A Matter

Using a programs logic model, institutions of higher education can determine outcomes of internationalization efforts in a meaningful way.   By Darla K. Deardorff

INSTITUTIONS OF HIGHER EDUCATION in the United States rely heavily on numbers to demonstrate success in their internationalization efforts, whether in terms of total numbers of study abroad students or total numbers of international students on campus. And while such figures are certainly an important element to evaluation, what do they indicate about the meaningful outcomes of internationalization? A report by the American Council on Education (ACE) concurred with this question by stating "While this 'supply-side' approach to internationalization provides a starting point, institutions that are serious about its effect on students should take a closer look at learning goals, course, content, pedagogy, campus life, enrollment patterns, and institutional policies and practices to get a more complete picture of their success" (Engberg and Green 2002). Moreover, the issue is more complex than simply demonstrating success, as there are numerous reasons why internationalization efforts are important. Consider the 2004 National Research Council report (Lloyd 2005) on *Growing Up Global*, which encourages policymakers to invest more in young people's education (particularly in the developing world) to prepare them to compete in the global economy. What, then, can institutions in the developed world do to help foster a global workforce among its citizens but also among those in the developing world? How will this be assessed? If key goals of international education are advancing international understanding and graduating "global citizens," developing appropriate and effective assessment measures is vital. Numbers alone do not indicate the degree to which international understanding or global citizenship has been achieved. So, how can international educators move beyond the numbers in assessing the meaningful outcomes of internationalization and gaining a more complete picture of success?

# of Logic?

FIGURE 1
Program logic model for internationalization

INTERNATIONALIZATION
at institutions of higher education

Inputs/Resources
needed for implementation of components of internationalization
(i.e., interested students, funding, institutional leadership and support)

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Activities/Components of Internationalization
college leadership, faculty international involvement, curriculum, study abroad,
international students/scholars/faculty, international cocurricular units (Ellingboe 1998)

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Outputs of Internationalization
number of international students, number of study abroad programs, number of students
studying foreign languages, etc.

↓

Outcomes of Internationalization
interculturally competent graduates (Knight 1997)

= LONG-TERM IMPACT OF INTERNATIONALIZATION

A Logical Perspective

When looking at this logically, per the programs logic model[1] (Rogers 2000), it's apparent that the "numbers" become the outputs of internationalization and international educators then need to look beyond the numbers to determine the outcomes (*see Figure 1*).

Yet, how often and how well do international educators assess actual outcomes of internationalization? Terenzini and Upcraft (1996) observed, "...while assessing the purported outcomes of our efforts with students is probably the most important assessment we do, it is seldom done, rarely done well, and when it is done, the results are seldom used effectively." So, how do international educators begin to move toward effective assessment of internationalization outcomes?

Some very useful information emerged from a 2004 study on assessing student outcomes of internationalization, "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States," specifically focusing on the assessment of intercultural competence as a student outcome (Deardorff 2004). The data from the study should be helpful to international educators as they move toward more effective outcomes assessment of internationalization.

A constructive starting point for such an assessment would be to address the institution's mission statement. Does the mission statement refer to the intended outcomes? Do goals and measurable objectives flow from the mission statement? A crucial part of stating measurable objectives is in defining what international educators intend to measure. For example, what specifically do international educators mean by terms like intercultural competence or global citizen-

TABLE 1 FAQs in internationalization outcomes assessments

❯ Does the mission statement address outcomes of internationalization? Have goals and measurable objectives been clearly stated in regard to internationalization?

❯ Do individual courses contain objectives related to internationalization outcomes?

❯ Is the assessment of outcomes formative (and not summative)?

❯ Has triangulation been used to ensure greater validity of assessment measures?

❯ Have student goals been considered and/or were outcomes negotiated with students?

❯ Have criteria been established in assessing internationalization outcomes?

❯ Were intended and unintended outcomes considered, as well as manifest/latent outcomes and positive/negative outcomes?

❯ What is observable evidence of established criteria of outcomes?

❯ Was assessment implemented from a variety of vantage points?

❯ Have outcomes been connected with the internationalization strategy as a whole?

❯ Have short and long-term outcomes been considered and assessed?

❯ From whose perspectives are outcomes being assessed?

❯ What meaning do students give to internationalization outcomes?

❯ Have students' diverse backgrounds and experiences been taken into account when assessing outcomes?

❯ How do outcomes fit into a more community-oriented approach to student outcomes?

❯ What are the educational values related to internationalization?

❯ Does assessment of internationalization involve collaboration with others on campus (especially faculty)?

Source: Deardorff 2004

ship? Numerous research studies have been completed on these very questions and it is important for definitions to be derived from the literature and applied to the institution/program. Too often, campus administrators may try to determine their own definitions based on nothing more than committee discussions, ignoring relevant research that could help ground those definitions.

Assessing Outcomes

In assessing outcomes of internationalization, there are two different levels of such assessment—institutional outcomes and student outcomes. With institutional outcomes, international educators can assess such outcomes as the number and quality of partnerships, the visibility of the institution abroad, the effectiveness of any branch campuses overseas, and so on. Student outcomes would include learning outcomes, intercultural competence, and global workforce preparedness, to name a few. Student affairs literature suggests that there is shift from institutionally set outcomes to more student-negotiated outcomes with administrators as the brokers in the process. Aspects to consider in student outcomes assessment include influences on students' outcomes (e.g. students' backgrounds and prior experiences), multiple routes that students may utilize in achieving specific outcomes, and viewing students not as a monolithic group but rather as diverse individuals (Baird 2003). Furthermore, it is important that student outcome assessment be viewed as an integral part of the learning process and not solely as a measurement of learning. In this way, outcomes assessment is incorporated into the fabric of the learning that occurs so that it can help shape the learning experience by providing ongoing, interrelated activities focused on guiding learner improvement through application of knowledge and skills acquired. Thus, assessment happens over time rather than the more traditional assessment at the conclusion of a learner's experience. Such sepa-

rate, episodic assessment events can prove to even be a barrier to learners in achieving outcomes (Huba and Freed 2000).

Another dimension to consider is the context of internationalization—both "at home" and "abroad." Research studies and assessment efforts have typically focused understandably on education abroad programs and the learning that may occur as a result of the student's experiences abroad. However, it is important that outcomes assessment also focus on Internationalization at Home (IaH) (Nilsson 2003), which Nilsson broadly defines as "any internationally-related activity with the exception of outbound student mobility" and includes curriculum, extracurricular activities, community involvement, international/domestic student interactions, and teaching/learning that occur on campus. One of the main goals of IaH is to give all students an intentional international dimension to their learning, not just the small percentage who actually study abroad. While more research is

needed on the specific outcomes that result from internationalization efforts "at home," it is important for international education administrators to engage in a balanced approach of outcomes assessment with students both on campus as well as with those who study abroad.

In thinking about the assessment of internationalization outcomes, a summary list of questions (*see Table 1*) has been derived from the literature. These questions emerged as some of the ones more frequently used in addressing assessment.

To explore student outcomes assessment further, the results of the research study on assessment of intercultural competence should be closely examined (Deardorff 2004): In 2003, a survey was sent to 73 postsecondary institutions in the United States that were committed to internationalization on their campuses; these institutions included community colleges to large research universities. This survey was comprised of 11 questions focused on the institution's definition and assessment of intercultural competence as a student outcome of internationalization; there was a 33 percent overall response rate. Based on the survey results, it was determined that 38 percent of the institutions were assessing students' intercultural competence using a variety of assessment methods. Of the institutions assessing intercultural competence as a student outcome, an average of five assessment methods (ranging from 2-6) were being used per institution with the most popular methods being student interviews, student papers/presentations, and observation, followed by student portfolios, professor evaluation and pre/post test (*see Figure 2*). When asked how often students' intercultural competence should be assessed during their studies, 70 percent of the institutions stated that there should be ongoing assessment throughout students' studies, with 22 percent indicating that students should be assessed at the beginning and ending of their college career and 8 percent of institutions indicating that students' intercultural compe-

tence should be assessed before and after an international experience (*see Figure 3*).

One of the primary conclusions of the 2004 study, "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization

at Institutions of Higher Education in the United States," is that intercultural competence can be measured as a student outcome of internationalization and that it is important for institutions to use multiple assessment methods when assessing outcomes to

FIGURE 2
ICC assessment methods currently being used

Number of Institutions (x-axis: 0 to 9)

- Student interviews: 8
- Student paper/presentation: 7
- Observation: 6
- Student portfolios: 5
- Professor evaluation: 5
- Pre/post text: 5
- Custom/Adapted Self-Rpt. Inst.: 3
- Commercial Self-Rpt. Inst.: 2
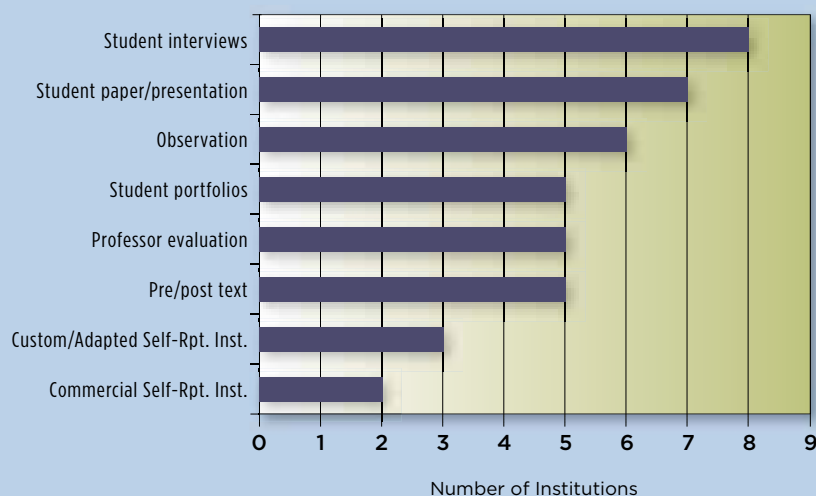
FIGURE 3
Frequency of students' ICC assessment (ideal)

- Begin/end college **22%**
- Pre/post study abroad **8%**
- Ongoing **70%**
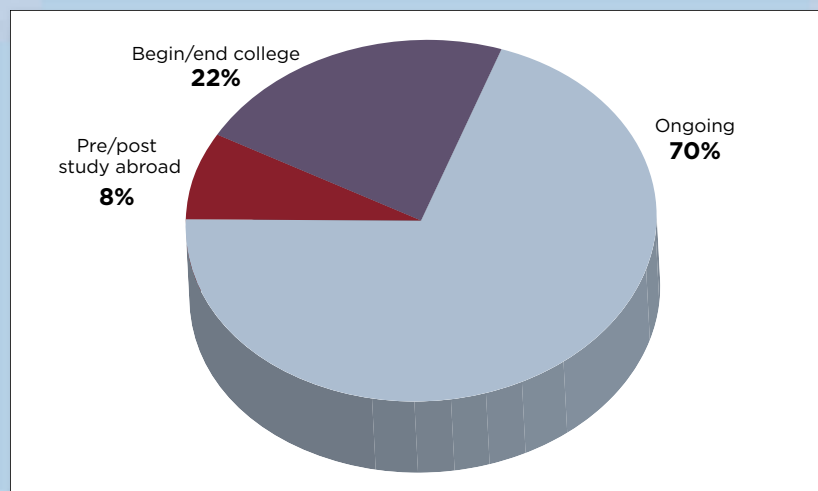
also to provide a more thorough picture of outcomes achievement which is difficult to obtain through any single instrument. While the use of pre-post instruments to assess intercultural competence may seem like an easily doable method for assessing more meaningful outcomes of internationalization, there is actually not consensus among intercultural experts on the use of such tools (Deardorff 2004). Furthermore, the study found that it is important for internationalization assessment to include direct methods (e.g. authentic assessment, portfolios, or observation) as well as indirect methods (e.g. self-report instruments, surveys, or focus groups). In assessment, it is necessary to account for limits of assessment tools, as well as the bias and context of the tool. And of course, the reliability of tools, as well as validity needs to be addressed. Ideally, internationalization outcomes assessment would include multi-method (including multiple perspective), be ongoing, and be integrated. Further research is needed to determine the most effective methods of assessment meeting the criteria discussed in this article.

The Larger Context
Why is outcomes assessment important in internationalization efforts? In referencing the program logic model, outcomes are not the stopping point. Rather, this model is used to determine the long-term impact of internationalization; outcomes assessment is key in evaluating the long-term impact of internationalization. What indeed can be the long-term impact of internationalization efforts on students? On faculty? On institutions? On communities? On the private sector? On national policy? In 1992, Aigner, Nelson, and Stimpfl outlined three broad reasons for internationalization that are still quite relevant today: security, economic competitiveness, and international understanding. And given the growing disparity between the developed and developing world, and even the increasing economic gulf within the United States, one might add social change as another potential long-term impact of inter-

avoid mono-method bias. Furthermore, an implication of this research is that student outcomes such as intercultural competence should be measured on an ongoing basis and not as an isolated measurement. As one of the results of the study, an assessment guide specifically for intercultural competence was developed based on this research for

use by administrators (*see Table 2*). These questions can be adapted for other student outcomes assessment.

Based on the findings of this research study, it is crucial that internationalization assessment involve more than survey/self-report instruments, to address not only mono-method and self-report biases, but

TABLE 2

Assessment guide for intercultural competence

Based on the research and findings from "The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States" (Deardorff 2004), the following questions can be utilized in assessing intercultural competence:

1 From whose perspective is intercultural competence being assessed? What are the cultural biases of the evaluator?

2 Who is the locus of the evaluation?

3 What is the context of the intercultural competence assessment?

4 What is the purpose of the intercultural competence assessment?

5 How will the assessment results be used? Who will benefit from the assessment?

6 What is the time frame of the assessment (i.e. one point, ongoing, etc.)? In other words, is the assessment formative and not summative?

7 What is the level of abstraction, or in other words, will the assessment be more general or will it assess more specific components of intercultural competence?

8 Do the assessment methods match the working definition and stated objectives of intercultural competence?

9 Have specific indicators been developed for the intercultural competence assessment?

10 Is more than one method being used to assess intercultural competence? Do the methods involve more than one evaluator's perspective?

11 Are the degrees of intercultural competence being assessed? What is to be done with those not meeting the minimal level of intercultural competence?

12 Does the assessment account for multiple competencies and multiple cultural identities?

13 Has the impact of situational, social, and historical contexts been analyzed in the assessment of intercultural competence?

14 How do the assessment methods impact the measurement outcomes? Have the limits of the instruments/measures been accounted for?

15 Have student/participant goals been considered when assessing intercultural competence?

Source: Deardorff 2004

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nationalization efforts. As more institutions engage in outcomes assessment of internationalization efforts, long-term impact will become more evident. **IE**

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Endnote

1. The programs logic model, also known as the program theory model, is used to outline the sequence of events necessary for creating change and ultimately, demonstrating a program's effectiveness to stakeholders. The program logic model is used extensively by nonprofit and educational organizations such as the United Way and the Kellogg Foundation, as well as the U.S. Department of State. The model can be used not only for evaluation purposes but also for program design, management, and implementation.

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