Global Approaches to Global Learning Assessment: Making the Results Meaningful

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AACU: Global Learning in College Conference
Minneapolis, MN
October 18, 2014

Why are we assessing?
Continuous Improvement

Outcome/Goal
Activity
Observe/Measure
Collect Data
Analyze Data

What are we assessing?

- Student learning outcomes – Program level
- Student learning outcomes – Course level
- Program goals
**Student Learning Outcomes**

- Student-centered
- Essential and significant
- Clear and focused
- Observable or quantifiable

**Program Goals**

- Measure efficiency and effectiveness of the activity
- Activity must support student learning outcomes
- Encourage shared responsibility

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**Global Learning Course Assessment Matrix**

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Degree Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number, Course Title</td>
<td>Semester Assessed:</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Global Learning Student Learning Outcome Addressed</th>
<th>Assessment Method</th>
<th>Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness: Students will be able to demonstrate knowledge of the interconnectedness of local, global, international, and intercultural issues, trends, and systems.</td>
<td>Assessment Activity/Work:</td>
<td>To be entered after each time course is taught</td>
</tr>
<tr>
<td>Course Learning Outcome</td>
<td>Evaluation Process:</td>
<td>Minimum Criteria for Success:</td>
</tr>
<tr>
<td>To be entered by faculty developing course</td>
<td>Sample:</td>
<td></td>
</tr>
</tbody>
</table>

**Use of Results for Improving Student Learning**

To be entered after each time course is taught
Learning Outcome Assessment for Global Learning Activity
Faculty Name: Alexis McKenney
Course: LEI 3707: Inclusive Recreation Services
Academic Unit: College of Education
Degree Program: Recreation and Sport Management
Semester Assessed: Summer 2014

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<th>Global Learning Student Learning Outcome Addressed</th>
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<td><strong>Global Engagement</strong>: Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.</td>
<td><strong>Assessment Activity/Artifact</strong>: &quot;Responding to Disability: A Question of Attitude&quot; Survey: Students complete survey and associated readings and case study activities at the beginning of the semester. Students reflect upon responses and attitude change on discussion board at the end of the semester.</td>
<td>Students assessed their attitudes and the attitudes of others throughout the entire course experience. Every debriefing centered on these experiences. For example, they were called &quot;stupid&quot; for not taking a taxi in one location because they opted to have everyone experience the same thing, regardless of whether they were in a chair. At Versailles, where 5 students were blindfolded, those who were not blindfolded assessed the reactions of others. In addition to completing the assignment of figuring out how best to help someone who cannot see experience the art.</td>
</tr>
</tbody>
</table>

**Course Learning Outcome**

Students will be able to demonstrate a willingness to self-evaluate their attitudes and learn strategies for improving others pertaining to accessibility for people with disabilities in communities across the world.

| Assessment Method | Minimum Criteria for Success: 1.5 out of 2 points possible
| Evaluation Process: 2-point rubric Sample: All students will be assessed. |

**Use of Results for Improving Student Learning**

Global awareness, perspective, and engagement outcomes were addressed in a manner unlike any classroom setting. Students learned about the laws, which laws are upheld, about the challenges people with disabilities face while traveling. They discussed how this might vary across different countries and cultures. They discussed how attitudes varied between cultures and within cultures. They experienced the challenges of communicating needs when not speaking the language. The entire course was participatory. They had no choice but to self-evaluate. For example, halfway through the first wheelchair assignment, the students hit their first view. Those who weren’t in chairs ran to the edge and started taking pictures. They then realized the others could not see the view, so offered to take pictures for them -- not help them get to the same spot. They did not realize this until they entered the site at the top of the hill (a church). They were able to get in, but that was it. So, they sat together and looked around and discussed what they were seeing. It turned into a group activity at that point. This was an insight that they could not have gotten if doing this sort of assignment alone.
## Regression Analysis Examining the Influence of Curricular and Co-curricular Participation on Global Learning Outcomes of Graduating Seniors, 2013-14 (N=1045)

### (Alpha adjusted for Bonferroni correction)

<table>
<thead>
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<tbody>
<tr>
<td>56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage</td>
<td>-0.073</td>
<td>-0.005</td>
<td>-0.017</td>
<td>-0.024</td>
<td>-0.024</td>
<td>-0.039</td>
</tr>
<tr>
<td>57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own</td>
<td>0.047</td>
<td>0.024</td>
<td>0.039</td>
<td>0.032</td>
<td>0.039</td>
<td>0.070</td>
</tr>
<tr>
<td>58. Community service activities at FIU</td>
<td>0.003</td>
<td>-0.014</td>
<td>0.005</td>
<td>0.004</td>
<td>0.072</td>
<td>-0.001</td>
</tr>
<tr>
<td>59. Campus organized discussions on diversity issues at FIU</td>
<td>-0.048</td>
<td>-0.012</td>
<td>0.011</td>
<td>-0.047</td>
<td>-0.012</td>
<td>-0.011</td>
</tr>
<tr>
<td>60. Campus organized discussions on international or global affairs at FIU</td>
<td>0.037</td>
<td>0.087</td>
<td>-0.004</td>
<td>0.032</td>
<td>0.042</td>
<td>0.046</td>
</tr>
<tr>
<td>61. FIU Leadership programs that stress collaboration and teamwork</td>
<td>-0.041</td>
<td>0.013</td>
<td>0.010</td>
<td>-0.019</td>
<td>0.004</td>
<td>-0.002</td>
</tr>
<tr>
<td>62. FIU global learning-designated courses</td>
<td>0.019</td>
<td>0.022</td>
<td>0.007</td>
<td>0.013</td>
<td>-0.008</td>
<td>0.006</td>
</tr>
<tr>
<td>63. Courses at FIU that include materials/readings on race and ethnicity issues</td>
<td>0.029</td>
<td>0.022</td>
<td>0.008</td>
<td>0.018</td>
<td>-0.002</td>
<td>-0.007</td>
</tr>
<tr>
<td>64. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs</td>
<td>0.040</td>
<td>0.020</td>
<td>0.016</td>
<td>0.046</td>
<td>0.046</td>
<td>0.051</td>
</tr>
</tbody>
</table>

* p < 0.05
What?  
What surprises you about the data?

So What?  
What factors may explain some of the trends we are seeing?

Now What?  
What new questions do you have?
Implications Map

Now what?
Thank you!

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