



*ENCOUNTERS WITH DIFFERENCE:
ASSESSING GLOBAL LEARNING
OUTCOMES AT THE COMMUNITY
COLLEGE*

Dr. Richard F. Johnson
Director, Office of International Education

Prof. Nellie Khalil
Biology Department

Harper College

IUPUI Assessment Institute conference
October 22, 2018

OVERVIEW

- Harper College: who are we?
- Value of Global Learning
- Internationalization @ Harper
- Genesis of GLOs
- Mapping curricula
- Developing rubrics
- Norming and collecting artifacts
- Next steps
- Issues & Challenges

HARPER COLLEGE

Harper College enriches its diverse communities by providing quality, affordable, and accessible education. Harper College, in collaboration with its partners, inspires the transformation of individual lives, the workforce, and society.

- Comprehensive Community College
- Palatine, IL
- 13,700 enrollment
- Serves 23 municipalities
- District population—535,000
- Serves three high school districts
- 50th Anniversary Celebration



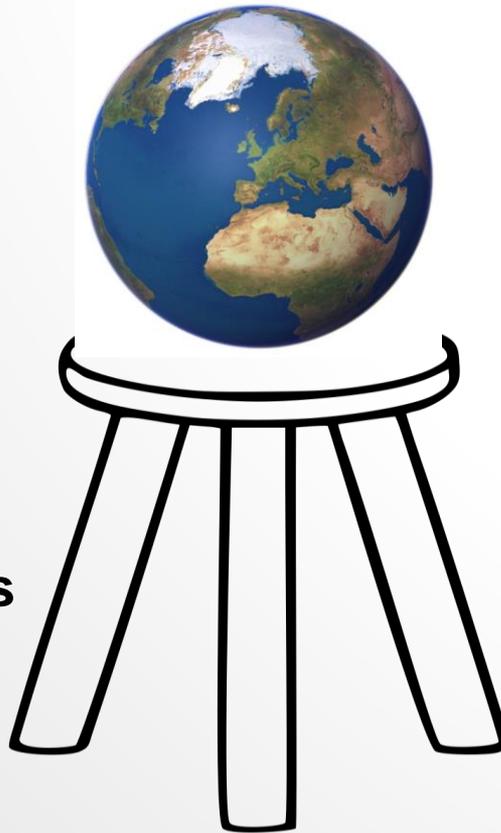
WHY GLOBAL EDUCATION MATTERS

- Enhances student engagement
- Builds skills in problem solving, critical thinking, recognizing bias and tolerating ambiguity
- Develops student agency
- Promotes career readiness
 - 1 in 5 US jobs is tied to global trade (US Department of Labor)



INTERNATIONALIZATION @ HARPER, AN INTEGRATED APPROACH

Our goal is to reach every student (not just students who take study abroad courses)



Global Region of Focus

Strategic Planning

International Mobility

INTERNATIONALIZATION @ HARPER: GLOBAL REGION OF FOCUS

Three-year cycle of interdisciplinary programs and area studies centered around a particular region of the world

Year 1: Faculty International Field Seminar

Year 2: Visiting faculty exchange

Year 3: Study abroad experiences to global focus region

2014 – 2017: East Africa (Uganda, Rwanda, Zimbabwe)

2017 – 2020: Latin America (Guatemala, El Salvador, Nicaragua)

2020 – 2023: Asia (India, Viet Nam, Cambodia, China, Japan)

INTERNATIONALIZATION @ HARPER: INTERNATIONAL MOBILITY

Partnerships with international institutions

- National University of Costa Rica, Makerere University, Beijing University

Exchange opportunities for faculty

- Fulbright, ICISP exchange

International Students

- Over 110 from 30+ different countries

Student study abroad opportunities

- Faculty-led
- ICISP
- Affiliations

INTERNATIONALIZATION @ HARPER: STRATEGIC PLANNING

Strategic Plan 2015-2020

1. Achieve a globally-competent faculty.
2. Foster a culture of accountability in all areas of International Education.
3. Institutionalize all aspects of education abroad programs, including experiential/service learning opportunities.
4. Optimize participation by students and faculty in International Education programs.
5. Achieve greater integration of international students into life of College
6. Establish a Center for Global and Intercultural Studies.

Assessment is a key aspect of our strategic plan!

WHERE TO START? DEFINING A GLOBALLY COMPETENT STUDENT

Global competence refers to

- the acquisition of in-depth knowledge and understanding of international issues,
- an appreciation of and ability to learn from and work with people from diverse linguistic and cultural backgrounds,
- proficiency in a foreign language, and
- skills to function productively in an interdependent world community.

A globally-competent student has developed the attitudes, skills, and knowledge needed to grapple with complex global issues and function in a workforce marked by difference.

WHAT DOES GLOBAL COMPETENCY MEAN FOR A HARPER STUDENT?

Formation of International Studies and Programs Curriculum Workgroup (Spring 2015)

- Consisted of an interdisciplinary team of faculty and an administrator
- Objectives:
 - Establish Global Learning Outcomes for Harper students (completed Spring 2015)
 - Devise and utilize assessment instruments to measure Global Learning Outcomes (ongoing)
 - Develop curriculum ideas that increase internationalization efforts on campus (ongoing)

GLOBAL LEARNING OUTCOMES (GLOs)

1. Evaluate issues of social justice and sustainable development
2. Evaluate the interdependence and interconnectedness of world systems
3. Demonstrate competence in intercultural communication
4. Demonstrate skills of critical analysis in cross-cultural comparisons
5. Articulate an understanding of global perspectives

Our goal is that by the time a student graduates from Harper, they will have met all five of these outcomes.

MAPPING OF GLOs

To ensure students had opportunity to develop skills related to the 5 GLO's at Harper we mapped GLO's to existing courses.

Office of International Education
Harper College

Global Learning Outcomes Course-Mapping Project

Please assess to what degree the courses listed below meet each of the 5 global learning objectives using the scale below.
0 = not addressed in course; 1= introduced in course ; 2 = emphasized in course; 3 = reinforced or mastered in course

Health Science Core Program	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
	Evaluate issues of social justice and sustainable development	Recognize the interdependence and interconnectedness of world systems	Demonstrate competence in intercultural communication	Demonstrate skills of critical analysis in cross-cultural comparisons	Articulate an understanding of global perspectives
Course					
HSC 104: Health Care Technology and Informatics					
HSC 105: Introduction to Health Care Today					
HSC 106: Health Occupations Career Observation					
HSC 107: Basic Health Care Skills					
HSC 112: Medical Terminology					
HSC 165: Basic Pharmacology					
HSC 201: Advanced Pharmacology					
HSC 213: Legal & Ethical Issues in Health Care					
HSC 225 Health and Language					
<i>Classes under development for Fall 2016</i>					
HED XXX Global Health					
HED XXX Epidemiology					

Figure 1: Example of course mapping spreadsheet. Courses in a specific department or program are listed across the left and global learning objectives are listed across the top. In this case, courses in the Health Science Core Program are listed.

COURSE MAPPING AND FOLLOW-UP

Course mapping allowed us to

- Identify courses that have globalized content
 - Identify *existing assessments* in matched courses
- Recognize that some faculty are already assessing global competencies

To further increase opportunities for students:

- Faculty Participants in the Faculty Seminar in Region of Focus are required to include GLO's in at least one course or one course project
- Inclusion of GLO's in course sequence for students pursuing the International Distinction on their diplomas
- Possible inclusion of GLO's in courses that meet the World Cultures and Diversity requirement

HOW DO WE KNOW THAT STUDENTS ARE MAKING GAINS?

Traditionally assessment in international education has been through indirect measures.

- Ex: student surveys, student testimonials

To assess our GLO's we are using direct measures.

- Ex: performance on essays, projects, research papers, presentations
- Allows us to measure student skills, rather than attitudes or perceptions
- Rather than use one standardized assessment instrument, we are using *existing assessments* in courses and evaluating student performance using rubrics

SAMPLE PROMPT: Cultural Anthropology

What are the challenges we face as a global world system on a finite planet? What modifications in capitalism might make the system more sustainable?

In order to answer the above question, think about the following:

1. What are the characteristics that are unique to the tribal world, imperial world and the commercial world? See text page 24, table 2.5.
2. What can some small nations teach us? See chapter 14, text.
3. Is there a way to take the best of all three worlds and develop and create a new world system? See chapter 14, text.

In a short, typed two page concise critical analysis, please address the above question and present your viewpoint.

RUBRICS

Developing rubrics for each of the 5 GLO's was a 2 year process

- Ensure they are broad enough to be used across disciplines, but still specific enough to have meaning
- Can be utilized across a variety of direct assessment formats (written artifacts, presentations, online projects, etc.)

Rubric for outcome 2: Evaluate the interdependence and interconnectedness of world systems

Performance Area	4 Exceeding	3 Meeting	2 Emerging	1 Limited understanding	0 Absent
Analyzing Global Systems (able to analyze roles, interconnections and effects of human organizations and actions on global systems over time)	Analyzes the roles, actions, and effects of human organizations (historic and contemporary), and their interconnections on global systems.	Examines the connections between roles, actions, and effects of human organizations (historic or contemporary) on global systems.	Describes the roles, actions, or effects of human organizations (historic or contemporary) on global systems.	Identifies the roles, actions, or effects of human organizations on global systems.	Does not identify the roles, actions, and effects of human organizations on global systems.
Examining Global Issues and Events (able to analyze global issues and events, and identifies their interdependent implications on the natural, social, cultural, economic and political world)	Analyzes the dynamics of a global issue or event by interpreting several interdependent dimensions of global and local events.	Discusses a global issue or event and makes connections between local and global events and their repercussions.	Describes a global issue or event and the way local issues and events are connected to larger global issues.	Identifies a global issue or event and identifies a local manifestation of a global issue or event.	Does not identify a global issue or event, or does not identify a local manifestation of a global issue or event.
Using theory to evaluate global systems (able to analyze global systems, institutions, and/or relationships of power and resources in a discipline-specific context)	Applies the knowledge of global systems and/or institutions and employs multiple perspectives/theories to evaluate relationships of power and resources in a discipline-specific context.	Compares and contrasts various perspectives/theories on the importance of global systems, institutions, and/or relationships of power and resources in a discipline-specific context.	Describes examples of global systems, institutions and/or relationships of power and resources in a discipline-specific context.	Identifies examples of global systems, institutions and/or relationships of power and resources in a discipline-specific context.	Makes no reference to global systems, institutions, relationships of power and/or resources.

NORMING AND COLLECTING ARTIFACTS

Assessment of student artifacts began in Fall 2018 for GLO #2.

- Faculty from five departments have submitted or will submit student work to be evaluated (Anthropology, Business, Chemistry, English, Sociology)
 - Using assessments instructors have already developed for their courses
- Members of the ISP curriculum workgroup are assessing student artifacts
 - Group members were normed using student work from humanities and anthropology
 - Teaming with our Office of Outcomes Assessment to keep track of courses assessed for each GLO, assessment data, and improvement plans.
 - Data will be disaggregated based on student acquired credit hour (0-15 credit hours, 16-32, 32-45, 45+)

NEXT STEPS

- Complete assessment of GLO 2 this academic year
- Full assessment of GLO 1 fall 2019-Spring 2020
- 3-year improvement plan based on results
- Assess one GLO a year

ISSUES & CHALLENGES

- GLO alignment/standardization
- Faculty buy-in

CONTACT INFORMATION

Nellie Khalil, Biology Department

nkhalil1@harpercollege.edu

Richard F. Johnson, Director, Office of
International Education

rjohnson@harpercollege.edu