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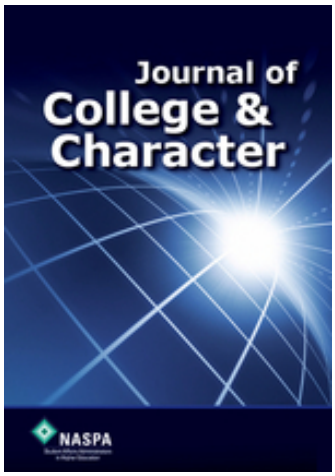

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Internationalizing a Campus: A Framework for Assessing Its Progress

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Internationalizing a Campus: A Framework for Assessing Its Progress

Larry A. Braskamp, Contributing Editor, Central College[1]

Journal of College and Character editors welcome Larry Braskamp as contributing editor of the International Perspectives section of the JCC. Braskamp will examine global developments in character and moral development in higher education as well as important international initiatives in holistic student learning and development. A highly respected scholar in the field of higher education, he is also a former professor and administrator. Currently he works with colleagues to develop a Survey of Global Perspective, which is an inventory of student holistic global learning and development that can be used by colleges and universities to assess their progress in internationalizing their campuses.

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In my previous column I argued that a major challenge facing us in higher education is internationalizing campuses in the U.S. and around the world (Braskamp, 2009b). As professionals directly responsible for the learning and development of our students, we need to address two questions: "What is involved in internationalizing a campus?" and "How do we know that the internationalizing initiatives are effective in preparing students, our colleagues, and ourselves to be global citizens and to have a global perspective?" In this column I introduce a framework that includes an incomplete list of indicators for evaluation and assessment that colleagues can use to judge whether or not their campuses are making progress in educating students to be effective citizens in a global society. Finally I will argue that answering this question involves a special type of thinking and doing. Assessment and evaluation, which are terms that I use interchangeably, are best used in inquisitive, analytical, creative, honest, proactive, collaborative, deeply human, and caring ways.

The Context of Assessment and Evaluation: What is Involved in Internationalization?

What are we to evaluate and assess? What do we wish to judge and evaluate and focus on in our discussions and deliberations? For what are we wishing to improve and be accountable, responsible, and transparent? When we refer to "internationalizing a campus," what does this phrase mean and include?

If we care about developing our students to be productive citizens of a global society, I propose that we need to "internationalize the campus to globalize its students"—and of course its other members of the campus community, such as staff, administrators, faculty (Braskamp, 2009a).

What is involved in the internalization of a campus? A common definition of internationalization is "the process of infusing an international, intercultural or global dimension into the purpose, function, or delivery of postsecondary education" (Knight, 2003, pp. 2-3). We

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need to ask: "How do we as leaders on a campus internationalize our campus so that its members—students, faculty, and other colleagues—think, have a sense of self identity, and behave in ways that promote, honor, and respect a diverse and pluralistic society?" In other words, globalization is the goal. In terms of student learning and development, it means helping students to live in an increasingly pluralistic society that has become global, not merely local or national, through advanced technology and communication.

To me the best way to answer our charge as educators as it pertains to students is to ask this question: "What are the 'desired ends' of a college education in terms of student learning and development?" If we think of ourselves as sojourners—guides and mentors to students and colleagues—on a lifelong journey, we must be concerned about what we want students to be and become in terms of their developing a holistic and global perspective. Our task is to provide the optimal environment for these students on their journey. We are held responsible for creating interventions, programs, activities, courses, and experiences for students and other members of a community in and out of the classroom on campus and beyond that we think can most effectively help students grow in ways that are congruent with our definition of "desired ends."

Moreover, we need to focus also on the connections between selected desired student learning and development and the means, the environment. To highlight this connection, I use a framework, a 3 X 3 chart, to organize how leaders can conceptualize the campus environment that can potentially impact and influence students in their learning and development. It represents a template used for thinking about and planning for relevant learning and development goals (desired ends) and for identifying and assessing the effectiveness of interventions and programs (appropriate means) in the lives of students (Braskamp & Braskamp, 2007).

Student global learning and development as desired ends of a student's collegiate preparation have been interpreted and defined in a number of ways—internationally, multiculturally, as well as in terms of global learning, competencies, and intercultural competence (Deardorff, 2006). My view, which stresses both a global and a holistic human development perspective, encompasses two theoretical perspectives: intercultural maturity and intercultural communication (Braskamp, Braskamp, & Merrill, 2009; King & Magolda, 2005). Three dimensions of learning and development, i.e., dimensions of a global perspective, represent the major categories of desired ends. They can be viewed as cognitive, intrapersonal, and interpersonal and are often referred to as head, heart, and hands; mind, spirit, and body; and knowing, feeling, and behaving. The key is that this view of student development is holistic and integrative, because students need to develop in all three dimensions if they are to become mature persons (King & Magolda, 2005).

The second dimension is the socio-cultural environment—appropriate means—on campus (Braskamp, Trautvetter, & Ward, 2006) in meeting its goal of internationalizing a campus. What are the salient intentional interventions, programs, and curricula that we need to examine and judge for their effectiveness in fostering global citizenship? I use three major categories.

Curriculum focuses on courses and pedagogy employed by instructors. It includes course content (what is taught), and pedagogy that reflects style of teaching and interactions with students (how content is taught).

Co-curriculum focuses on activities out of the classroom that foster student development. It includes planned interventions, programs, and activities such as organized trips, parties, and cultural events, residence hall living arrangements, emersion experiences, and leadership programs.

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Community focuses on the relationships among the various constituencies including students, faculty, and staff to create a sense of camaraderie and collegiality, and relationships colleges have with external communities. It reflects the identity and character of the program or campus, manifested by its rituals; traditions; and legacies; staff, faculty, and student interactions; rules and regulations; and physical setting and facilities.

The **3 X 3 Framework** in a chart format is shown in the following:[2]

MEANS					
			Curriculum	Co-Curriculum	Community
ENDS	Cognitive				
	Intrapersonal				
	Interpersonal				

From these two sets of dimensions, I offer an incomplete list of indicators that can be used to illuminate the progress of students in developing a global perspective, becoming global citizens, becoming intercultural competent, etc., and how the campus may influence the development and growth of students. In this framework, we thus include both the "outcomes" of a campus in terms of the learning and development of students and interventions of the campus environment—the programs, activities, planned and unplanned experiences, and partnerships with organizations and agencies outside the campus—that are designed, developed, and implemented based on the argument that these environmental interventions do influence the way people think, know, view their own identity as persons, and interact and relate to others.

An Incomplete List of Indicators

How can we use this framework on a campus? We look for evidence that reflects both student learning and development as well as the socio-cultural environment. The list is incomplete because other indicators can and should be used. The list given below is the beginning point to consider what evidence can be collected and used on a campus to understand better how and why students are developing as global citizens.

Indicators of Internationalization on Campus: Student Learning and Development

- Number and percent of students with majors in I/G (International/Global) studies
- Number and percent of international students enrolled
- Number and percent of students gaining I/G experience through study abroad, internships, service learning, and community service
- Cognitive development of students
- Intrapersonal development of students
- Interpersonal development of students
- Career goals of students

[2] The 3 X 3 chart is adapted from a previous 3 X 4 chart (Braskamp and Braskamp, 2007) and used with permission.

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- Career choices of students in I/G

Each of these indicators could be used in defining what might be considered as an important dimension of student learning. Each can be measured in some way, such as accessing data bases to record the number and percent of international students on campus. For example, to measure students' intrapersonal dimension—their sense of self and identity—I could use an item from our survey, Global Perspective Inventory (Braskamp, Braskamp, & Merrill, 2009). Students respond by agreeing or disagreeing to items including, "I view myself as a global citizen." While this is a self report response, with its limitations, the percent of students, classified by class status (e.g., freshmen, senior) may be useful information for creating a portrayal of global student development on campus. No one indicator can or should tell the whole story of global student development, but it can be one piece of information that could help get a discussion started among the campus leaders to see the need to help students see themselves as global citizens—if that is a goal of the campus.

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Indicators of Environmental Interventions of a Campus: Co-curriculum

- Celebrations of I/G with special focus ("International Week" or "Asian Week" or Hispanic Month") involving guest speakers, artistic performances, visual arts
- Student clubs and organizations that focus on I/G
- Alternative spring break programs for student service trips and volunteer activities
- Immersion trips during January or May terms for students to work with others (international, national, or local communities and intercultural)
- International student associations
- Grant programs for faculty and student joint projects in I/G
- Certificates or special recognition programs based on civic engagement, study away, and demonstrated appreciation of both domestic and international diversity issues
- "Multicultural assistants" assigned to residence halls to foster I/G
- Public reflections of students on the meaning and significance of campus's I/G themes
- Public student government support and promotion of the centrality of I/G on campus

To illustrate further the use of the item about global citizenship, it is important that possible environmental factors as illustrated by the indicators listed above for the Co-curriculum be included in discussion of possible important influences of students gaining a more global perspective of their lives. That is, what experiences—planned or unplanned—are viewed as important and significant, and does the institution have any data on these? Evidence based on these indicators can help illuminate what type of experiences students outside of class should have in their journey as "global citizens."

Indicators of Environmental Interventions of a Campus: Community—Mission and Strategic Plan, Organization, Resources and Support

- Missions or vision statements that highlight I/G, e.g., "Become responsible citizens in the world"
- Policies on commonalties of domestic diversity initiatives and internationally focused initiatives in terms of expectations of students, curriculum, structure, and organization in both areas

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- Campus level offices, institutes, or departments that are responsible for and support I/G activities, and policies in curricular and/or co-curricular areas (e.g., International Education Center, Center for Global Initiatives)
- Offices that bring together students, faculty, staff, and citizens of the area to address I/G
- Rituals, symbols, and settings that promote and respect I./G (e.g., multifaith chapel services)
- Programs that involve both faculty and student affairs in engaging students in issues of diversity, pluralism, and I/G
- Presidential involvement, support, and public references to I/G
- Strategic plan highlights I/G
- Living learning communities of students, staff, and faculty, organized around I/G themes
- I/G theme houses or residence hall wings
- Offices that provide cross-cultural and legal advising for international students
- Web site highlights on I/G
- Awards, public recognition of I/G
- Use of motto, tag line that all members know and stress (e.g., "Developing global citizens")
- Saliency and appropriateness of campus buildings relating to their I/G focus on theological, religious, and spiritual perspectives (e.g., social justice)
- Mini grants to student organizations to sponsor programs in I/G
- Alumni office communication with international students and graduates about programs and potential partnerships
- Honorary degree recipients with leadership roles and impact in I/G

Indicators of Environmental Interventions of a Campus: Community—Connections with Others

- Exchange programs with partnering universities in other countries for students
- Joint international efforts among universities that promote community development
- Collaborations with local multi-ethnic organizations and communities for recruitment of students, provision of credit and noncredit experiences for students
- Tutoring programs with local churches, synagogues, schools that foster the learning and development of students from disadvantaged backgrounds
- Centers or offices that connect the campus with diverse local communities
- Concerted initiatives to attract students from around the world
- Public recognition of community partners and organizations (convocations, scholar-in-residence)
- Involvement in "legal assistance" programs
- Consultation on business practices in both domestic and international settings
- Economic development of local areas impacted by affiliations among the partners
- Improved environmental and working conditions of participating institutions
- Revenue realized from partnerships among programs in the profit and not-for-profit organizations and businesses

Assessment and Evaluation

Selecting a set of indicators to illustrate how to define student learning and development and salient environmental factors is a major part of what is involved in assessment and evaluation.

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Why is this true? Assessment can be viewed as telling a story about quality and effectiveness based on trustworthy evidence. An evaluation allows individuals to make and communicate judgments of quality and effectiveness with evidence, data, and information. It is a special type of storytelling because it involves an empirical basis, and thus is not expressing whims, biases, and personal views. It also is a story that needs to be told to others, whom we often call stakeholders, because they have a stake in what is being evaluated, e.g., the program, the college, or the activity. They want to know the return on the investment, their concerns over quality assurance, and ways the program can be improved.

While assessment and evaluation are often defined differently, I do not make a distinction. I have selected the word, "assessment," because of its definition and its usage in American higher education when issues of evaluation and assessment are discussed and debated. More recently assessment has focused on student learning and development—what students do, achieve, and perform. It is now widely known as student learning outcomes assessment or outcome assessment. I take a more inclusive view of assessment and evaluation, as do others (e.g., Deardorff, 2009).

Assessment can be defined in terms of an image of assessment that is based on the Latin root, *assidere*, which means "To sit beside." Assessment as "sitting beside" reinforces the human element. "Sitting beside" as an image is one that highlights exchanges among all relevant participants, audiences users, and stakeholders. It also is meant to highlight shared responsibility among us in the academy. To "sit beside" brings to mind such verbs as to engage, involve, interact, share, and trust. It reinforces team learning, working together, discussing, reflecting, helping, building, collaborating and caring (Braskamp & Ory, 1994).

Three interrelated activities of assessment. Almost all assessment and evaluation programs and activities consist of three major types of activities: Setting expectations, goals, objectives of what is to be evaluated; collecting and interpreting the evidence; and using the evidence for a purpose. They are highly interrelated and need to be planned together.

Setting expectations is the critical first step in any assessment process. Stakeholders do this—they may think and define student learning and development by using terms such as learning goals, criteria, standards of excellence, desired ends, student learning outcomes. And they also determine characteristics and indicators about the quality of the environment, such as characteristics of an intervention, curriculum requirement, resources allocated to a program, types of students desired, etc. The **3 X 3 Framework** assumes this dual set of expectations as important in an assessment. It also is consistent with the assessment model proposed by A. Astin, who uses the terms, "inputs," "environment," and "outputs" (1991, p. 18). He states, "A fundamental purpose of assessment and evaluation. . . is to learn as much as possible about how to structure educational environments so as to maximize talent development" (p. 18.). Being responsible for creating an environment for students to learn and grow optimally is as important and often more relevant to a useful assessment as is measuring predetermined student behaviors. Thus, how one views the quality and extent of internationalization at the institutional level or course level will determine to some extent the set of expectations stakeholders wish to have included in an assessment. That is, do their expectations refer only to "outcomes" and/or to the myriad of environmental conditions that can influence the "outcomes"?

Collecting and organizing evidence. Unfortunately collecting and organizing evidence are often considered the heart and essence of assessment. Evidence is essential for assessment; there is no such entity as "evidence-free" assessment. Since internationalization of a campus is such a multifaceted and complex endeavor, it requires collecting evidence using a multiple perspectives

approach, i.e., collecting evidence from multiple sources using a variety of methods. Thus, I stress using quantitative measures such as tests and surveys, and qualitative measures like portfolios, interviews, and observations as methods and gathering evidence from multiple sources such as students, faculty, alumni, data bases, etc.

Using evidence. The third activity—using the evidence—is 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 will determine how you design and implement assessment. Assessment is far more than seeking the "perfect tool or instrument" data and collecting data. A tool is a minor part of assessment. The core of assessment is the use of evidence, the telling the story that will assist stakeholders to focus subsequent discussion, planning, and action. In short, the best use of assessment is that it focuses discussion upon issues, problems, successes, and challenges for action to follow. That is why I like the image of assessment in terms of "sitting beside" rather than "standing over." We should use evidence primarily for making changes and improvements, focusing on formative and interactive approaches rather than formal, external, and summative approaches that focus mostly on quality assurance. Thus an assessment is most effective when users are deeply engaged in conversation, discussion, reflective critical inquiry, and action relating to what characteristics, events, activities, and interventions in the lives of students are most apt to influence the desired changes in student learning and development.

Summary

I end with a quote I like to use, "A whole campus of whole persons is needed to develop whole students." If we are serious about developing students with a holistic and global perspective, we then need to create a community on campus that includes global citizens—staff, faculty, and students. Creating such a community requires a holistic approach and thus the evaluation of our efforts must be holistic and integrative and one that leads to action. Assessment and evaluation are about caring.

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