1. **Align with Learning Outcomes:** What are the intercultural student learning outcomes that you have identified for your course/program?
2. **Criteria for Decision-Making:**

|  |  |  |
| --- | --- | --- |
| Do you have funds to spend on assessment?  | No | Use a free instrument |
| Yes | Consider a proprietary instrument and/or paid support for assessment |
| What is your comfort level with statistical analysis? | Low | A qualitative approach might be best, or a proprietary instrument that provides group reports |
| High | Surveys that require t-test analysis of pre-posttest data would work well |
| Would you prefer to add an assessment to your curriculum or assess an assignment already included?  | Add | Consider formative assessment, assessment as pedagogy, and pre-post testing |
| Don’t Add | A rubric to assess student artifacts or behaviors would likely work best |
| Are you interested in comparing data across programs or with peer institutions? | No | Don’t worry about what is most commonly used |
| Yes | Consider a proprietary instrument for maximum comparability |
| Do you care if students have access to their assessment results? | No |  Summative assessment such a pre-post testing or use of a rubric will work well |
| Yes | For assessment as pedagogy, choose a proprietary instrument that includes a learning plan |
| Are you concerned about social desirability bias (students telling you what they think you want to hear) or over-estimation of skills? | No | High face validity instruments are fine in this case |
| Yes | Choose a low face validity indirect instrument or a direct measure (rubric, for instance) |
| Are their instruments that meet the above criteria AND are well aligned with your identified learning outcomes? | No | You might need to explore alternative frameworks (e.g., other AAC&U VALUE rubrics such as Global Learning) or even create your own measure of intercultural learning (e.g., simple, open-ended cultural knowledge questions for pre-post testing) |
| Yes | Choose the best fit, or a combination of instruments |

1. **Make your Assessment Plan:**
	1. Which instrument(s) have you chosen?
	2. What makes your choice(s) the best fit? How will you justify your decisions in your report or to anyone who asks?
	3. Are you assessing **for**, **of**, and/or **as** learning? Why did you make this decision?
	4. What is your assessment timeline? When will you administer assessments?
	5. Who will be responsible for collecting and analyzing your data?
	6. What resources and/or preparation do you need to make your assessment plan work?