students in different majors as the authors apply intercultural competence theory to relevant vocational skills and knowledge. Part III brings the theory and application together in six chapters on methods and issues in researching and assessing for intercultural competence.

de Wit, Hans, ed. 2009. *Measuring Success in the Internationalisation of Higher Education*. EAIE occasional paper 22. Amsterdam: European Association for International Education.

This volume of 129 pages provides an overview of current assessment trends in internationalization of higher education in various countries throughout the world. The chapters are written by administrators, faculty, administrators, and consultants and therefore give insights from different vantage points. The largest area addressed is the debate regarding what to measure and where to stop (inputs, outputs, outcomes, holism). The work then narrows the scope to fundamental frameworks and implementation, including chapters devoted to topical developments of ranking, joint degrees, and education abroad. This book's value is largely in assessing internationalization as a comprehensive endeavor and at the institutional level.

Hernon, P. and Dugan, R. E., eds. 2004. *Outcomes Assessment in Higher Education: Views and Perspectives*. Westport, CT: Libraries Unlimited.

Hernon, P., Dugan, R.E. and Schwartz, C., eds. 2006. *Revisiting Outcomes Assessment in Higher Education*. Westport, CT: Libraries Unlimited.

This two-volume set of complementary books looks at assessment issues in higher education. Of use to a NAFSA audience are two highlights: several perspectives on assessment of student learning and a useful overview of assessment initiatives in other countries. These books also approach assessment from an interdisciplinary point of view in order to obtain input from relevant campus stakeholders toward outcomes assessment. They conclude with case studies and future directions.

Horn, A. S., Hendel, D. D. and Fry, G. W. 2007. "Ranking the international dimension of top research universities in the United States." *Journal of Studies in International Education* 11:330–358.

This article provides a tool for measuring internationalization at universities with a research focus that was developed using empirical techniques including a comprehensive literature review, psychometric analysis, and an expert panel.

Lewin, R., ed. 2009. *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*. New York: Routledge and the Association for American Colleges and Universities (AAC&U).

This handbook specializes in applications of education abroad research toward the theme of global citizenship. The aim is to highlight the twin importance of the democratization of education abroad and how study abroad encourages students "to engage in more active citizenship" (p. xvii). Its thirty chapters are divided into four parts: definitions; assuring study abroad research coincides with greater missions; challenges and opportunities in conducting study abroad research; and examples of study abroad research designs and projects. Most authors are from the United States; some are European or Asian who provide examples from other countries.

Moodian, M. A., ed. 2008. *Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics Within Organizations*. Thousand Oaks, CA: Sage.

Moodian's edited volume of 312 pages is organized into six parts and 20 chapters. Part IV, "Measuring Intercultural Competence," is a useful resource regarding instruments and includes specific chapters on selected inventories which are being used in international/intercultural training, education, and assessment.

Landis, D., Bennett, J. M. and Bennett, M. J., eds. 2004. *Handbook of Intercultural Training, Third Edition*. Newbury Park, CA: Sage.

This comprehensive volume on intercultural training includes two chapters on assessment, one a detailed description and review of 35 instruments related to intercultural learning and

development and the other a review of evaluation studies of cross-cultural training programs conducted between 1988 and 2000.

Ruben, B.D. 2007. *Excellence in Higher Education Guide: An Integrated Approach to Assessment, Planning, and Improvement in Colleges and Universities*. Washington, DC: NACUBO (National Association of College and University Business Officers).

This text provides a model upon which to design an assessment initiative. It is based on the Baldrige model of organizational assessment and is modified for the higher education community. This guide also aims to assist higher education institutions toward meeting accreditation standards. While not focused on international higher education programs or initiatives, the practical “Excellence in Higher Education” framework is adaptable to international assessment projects whether institution-wide or specific to one area. A companion workbook is also available.

Web Sites

National Institute for Learning Outcomes Assessment provides a portal designed for anyone interested in assessing learning outcomes in higher education, and provides summaries of research, suggested tools, essays, and latest reports and articles on assessment in higher education.

www.learningoutcomesassessment.org

Interassociational Network on Campus Internationalization (INCI), a collaborative effort of eleven higher education associations, is designed as a “portal to the world of information” on campus internationalization. Some of the topics included are curriculum, education abroad, international collaboration, and assessment and evaluation

(<http://campusinternationalization.wordpress.com/about/assessment-and-evaluation/>).

www.campusinternationalization.org

NC State University Outcomes Assessment Resources, maintained by the Office of University Planning and Analysis at North Carolina State University, provides information on assessment tools, examples of campus programs of evaluation, and recommended practices.

www2.acs.ncsu.edu/UPA/assmt/resource.htm

University of Kentucky ASSESS Listserv Archives (Assessment in Higher Education) is a free online discussion list where members can exchange information and ask questions about assessment in higher education. At times the issues discussed are about assessing internationalization.

<http://lsv.uky.edu/archives/assess.html>

Conferences

Conferences provide important opportunities for international educators to discuss assessment issues with a diverse array of higher education constituencies. Conferences provide venues for NAFSA members to present their own research and findings on assessment, as well as to learn about other research, techniques, methodologies, and practices.

This section identifies two categories of conferences where international education assessment is or should be on the program. These include conferences of international education practitioners and conferences of higher education assessment specialists and researchers. Each category provides brief, representative lists of some of the primary events that occur annually.

In addition to these two categories, assessment researchers are also encouraged to consider participating in various assessment workshops and symposia sponsored by regional accrediting bodies (which are important drivers in the assessment movement) and by the major higher education associations listed earlier in this report.

Conferences of International Education Practitioners

Conferences for professional international educators now routinely include sessions and workshops dealing with assessment issues. However, these usually constitute only a small portion of the conference program. This task force strongly encourages NAFSA members engaged in assessment to share their initiatives and findings at these events, in order to build a strong community of scholar-practitioners within the field.

Conference/Association/Institution	Web site
NAFSA Annual Conference	www.nafsa.org/conference
NAFSA Regional Conferences	www.nafsa.org/regions
Forum on Education Abroad	http://forumea.org
Association of International Education Administrators (AIEA)	www.aieaworld.org
Council on International Educational Exchange (CIEE)	www.ciee.org
Association of Public and Land-grant Universities (APLU, formerly NASULGC): Commission on International Programs	www.aplu.org

Conferences of Higher Education Assessment Specialists and Researchers

There are a number of professional conferences that focus largely or exclusively on assessment issues in U.S. higher education. These are primarily composed of institutional researchers, policy and planning analysts, and others who evaluate the higher education enterprise. International education is underrepresented on most of these conference programs. Many participants have significant quantitative expertise and access to institutional and other databases, which make them valuable resources for other researchers. This task force strongly

encourages NAFSA members to engage with this broader assessment community in order to integrate their assessment efforts in international education with other research about learning outcomes, student development, intervention strategies, and a host of other academic and student affairs issues that have direct bearing on international education.

The listing below identifies some of the primary annual conferences that focus on higher education assessment. The National Institute for Learning Outcomes Assessment (www.learningoutcomeassessment.org) maintains an Events Calendar that is a good source of current information. A list of other sites with assessment conference schedules is also available at the North Carolina State University assessment resources Web site (www2.acs.ncsu.edu/UPA/assmt/resource.htm).

Conference/Association/Institution	Web site
IUPUI Assessment Institute	www.planning.iupui.edu/institute
Council for the Advancement of Standards in Higher Education (CAS) Annual Symposium	www.cas.edu
Atlantic Assessment Conference (formerly NC State Assessment Symposium)	www.meredith.edu/rpa2009/aac/
South Carolina Formative Assessment Conference	www.scformativeassessment.com/
Texas A&M Assessment Conference	http://assessment.tamu.edu/conference/
New Mexico Higher Education Assessment and Retention Conference	www.nmsu.edu/NMHEAR/
Association for Institutional Research (AIR) Annual Forum	http://forum.airweb.org/
AIR Regional Conferences (8)	www.airweb.org/?page=577
American Educational Research Association (AERA) Annual Conference	www.aera.net
Alverno College Assessment Workshops	www.alverno.edu/for_educators/week_long.html
American Association of Colleges and Universities (AAC&U) General Education and Assessment Conference	www.aacu.org/meetings/generaleducation/index.cfm
American Evaluation Association (AEA) Annual Conference	www.eval.org