SYSTEMIC MULTILAYERED ASSESSMENT OF GLOBAL AWARENESS IN UNDERGRADUATE STUDENTS: AN INNOVATION STUDY

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Purpose of the Study

General problem of practice
• Global Education is increasingly diverse and multifaceted.
• Universities have not developed models of assessment to capture holistic student learning, as well as across a student’s entire educational experience.

Study Questions

1. What are the knowledge, motivation, and organizational needs necessary for the North College administrators as stakeholders to achieve their goal of implementing a multilayered assessment model for Global Education learning outcomes in 100% of majors, as well as 50% of activities of the Division of Student Affairs, utilizing the AAC&U Global and Intercultural Rubrics?
2. What are the recommended knowledge, motivation, and organizational solutions to those needs?

Methodology

A qualitative case study with descriptive statistics. Participants included administrators on official governance committees charged with assessment. Data collection procedures Survey (n=10), Interviews (n=10) and document Analysis.

Summary of Findings

Validated needs to assess Global Education learning outcomes:
• Knowledge, from factual through metacognitive;
• Knowledge and organizational structures that scaffold assessment, in particular across curricular and co-curricular;
• Organizational goals, governance, processes and continual support;
• Organizational commitment to stakeholders that reinforce excellence.

Multilayered Systemic Assessment

Modes of assessment of Global Education

Academic

Co-curricular

Global

Multilayered intersection areas of Global Education assessment

Assessment of Global Education over time

Recommended Solutions

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<tr>
<th>Theme</th>
<th>Proposed Solution</th>
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<tr>
<td>Institutional Establishment of Measures and Capacity for Excellence to Reinforce Assessment Accountability</td>
<td>(1)Establish clear goals, communication and oversight of assessment at North College. (2)Establish knowledge and capacity to capture student learning outcomes.</td>
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<td>Stakeholder Capacity to Define, Implement and Encourage Standards of Excellence in Assessment</td>
<td>(1)Establish a comprehensive stakeholder assessment development program.</td>
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Innovation & Relationship to Need Analysis Factors

Innovation of a Systemic Multilayered Assessment Model for Global Awareness

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<th>Confusion</th>
<th>Anxiety</th>
<th>Resistance</th>
<th>Frustration</th>
<th>False Starts</th>
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Concluding Thoughts

This is now a global public discourse around student learning outcomes of higher education. Attempts to both quantify and define these outcomes across a continually expanding field is increasingly global in nature, coupled with the importance of these measures to learning outcomes to the fields of higher education broadly, and Global Education specifically (Andreas-Schleicher, 2016; OECD, 2016; World Economic Forum, 2016).

The discourse, likely, will not diminish but rather continue to increase in complexity.