



International Critical Thinking (IntCRIT) & International Communication (IntCOMM) Attitudes and Beliefs Survey

UF UNIVERSITY of
FLORIDA

ENGLISH VERSION

TABLE OF CONTENTS

INTRODUCTION	4
SURVEY INSTRUMENT	5
SUMMARY OF ITEMS	10
ITEM SPECIFICATION-CRITICAL THINKING	11
ITEM SPECIFICATION-COMMUNICATION	14
REFERENCES.....	17
HOW TO DOWNLOAD AND CITE THIS SURVEY INSTRUMENT	19

INTRODUCTION

Gainesville, Florida, April 2020

The *International Critical Thinking (IntCRIT)* and *International Communication (IntCOMM)* surveys arose from the University of Florida's 2014-19 institutional initiative to improve internationalization efforts. When a review of data from various sources revealed that student engagement in international activities and courses had declined since 2009, an Internationalization Task Force (ITF) of faculty, administration, staff, and students was convened to develop a Quality Enhancement Plan (QEP) to address this decline and to meet the accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

This initiative, titled *Learning without Borders: Internationalizing the Gator Nation*, was the foundation for an institution-wide effort that directly addressed specific areas for improvement. A significant component of this plan was the assessment process that would reveal the effectiveness of the plan at raising the impact and importance of international study and activity at the university.

The ITF developed three student learning outcomes – one each in content, communication, and critical thinking. The faculty led the assessment of content within their courses. After a review of seven commercially available measures of global beliefs and attitudes (University of Florida, 2014, p. 32), the ITF decided that we should develop our own instruments to measure student beliefs and attitudes. The assessment of communication and critical thinking took the form of the surveys in this document.

The IntCRIT and IntCOMM surveys were developed by Dr. Timothy J. Wilson (2014) under the guidance of Dr. M. David Miller, Professor of Research and Evaluation Methodology. After two pilot administrations and subsequent analysis, 26 items with the highest discrimination levels were selected to comprise the survey. The 12 IntCRIT item discriminations ranged from .612-.696 (reliability = .90). The 14 IntCOMM item discriminations ranged from .538-.692 (reliability = .90).

We are pleased to share these surveys and approve your use of these instruments. If you do use these, please credit the surveys as follows:

University of Florida. (2014). *The International Critical Thinking (IntCRIT) and International Communication (IntCOMM) scales*. Used by permission.

Sincerely,



Timothy S. Brophy, Professor and Director, Institutional Assessment
University of Florida

This document is available for download at
<https://internationalcenter.ufl.edu/home/assessment/intcrit-and-intcomm-surveys>

SURVEY INSTRUMENT

International Critical Thinking (IntCRIT) & International Communication (IntCOMM) Attitudes and Beliefs Survey



Instructions

Dear participant,

This survey focuses on your personal views of global awareness and intercultural communication and will take about 5 minutes or less to complete. All of your responses will remain confidential, and reporting of data will be done in the aggregate without identification of individual respondents.

If you have any questions about this survey, please feel free to contact us by email.
Thank you for your participation.

With putting an “X” in appropriate circle, please indicate the level of your agreement with each of the following statements.

1- Critical Thinking

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I consider different perspectives before making conclusions about the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am able to manage when faced with multiple cultural perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am open to different cultural ways of thinking in any international context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can make effective decisions when placed in different cultural situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Knowing about other cultural norms and beliefs is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am able to think critically to interpret global and intercultural issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I actively learn about different cultural norms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Understanding different points of view is a priority to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I can recognize how different cultures solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I can contrast important aspects of different cultures with my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Knowing about other cultural beliefs is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am able to recognize how members of other cultures make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SURVEY INSTRUMENT

With putting an “X” in appropriate circle, please indicate the level of your agreement with each of the following statements.

2- Communication

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. I demonstrate flexibility when interacting with members of another culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I prefer to socialize with people of my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am confident that I can adapt to different cultural environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am able to communicate effectively with members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I like working in groups with students from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I feel comfortable in conversations that may involve cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. When working on a group project, I enjoy collaborating with students from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I often ask questions about culture to members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I enjoy learning about other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I appreciate members of other cultures teaching me about their culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I am able to interact effectively with members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I appreciate differences between cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I feel comfortable discussing international issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I can clearly articulate my point of view to members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3- What is your gender?

- Female
- Male
- Non-binary
- If not listed, please specify _____

SURVEY INSTRUMENT

4- What is your primary college affiliation? If you have multiple affiliations, choose your primary college affiliation.

- Agricultural and Life Sciences
- Business Administration
- Dentistry
- Design, Construction and Planning
- Education
- Engineering
- Fine Arts
- Health and Human Performance
- Journalism and Communications
- Law
- Liberal Arts and Sciences
- Medicine
- Nursing
- Pharmacy
- Public Health and Health Professions
- Veterinary Medicine
- Don't know/ Undeclared

5- What category best describes your major?

- Agriculture
- Business and Management
- Education
- Engineering
- Fine or Applied Arts
- Foreign Languages
- Health Sciences
- Humanities
- Social Sciences
- Mathematics or Computer Sciences
- Physical or Life Sciences
- Undeclared/ Unknown

SURVEY INSTRUMENT

6- What is your current class designation?

- Freshman
- Sophomore
- Junior
- Senior

7- How do you describe yourself? (Select one or more responses)

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- International Student

8- International Experience

	Yes	No
1. Have you ever taken a UF course focused on international issues?	<input type="radio"/>	<input type="radio"/>
2. Have you ever participated in a study abroad program?	<input type="radio"/>	<input type="radio"/>
3. Do you intend to study abroad?	<input type="radio"/>	<input type="radio"/>

Thank you for sharing your opinion.

If you have further comments or thoughts, please use the space below to elaborate. Your ideas will be valued.

SURVEY INSTRUMENT

SUMMARY OF ITEMS

Item	Factor	Component
1. I consider different perspectives before making conclusions about the world.	CT	Analysis
2. I am able to manage when faced with multiple cultural perspectives.	CT	Solution Finding
3. I am open to different cultural ways of thinking in any international context.	CT	Judgment
4. I can make effective decisions when placed in different cultural situations.	CT	Reasoning
5. Knowing about other cultural norms and beliefs is important to me.	CT	Judgment
6. I am able to think critically to interpret global and intercultural issues.	CT	Analysis
7. I actively learn about different cultural norms.	CT	Solution Finding
8. Understanding different points of view is a priority to me.	CT	Judgment
9. I can recognize how different cultures solve problems.	CT	Reasoning
10. I can contrast important aspects of different cultures with my own.	CT	Judgment
11. Knowing about other cultural beliefs is important.	CT	Judgment
12. I am able to recognize how members of other cultures make decisions.	CT	Analysis
13. I demonstrate flexibility when interacting with members of another culture.	COMM	Adaptability
14. I prefer to socialize with people of my culture.	COMM	Adaptability
15. I am confident that I can adapt to different cultural environments.	COMM	Production
16. I am able to communicate effectively with members of other cultures.	COMM	Production
17. I like working in groups with students from other countries.	COMM	Acceptance
18. I feel comfortable in conversations that may involve cultural differences.	COMM	Sensitivity
19. When working on a group project, I enjoy collaborating with students from other countries.	COMM	Acceptance
20. I often ask questions about culture to members of other cultures.	COMM	Awareness
21. I enjoy learning about other cultures.	COMM	Awareness
22. I appreciate members of other cultures teaching me about their culture.	COMM	Sensitivity
23. I am able to interact effectively with members of other cultures.	COMM	Production
24. I appreciate differences between cultures.	COMM	Acceptance
25. I feel comfortable discussing international issues.	COMM	Adaptability
26. I can clearly articulate my point of view to members of other cultures.	COMM	Production

ITEM SPECIFICATIONS - CRITICAL THINKING

Student Learning Outcome: *Students think critically to interpret global and intercultural issues*

Operational Definition: The students will be able to exemplify effective critical thinking skills in interpreting global and intercultural issues by using the following:

JARS (Judgment, Analysis, Reasoning, Solution Finding)

1. Judgment - Judging and/or evaluating (Case, 2005; Ennis, 1985; Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995)
2. Analysis - Analyzing arguments (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992)
3. Reasoning - Making inferences using inductive or deductive reasoning (Ennis, 1985; Facione, 1990; Paul, 1992; Willingham, 2008)
4. Solution Finding - Making decisions and/or solving problems (Ennis, 1985; Halpern, 1998; Willingham, 2008)

BENCHMARK #	3,5,8,10,11
BIG IDEA	Judgment
ENDURING UNDERSTANDING	Evaluation
BENCHMARK	Students will use multiple strategies to make appropriate judgments
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than 30 seconds to answer.
STIMULUS ATTRIBUTES	Students will effectively judge and/or evaluate issues that exist in global and intercultural situations.
RESPONSE ATTRIBUTES	Students will exhibit effective judgment by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 3. I am open to different cultural ways of thinking in any international context. 5. Knowing about other cultural norms and beliefs is important to me. 8. Understanding different points of view is a priority to me. 10. I can contrast important aspects of different cultures with my own. 11. Knowing about other cultural beliefs is important.

BENCHMARK #	1,6,12
BIG IDEA	Analysis
ENDURING UNDERSTANDING	Analyzing Arguments
BENCHMARK	Students will comprehend and consider various cultural arguments
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than 30 seconds to answer.
STIMULUS ATTRIBUTES	Students will use multiple cultural perspectives in analyzing arguments in dealing with global and intercultural issues
RESPONSE ATTRIBUTES	Students will exhibit effective analysis of arguments by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 1. I consider different perspectives before making conclusions about the world. 6. I am able to think critically to interpret global and intercultural issues. 12. I am able to recognize how members of other cultures make decisions.

BENCHMARK #	4,9
BIG IDEA	Reasoning
ENDURING UNDERSTANDING	Making inferences using inductive or deductive reasoning
BENCHMARK	Students will use various reasoning strategies to make informed conclusions.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than 30 seconds to answer.
STIMULUS ATTRIBUTES	Students will make inferences using inductive or deductive reasoning regarding global and intercultural issues
RESPONSE ATTRIBUTES	Students will exhibit effective reasoning strategies by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 4. I can make effective decisions when placed in different cultural situations. 9. I can recognize how different cultures solve problems.

BENCHMARK #	2,7
BIG IDEA	Solution Finding
ENDURING UNDERSTANDING	Making decisions
BENCHMARK	Students will use multiple strategies to decide upon potential solutions to cultural problems.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than 30 seconds to answer.
STIMULUS ATTRIBUTES	Students will use multiple strategies to decide upon potential solutions to cultural problems.
RESPONSE ATTRIBUTES	Students will exhibit effective problem solving by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 2. I am able to manage when faced with multiple cultural perspectives 7. I actively learn about different cultural norms.

ITEM SPECIFICATIONS - COMMUNICATION

Student Learning Outcome: *Students communicate effectively with members of other cultures*

Operational Definition: The Students will be able to exemplify effective communication with members of other cultures through the use of following traits:

SPAAA (Sensitivity, Production, Awareness, Adaptability, Acceptance)

1. Sensitivity - cultural empathy and sensitivity, nonjudgmental perceptiveness (Olson & Kroeger, 2001, Ting-Toomy, 1999)
2. Production - Active listening, conversation reflectiveness, conveying a clear and intended message, decoding skills, engage in collaboration, and effective interactions (Deardoff, 2006; Griffith & Harvey, 2000; Gudykunst, 1993; Sue, 2001; Ting-Toomey & Kurogi, 1998)
3. Awareness - cross- cultural awareness, engage in international relationships (Landis, Bennett, & Bennett, 2003; Paige, Jorstad, Paulson, Klein, & Colby, 1999, Storti, 1999; Storti & Bennhold-Samaan, 1998)
4. Adaptability - flexibility, high tolerance for cultural ambiguity and differences, manage cultural misunderstandings (Dignes, 1983, Olson & Kroeger, 2001, Kim 1992, Ting-Toomy, 1999)
5. Acceptance - open-mindedness, cultural reception (Dignes, 1983, Ting-Toomy, 1999)

BENCHMARK #	18,22
BIG IDEA	Sensitivity
ENDURING UNDERSTANDING	cultural empathy and sensitivity
BENCHMARK	Students will demonstrate a level of sensitivity toward other cultures.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than 30 seconds to answer.
STIMULUS ATTRIBUTES	Students will exhibit cultural empathy and sensitivity and nonjudgmental perceptiveness when communicating with members of other cultures.
RESPONSE ATTRIBUTES	Students will demonstrate cultural empathy and sensitivity by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 18. I feel comfortable in conversations that may involve cultural differences. 22. I appreciate members of other cultures teaching me about their culture.

BENCHMARK #	15,16,23,26
BIG IDEA	Production
ENDURING UNDERSTANDING	Engage in Collaboration
BENCHMARK	Students will demonstrate the ability to engage in collaboration with members of other cultures.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than 30 seconds to answer.
STIMULUS ATTRIBUTES	Students will demonstrate the ability to engage in collaboration with members of other cultures.
RESPONSE ATTRIBUTES	Students will demonstrate the ability to engage in collaboration with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains.
SAMPLE QUESTION	Agreement 15. I am confident that I can adapt to different cultural environments. 16. I am able to communicate effectively with members of other cultures. 23. I am able to interact effectively with members of other cultures. 26. I can clearly articulate my point of view to members of other cultures.

BENCHMARK #	20,21
BIG IDEA	Awareness
ENDURING UNDERSTANDING	Cross- cultural awareness
BENCHMARK	Students will demonstrate cross-cultural awareness with members of other cultures.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
STIMULUS ATTRIBUTES	Students will demonstrate cross-cultural awareness with members of other cultures.
RESPONSE ATTRIBUTES	Students will demonstrate cross cultural awareness with members of other cultures. by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 20. I often ask questions about culture to members of other cultures. 21. I enjoy learning about other cultures.

BENCHMARK #	13,14,25
BIG IDEA	Adaptability
ENDURING UNDERSTANDING	Flexibility
BENCHMARK	Students will demonstrate communicative flexibility with members of other cultures.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
STIMULUS ATTRIBUTES	Students will demonstrate communicative flexibility with members of other cultures.
RESPONSE ATTRIBUTES	Students will demonstrate communicative flexibility by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains.
SAMPLE QUESTION	Agreement 13. I demonstrate flexibility when interacting with members of another culture. 14. I prefer to socialize with people of my culture. 25. I feel comfortable discussing international issues.

BENCHMARK #	17,19,24
BIG IDEA	Acceptance
ENDURING UNDERSTANDING	Cultural reception
BENCHMARK	Students will demonstrate the ability to be culturally receptive with members of other cultures.
ITEM TYPES	Agreement, Self-Rating, Task/Behavior Domain
CONTENT LIMITS	The text should contain clear and sufficient context for determining the meaning of the question. Each question should not take more than ___ to answer.
STIMULUS ATTRIBUTES	Students will demonstrate the ability to be culturally receptive with members of other cultures.
RESPONSE ATTRIBUTES	Students will demonstrate the ability to be culturally receptive with members of other cultures by selecting a response to the listed assessment item in terms of agreement/self-rating/behavioral-task domains
SAMPLE QUESTION	Agreement 17. I like working in groups with students from other countries. 19. When working on a group project, I enjoy collaborating with students from other countries. 24. I appreciate differences between cultures.

REFERENCES

- Case, R. (2005). Moving critical thinking to the main stage. *Education Canada*, 45(2), 45-49.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10(3), 241-266.
- Dinges, N. (1983). Intercultural competence. In D. Landis & R. W. Brislin (Eds.), *Handbook of intercultural training* (Vol. 1): *Issues in theory and design* (pp. 176-202). New York: Pergamon.
- Ennis, R. H. (1985). A logical basis for measuring critical thinking skills. *Educational leadership*, 43(2), 44-48.
- Facione, P. A. (1990). *Executive summary of critical thinking: a statement of expert consensus for purposes of educational assessment and instruction, including all tables, findings and recommendations of The Delphi Report*. California Academic Press.
- Griffith, D. A., & Harvey, M. G. (2000). An intercultural communication model for use in global interorganizational networks. *Journal of International Marketing*, 9(3), 87-103.
- Gudykunst, W. B. (1993). Toward a theory of effective interpersonal and intergroup communication: An anxiety/uncertainty management (AUM) perspective.
- Halpern, D. F. (1998). Teaching critical thinking for transfer across domains: Disposition, skills, structure training, and metacognitive monitoring. *American psychologist*, 53(4), 449.
- Kim, Y.Y. (1992). Intercultural communication competence: A systems-thinking view. In W.B. Gudykunst & Y.Y. Kim (Eds.), *Readings on communicating with strangers: An approach to intercultural communication* (pp. 371-381). New York: McGraw-Hill.
- Landis, D., Bennett, J., & Bennett, M. (2003). *Handbook of intercultural training*. Sage Publications.
- Lipman, M. (1988). Critical Thinking--What Can It Be?. *Educational Leadership*, 46(1), 38-43.
- Olson, C., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of studies in international education*, 5(2), 116-137.
- Paige, R. M., Jorstad, H. L., Paulson, L., Klein, F. and Colby, J. 1999. "Culture learning in language education: A review of the literature". In *Culture as the core: Integrating culture into the language curriculum*, Edited by: Paige, R. M., Lange, D. L. and Yershova, Y. A. 47-114. Minneapolis, MN: University of Minnesota.
- Paul, R. W. (1992). Critical thinking: What, why, and how? *New Directions for Community Colleges*, 1992(77), 3-24.
- Storti, C. (1999). *Figuring Foreigners Out: A Practical Guide*.
- Storti, C., & Bennhold-Samaan, L. (1998). *Culture Matters: The Peace Corps Cross-Cultural Workbook*. Washington D.

- Sue, D. W. (2001). Multidimensional facets of cultural competence. *The counseling psychologist*, 29(6), 790-821.
- Tindal, G., & Nolet, V. (1995). Curriculum-based measurement in middle and high schools: Critical thinking skills in content areas. *Focus on Exceptional Children*, 27(7), 1-22.
- Ting-Toomey, S. (1999) *Communicating across Cultures*. The Guilford Press, New York, 261.
- Ting-Toomey, S., & Kurogi, A. (1998). Facework competence in intercultural conflict: An updated face-negotiation theory. *International journal of intercultural relations*, 22(2), 187-225.
- University of Florida (2014). *Learning without Borders: Internationalizing the Gator Nation*. UF Quality Enhancement Plan. Retrieved from <http://sacs.aa.ufl.edu/media/sacsaaufledu/files/UF-QEP-2014.pdf>
- Willingham, D. T. (2008). Critical thinking: Why is it so hard to teach?. *Arts Education Policy Review*, 109(4), 21-32.
- Wilson, T. J. (2014). Assessing internationalization efforts: Utilizing item response theory to validate intercultural competency and global awareness in postsecondary undergraduate students. (Doctoral dissertation). University of Florida. Retrieved from <https://ufdc.ufl.edu/UFE0046639/00001>

HOW TO DOWNLOAD AND CITE THIS SURVEY

This document is available for download at

<https://internationalcenter.ufl.edu/home/assessment/intcrit-and-intcomm-surveys> .

Please note the survey is available in several languages. Check our website to learn more:

<https://internationalcenter.ufl.edu/home/assessment/intcrit-and-intcomm-surveys>

We are pleased to share these surveys and approve your use of these instruments. If you do use these, please credit the surveys as follows:

University of Florida. (2014). *The International Critical Thinking (IntCRIT) and International Communication (IntCOMM) scales*. Retrieved from <https://internationalcenter.ufl.edu/home/assessment/intcrit-and-intcomm-surveys>. Used by permission.

