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

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QEP Scope
Assessment
Modifications
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.
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?
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
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 for institutional review (Academic Assessment Committee and Institutional Assessment)

Implement plan and collect data

For more information, see:

UF Assessment System: Planning and Reporting

Assessment and Institutional Effectiveness

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

Data Reporting

- February – Assessment Plans submitted for the next AY
- October - Assessment Data, results, and use of results for previous AY reported
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
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)
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
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%.
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.
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.”

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).
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
## Modifications

### Course SLO Reporting

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>CRITICAL THINKING</th>
<th>COMMUNICATION</th>
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<tbody>
<tr>
<td>Concepts/Principles</td>
<td>Judgement</td>
<td>Sensitivity</td>
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<tr>
<td>Terminology</td>
<td>Analysis</td>
<td>Production</td>
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<td>Methodologies</td>
<td>Reasoning</td>
<td>Awareness</td>
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<tr>
<td>Solution Finding</td>
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<td>Adaptability</td>
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</table>

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

74%
Modifications

International Scholars Program Capstone ePortfolio

KATHARINE CHANTRE
University of Florida

Reflection

"Challenges are what make life interesting. Overcoming them is what makes them meaningful."

The course is a great reflection of my first two years at the University of Florida. My list of rewarding challenges includes my global learning experience, which has been greatly influenced by the UF International Scholars Program. It encouraged me to embrace new global and cultural experiences, thus helping me get a better understanding of myself and the world. One of the most rewarding experiences in my undergraduate career was being part of a group from the University of Florida and engaging in a multi-country experience where I have been able to learn about politics, culture, and different ways to live outside of my home country. I have increased my interaction awareness and applied it better due to the Peace Corps volunteer role for a year to stay there.
Modifications
International Scholars Program Capstone ePortfolio

Connections

Research
Career
Blog
Events
Student Clubs
Education Abroad
Volunteering
Skills/Hobbies
This reflection upon my many experiences has allowed me to finally answer the daunting question, “Who am I?”

Lauren Greger
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.

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.

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

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

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.

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**

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**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.

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<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Connects experience and academic knowledge</td>
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<tr>
<td>Sees connections across disciplines</td>
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<td>Transfers &amp; applies knowledge/skills from one situation to another</td>
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<td>Integrates format, language, and visual representation in ways that enhance meaning</td>
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<td>Demonstrates developing sense of the self</td>
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<td><strong>GLOBAL SELF-AWARENESS</strong></td>
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<td>Which strategies did you use to navigate complicated linguistic endeavors? Did you do something that you did not think you could do?</td>
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<td><strong>CONNECTIONS</strong></td>
<td>How did your experience in the program relate to what you already knew (about Italy and Italians) from class, movies, books, heritage, etc.?</td>
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<td><strong>ADAPTABILITY</strong></td>
<td>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?</td>
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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?
References

• **UF Quality Enhancement Plan- Learning Without Borders: Internationalizing the Gator Nation**


Thank you!

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