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Internationalization at Home: Intercultural competency assessment at  
a regional university campus in British Columbia

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### **Abstract**

In response to globalization, internationalization of higher education has become a key priority among universities around the world. With a growing expectation of graduating inter-culturally competent students capable of living and working in a diverse and globalized environment, universities require reliable data to support decisions and strategies related to internationalization. Although 95% of Canadian Universities list the inclusion of internationalization in their strategic priorities (CBIE, 2015), are the goals and assumed outcomes of these statements clearly identified and measurable? The number of international students, study abroad participation, international faculty, projects or research are most often presented as the measurements of internationalization outcomes. However, this paper posits that these are actually outputs and that a gap in measurement exists in assessing the more difficult internationalization outcomes related to student learning. Adding to the discourse of outcomes resulting from internationalization strategic priorities, this study examines the relationship between internationalization strategy and the measurement of student learning outcomes in the area of intercultural competency, fluency, or understanding, through the lens of intercultural development theory and learning outcomes assessment.

**Keywords:** University internationalization at home, intercultural competence, intercultural understanding, student learning and their intercultural competence assessment

Increasingly, universities recognize their role in developing global, international, and intercultural competencies (IC) to prepare graduates for participation in a highly interconnected global community (Bennett, 2004, 2009; Council of Europe, 2008; CBIE, 2015; Deardorff, 2006, 2009; de Wit, 2010; Hammer 1989, 1999, 2005, 2009; Knight 2008). As a result internationalization has become a major strategic priority for universities around the world as an approach to achieving these student learning outcomes. (Brandenburg et al., 2009; Council of Europe, 2008; de Wit, 2010, Knight 2008, 2011). In Canada 95% of universities list internationalization as an important priority and core strategy in reaching institutional goals; survey evidence demonstrates that both students and institutions recognize the benefits of internationalization in improving the academic environment (CBIE, 2015). As internationalization emerges as a key priority in universities, de Wit (2010), Green (2012), and Engle et al. (2015) emphasize the critical need of ongoing assessment of internationalization outcomes and strategies to provide clarity on the contribution internationalization makes to the objectives and quality of an institution. Engle et al. (2015) found that institutions with regular monitoring and evaluation of internationalization developments were leading the field in internationalization and institutions lacking in regular monitoring were lagging behind. The 2014 the Global Survey on Internationalization of Higher Education found that institutions were not maximizing the potential of internationalization due to inadequate assessment of the impacts and outcomes.

Assessment in higher education is increasingly driven by external demands, including international rankings, for evidence of achievement, as well as ongoing internal commitments to improving teaching quality and effectiveness (Keeling, Wall, Underhile & Dungy, 2008). Barr and Tagg (1995) suggest institutional assessment strategies should measure the development of

students' knowledge and skills throughout their university experience, beginning with entrance and at intermediate stages and finally upon graduation. This paper examines the relationship between internationalization strategic priorities and the measurement of student learning outcomes related to intercultural competency. Key questions to be considered include: What knowledge, skills and attitudes do university students need in order to live and work in an increasingly globalized world? How are universities assessing the student outcomes which demonstrate this learning?

This research adds to the discourse of learning outcome assessment related to internationalization at home. I hope to provide recommendations for assessing student outcomes which demonstrate intercultural learning and understanding. Through a meta-synthesis of the research literature related to IC, and IC assessment strategies and tools as well as an examination of the current assessment strategies and tools at a regional university in British Columbia, the objective of this study aims to determine if the current practices and student outcome assessment tools include the necessary measurement of intercultural competency as well as the vital assessment of the desired learning outcomes evident in the strategic priorities of internationalization.

## **Methodology**

### **Research Strategy/Framework**

This study was conducted in an exploratory-sequential design, a two phased approach beginning with a literature review of previous research to discover best practices, identify variables or potential assessment instruments as well as identifying gaps in current assessment (Borland, 2001; Cabrera, 2011; Cresswell, 2014) which were then applied to the examination of a specific institution. The exploratory-sequential design allowed for a deeper understanding of

the complexities of internationalization, intercultural competency and assessment of student learning outcomes. (Borland, 2001; Cabrera, 2011). From a broader constructivist view of learning, it is assumed that learning is influenced by how individuals participate in educational opportunities (Coates, 2005) and within the framework of intercultural development theory and learning outcome assessment, this research examines the relationship between internationalization policies and student learning outcomes.

In phase one, the literature review and meta-synthesis focused on three key themes: internationalization's role as a strategic priority in higher education, intercultural competency, and student learning assessment. Phase two applied the best practices, variables and, recommended assessment tools which emerged from the meta-syntheses to examine a regional university's assessment climate, strategies and tools utilized in 2014-15. The comparison searched for evidence of student outcome assessment related to the intercultural learning and intercultural competency as highlighted in the strategic priorities of the institution.

### **Literature Review**

#### **Internationalization of Higher Education**

Internationalization has been defined as the infusion of international, intercultural, or global dimensions into all aspects of post-secondary education (Knight, 2003). Rationale for internationalizing an institution may include enhancing the academic experience, improving the institution's international recognition through world university rankings (Coelene, 2009; de Wit 2010; Engel, Sandstrom, van der Aa and Glass, 2015), or increasingly, for financial benefits through income generation (Knight, 2004; Mestenhauser & Ellingboe, 1998).

In the early years internationalization primarily focused on increasing student mobility and the number of institutional exchange agreements (de Wit, 2010; Engel et al., 2015; Knight,

2004; Nilsson, 1999). In the past two decades as internationalization and globalization have become more interwoven there has been growing pressure to cultivate a broader framework for developing intercultural competencies in all students (Engel et al., 2015; Nilsson, 1999; Teekens, 2007), leading to the development of the concept of Internationalization at Home (IaH) by Bengt Nilsson at Malmo University (Guo & Chase, 2011; Mestenhauser, 2007; Nilsson, 1999, 2003; Teekens, 2007; Wachter, 2003). IaH refers to all international activity, with the exception of student mobility, through which institutions provide international and intercultural learning opportunities to all students. Examples of these activities include internationalizing the curriculum, developing a diverse faculty and student body, and hosting of intercultural events and activities (Nilsson, 1999). Greene (2012) points out that internationalization of HE has moved from being the goal, to a means of achieving and advancing other institutional goals such as producing globally aware and inter-cultural competent graduates.

Considering that student mobility was a major priority in the early days of internationalization it was not surprising to find that the majority of research to date has focused on outcomes related to student mobility (Carlson 1990; Engle & Engle, 2004; Llanes, 2011; Page 1993, 2003, Tanaka, 2002). Commonly, assessment at the institutional level has presented data related to numbers of outgoing and incoming students and/or professors teaching abroad or participating in international research, rather than the more difficult assessment of the development of intercultural competency as a desired outcome of IaH (Kehm & Teilcher, 2007, de Wit, 2009). Hudzik and Stohl (2009) posit that many assessment models are designed to count what can be counted rather than extracting data on achieving goals related to student outcomes. As the majority of students will not participate in study abroad, the measurement of the impacts and outcomes of IaH is critical to understanding how institutions are doing in terms of

developing intercultural competence in students.

Although limited in comparison to the volume of study abroad research, IaH student outcomes research is emerging. Sharma and Jung's (1986) research found positive outcomes for American students who interacted with international students on campus; Parsons (2010), examination of three universities, one in Australia and two in the United States found positive outcomes in all areas of consideration: foreign language proficiency, knowledge of a specific region or country, international knowledge, and intercultural attitudes and perceptions; Garson (2013) found that upper level Canadian students in regional, internationalized institutions actually over estimated their intercultural awareness, provide a few examples; Soria and Troisi (2014) found that IaH activities can positively influence students' development of global, international and intercultural competencies equal to or greater than those demonstrated from traditional study/travel abroad.

As colleges and universities seek to internationalize their campuses through IaH (Nilsson, 1990, 2000; Paige, 2003) it is very important to assess whether IaH activities are promoting students' development of competencies necessary to thrive in an increasingly global world. Assessing the impacts of IaH on the campus community and students' outcomes provides important information to decision makers on the contribution to strategic goals of the institution. With the growing importance of internationalization as a strategic priority, the gap in research related students' outcomes presents a challenge for institutional decision makers. As Hudzik and Stohl (2009) submit that "what gets counted, counts" or as if often the case at universities "what gets counted, gets funded". Therefore what is being measured or not being measured is an important consideration when developing assessment strategies to measure internationalization outcomes.

## **Intercultural Competency**

A range of terms may be found in the literature to describe intercultural competence, including intercultural communicative competence, intercultural fluency, cross-cultural adaptation, and intercultural sensitivity (Fantini, 2006). All of these terms refer to the ability to move outside of one's own culture and interact effectively with individuals from culturally diverse backgrounds. Identifying a single definition of IC has proven challenging (Kuala, 2004) and for the purposes of this paper Deardorff's (2004, p. 194) definition of intercultural competence, "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes", has been adopted. Deardorff's definition has been selected as it is a result of empirical research which surveyed 23 leading intercultural scholars and 24 leaders from post-secondary institutions noted for their internationalization. Despite the lack of previous empirical research validating the qualities and components of intercultural competence, Deardorff (2006) found a surprising level of consensus among the expert scholars and professionals on both a definition and IC components participating in the research (Barrett, 2011).

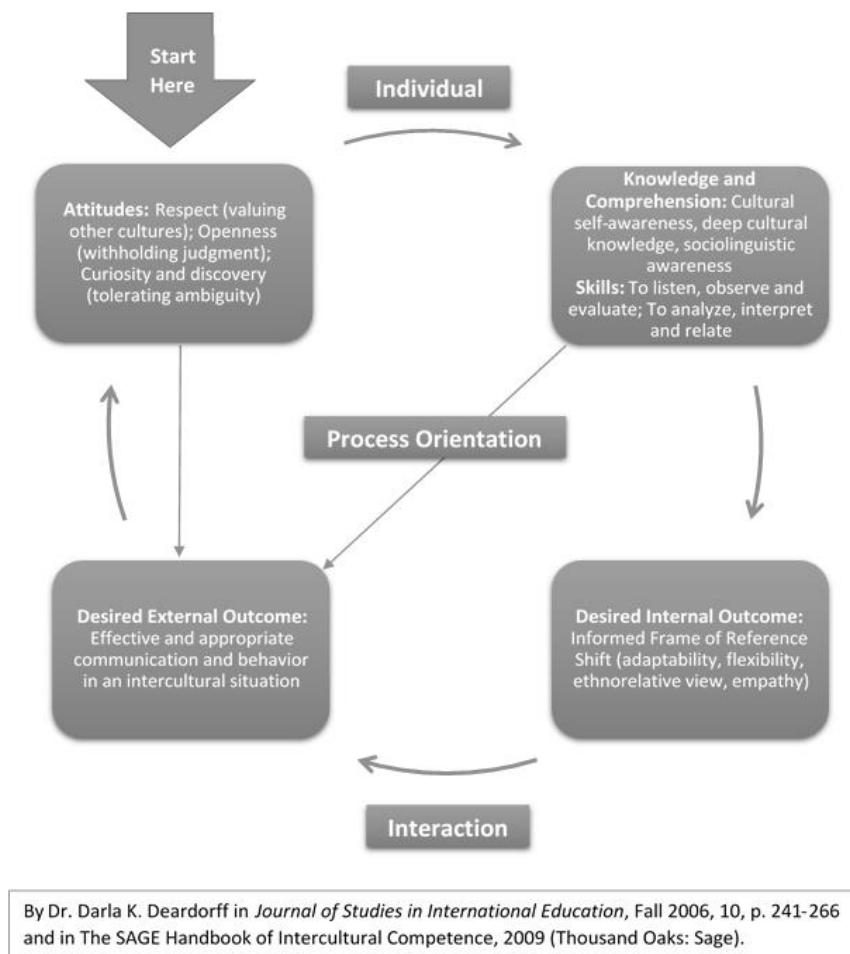
Van der Vijver and Leung (2009) posit that a lack of IC theory exists as the developing discipline also grapples with key questions such as the components of IC, the structure of IC and how the elements of IC manifest in actual intercultural encounters. In his survey of IC research, Fantini (2006) was able to identify four common dimensions of IC: awareness, attitude, skill and knowledge. Similarly, Matveev and Merz (2014) were able to identify three key IC dimensions, cognitive, affective, and behavioural, which are common across multiple assessment tools. They went further to identify common components of each dimension: cognitive-knowledge, attitude, open-mindedness/flexibility, critical thinking, motivation, and personal autonomy; affective-



cultural empathy and emotional stability/control; behavioural-experience, social initiative and leadership. Fantini and Matveev and Merz's findings although not identical are closely aligned with the components identified in Deardorff's (2009) process model (Figure 1). Deardorff's model recognizes the ongoing nature of IC development and provides a model which focuses on internal and external outcomes rather than outputs. In recognizing that IC is complex and

Figure 1

### Deardorff's Process Model of Intercultural Competency



Deardorff, 2009. Used with permission.

contextual, the need for assessing IC learning outcomes is a necessary part of the evolving nature of IC research and theory. Deardorff's (2006, 2009) research, which led to a consensus on both a

definition and key components, provides a grounded research-based framework, or model, of intercultural competence with which both internal and external outcomes may be assessed

When considering IC assessment, Matveev and Yamazaki Merz (2014), Green (2012), Deardorff (2009) and Fantini (2009) assert the necessity for a multi-method and multi-perspective approach such as tests and inventories, portfolios, interviews and surveys as necessary due to the complex nature of IC. Van der Vijver and Leung (2009) and Bowman (2010) challenge the use of self-report assessment tools due to limitations, as demonstrated in Garson's (2013) multimethod research which revealed students overestimated their level of cultural awareness in self-assessment. Van de Vijver and Leung also recognized method bias both in terms of response style and implementation or application of an assessment instrument.

For the purposes of evaluating IC in a university setting it is important to identify the components and assessment tools which align with institutional goals and objectives for student learning. (Fantini, 2009; Green, 2012; Matveev & Merz, 2014). The lack of consensus around the components of IC has led to the development of multiple IC models and assessment tools which measure various, but not all components (Deardorff, 2004; Fantini, 2009; Hammer, 2008; Van de Vijver & Leung, 2009, Matveev & Merz). Despite these challenges Fantini asserts new developments in assessment types, formats and strategies has resulted in better and varied indicators of outcomes, especially when combined with self-assessment, reflection and feedback of the learner.

According to Fantini (2009) and Hudzik and Stohl (2009) assessment must be integrated into the educational process and in alignment with clearly articulated goals and objectives of the institution. As internationalization outcomes become more important in measuring success, differentiating intuitions and international rankings, assessment will become more integrated in

research, teaching and curriculum development (Green, 2012).

### **Learning outcome assessment**

Embedding student learning assessment into the strategic planning of internationalization is in keeping with the paradigm shift from an instructor centered to a learner centered focus which has occurred in higher education over the past few decades (Barr & Tagg, 1995). This shift from an Instructional paradigm to a Learning paradigm puts student learning outcomes at the forefront in higher education (Barr & Tagg; Douglass, Thomson & Zhao, 2012). As a result of this paradigm shift which requires measurement of institutional effectiveness by determining the impact of program performance on student learning, it is necessary to acquire data at an individual level. As a result there has been increased demand for student-level data examining both intake and outcome variables (Barclay McKeown, 2014).

Student learning outcomes may be assessed at the institutional, departmental, program, course, or activity-based level. Current institutional level assessment tools such as the National Survey of Student Engagement (NSSE) and the Undergraduate Student Experience (USE) survey are focused on broad institutional goals and the findings provide averages to help guide the institution in improving the educational experience. NSSE has a strong focus on high-impact practices (HIPs) such as learning communities, service-learning, research with a faculty member, study abroad, internships, and a culminating senior experience; which have been found to have positive effects on student learning (Kuh, 2008). Both NSSE and UES were designed in response to the increased use of university rankings to provide information on student learning and the learning environment in higher education (Barclay-McKeown, 2014).

NSSE is a broadly utilized assessment tool designed to measure student engagement, with the assumption that measuring student engagement indirectly measures student

development both cognitively and personally (Pascarella, Seifert & Blaich, 2010). Bowman (2010) questioned the predictive validity of NSSE measures based on self-reported intellectual and personal development as a measurement of learning outcomes of the effective educational practices NSSE targets, as more recent research demonstrated very little relationship between self-reported and longitudinal gains measure with more objective instruments. The goal of NSSE and USE surveys is to determine how much value the institution adds to the learning process, but this has proven difficult to measure as differences in incoming achievement levels and background characteristics must be taken into consideration when measuring outcomes (Barclay-McKeown, 2014; Porter, 2006). Beekens et al. (2010) emphasize that although surveys and institutional data collection for self-evaluation may provide the most relevant information for institutions, they are also the least objective.

As outcomes move from the institutional level to program or activity level, outcome assessments are able to become more specific, individual information as suggested by Barclay McKeown (2014). Assessment motivated by differentiating institutions or catering to external rankings tends to focus on inputs and outputs as these metrics are simpler to apply, however it is the assessment of student learning outcomes which provides valuable information on the effectiveness of the institution in transforming students' competencies, values, attitudes and capacity (Keel et al., 2008). Both Fantini (2009) and Green (2012) outline important considerations in developing the assessment strategy and selecting assessment tools which measure outcomes including understanding the purpose of the assessment, who and what is being assessed, and aligning assessment with student learning objectives. As well, the validity and reliability of the assessment tools, the scope and budget for assessment, whether assessment will be ongoing, and how the results will be used must all be taken into consideration. A failure to

link assessment to the institutions strategic priorities may prevent the ability to demonstrate the contribution internationalization has made to the institution and the perceived value may be lost (Hudzik & Stohl, 2009). If the assessment design does not consider all of these factors, it may not be implemented or the data may not be useful to the intended audience.

Beerkens et al. (2010) emphasize the need to differentiate between inputs, outputs and outcomes questioning whether student mobility and incoming international student participation rates are a means to achieving student outcomes or an end in themselves. Hudzik and Stohl (2009) further outline these three measurements when considering internationalization assessment: inputs refer to the resources such as money, people and policies, outputs refer to the amount of work or activity, and outcomes refer to impacts or results. More specifically related to assessment of internationalization learning outcomes, inputs may refer to available courses, curricula, and active learning which have an international comparative or global content, or the number and diversity of international students on campus. Learning outputs may refer to student enrolment numbers in international, comparative or global majors or the number and diversity of students in activities abroad. Outcomes may refer to evidence of impacts on students' knowledge, attitudes, beliefs, skills or career or evidence of students' capacities to learn from and with others from different cultures (Hudzik and Stohl). Beerkens et al. explain that although outputs may have a clear relationship to an action or activity, outcomes may be linked to many actions and therefore should be linked to strategic internationalization goals.

Table 1 provides an overview of four IC assessment tool as summarized by Matveev & Merz (2014) which may be applied for assessment at the individual level. Of the ten tools evaluated by Matveev and Merz, these four have been selected for their applicability to HE settings, ease of application, and reliability and validity, as potential assessment tools for

Table 1

## Summary of Four Intercultural Competence Assessment Tools

Instrument/Author/Year	Numbers of Items/ Types of Scales/Reliability	Description
Intercultural Development Inventory (IDI) Hammer, Bennett, & Wiseman, (2003)	50 items: Denial/Defense (13 items, $\alpha = 0.85$ ); Reversal (9 items, $\alpha = 0.80$ ); Minimization (9 items, $\alpha = 0.83$ ); Acceptance/Adaptation (14 items, $\alpha = 0.84$ ); Encapsulated Marginality (5 items, $\alpha = 0.80$ ) scales	IDI provides a theory based developmental assessment of IC, measures the orientation toward cultural differences described in its developmental model of intercultural sensitivity (DMIS), and can be applied across cultures and may be used to assess individual or group IC.
Intercultural Communication Competence Instrument (ICCI) Arasaratnam, (2009)	52 items: attitude towards other cultures (8 items, $\alpha = 0.70$ ), ethnocentrism (22 items, $\alpha = 0.86$ ), motivation (4 items, $\alpha = 0.81$ ), interaction involvement (8 items, $\alpha = 0.80$ ), and intercultural communication competence (10 items, $\alpha = .77$ ).	ICCI focuses on cognitive, affective, and behavioral dimensions as it measures individual competence in intercultural contexts.
Intercultural Sensitivity Inventory (ICSI) Bhawuk & Brislin, (1992)	46 items ( $\alpha = 0.84$ ): US section (16 items), Japan (JPN) section (16 items), Flex/Open section (14 items)	ICSI measures intercultural sensitivity when dealing with people with individualistic vs. collectivistic orientation. The survey examines levels of open-mindedness toward cultural differences, and flexibility in adopting unfamiliar ways.
Cross-Cultural Adaptability Inventory (CCAI) Kelly & Meyers, (1992)	50 items: emotional resilience (18 items, $\alpha = 0.81$ , flexibility and openness (15 items, $\alpha = 0.67$ ), perceptual acuity (10 items, $\alpha = 0.81$ , and personal autonomy (7 items, $\alpha = 0.63$ ), the reliabilities are based on the study by Nguyen et al (2010).	CCAI measures an individual's ability to adapt to new situations, people and customs.

measuring IC development as a student outcome of internationalization. Projects such as the assessment of higher education learning outcomes (AHELO), which aim to assess learning

outcomes and the criteria influencing those outcomes on an international scale by creating measures that are valid for all cultures and languages, may provide new assessment strategies and tools for internationalization metrics in the future.

### **Findings**

As higher educational institutions continue to include internationalization in strategic priorities, it is critical that intended learning outcomes are clearly defined and reflect the institutional vision for internationalization. Student learning assessments should be grounded in theory, integrated into all aspects of student learning, and measured on an ongoing basis. The mere presence of institutional activities and participation rates does not indicate what the students are learning through these opportunities, and the practice of counting numbers of participants fails to recognize that developing IC is an ongoing process requiring assessment throughout the students' university experience.

A multi-perspective and multi-method research approach is required to improve validity and reliability, address the complex-developmental nature of IC, and to avoid the limitations of self-assessment. Numerous IC assessment tools have been developed as the intercultural communication discipline has evolved and there are currently several valid, reliable and easily administered IC assessment tools which are applicable to higher education settings. In developing assessment strategies, inputs, outputs and outcomes must be clearly delineated, with student learning outcomes referring to desired competencies in graduates.

### **Internationalization outcomes assessment at a regional university campus in BC Institutional Strategic Priorities**

Recognizing that internationalization has become a major strategic priority in higher

education and the assessment of its outcomes is essential to understanding the success of its implementation and in guiding improvements to the educational experience, the research turned to an examination of a regional university campus. With learning paradigm theory and intercultural competency theory forming the framework, the research examined assessment of outcomes and deliverables listed within the strategic plan. NSSE 2014 report, USE 2015 report and the 2014-15 annual report, available through institutional research were examined. A survey is given to students prior to entering the university (NUBC, 2014) but there are no identifiers to allow for comparative measurement in future surveys to assess individual development and the few questions dealing with intercultural understanding are broad, therefore this instrument was not included.

Since its inception in 2005, the institution has been guided by the learning paradigm and interested in understanding how students experience their time at university. Assessing student engagement and experiences has been a part of the culture. In the first few years in addition to NSSE and USE surveys, the Institutional Research office held focus groups with international students to delve deeper into their university experience and sense of belonging. Currently however, student outcome assessment available at the institutional level is primarily understood through the responses to the UES as evident in metrics identified in Table 2 and additional assessment tools were not in place to validate the self-assessed learning outcomes, as recommended by Bowman (2010).

Evidence of the importance of producing inter-culturally competent graduates was identified within the overarching strategic priorities, "... creates an exceptional learning environment that fosters global citizenship..." and more specifically at the strategic priorities commitment level in four areas: commitment to intercultural understanding, "the University



engages in reflection and action to build intercultural aptitudes, create a strong sense of inclusion, and enrich our intellectual and social life”, student learning, “provide the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences, and rewarding campus life, international engagement, “...creates rich opportunities for international engagement for students, and aboriginal engagement, “integrate understandings of indigenous cultures and histories into the curriculum and operations” (UBC, 2012). Although aboriginal engagement has been included because of its importance to learning outcomes related to IC, it should be noted the institutional commitment is related to indigenization rather than internationalization. The theme of global citizenship continued within the campus’ strategic action plan which lists as a goal, “to build an enriched environment where all individuals can participate in an abundance of intercultural learning opportunities and consequently develop a strong sense of intercultural awareness” (UBC, 2012).

Within the campus’ priority theme of global and civil citizenship there were several deliverables listed including the development of programming in the area of intercultural understanding and the integration of international and domestic students through events and social activities. However, within the theme’s description there is an assumption that these actions and activities will “consequently develop a strong sense of intercultural awareness” (UBC, 2012), the assumption is not supported by intercultural theory which indicates that developing intercultural competence in individuals requires some form of facilitation, training, or education (Vande Berg & Paige, 2009).

Table 2 presents an example from the 2014-15 annual report available on the University website examining a specific action item and its performance measures and metrics for each of the commitments.

## Measurement and Metrics

Table 2

### Strategic Commitments, Actions and Metrics

Institutional Commitment	Actions	Performance measures
Student learning- expand educational enrichment opportunities	Provide undergraduate students with opportunities to pursue at least two enriched educational experiences during their course of studies	The metric % of graduating undergraduate students who have participated in one of six educational enrichment activities, based on responses to the UES
Intercultural understanding- engage in reflection and action to build intercultural aptitudes	Increase awareness and experience of the benefits of intercultural learning and develop intercultural fluency.	The metric used to measure intercultural fluency” was created with responses from the UES by combining scores on 5 related survey items, measured on a 6-point scale. <ul style="list-style-type: none"> <li>• Understanding racial and ethnic differences/issues</li> <li>• Respect for cultural diversity</li> <li>• Comfort working with people from other cultures or backgrounds</li> <li>• Openness to cultural difference</li> <li>• Ability to engage with diverse perspectives</li> </ul>
International engagement- creates rich opportunities for international engagement for students	Foster student learning internationally	Metrics- number of outgoing international exchange participants, number and % of international students and faculty members
Aboriginal engagement- works to “integrate understandings of indigenous cultures and histories into the curriculum and operations	Expand curriculum offerings focusing on Aboriginal issues and perspectives	Metrics included, aboriginal student enrolment, the number of courses with aboriginal content, professional development of faculty working with aboriginal curricula and tenured tracked indigenous faculty

Note: Adapted from: <http://annualreport.ubc.ca/>

Although the current strategic plan has been in place since 2012, a new strategic plan for the institution will be forthcoming in 2016-17 and it along with two key planning initiatives may

impact internationalization efforts moving forward; the Office of Equity and Inclusion and the International Office are both currently developing new strategic plans which may offer opportunity to embed assessment into the goals and objectives for learning outcomes.

### **Conclusions and recommendations**

Despite the prominence of intercultural learning within the strategic priorities and commitments, there is little evidence of intentional, multiple methods, and ongoing assessment to provide useful data to decision makers around internationalization and its impacts. The UES and NSSE provide a general view of average student learning related to IC, but additional assessment strategies which apply intercultural theory and student learning theory could provide more meaningful data. Specific learning outcomes should be identified from current IC inventories, and assessment tools which measure those outcomes should be applied to test student populations in addition to the current broad based surveys.

Several assessment tools are available, but it is not a one size fits all choice. First steps in planning assessment should be a clear definition and prioritization of what is being measured, and for what purpose. Other important considerations include the validity and reliability of the instrument and practicality of implementation in terms of time and cost to the institution. If the instrument is too difficult or too expensive to implement, it is unlikely to ever move to implementation. Adding additional reliable, easily administered assessment tools, such as the IDI, on a bi-yearly basis with focus groups, specific programs or controlled studies, would provide valuable information on student learning outcomes.

Understanding that internationalization is also a paradigm shift within higher education, resources will need to be provided to allow the implementation of the strategic commitments to move into all levels of the institution. Although some IC training initiatives have occurred

though activities and training outside of the classroom, particularly around students leaders, engaging faculty in the internationalization of the institution is critical to having a broader reach. Resources and time will need to be allotted for professional development and curriculum development which includes IC assessment strategies. If the institution is to move beyond the strategic priority level, institutional changes required to develop IC in all students must be championed by leadership who have reliable assessment data to support allocation of resources and drive change.

### **Limitations and future research**

Comparative data from recognized leaders in IC research would help to frame a broader view of the state of internationalization assessment in British Columbia, Canada and internationally. Additional research on the internationalization activities and their effectiveness in achieving assumed IC student learning outcomes may provide valuable best practices to aid institutions in their internationalization efforts. Although, the scope of this project limited the institutional evaluation to one university, the findings of the meta-synthesis may be applied to other institutions who are examining their own internationalization learning outcomes.

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