Campus & System Perspective #3
Strategic Vision for Global Learning: The Liberal Arts Experience

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Outcomes

• Learn how campus colleagues are using VALUE to improve
  • **Support faculty innovation and development**
    • Global Learning Rubric
    • New/Revised General Education Curriculum
  • **Student learning**
    • Jigsaw Pedagogy
  • **Meet accreditation standards**
    • SACSCOC QEP & beyond
ABOUT ST. EDWARD’S

• Located in Austin, Texas
• Private, Catholic liberal arts university
• Founded in 1885 by the Congregation of Holy Cross
• 60+ bachelor’s and master’s degree programs
• Partner universities on 5 continents
• Mission-Global
Introductions
Networking

• Intro
  • Name
  • College/University
  • Role
  • Global Learning issue trying to solve?
• Show of Hands
  • Used Value Rubrics / Results for Continuous Improvement
  • Used Global Learning Rubric Specifically
  • Used Value Rubrics for Accreditation
-Questions to consider-

• Why does assessment matter?

• Why does Global Learning Assessment Matter?
Faculty Innovation & Development

Global Learning Rubric
Revised GE Curriculum
Global Learning Rubric Project

• Shared Futures 2011
  – 32 institutions
• Rubric Development Team 2013
  – 12 institutions
  – Calibration
    • 100+ people/62 Institutions
    • Teagle Scholars/Inter-rater Reliability
• Anderson, Blair, Finley

http://www.aacu.org/publications-research/periodicals/developing-global-learning-rubric-strengthening-teaching-and
Anatomy of a Value Rubric

**Dimensions**

- **Global Learning Awareness**
  - Levels 4-3: Evaluates the global impact of one's own and others' specific local actions on the natural and human world.
  - Levels 2-1: Identifies some connections between an individual's personal decision-making and certain local and global issues.
- **Perspective Taking**
  - Levels 4-3: Synthesizes others' perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.
  - Levels 2-1: Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
- **Cultural Diversity**
  - Levels 4-3: Analyzes substantial interactions between the worldviews, power structures, and experiences of multiple cultural traditions historically or in contemporary contexts, incorporating respectful interaction across cultures.
  - Levels 2-1: Explores the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
- **Personal and Social Responsibility**
  - Levels 4-3: Analyzes the ethical, social, and environmental consequences of one's personal and collective behavior.
  - Levels 2-1: Identifies basic ethical dimensions of some local or national decisions that have global impact.
- **Understanding Global Systems**
  - Levels 4-3: Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural world.
  - Levels 2-1: Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
- **Applying Knowledge to Contemplative Global Contexts**
  - Levels 4-3: Formulates practical yet elementary solutions to global challenges that are at least two disciplinary perspectives (such as cultural, historical, and scientific).
  - Levels 2-1: Defines global challenges in basic ways, including a limited number of perspectives and solutions.

**Performance Descriptors**

- **Capstone**
  - Levels 4: Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.
  - Levels 3-1: Evaluates the global impact of one's own and others' specific local actions on the natural and human world.

**Milestones**

- Level 3: Analyzes how human actions influence the natural and human world.

**Benchmarks**

- Levels 4-3: Identifies some connections between an individual's personal decision-making and certain local and global issues.
  - Levels 2-1: Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).

**Definition**

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.
Global Learning Rubric Project

Shortfalls
--US Institution Designed
--No Student Involvement
--Language (Power of) not included

Advantages
No instrument like it (many have tried)
Captures a good deal of Global Learning
GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

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Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, modes, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development. For individuals' ability to advance equity and justice at home and abroad, global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire academic career through an institution's curricular and co-curricular programming. The rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly attributable to a singular experience, course, or assignment. Depending on the context, the necessary development may be development within one level rather than growth from level to level.

We encourage users of the Global Learning rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its implications in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society locally, nationally, and globally and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to them. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.
International Education Administrators Seminars

- **Purpose**
  - Reinforce teaching and research exchanges
  - Contribute to student exchange and joint partnerships
  - Familiarize with European/Country initiatives

- **Outcomes**
  - Realization that Assessment is SO different in Europe
  - Test scores are VERY important
  - Student learning assessment is happening, but at different level
  - Understanding this can help make our students more successful overseas
-Questions to consider-

- Why does assessment matter?
- Why does Global Learning Assessment Matter?

At your table, discuss, report out in 4-5 minutes
Assessment Partner

• Asia Pacific University

• Students: 5,745
• Domestic(Japanese) 3,245
• Overseas (79 countries)

Beppu, Oita Pref.
APU and St. Edward’s University’s collaborative study abroad programs to produce global human resources.
Airing Dirty Laundry, i.e. Failure and then Success

Analysis of Results: Round 1
Regressive Growth
Power of Language
Clear Communication of how to assess

Improvement: and Round 2
Revised Questions
Questions asked in Japanese/translated
Clear expectations
Impact of the assessment onto our campuses

Learning Goals

Active Learning
- Field study
- Lectures
- Reflection of learning

Assessment
- IDI (The Intercultural Development Inventory)
- Test/Report
- Global Learning Rubrics

- Better integration of educational components
- Feedback to teachers → More reflection sessions
- More diversified assessment
- Utilization of resources of 2 campuses across ocean
APU and SEU
A new rubric

Career path
Personal changes
Perspective development
Social responsibility
Interests in foreign countries/
Communication/Cultures
Revised General Education

• GLOBAL PERSPECTIVES (UNIVERSITY AND GE OUTCOME)
  • Demonstrate knowledge about an area of the world, country, or region within a country and place it within a global context involving individual, societal, cultural, economic and/or political relationships (Knowledge);
  • Demonstrate the ability to compare, analyze and evaluate diverse perspectives, including their own, to experiences and legacies within a global context outside of their own society (Perspective and Comparison);
  • Demonstrate the ability to identify issues of global concern and then apply critical, moral and ethical analyses drawing on multiple perspectives such as inequality, economic status, identity, gender, class, ideology, ethnicity, and power relations (Application).
Student Learning

Jigsaw Pedagogy
Global Understanding Workshops

• Experiential Workshops
  – 3 hours
  – Students enrolled in junior level General Education courses

• Focus on Issue of Global Significance
  – Water, Human Trafficking, Migration, etc.
  – Task: everyone took a different government role; Learn about solutions; reconvene to discuss and create solution

• Learning Outcomes and Assessment based on Global Learning Rubric
Global Learning Skills: AAC&U Rubric

- Perspective Taking
- Applying Knowledge to Contemporary Global Contexts
- Personal and Social Responsibility
Outcomes

• 80% of students scored at Milestone level 3 or higher
  – Identified and synthesized other perspectives
  – Planned and evaluated more complex solutions to global challenges appropriate to their cultural contexts
  – Analyzed the ethical and social consequences

• Strongest areas were perspective taking and applying knowledge

• Weakest area: Shared definition of Social Justice
Global Perspective

understand their personal values

Global Perspective

understand their personal values

Global Perspective

understand their personal values
Accreditation: SACSCOC

• QEP
• Developing Global Understanding in Undergraduate Students
• Mission statement:
  – educates its students in an environment that includes the broader community
  – helping students recognize their responsibility as members of the world community and apply their knowledge of the liberal arts and their specific disciplines
  – to the solution of social problems and the promotion of peace and social justice.
QEP and Beyond

- 60 Fulbright winners since 2008
- AVP (2) Global (Academic and Student Services)
- Approximately 60 countries and 45 states represented
- 24 Partner universities around the world
  - UCO (Angers) Flagship Partner
The Future
Data Informed

- Heliocampus
- Tableau
- Democritization of Data
- IR/Assessment Roles Working together
Study Abroad Destinations

- 54% of SEU students go to France, Germany, Italy, Spain, or the UK. National average is 40%.
Study Abroad Student Profile

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<th>Gender</th>
<th>Ethnic</th>
<th>% of Total Number of Records</th>
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<tr>
<td>Female</td>
<td>American Indian</td>
<td>0.11%</td>
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<tr>
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<td>Asian</td>
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<td>41.83%</td>
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<td>6.09%</td>
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- Students participating in SABR have similar racial/ethnic composition as the overall student body.
### Study Abroad Academic Profile

#### Academic Gender

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<td>NSCI</td>
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<tr>
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</table>

#### Academic Ethnic

| American Indian | 1,100 | 22.0 | 3.21 |
| Asian          | 1,250 | 26.5 | 3.27 |
| Black          | 1,166 | 22.5 | 3.17 |
| Native Hawaiian| 1,137 | 22.0 | 3.37 |
| White          | 1,225 | 25.6 | 3.41 |
| Two or more races| 1,179 | 24.7 | 3.37 |
| Latinx         | 1,154 | 23.5 | 3.22 |
| Nonresident alien| 1,124 | 21.0 | 3.28 |

- Students participating in SABR have a slightly higher academic achievement than the overall student body.
Global: Future Questions

• Impact-study abroad & academics?
  – Persistence & Graduation
  – Impact on future vocation

• Positive academic impact-lower performing students?
  – GPA
  – Rate of progress
Global Learning Rubric

• What questions can the Global Learning Rubric help you to answer?

• What is missing?

At your table, discuss, report out in 4-5 minutes
Norming Session and Student Work
The Ground Rules-when assessing

• Not grading
• We are not changing the rubric (today).
• Time sensitive. Go with your instinct.
• Think generally about student work & learning skill
  – beyond specific disciplinary lenses or content
• Pick one performance benchmark per dimension. Avoid “.5”.
• Zero does exist. Assign “0” if work does not meet benchmark (cell one) performance level. N/A exists.
Details

- Read the student work
- Evaluate
- Discuss/Report
- Questions
Thank you !

THE END