The Quality Enhancement Plan: Managing an Institution-Wide Conversation about Global Learning

Session Structure

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QEP Scope

Assessment

Modifications

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Today's Learning Outcomes

Using UF's QEP as a foundation, we will:

- Examine an institution's process for modifying the QEP while it is being implemented.

- Discuss and critique the process of data analysis and plan modification on their campuses.

- Identify common implementation barriers and discuss solutions

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Questions

- Are you currently **planning** a QEP or other institutional initiative with a focus on Internationalization??
- Do you have experience **implementing** a QEP with a focus on Internationalization?
- What do you want to learn in this session? What are some **pressing questions**?
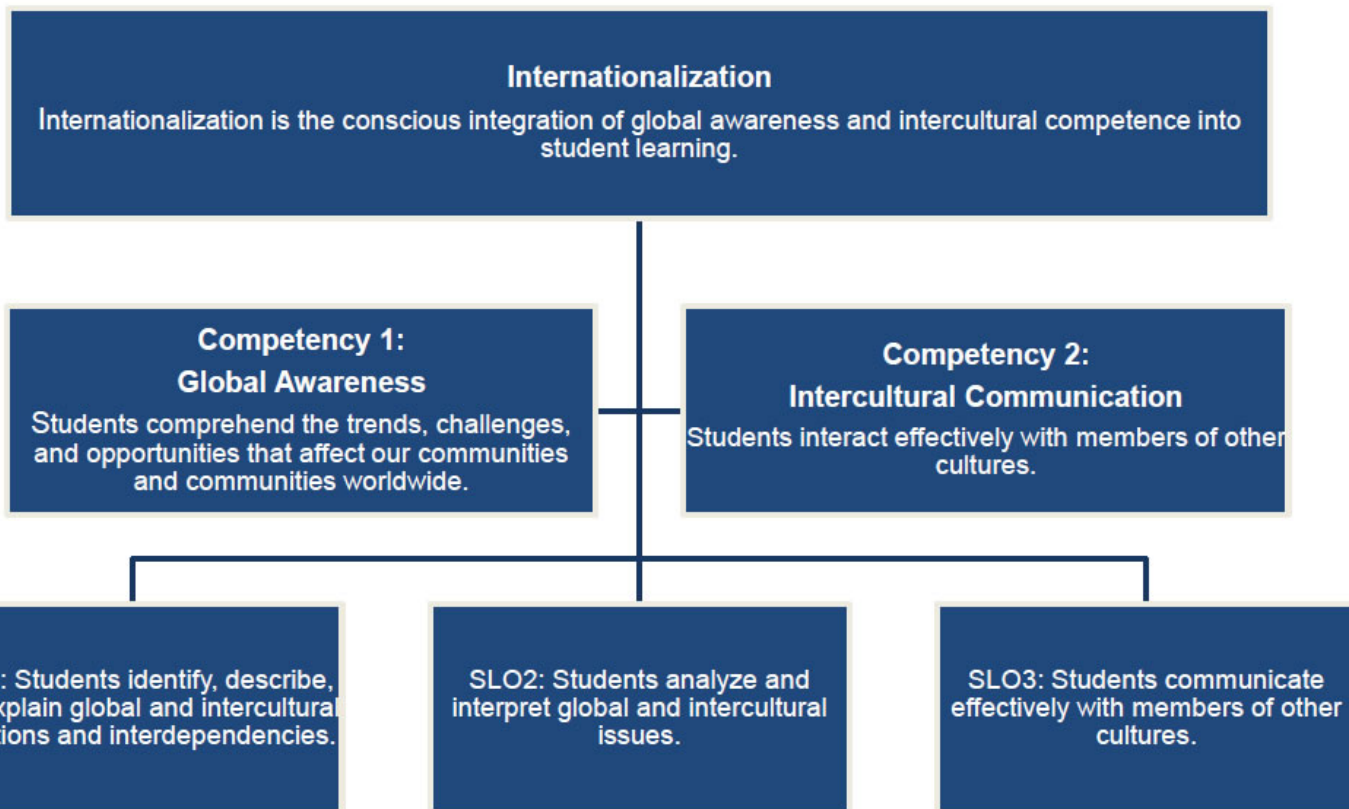
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UF's QEP: Learning Without Borders

- Institutional planning and development
- The initiatives
  - Study Abroad
  - On campus course development
  - Campus Life
  - International Scholars Program
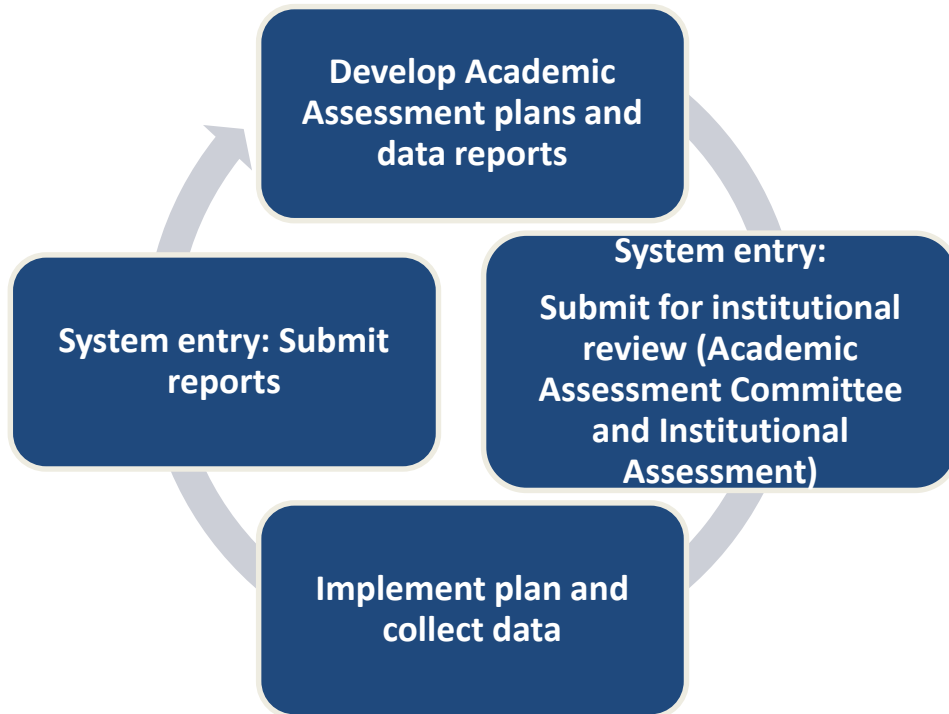 - International Calendar

UF. LEARNING WITHOUT BORDERS

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Student Learning Outcomes

Internationalization

Internationalization is the conscious integration of global awareness and intercultural competence into student learning.

Competency 1:
Global Awareness

Students comprehend the trends, challenges, and opportunities that affect our communities and communities worldwide.

Competency 2:
Intercultural Communication

Students interact effectively with members of other cultures.

SLO1: Students identify, describe, and explain global and intercultural conditions and interdependencies.

SLO2: Students analyze and interpret global and intercultural issues.

SLO3: Students communicate effectively with members of other cultures.

ASSESSMENT

The QEP is part of the UF Assessment System

Develop Academic Assessment plans and data reports

System entry: Submit reports

System entry: Submit for institutional review (Academic Assessment Committee and Institutional Assessment)

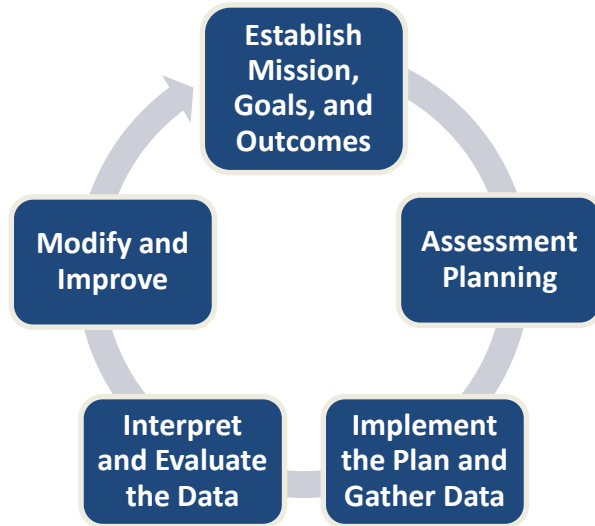Implement plan and collect data

For more information, see:

Brophy, T. S. (2017). Case study: The University of Florida Assessment System. In T. Cumming & M. D. Miller (Eds.), *Enhancing assessment in higher education: Putting psychometrics to work* (pp. 186-204). Sterling, VA: Stylus.

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UF Assessment System: Planning and Reporting
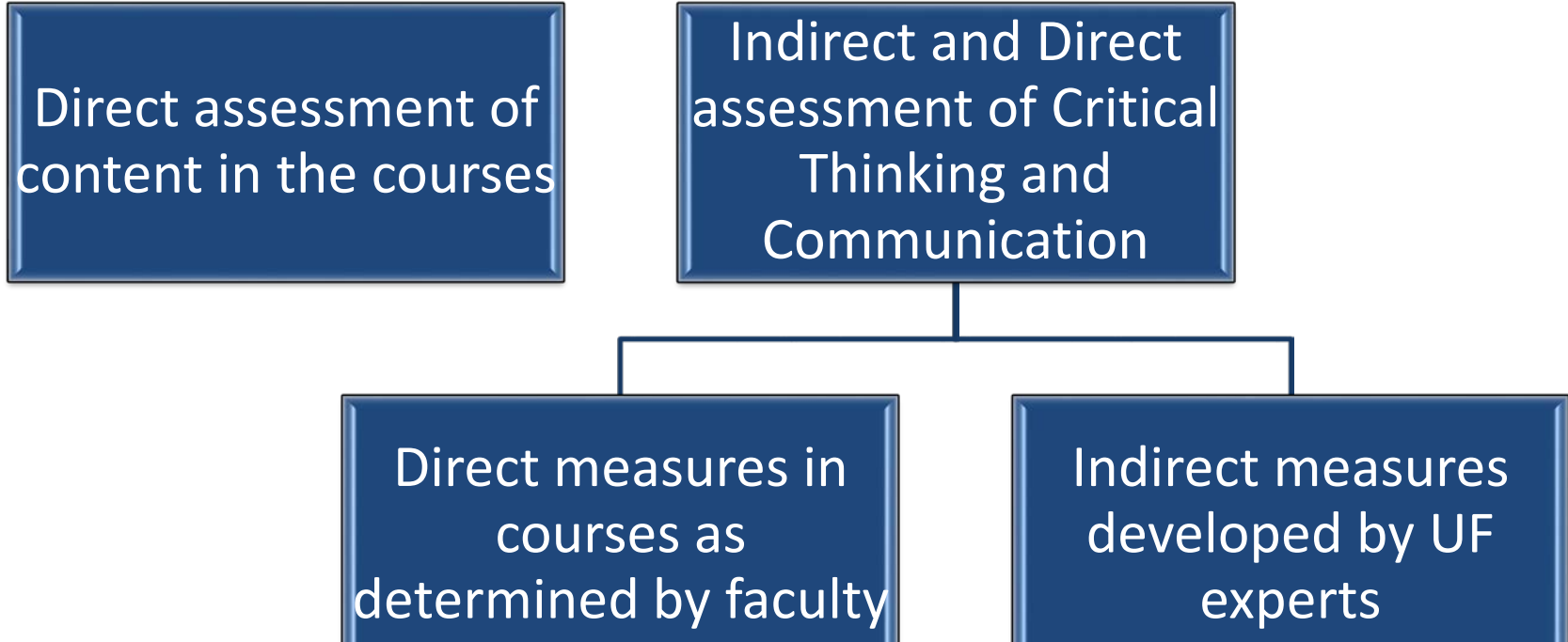
Assessment and Institutional Effectiveness

Data Reporting

- Establish Mission, Goals, and Outcomes
- Assessment Planning
- Implement the Plan and Gather Data
- Interpret and Evaluate the Data
- Modify and Improve

February – Assessment Plans submitted for the next AY

October - Assessment Data, results, and use of results for previous AY reported

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The Measures

Direct assessment of content in the courses

Indirect and Direct assessment of Critical Thinking and Communication

Direct measures in courses as determined by faculty

Indirect measures developed by UF experts

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Developing the Measures

We reviewed 7 existing instruments designed to measure components of internationalization in undergraduates

We examined their alignment with our SLOs, and evidence of their validity and reliability

We disqualified these for two primary reasons
- Did not measure our SLOs
- Did not meet our standards for reliability ($r = .90$ or higher)

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Developing the Measures

Institutional rubrics for the SLOs were developed based on AACU VALUE rubrics

- Intercultural Knowledge and Competence
- Critical Thinking
- Written Communication
- Oral Communication

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VALIDITY & RELIABILITY

Validity

Validity is "a unitary concept – it is the degree to which all the accumulated evidence supports the intended interpretation of test scores for the proposed use."
APA/AERA/NCME, Standards for Educational and Psychological Testing, 2014.

For institutional assessment, the evidence is SLO data (the 'test scores') and the proposed use of this data is to determine the degree to which an SLO has been met by students in the program.

Interpretation – the faculty set criteria for success, and make inferences from the SLO data as to the degree to which their students achieve the SLO. For the QEP, the criterion for success is set by the Academic Assessment Committee at 70%.

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Examining Validity at the Institutional Level

All plans and data reports are reviewed by Institutional Assessment staff; the Academic Assessment Committee reviews a sample of these as well

All measures of goals and SLOs are reviewed to ensure that they lead to data pertinent to the goal or outcome (validity)

If there are questions, the plan or report is returned for modification or clarification

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Reliability/Precision

In its broadest sense, "reliability refers to the consistency of scores across replications of a testing procedure…this is always important…and the need for precision increases as the consequences of decisions and interpretations grow in importance."

- *APA/AERA/NCME, Standards for Educational and Psychological Testing, 2014.*

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Examining Reliability at the Institutional Level

Reliability of SLO assessments is the responsibility of the academic program; in this case, the QEP staff

Faculty have access to the built-in reliability functions of our Learning Management System (Canvas) – they can program the LMS to collect data on their program SLOs for content assessments

We do monitor the reliability of our QEP measures, which are administered institutionally – institutionally developed measures (IntCrit and IntComm)

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Indirect Measures – Attitudes and Beliefs

UF's International Critical Thinking Measure – 12 items, item discriminations range from .612 to .696; reliability = .90

UF's International Communication Measure – 14 items, item discriminations range from .538 to .692; reliability = .90

- *For details, access the entire report at* https://www.ufic.ufl.edu/UAP/UF_QEP.html
- *To access the research project that developed these measures, see "Assessing internationalization efforts: Utilizing item response theory to validate intercultural competency and global awareness in postsecondary undergraduate students",* http://eds.a.ebscohost.com/eds/detail/detail?vid=1&sid=8bfecd91-9d6f-4706-b097-0bb818f1b750%40sessionmgr4010&bdata=JnNpdGU9ZWRzLWxpdmU%3d#AN=ufl.033650760&db=cat04364a

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MODIFICATIONS

Modifications
Course SLO Reporting

CONTENT	CRITICAL THINKING	COMMUNICATION
Concepts/ Principles	Judgement	Sensitivity
Terminology	Analysis	Production
Methodologies	Reasoning	Awareness
	Solution Finding	Adaptability
		Acceptance

74%

STUDENT LEARNING OUTCOMES

■ Content   ■ Critical Thinking   ■ Communication

- Content: 39%
- Critical Thinking: 35%
- Communication: 26%

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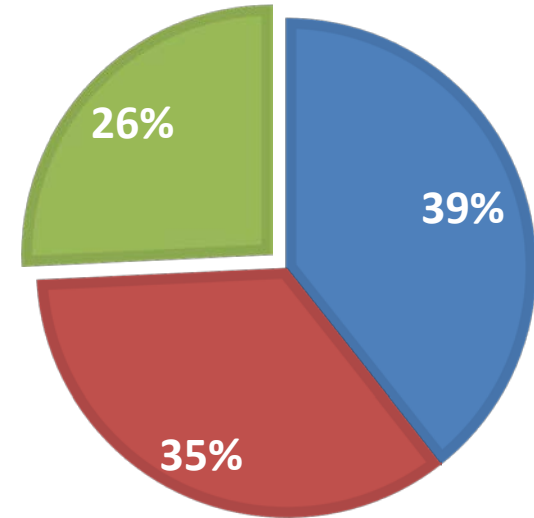
Modifications

International Scholars Program Capstone ePortfolio
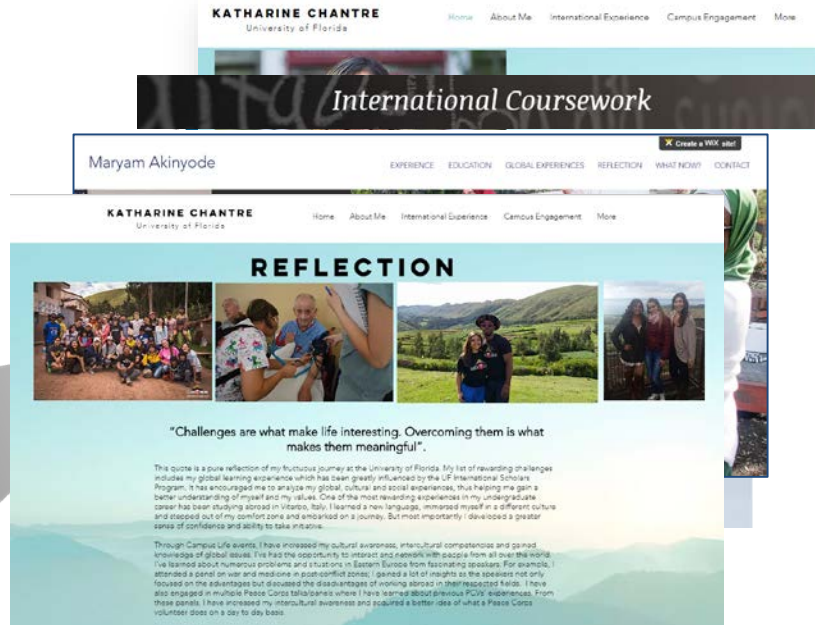
Modifications

International Scholars
Program Capstone ePortfolio

Connections

Research

Career

Blog

Events

Student Clubs

Education Abroad

Skills/ Hobbies

Volunteering

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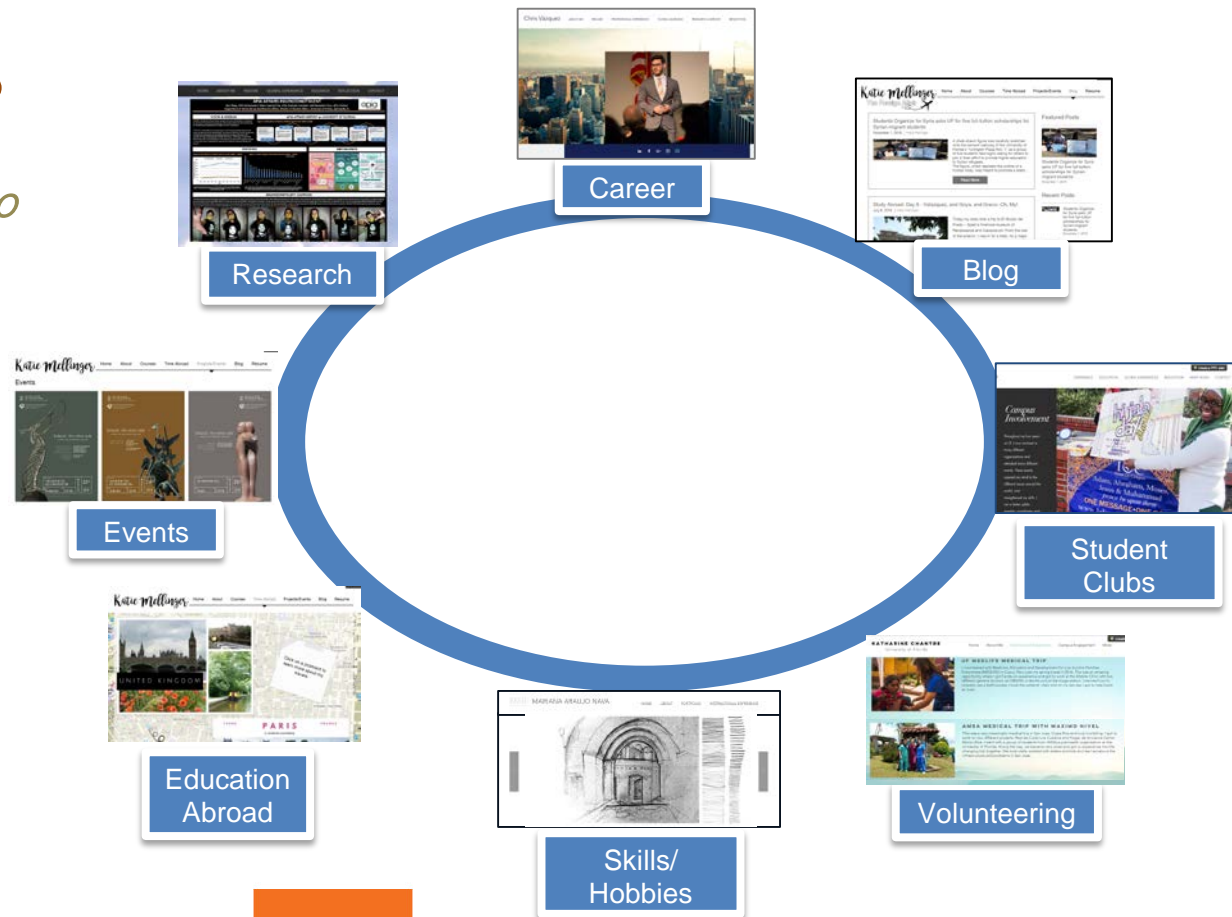
Modifications *International Scholars Program Capstone ePortfolio*

Identity Development

International Scholars Program
University of Florida

*"This **reflection** upon my many experiences has allowed me to finally answer the daunting question, "Who am I?"*
-
Lauren Greger

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Awareness of Past & Future Self

Almost four years ago I arrived at the University of Florida as a shy freshman, wanting to make a difference, learn about the world around me and share my passion for service but not sure how to make that happen.

That summer, I decided to do something completely out of my comfort zone—I would go on a six-week international service learning program in the Dominican Republic

To be able to return to the country that sparked my passion for serving beyond the U.S. borders it the biggest blessing

Dominican Republic

Going to the Dominican Republic made me want to continue pursuing my Spanish education, so I decided to add a second major along with International Studies.

These experiences taught me that you can never stop learning. This is what inspired me just a few months ago to submit my application to serve in the Peace Corps.

Peace Corps

Additionally, I had so much fun learning a new language that I began taking courses in French at UF as well

The following summer, I then had the opportunity to put my French to the test through the UF in Brussels study abroad program.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connects experience and academic knowledge				
Sees connections across disciplines				
Transfers & applies knowledge/skills from one situation to another				
Integrates format, language, and visual representation in ways that enhance meaning				
Demonstrates developing sense of the self				

Study Abroad: Structured Reflection

GLOBAL PERSPECTIVE
Did you have any experience in which your values were tested? What did you learn about your values through that experience? What did you learn about your host country's values?

GLOBAL SELF-AWARENESS
How do you think Italians perceive the U.S.? How does it benefit you to understand this perspective?

CURIOSITY
What is the most important topic NOT discussed in this class?

VERBAL COMMUNICATION SKILLS
Which strategies did you use to navigate complicated linguistic endeavors? Did you do something that you did not think you could do?

CONNECTIONS
How did your experience in the program relate to what you already knew (about Italy and Italians) from class, movies, books, heritage, etc.?

KNOWLEDGE & CONNECTIONS
While in Italy was there any situation in which you relied on cultural knowledge to solve a problem or accomplish a task?
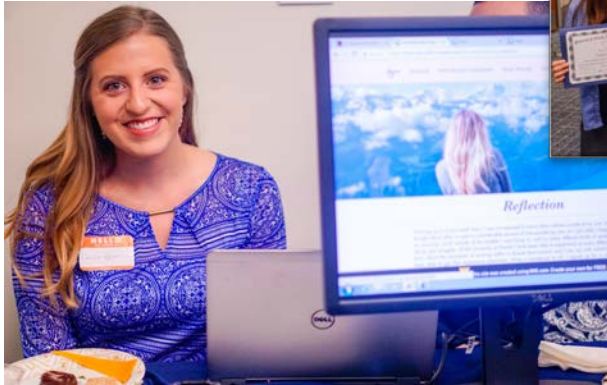
ADAPTABILITY
Describe a situation in which your expectations were not met. How did you react? Did this cause anxiety? How did you deal with the situation?

Visualizing Student Learning

- Data visualization
- ePortfolio Showcase

University of Florida International Center,
*ePortfolio Showcase, April 2017*

Questions

- How have you handled modifications to your QEP/internationalization initiative?
- What strategies were useful in helping stakeholders understand the value of assessment data?
- What are some useful ways to visualize and share student learning?

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References

- [UF Quality Enhancement Plan- *Learning Without Borders: Internationalizing the Gator Nation*](#)
- Brophy, T. S. (2017). Case study: The University of Florida Assessment System. In T. Cumming & M. D. Miller (Eds.), *Enhancing assessment in higher education: Putting psychometrics to work* (pp. 186-204). Sterling, VA: Stylus.
- Rodriguez, Paloma (2016). "Global Certificates: Bringing Intentionality and Ownership to Comprehensive Internationalization" in Raby, Rosalind & Valeau, Edward (Eds.) *International Education at Community Colleges: Themes, Practices, Research, and Case Studies*. New York: Palgrave.
- *Rodriguez, P., Beata M. Jones, and John Regan, "*ePortfolios for Internationalization: Meeting the Needs of the Emergent Global Learner," in T. Batson, K. Coleman, H. Chen, C. E. Watson, T. Rhodes, and A. Harver (Eds.), [The Field Guide to ePortfolio](#), Washington, DC: American Association of Colleges and Universities, in press.

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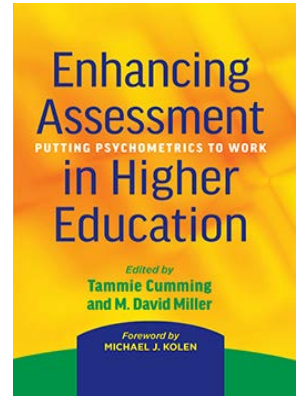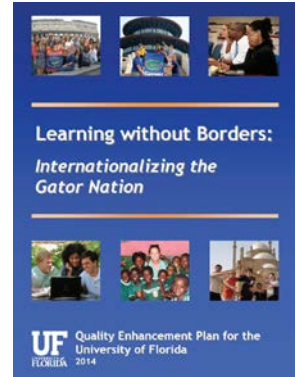
Thank you!

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