

Project Report
Assessment of Global Learning Goals in the General Education
California State University, Stanislaus

The purpose of this project was to create and pilot a mechanism for assessing the Global Learning Goals (GLGs) in the General Education (GE) Curriculum, and to collect and analyze evidence of student learning relating to the GLGs. Additionally, the project was intended to encourage the linking of goals to course requirements and to close the circle by articulating what steps can be taken to improve student learning of international/global content. The project was submitted to the Institutional Review Board and was designated as exempt from IRB oversight. This report will address the following project components:

- I. Faculty Survey
- II. Collection and Evaluation of Student Work Samples
- III. Recommendations

Background - The Global Learning Goals

The GLGs (Appendix A) were developed by a team of CSU Stanislaus faculty, staff, and administrators as part of campus participation in the American Council on Education's Global Learning for All (GLA) project. In May 2003, CSU Stanislaus was one of eight higher education institutions in the U.S. selected to participate in the project, which was designed to show how universities can provide international education to all students. CSU Stanislaus earned its selection because of work over the past decade to create programs in answer to this challenge. Because institutions cannot rely on opportunities outside the classroom to deliver knowledge to students, particularly adult learners and part-time students, it is necessary to ensure that international/global learning is embedded into the curriculum. One initiative of the GLA project was the development of measurable Global Learning Goals and the initiation of a campus-wide dialogue about how the goals can be implemented across the disciplines.

The GLGs are stated as broad themes: Multiple Perspectives, Interdependence, Social Justice, and Sustainability. They are intrinsically cross disciplinary and are intended to foster the connection of the global and the local. The companion document, Rubric for Assessing Global Learning Goals (Appendix B), also was developed during the Global Learning for All Project and provides descriptions by which student learning on these themes can be measured.

Description of the Project

The project consisted of two parts:

- **Part I - Survey:** To obtain faculty perspectives on the extent to which students can demonstrate learning in the GLGs, and to what extent course curriculum requires students to demonstrate learning in the GLGs.
- **Part II – Collection and Evaluation of Student Work Samples:** To collect and score student work samples demonstrating learning in the GLGs, to summarize the strengths and weaknesses of student competency, and based on those results, to recommend actions to improve identified weaknesses.

Identification of Project Participants

The scope of the pilot project was limited to Upper Division GE courses found in Area G with the expectation that the project could be replicable in other areas of the GE curriculum. Area G courses are required to address multicultural issues, among others (Appendix C), and were believed to be most closely aligned with the GLGs. Faculty teaching Area G courses in Fall 2005 were identified and recruited. These faculty members received a letter (Appendix D) explaining the project, asking them to complete the Survey (Appendix E), and asking them to consider participating in the collection and evaluation of student work samples.

I. Faculty Survey

Of the 22 faculty teaching Area G courses in Fall 2005, 17 completed the survey. Below are the survey questions and a summary of the responses (in italics).

Questions #1: What is your status on campus?

16 full-time faculty; one part-time.

Question #2: For which department are you teaching the GE Area G course?

Participants represented 10 departments and 2 colleges.

Question #3: Prior to receiving this document, had you heard of the Global Learning Goals?

14 yes; 2 no; 1 no response

Question #4: Prior to this semester have you taught a GE Area G course at CSU Stanislaus?

16 yes; one no.

Questions #5 – 8 were designed to obtain faculty perspectives on the extent to which students could demonstrate learning in the GLGs based on their *previous*, mostly lower-division experiences.

Questions #5: To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #1 - Multiple Perspectives?

Questions #6: To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #2 - Interdependence?

Questions #7: To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #3 – Social Justice?

Questions #8: To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #4 - Sustainability?

Respondents were given the choices “very able, fairly able, somewhat able, not able” to identify student competency (see Table 1). According to respondents, the majority of students entering upper-division Area G courses are “somewhat able” to demonstrate learning in all four goals. Generally students are better able to demonstrate understanding of Multiple Perspectives and are least able to demonstrate understanding of Interdependence.

Questions #9 – 12 were designed to measure to what extent the Area G course curriculum required students to demonstrate learning in each of the GLGs.

Questions #9: To what extent does the course curriculum of the Area G course require students to demonstrate Goal #1 – Multiple Perspectives?

Questions #10: To what extent does the course curriculum of the Area G course require students to demonstrate Goal #2 – Interdependence?

Questions #11: To what extent does the course curriculum of the Area G course require students to demonstrate Goal #3 – Social Justice?

Questions #12: To what extent does the course curriculum of the Area G course require students to demonstrate Goal #4 – Sustainability?

In addition, questions #9–12 were accompanied by the following sub-questions:
If (the goal is) included in the curriculum, is the goal assessed? If yes, by what method?

Faculty participants were given the choices “very much, some, a little, not at all” to respond to Questions #9 – 12 (see Table 2). The majority of faculty indicated “very much” to “some” of their curriculum required students to demonstrate each of the four goals. Answers indicate that there is more emphasis on the Multiple Perspectives goal than on the other three goals. Five faculty indicated that they did not require students to demonstrate the Sustainability goal; three indicated they did not require evidence of the Social Justice and Interdependence goals. Only one did not require students to demonstrate the Multiple Perspectives goal.

Survey Conclusions:

1. Almost all responding faculty were aware of the GLGs. Since the GLGs are not institutionalized on campus, this may indicate that the campus-wide dialogue initiated as part of the A.C.E. project was effective in raising awareness of global learning and the GLGs.
2. Faculty reported the majority of their students beginning the Area G course were “somewhat able” to demonstrate learning in each of the four GLGs.
3. To a large extent Area G faculty require students to demonstrate an understanding of each of the GLGs, however more emphasis is put on the Multiple Perspective goal than the other goals.
4. Most Area G faculty assess student learning of the GLGs. Faculty reported using a variety of assessment methods, including tests, projects, presentations and research papers.

II. Collection and Evaluation of Student Work Samples

In this part of the project faculty were asked to collect samples of student work that demonstrated student learning in one of the GLGs using a testing or assessment method already in place in the course curriculum, to measure the work samples against the Rubric for Global Learning Goals provided by the Office of Global Affairs, and to assign a score. Since this part of the project was far more labor intensive than Part I, OGA made available the support services of a Graduate Fellow to serve as Project Coordinator and to work alongside faculty members to complete the project. Nine of the 22 faculty teaching Area G courses in Fall 2005 agreed to participate in and completed the student assessment part of the project.

At the start of the semester, participants were given detailed project instructions (Appendix F) and were informed of the availability of the Project Coordinator to assist them at each step of the project. Participants were asked to submit a short Pre-Assessment Form (Appendix G) that required them to identify their chosen GLG and to describe the student work samples they would collect and assess. Next, participating faculty were requested to distribute an Informed Consent form (Appendix H) to their students requesting permission for the Office of Global Affairs to collect and review the work samples. Faculty assessed each submitted work sample using the Rubric for Assessing Global Learning Goals and assigned a score. Finally, faculty summarized their findings on a Post-Assessment Form (Appendix I), and submitted both the Post-Assessment Form and the work samples to the Office of Global Affairs. The following project results are based on and reflect the comments made by faculty on the Post-Assessment Forms.

Assessment Project Conclusions:

1. Goal Selection: Most faculty chose to assess students’ Multiple Perspectives competency (7 faculty chose to assess Multiple Perspectives; 1 chose Social Justice; 1 chose Sustainability), reflecting and reinforcing Survey findings that the Area G curriculum focuses more on Multiple Perspectives than the other GLGs.

2. **Student Performance:** Once faculty had chosen a GLG, they were asked to assess students' level of competence on that goal using the project rubric (Appendix B). Students rated at Level 1 were seen as having only a basic understanding of the goal (i.e., they could define or describe issues related to the goal) whereas students rated at Level 4 were seen as having a high level understanding of the goal (i.e., they could argue two points of view on a single issue related to the goal).

Overall, faculty reported that the majority of their students' work assessed for the Multiple Perspectives goal ranked between Level 1 and 2 (see Table 3). Specifically, faculty commented that "students have a difficult time arguing multiple perspectives," that students "focused exclusively on their own opinions instead of comparing multiple ideas," and that "students' major weakness was that students did not elaborate on the cultural differences other than to simply state what they were." In cases where students were ranked at a Level 3 or 4 on the Multiple Perspectives goal, faculty attributed it to special circumstances. For example, student competency was "due to nature of assignment" because "students were forced to describe a viewpoint different from their own."

3. **Student Preparation:** On the Post-Assessment Form, several faculty indicated that students entering their courses were not sufficiently prepared for an upper-division multiculturally-focused Area G course. One faculty member commented that 80% of the students were "globally illiterate" when entering the course. Similarly, another wrote that a major weakness of students entering the course was the "inadequate preparation and lack of basic knowledge about the 'globe'."
4. **Limitations of the Rubric:** Finally, faculty made the following comments about the Rubric for Assessing Global Learning Goals:
 - The rubric poses a problem in "deciding how the GLGs could be interpreted in the context of my course."
 - The levels of the rubric for Multiple Perspectives are not necessarily hierarchical in nature but rather "discretely different objectives."
 - The wording of the rubric seems "heavily biased toward business and political applications of cross-cultural knowledge."

III. Recommendations

Faculty Recommendations:

On the Post-Assessment Form faculty participants were asked for recommendations to improve student learning in the GLGs.

1. Several faculty participants suggested that there be a lower-division global requirement to introduce students to the GLGs and related issues. One commented that the OGA could "assist in improving student learning about the 'globe' and especially countries, world societies, and issues during their lower division levels." Another wrote, "I recommend a lower level global requirement and an assessment of which lower level GE classes could meet this basic global literacy by the time students enter the upper level GE general education courses."
2. Other faculty members made specific recommendations about the ways OGA could help facilitate student learning of the GLGs, in particular the Multiple Perspectives goal. One faculty member commented, "If the OGA is willing, I would like a foreign grad student be made available for one lecture with this class each fall to give their cultural perspective or an issue pertaining to women." Another suggested that OGA could expose students to multiple perspectives: "arrange for campus viewing of films that present one side of a world issue and then show another film (or invite a speaker) that takes the opposing view."

Recommendations from Findings:

1. Focus on Lower Division GE Area D Courses

Results of the work sample collection indicated that students demonstrate low levels of competency in the GLGs. Instead of introducing a lower-division GE global requirement course to remedy this, more breadth and depth of student learning can be achieved by infusing the GLGs throughout relevant Lower Division GE areas. It is recommended that the GE Subcommittee consider adding the four themes to Area D (Social, Economic, and Political Institutions and Human Behavior) guidelines. Although most if not all Area D faculty already include this content, the action of making the GLGs intentional and visible will support learning.

2. Provide Faculty Development

The OGA and the Faculty Development Center should provide continuing opportunities for faculty centered around the GLGs for two purposes: 1) keeping the goals visible, and 2) providing content resources for faculty wishing to include the goals in the curriculum.

3. Make GLGs and Rubric Discipline Specific

Faculty comments about limitations of the rubric highlight a key factor: The GLGs and the rubric must be made discipline-specific in order to be meaningful. Any new OGA initiatives regarding the GLGs should be directed toward working with departments and requesting faculty to reframe the goals and rubric in terms of their own disciplines.



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Global Learning Goals

Global education across the disciplines equips students with knowledge of the diverse peoples, governments, histories, and natural systems that comprise the world – and the forces that continue to shape them. It produces graduates who respect the many groups that make up a global society and are prepared to meet the challenges of an interdependent world. As students learn to see the “global in the local,” they learn to understand how their own behavior affects and is affected by larger world patterns. Global learning must be built upon a foundation of global literacy, which includes knowledge of geographic regions and their cultural, political, language, and economic traditions, including their relationships with the U.S.

1. Multiple Perspectives

Students demonstrate recognition that one’s view of the world is not universally shared and that others may have profoundly different perceptions.

Example: Students demonstrate the ability to perceive any given event from more than one cultural viewpoint.

2. Interdependence

Students demonstrate understanding of how the world’s systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives.

Example: Students will show how a given enterprise or living being depends upon and also influences the worldwide natural, economic, or social systems of which it is a part.

3. Social Justice

Students demonstrate understanding of how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well being, both in the U.S. and in the world outside the U.S.

Example: Students describe national or worldwide policies that have unintended consequences on other nations. Students identify their own behaviors that may compromise the human rights and dignity of others.

4. Sustainability

Students demonstrate understanding of the cost of individual and national actions to the physical and social environment both in the U.S. and in the world outside the U.S. (e.g. population growth, resource use, health issues).

Example: Students describe ways of handling resources that will help or hurt future generations’ ability to meet their own needs, both within the U.S. and in the world outside the U.S.

CSU Stanislaus Rubric for Assessing Global Learning Goals

	Level 1	Level 2	Level 3	Level 4
MULTIPLE PERSPECTIVES	Student describes a viewpoint different from his/her own.	Student discusses the advantages of a viewpoint different from his/her own, related to an issue in the discipline.	Student applies the concept of multiple perspectives to current issues locally, nationally, and internationally.	Student argues two points of view on a single world issue related to the discipline.
INTERDEPENDENCE	Student gives an example of interdependence.	Student discusses an issue in the discipline from an interactive and interdependent perspective.	Student identifies the interactive impact of interdependent forces on real issues related to the local region, the nation, and the world.	Student analyzes how interactive and interdependent forces affect an issue in the global community.
SOCIAL JUSTICE	Student identifies an issue of social justice from his/her personal experience.	Student identifies social justice issues within the discipline	Student applies the concept of social justice to a local issue related to the discipline.	Student analyzes the extent to which social justice issues provide the context for an international issue
SUSTAINABILITY	Student defines the term <i>sustainability</i> .	Student discusses an issue in the discipline from the perspective of <i>sustainability</i> .	Student applies the concept in the local geographical region, nationally, and internationally.	Student analyzes global issues in terms of this concept

Goals for General Education Courses

Each GE course must demonstrate how it will meet Goals 1-5 and either Goal 6 or Goal 7

1. **Subject knowledge.** To provide an educational experience that will enhance students understanding of the disciplines' basic principles, methodologies, and perspectives.
2. **Communication.** To provide an educational experience that will enhance the ability to communicate.
3. **Inquiry and Critical Thinking.** To provide an educational experience that will enhance critical thinking skills and will contribute to continuous inquiry and life-long learning.
4. **Information Retrieval and Evaluation.** To provide an educational experience that will enhance the ability to find, understand, examine critically, and use information from various sources.
5. **Interdisciplinary Relationships.** To provide an educational experience that will enhance students' understanding of a discipline's interrelationships with other disciplines.
6. **Global or Multicultural Perspectives.** To provide an educational experience that will enhance the ability to look at issues from multiple perspectives and/or that will describe the disciplines impact on or connection to global issues, AND/OR
7. **Social Responsibility.** To provide an educational experience that will help students understand the complexity of ethical judgment and social responsibility and/or that will describe the discipline's impact on or connection to social and ethical issues.

Multicultural Courses

In addition, courses that meet the requirements for General Education Area G, Multicultural requirement. are those classes of 3 or more units that address multicultural issues, ethnic studies, gender issues, or non-western cultures as follows:

- Multicultural courses should discuss more than one culture but include the study of one culture in some depth.
- Multicultural courses should show that there are differences between cultures, show ways to study such differences, and stimulate students to do additional studies



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Dear xxxxxxxx:

We are writing to invite you to take part in an Office of Global Affairs project designed to focus our efforts at improving students' global perspective competency and to facilitate our efforts to support faculty who are incorporating global learning in their courses. The project involves determining student competency in the Global Learning Goals (GLGs) (attached). We are asking faculty who are teaching General Education Area G courses in Fall 2005 to participate.

You can be involved in this project in two ways:

Part I – Survey

Part I consists of a short written survey (attached) intended to ascertain to what extent students can demonstrate the GLGs upon entering Area G courses, and to what extent the curriculum of Area G courses requires students to demonstrate the GLGs. The survey takes 5 minutes to complete. We hope that all faculty teaching Area G courses will agree to complete and return the survey.

Part II – Student Learning Assessment Project

This part of the project asks for greater commitment, therefore the Office of Global Affairs offers the following to participants:

- The services of Shilpa Singh, Global Affairs Graduate Fellow, to assist in carrying out the tasks of the project.
- A \$100 gift certificate to Amazon.com in appreciation for your participation.

In this part of the project, faculty will collect samples of student work that demonstrate students' strengths and weaknesses in the GLGs. The OGA Graduate Fellow will assist faculty to collect these samples. The samples will come from a testing or assessment method (i.e., project, paper, exam) already in place in the course curriculum. Faculty participants will measure the samples against a Rubric for Global Learning Goals provided by OGA and assign a score. The project has received IRB approval and all necessary materials (including Informed Consent for students to be administered by the Graduate Fellow) are prepared.

In addition to providing data to begin an assessment of the GLGs in the General Education curriculum, the ultimate goal of this project is to turn recommendations made by faculty participants for improving student learning in the GLGs into concrete actions that the Office of Global Affairs can take to support faculty in this endeavor.

Shilpa Singh will call on you during your regularly scheduled office hours to pick up the completed survey. At that time she will provide details about the mechanics of the project if you so desire, and ask you if you would consider participating in Part II of the project. In the meantime, we hope you will take a few minutes to complete the attached survey.

Sincerely,

Hildy Heath
Acting Director of Global Affairs

Rosanne Roy
Associate Professor of Psychology and Child Development
Assessment Consultant to Global Affairs

Shilpa Singh
Global Affairs Graduate Fellow

Attachments: Global Learning Goals
Global Learning Goals Faculty Survey



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Global Learning Goals Assessment Project Part I – Survey

Please answer the following questions regarding the General Education Area G (Multicultural Requirement) course that you are teaching this semester.

1. What is your status on campus?

- Full-time Faculty
- Part-time Instructor
- Other: _____

2. For which department are you teaching the General Education Area G (Multicultural Requirement) course?

Department: _____

3. Prior to having received and read any of the documents contained in this package, had you heard of the CSU Stanislaus Global Learning Goals?

- Yes
- No

4. Prior to this semester have you ever taught General Education Area G (Multicultural Requirement) course at CSU Stanislaus?

- No (Please do not answer the remaining questions. Thank you for your time.)
- Yes (Please indicate which course(s) and approximately how often below and then continue the survey on the following page.)

Course: _____ How often: _____

Course: _____ How often: _____

Course: _____ How often: _____

To help you answer the remaining questions, please refer to the Global Learning Goals described below.

Global Learning Goals

1. Multiple Perspectives

Students demonstrate recognition that one's view of the world is not universally shared and that others may have profoundly different perceptions.

2. Interdependence

Students demonstrate understanding of how the world's systems are interdependent and how local economic and social patterns have global impact beyond their effects on individual lives.

3. Social Justice

Students demonstrate understanding of how the behavior of individuals, groups, and nations affects others, in terms of human rights and economic well being, both in the U.S. and in the world outside the U.S.

4. Sustainability

Students demonstrate understanding of the cost of individual and national actions to the physical and social environment both in the U.S. and in the world outside the U.S. (e.g. population growth, resource use, health issues).

5. To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #1 Multiple Perspectives?

- Very able
- Fairly able
- Somewhat able
- Not at all able

6. To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #2 Interdependence?

- Very able
- Fairly able
- Somewhat able
- Not at all able

7. To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #3 Social Justice?

- Very able
- Fairly able
- Somewhat able
- Not at all able

8. To what extent are the students entering your Area G course able to demonstrate Global Learning Goal #4 Sustainability?

- Very able
- Fairly able
- Somewhat able
- Not at all able

9. To what extent does the course curriculum of the Area G course require students to demonstrate Goal #1 Multiple Perspectives?

- Very much
- Some
- A little
- Not at all

9a. If Goal # 1 Multiple Perspectives is a part of the Area G course curriculum (i.e., very much, some, a little), is the goal assessed or tested in any way?

- Yes
- No
- Not applicable

9b. If yes, how is it assessed or tested:

- Test
- Quiz
- Project Work
- Research Paper
- Class Presentation
- Other: _____

10. To what extent does the course curriculum of the Area G course require students to demonstrate Goal #2 Interdependence?

- Very much
- Some
- A little
- Not at all

10a. If Goal # 2 Interdependence is a part of the Area G course curriculum (i.e., very much, some, a little), is the goal assessed or tested in any way?

- Yes
- No
- Not applicable

10b. If yes, how is it assessed or tested:

- Test
- Quiz
- Project Work
- Research Paper
- Class Presentation
- Other: _____

11. To what extent does the course curriculum of the Area G course require students to demonstrate Goal #3 Social Justice?

- Very much
- Some
- A little
- Not at all

11a. If Goal # 3 Social Justice is a part of the Area G course curriculum (i.e., very much, some, a little), is the goal assessed or tested in any way?

- Yes
- No
- Not applicable

11b. If yes, how is it assessed or tested:

- Test
- Quiz
- Project Work
- Research Paper
- Class Presentation
- Other: _____

12. To what extent does the course curriculum of the Area G course require students to demonstrate Goal #4 Sustainability?

- Very much
- Some
- A little
- Not at all

12a. If Goal # 4 Sustainability is a part of the Area G course curriculum, is the goal assessed or tested in any way?

- Yes
- No
- Not applicable

12b. If yes, how is it assessed or tested:

- Test
- Quiz
- Project Work
- Research Paper
- Class Presentation
- Other: _____

Thank you for participating in Part I of the Global Learning Goals Assessment Project.

The Global Affairs Graduate Fellow, Ms. Shilpa Singh, will contact you shortly to collect the completed surveys and provide you with details about Part II – Student Learning Assessment Project.