Mapping and Assessing Global Learning
Challenges and Strategies

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Schedule

• Assessing Global Learning Opportunities (30 min)
  – Institutional Assessment of Global Learning
  – Mapping Global Learning Across Campus
  – Assessing Global Learning in the General Education Curriculum

• Challenges and Strategies (discussion) (45 min)
Institutional Assessment of Global Learning

Mission

Institutional Goals

Student Learning

Outcomes

Planning Next Steps

Planning & Conducting Assessment

Communication

Synthesis & Connection of Outcomes

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Institutional Assessment of Global Learning

Mission

Institutional Goals

Center for International Education
Student Life
Academic Programs & Departments
General Education

Study Abroad
International Education Committee
Residential Life
Student Organizations
Lecture & Performance Series
Capstone Courses
Individual Courses
Mapping Global Learning Across Campus

• Mission/ Vision and Strategic Planning
• Accreditation
• The International Office
  – Co-curricular
  – Curricular
Assessing Global Learning in the General Education Curriculum

Office of Institutional Assessment

+ Provost’s Office

Home of GenEd Assessment

Middle States Recommendation ➔

GenEd Assessment timeline

In 2013-14 assess International (I) distribution courses and Cultural Analysis (CA) courses. The committee is a superset of ILAC.
Assessing Global Learning in the General Education Curriculum

• International (I) distribution

1. The course introduces students to the history, art, literature, philosophy, or civic life of people of different nationalities.

2. The course requires students to think and express themselves in a language other than English.

3. The course examines international social, material, cultural, or intellectual exchange at a systemic level.
Assessing Global Learning in the General Education Curriculum

• Cultural Analysis (CA) courses

CA courses deal with human culture in the variety of its philosophic, literary, artistic, economic, social, political, scientific, and other forms.

Each course focuses on how relationships between ideas and institutions have shaped societies, and the thoughts and behaviors of individuals and groups.
Challenges and Strategies at Juniata

• Our Scholarship of Teaching and Learning (SoTL) Center helps promote a culture or assessment at Juniata. Is your Teaching and Learning Center part of your strategy or a barrier?

http://www.juniata.edu/services/sotl/
http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1311&context=int_jtl

• Rubric – Definition – Practice

• Time commitment

• Leveraging existing work
Your Challenges, Strategies, and Suggestions?

• Who owns data and conducts the analysis?
  – Individual groups/offices collects and synthesizes
  – Centralized with specific roles charged with planning, collection, synthesis

• Collection of student work
  – Electronic storage
  – Pre-Post survey (study abroad) Pre-During-Post (surveys, student reflection)

• Culture of assessment
  – Open dialogue
• “Chain of evidence”
  – Planful connection
  – Faculty buy-in, interest, reporting
  – Balance of direct and indirect measures
  – Benchmarks – internal, external
• Mapping of curriculum to institutional goals
• Data rich – how synthesize, ‘get it out’ and use it?
• Skills – learning the terminology, process
• AAC&U Value Rubrics
Contacts

Challenges/ Strategies will be posted:
http://www.juniata.edu/departments/international/faculty/ILAC

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## Rubric examples

<table>
<thead>
<tr>
<th>REMEMBER</th>
<th>4 Extensive</th>
<th>3 Moderate</th>
<th>2 Minimal</th>
<th>1 Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate different countries or culturally unified regions on a map</td>
<td>Student can label more than 30 countries total on five different continents on a map</td>
<td>Student can label 20-30 different countries on four different continents on a map</td>
<td>Student can label 10-20 different countries on three different continents on a map</td>
<td>Student can label up to 10 different countries on two different continents on a map</td>
</tr>
</tbody>
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*Slide prepared by: Kirsten Greene, MA Candidate, International Education Management, Monterey Institute of International Studies*
### Rubric examples cont.

| Demonstrate an understanding of one's own culture | Student can demonstrate a profound understanding of major aspects and smaller nuances of the native culture | Student can demonstrate an understanding of major aspects, but not of smaller nuances, of the native culture | Student can demonstrate a shallow understanding of major aspects of the native culture | Student cannot demonstrate any understanding of any aspect or nuance of the native culture |

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