<table>
<thead>
<tr>
<th>GLOBAL KNOWLEDGE</th>
<th>GLOBAL CHALLENGES</th>
<th>GLOBAL SYSTEMS AND ORGANIZATIONS</th>
<th>GLOBAL CIVIC ENGAGEMENT</th>
<th>GLOBAL IDENTITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students understand multiple worldviews, experiences, histories, and power structures</td>
<td>Students apply knowledge and skills gained through general education, the major, and co-curricular experiences to address complex, contemporary global issues (problems and opportunities)</td>
<td>Students initiate meaningful interaction with people from other cultures and take informed and responsible action to address ethical, social, and environmental challenges</td>
<td>Students gain and apply deep knowledge of the differential effects of human organizations and actions on global systems</td>
<td>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</td>
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**CRITICAL QUESTIONS**

- For what purpose(s) are you currently assessing?
- *How* are you currently assessing?
- What new methods could you use to assess?
KEY ASSESSMENT CONCEPTS

Determine Purpose(s) of Assessment

- Continuous program improvement?
- Continuous student learning improvement?
- Accreditation/accountability?
- Funding?
- To motivate?
- To grade?
- To confer diploma or certificate?

Develop Outcomes and/or Goals

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Program Goals</th>
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<tbody>
<tr>
<td>• Student-centered</td>
<td>• Measure efficiency and effectiveness of the activity</td>
</tr>
<tr>
<td>• Essential and significant</td>
<td>• Activity must support student learning outcomes</td>
</tr>
<tr>
<td>• Clear and focused</td>
<td>• Encourage shared responsibility</td>
</tr>
<tr>
<td>• Observable or quantifiable</td>
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Create an Assessment Plan

1. What kind of data do we need?
   - Direct or indirect?
   - Qualitative or quantitative?
   - Criterion-referenced or norm-referenced?
   - Attainment or growth?

2. Is our institution already collecting this data?
   - Who is collecting the data?
   - Who has access to the data?

3. What gaps do we need to fill?
   - Who are our internal and external partners?
   - What instruments or resources do we need?

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?