

**GLOBAL LEARNING IN COLLEGE: Cross-Cutting Capacities for 21<sup>st</sup> Century College Students**  
**Facilitated Discussion – Assessing Global Learning: Providing Evidence of Effectiveness**

<p><b>GLOBAL KNOWLEDGE</b> Students understand multiple worldviews, experiences, histories, and power structures</p>	<p><b>GLOBAL CHALLENGES</b> Students apply knowledge and skills gained through general education, the major, and co-curricular experiences to address complex, contemporary global issues (problems and opportunities)</p>	<p><b>GLOBAL SYSTEMS AND ORGANIZATIONS</b> Students initiate meaningful interaction with people from other cultures and take informed and responsible action to address ethical, social, and environmental challenges</p>	<p><b>GLOBAL CIVIC ENGAGEMENT</b> Students gain and apply deep knowledge of the differential effects of human organizations and actions on global systems</p>	<p><b>GLOBAL IDENTITIES</b> Students articulate their own values as global citizens in the context of personal identities and recognize diverse and potentially conflicting positions vis-à-vis complex social and civic problems</p>
<p><b>CRITICAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• For what <i>purpose(s)</i> are you currently assessing?</li> <li style="padding-left: 20px;">• <i>How</i> are you currently assessing?</li> <li>• What <i>new methods</i> could you use to assess?</li> </ul>				

## KEY ASSESSMENT CONCEPTS

### Determine Purpose(s) of Assessment

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Continuous program improvement?</li> <li>• Continuous student learning improvement?</li> <li>• Accreditation/accountability?</li> <li>• Funding?</li> </ul> | <ul style="list-style-type: none"> <li>• To motivate?</li> <li>• To grade?</li> <li>• To confer diploma or certificate?</li> </ul> |
|--|--|

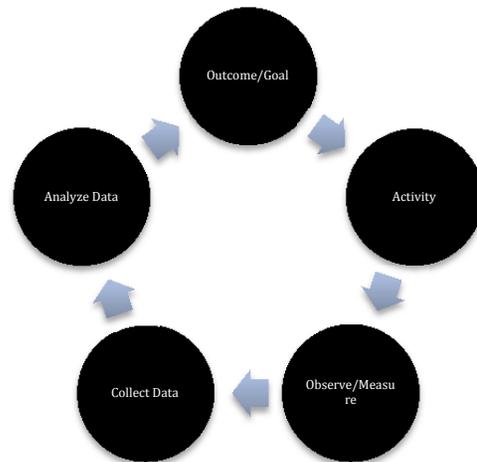
### Develop Outcomes and/or Goals

Student Learning Outcomes	Program Goals
<ul style="list-style-type: none"> <li>• Student-centered</li> <li>• Essential and significant</li> <li>• Clear and focused</li> <li>• Observable or quantifiable</li> </ul>	<ul style="list-style-type: none"> <li>• Measure efficiency and effectiveness of the activity</li> <li>• Activity must support student learning outcomes</li> <li>• Encourage shared responsibility</li> </ul>

### Create an Assessment Plan

<b>1. What kind of data do we need?</b>	
<ul style="list-style-type: none"> <li>• Direct or indirect?</li> <li>• Qualitative or quantitative?</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion-referenced or norm-referenced?</li> <li>• Attainment or growth?</li> </ul>
<b>2. Is our institution already collecting this data?</b>	
<ul style="list-style-type: none"> <li>• Who is collecting the data?</li> </ul>	<ul style="list-style-type: none"> <li>• Who has access to the data?</li> </ul>
<b>3. What gaps do we need to fill?</b>	
<ul style="list-style-type: none"> <li>• Who are our internal and external partners?</li> </ul>	<ul style="list-style-type: none"> <li>• What instruments or resources do we need?</li> </ul>

### Develop a Plan for Continuous Improvement



Will the data:

- Support valid, reliable conclusions?
- Provide insights for continuous improvement?
- Address research question?
- Address assessment purpose(s)?
- Be meaningful?
- Be useful?