Practical Strategies for Assessing Global Learning as Part of General Education
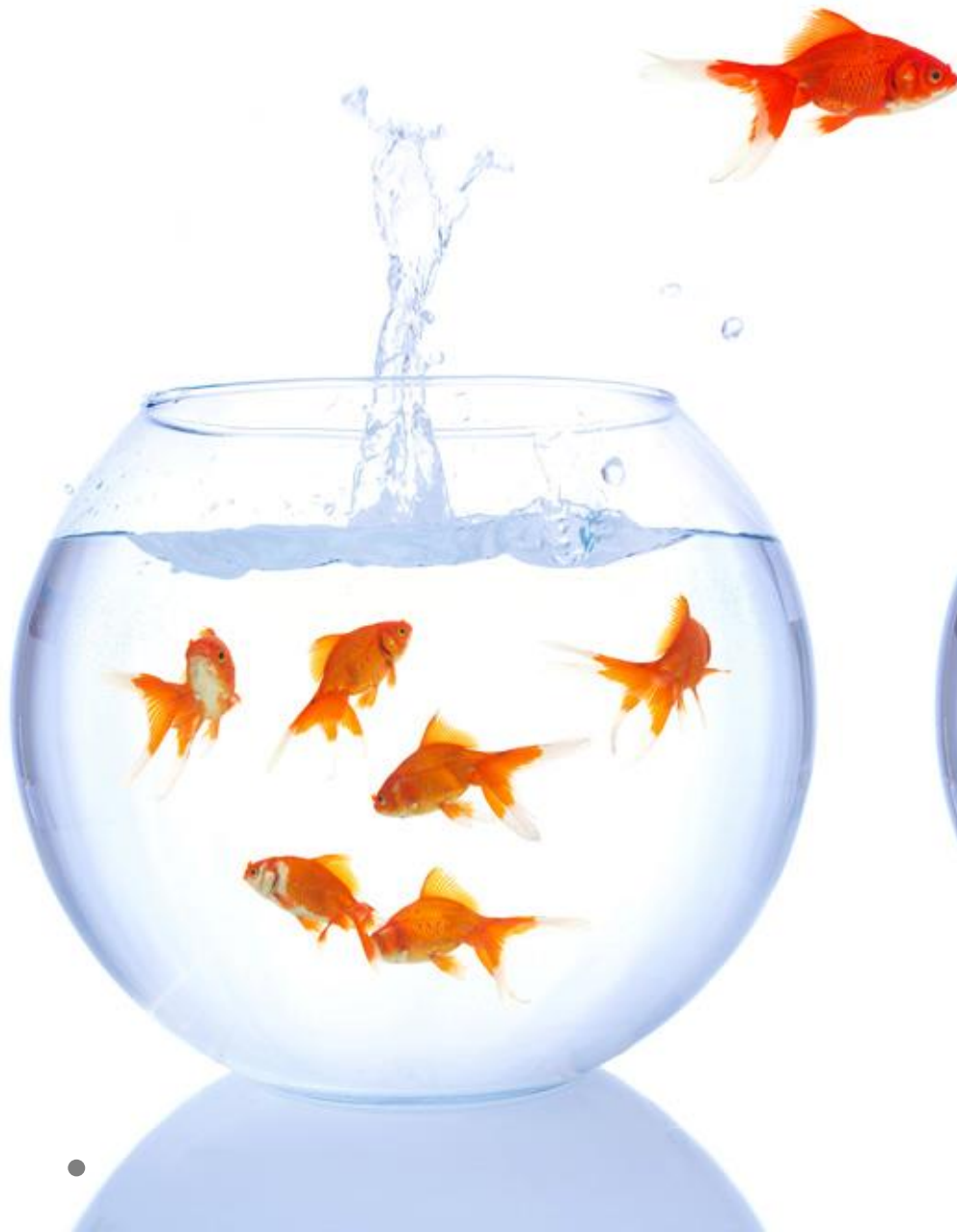
Ashley Finley, Ph.D

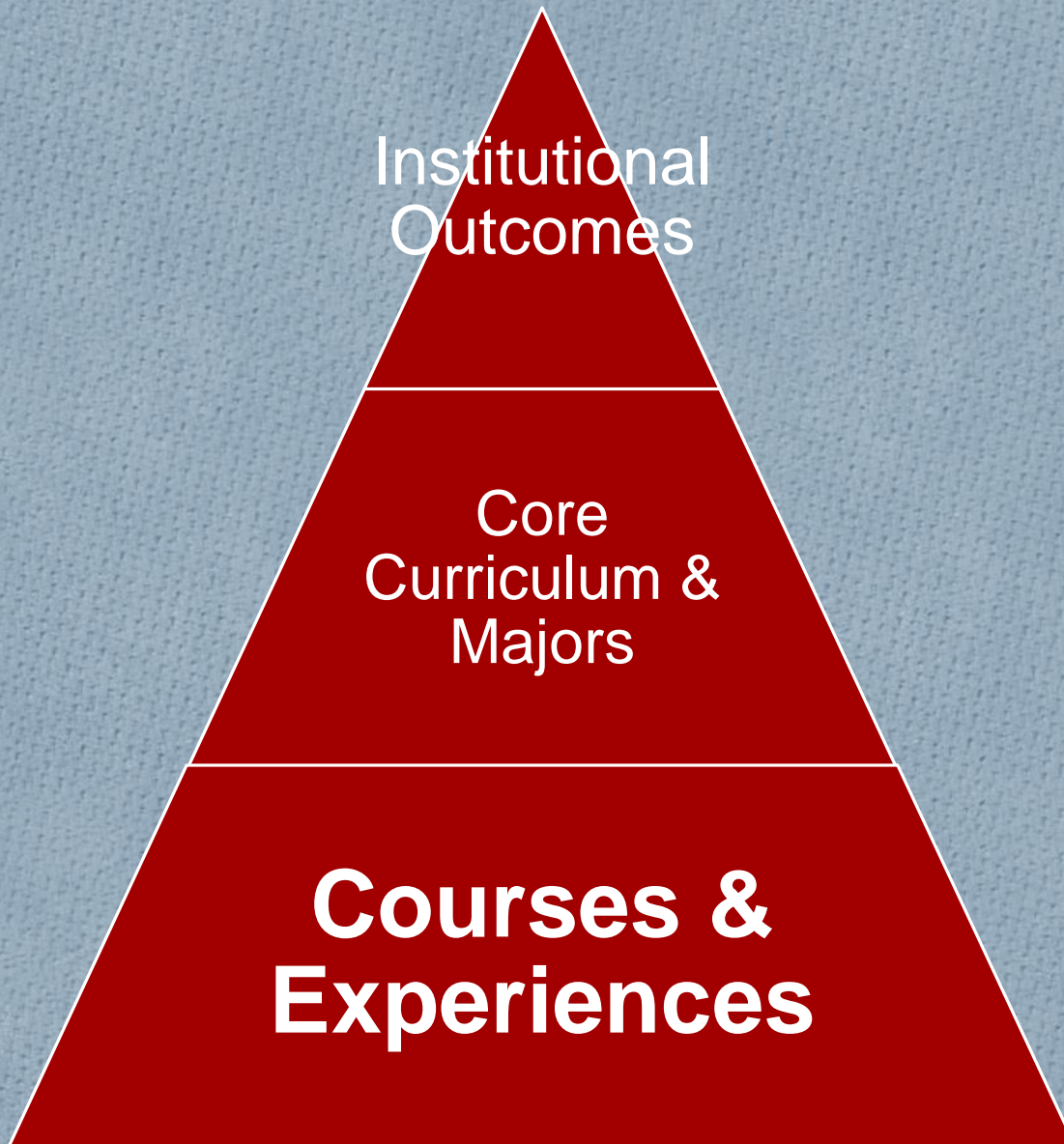Senior Director of Assessment & Research, AAC&U

National Evaluator, Bringing Theory to Practice

NAFSA Conference

May 27, 2015

How should students be different by the time they leave from when they entered?

Institutional Outcomes

Core Curriculum & Majors

Courses & Experiences

Essential Learning Outcomes

Knowledge
•Content areas

•**Intell. & Pract. Skills**
•Inquiry & Analysis
•Critical & Creative Thinking
•Written & Oral Comm.
•Reading
•Quantitative Literacy
•Information Literacy
•Teamwork & Prob-solving

•**Personal & Social Resp.**
•Civic Knowledge
•Intercultural Knowledge
•Ethical Reasoning
•Lifelong Learning
•Global Learning

•**Integrative & Applied Learning**

INPUTS
(What is needed for the process?)

ACTIVITIES
(What will students be asked to do?)

OUTPUTS
(What counts as good evidence?)

OUTCOMES
(What should improve as a direct result of efforts that contribute to the long-term vision?)

Impact Goals
(What is the hope for the future for students, for faculty, for the institution?)

Products needed to assess outcomes, "countables":

Expected Changes: short, inter-mediate

Long-term vision for change

Moving from Goals to Expected Outcomes

Short-Term
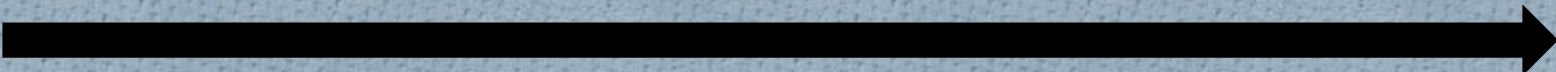
Intermediate

Long-Term

EXPECT to see

Would LIKE to see

Would LOVE to see

The need for collaboration necessarily increases as you move toward LOVE – ability to affect outcomes requires greater resources and input

Connecting the Threads of Global Learning with Gen Ed

O Given your current general education program:

   O What would you love to see in terms of global learning?

   O What would you like to see?

   O What do you expect to see?

O Who do you need to involve to move from "expected" outcomes to the outcomes you would like and love to see?

Actions needed to produce outputs:

INPUTS
(What is needed for the process?)

ACTIVITIES
(What will students be asked to do?)

OUTPUTS
(What counts as good evidence?)

OUTCOMES
(What should improve as a direct result of efforts that contribute to the long-term vision?)

Impact Goals
(What is the hope for the future for students, for faculty, for the institution?)

Products needed to assess outcomes, "countables":

Expected Changes: short, inter-mediate

Long-term vision for change

INPUTS

- Study abroad and internatl. programs
- SL, comm-based programs
- LLCs
- Internships
- Res life staff
- Stud. Affairs staff
- Multicultural/ diversity center
- Student grps
- Advising
- Alum Rel
- Career Services
- Inst. Res.

ACTIVITIES

- Service-learn., comm. engage.
- Campus engagement
- Intergroup dialogue
- Research, critical analysis
- Tasks focused on: discovery, synthesis, application, prob.-solving, communication
- Tasks focused on big

OUTPUTS

- Crit. reflection
- Community action plan
- Public service announcement
- Reflection on event development
- Oral presentation
- Group presentation
- Website, Blog/wiki dev.
- Video diary

OUTCOMES

- Global Learning
- Intercultural competence
- Openness to diversity
- Civic mindedness
- Critical Thinking
- Integrative Learning
- Problem-solving

Impact Goals

Enable students to become global leaders and engaged citizens

Working with Logic Models

O What are the outcomes of your current general education program (or institutional outcomes)?

O What are students expected to do to demonstrate global or civic capacities? What about other skills?

O What activities are students expected to engage in that encourage them to apply specific global learning skills? What about other outcomes or skills?

O What departments/programs/campus centers contribute to these activities? Who is involved?

Mapping Outcomes Beyond the Student

INPUTS	ACTIVITIES	OUTPUTS	**OUTCOMES**
Student • Program resources • Inputs from student affairs? •Curricular inputs?	**Student** •Reflection •Group projects • Activities in co-curr	**Student** • Reflection papers • Summary pts from group discussion among mentors • Collaborative work?	**Student** • Global learning • Civic engagement • Critical thinking
Faculty & Staff • No. of faculty & staff involved • Faculty & staff dev. resources	**Faculty & Staff** •Faculty & staff orientation • Faculty & staff development workshops	**Faculty & Staff** • # of courses/progs w/ best practices • global learning modules integrated into course material • Faculty/staff dev. hrs	**Faculty & Staff** • Innovation in teaching practices • Understanding of global learning • Bldg. Communities of Practice
Institutional • Current assess. • Inst. Research • Student Affairs • Study abroad • Teaching Center	**Institutional** • Assessment workshops • Communication strategies to promote global learning	**Institutional** • increase in courses focused on global learning • Posters/banners on global learning • recognition event	**Institutional** •Disaggregated outcomes across student populations • Retention • Campus awareness

Capturing What Matters: VALUE Rubrics Initiative
(Valid Assessment of Learning in Undergraduate Education

- Instrument Development
  - 16 rubrics (2007-2009)
  - Created primarily by teams of faculty
  - Inter-disciplinary, inter-institutional
  - Three rounds of testing and revision on campuses with samples of student work
  - Intended to be modified at campus-level

- Utility
  - Assessment of students' demonstrated performance and capacity for improvement
  - Faculty-owned and institutionally shared
  - Used for students' self-assessment of learning
  - Increase transparency of what matters to institutions for student learning

VALUE Rubrics
(www.aacu.org/value)

- **Knowledge of Human Cultures & the Physical & Natural Worlds**
  - Content Areas →No Rubrics
- **Intellectual and Practical Skills**
  - Inquiry & Analysis
  - Critical Thinking
  - Creative Thinking
  - Written Communication
  - Oral Communication
  - Reading
  - Quantitative Literacy
  - Information Literacy
  - Teamwork
  - Problem-solving

- **Personal & Social Responsibility**
  - Civic Knowledge & Engagement
  - Intercultural Knowledge & Competence
  - Ethical Reasoning
  - Foundations & Skills for Lifelong Learning
  - Global Learning
- **Integrative & Applied Learning**
  - Integrative & Applied Learning

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

AACU — Association of American Colleges and Universities

Criteria

Definition

mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not mee...

Performance Levels

|	Capstone	Milestones		Benchmark
	4	3	2	
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imagi... ...king into account the complexiti... ...ssue. Limits of position... ...ive, thesis/hypothe... ...cknowledged. Others' poi... ...ew are synthesized within positio... perspective, the...	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Co... (co... an... and ability to place evidence and perspectives discussed in priority order.	**Performance Descriptors** ...implications) are identified clearly.	...gically tied to information ...ation is chosen to fit the ...on); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Working with Rubrics

O Examine the VALUE global learning rubric

O How do dimensions align with current thinking or articulations of global learning on campus?

  O Which dimensions of the rubric are helpful?

  O What should be amended?

  O What is missing?

O How might the rubric align with particular outputs identified in the logic model?

O How might outputs be created to better align with a full articulation of the skill?

How have Campuses Used Rubrics to Improve Learning?

O Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment

O 12 Case Studies

O Frequently asked questions

http://www.aacu.org/value/casestudies/
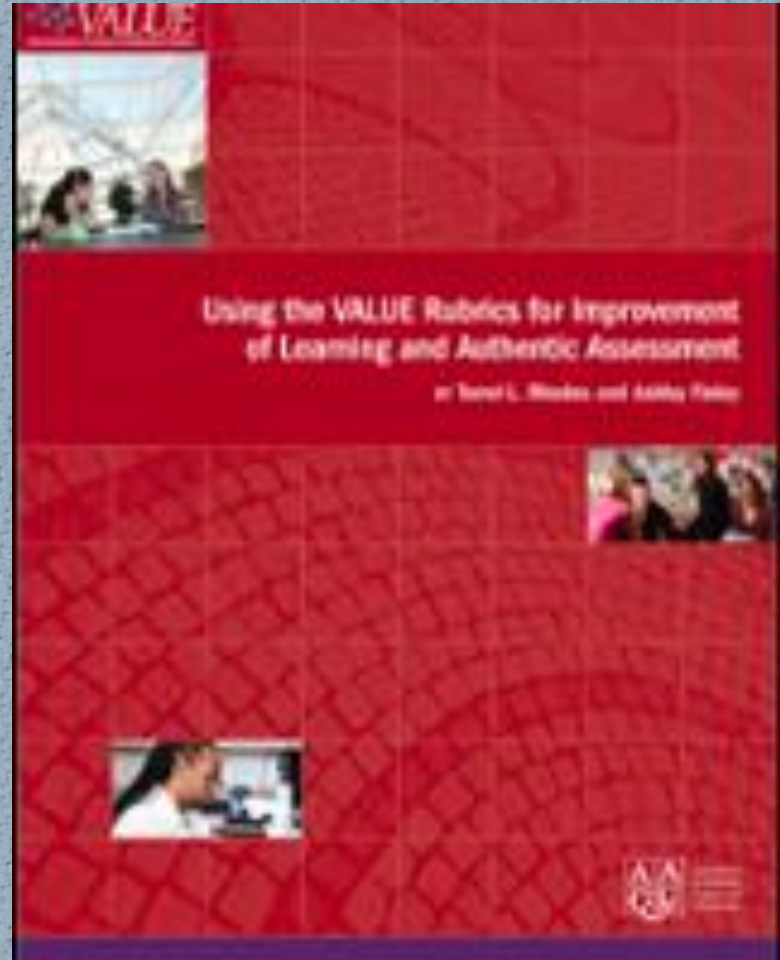
Campus Examples of Outcomes Assessment Using Rubric data

From: UNC-Wilmington, Critical Thinking Rubric

Dimension	% of students who scored 2 or higher	% of students who scored 3 or higher
Explanation of Issues	68.3	35.5
Interpreting & Analysis	65.0	28.2
Influence of Context and Assumptions	48.8	21.2
Student's position	54.5	24.0
Conclusions and related outcomes	47.7	17.0

Critical Thinking: Issues, Analysis, and Conclusions

(Inter-rater reliability = >.8)
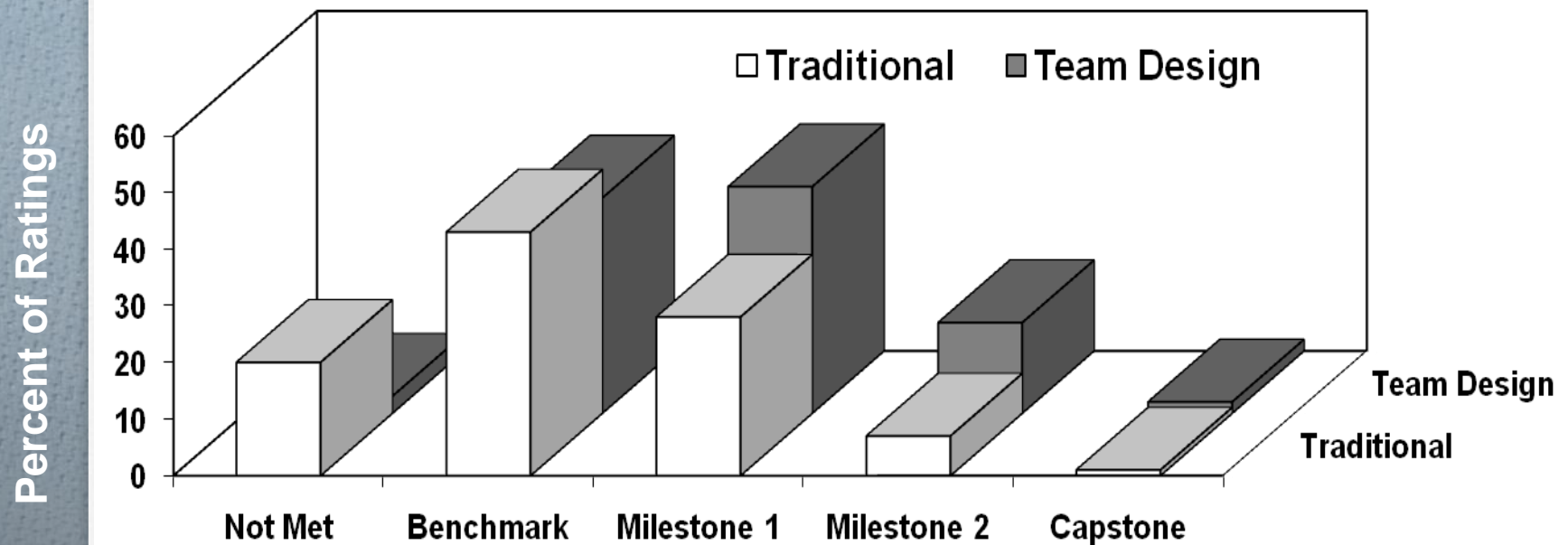
Critical Thinking: Evaluation of Sources and Evidence
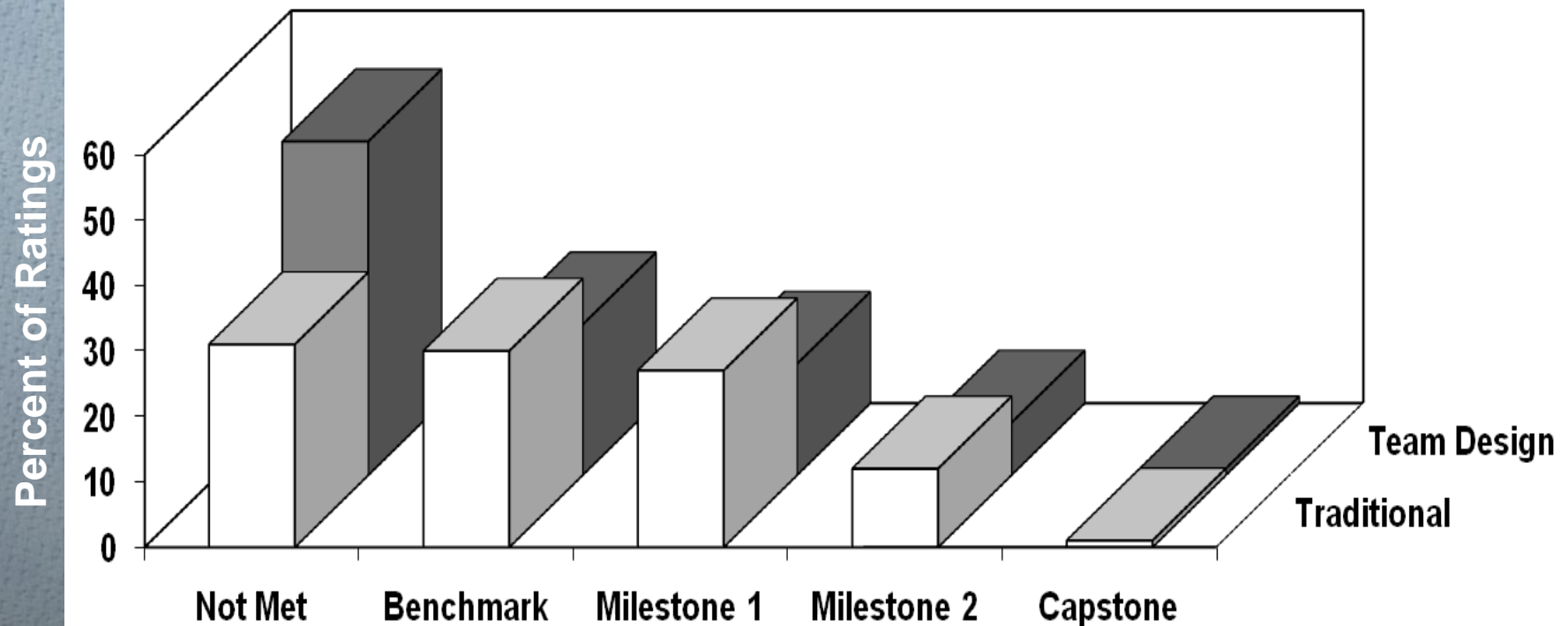
LaGuardia Community College

Lower Credit | Higher Credit

Category	Lower Credit	Higher Credit
Critical Literacy	5.6	6.5
Rsrch & Info Lit	4.2	5.7
Oral Comm	7.4	7.6
Quant Lit	6.8	7.8
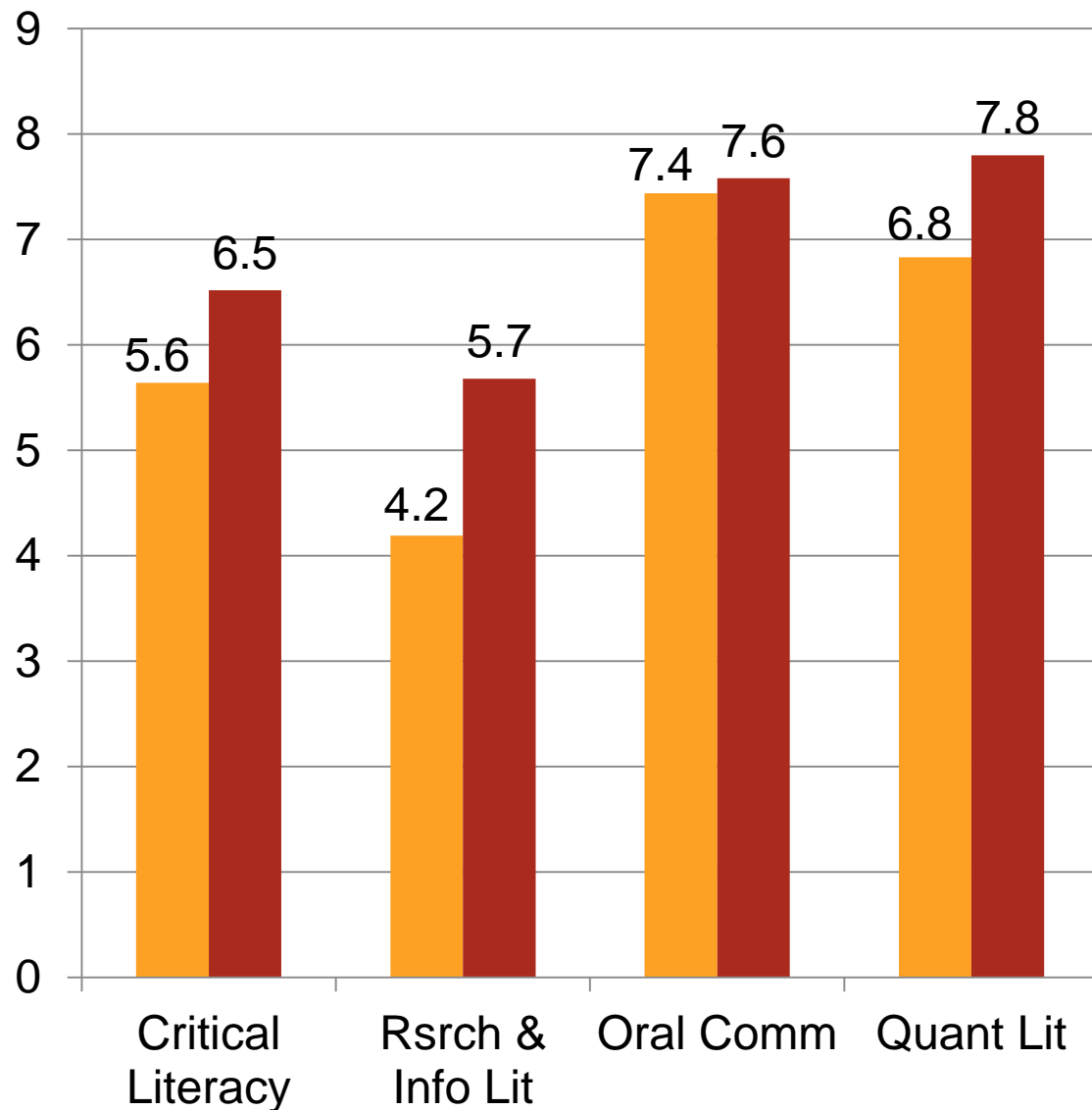
- Crit. Lit. (CT, Rdg, Writing): 1,072 samples [showed] a gain of 0.88 between lower and higher credit students.
- Research & Info. Literacy: 318 samples [showed] gain of 1.49. The interdisc. scoring team found that programmatic definitions & practices around citation of researched info. varied widely, making it difficult to consistently score for plagiarism.
- Oral Comm: 875 samples [showed] a gain of only 0.14. 39% of the samples were not related to the rubric. Samples exhibited wide range of quality & other tech. limitations.
- Quant. Reasoning: 322 samples [showed] a gain of 0.97. The interdisc scoring team found that 30% of the samples were not related to the rubric…rubric too narrow to encompass range of assignments across the curr.

Additional Resources

O Me: finley@aacu.org

O Logic Models: http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide

O AAC&U VALUE Rubrics: http://www.aacu.org/value/index.cfm

O VALUE Case Studies: https://www.aacu.org/value/casestudies

O Additional Campus Examples: http://www.aacu.org/peerreview/pr-fa11wi12/