Assessment Day:
Global Perspective/World View

August 27, 2014

Core Learning Outcome Assessment AY 2013-2014 (10:00 – 10:15)

- Faculty discussed the revised definition of the outcome

- Faculty planned changes in their curricula, if necessary

- Faculty conducted assessments of the outcome and reported

"Students can identify interdependencies among cultures and are able to collaborate effectively, participating in social and business settings globally.

Upon graduation, students will be able to:

- *Recognize the impact of the global interconnectedness of issues, processes, trends, and systems on their academic specializations and worldviews.*

- *Practice well-researched oral, written, visual, and digital communication in its diverse cross-cultural forms*

- *Describe a complex global issue from multiple cultural perspectives and explain how those perspectives affect the treatment of the issue.*

- *Employ effective and appropriate interaction and teamwork with people of different nationalities and cultures, demonstrating respect for social, cultural, and linguistic diversity.*

Core Assessment Results: Academic Programs

Step 1: Curriculum Revisions

- Choosing courses that address global competencies (curriculum mapping)
- Revising course learning outcomes
- Adding or revising lectures, students' assignments, and (or) extra-curricular activities

Step 2: Data Collection, Interpretation, and Action

- Projects, research papers, mid and final examinations with rubrics

- Baseline data collected

- Benchmarks established

Core Assessment Results:
National Survey of Student Engagement

• Standardized test (freshmen and seniors) with nationally benchmarked results

• Questions probe the cognitive and social elements of a global perspective, asking about experiences with global learning and views on intercultural understanding.

• NYIT freshmen scored significantly better than freshman at benchmark institutions on 8 of the 15 key indicators (Senior scores still being analyzed)

o When I notice cultural differences, my culture tends to have the better approach.

o Most of my friends are from my own ethnic background.

o Some people have a culture and others do not.

o In different settings, what is right and wrong is simple to determine.

- I am informed of current issues that impact international relations.

- I understand the reasons and causes of conflict among nations of different cultures.

- I work for the rights of others.

- I take into account different perspectives before drawing conclusions about the world around me.

- I intentionally involve people from many cultural backgrounds in my life.

o I understand how various cultures of this world interact socially.

o I consider different cultural perspectives when evaluating global problems.

o I rely primarily on authorities to determine what is true in the world.

o I know how to analyze the basic characteristics of a culture.

o I put the needs of others above my own personal wants.

o I frequently interact with people from a different country from my own.

o I frequently interact with people from a race/ethnic group different from my own.

Global Perspectives: NYIT Freshmen
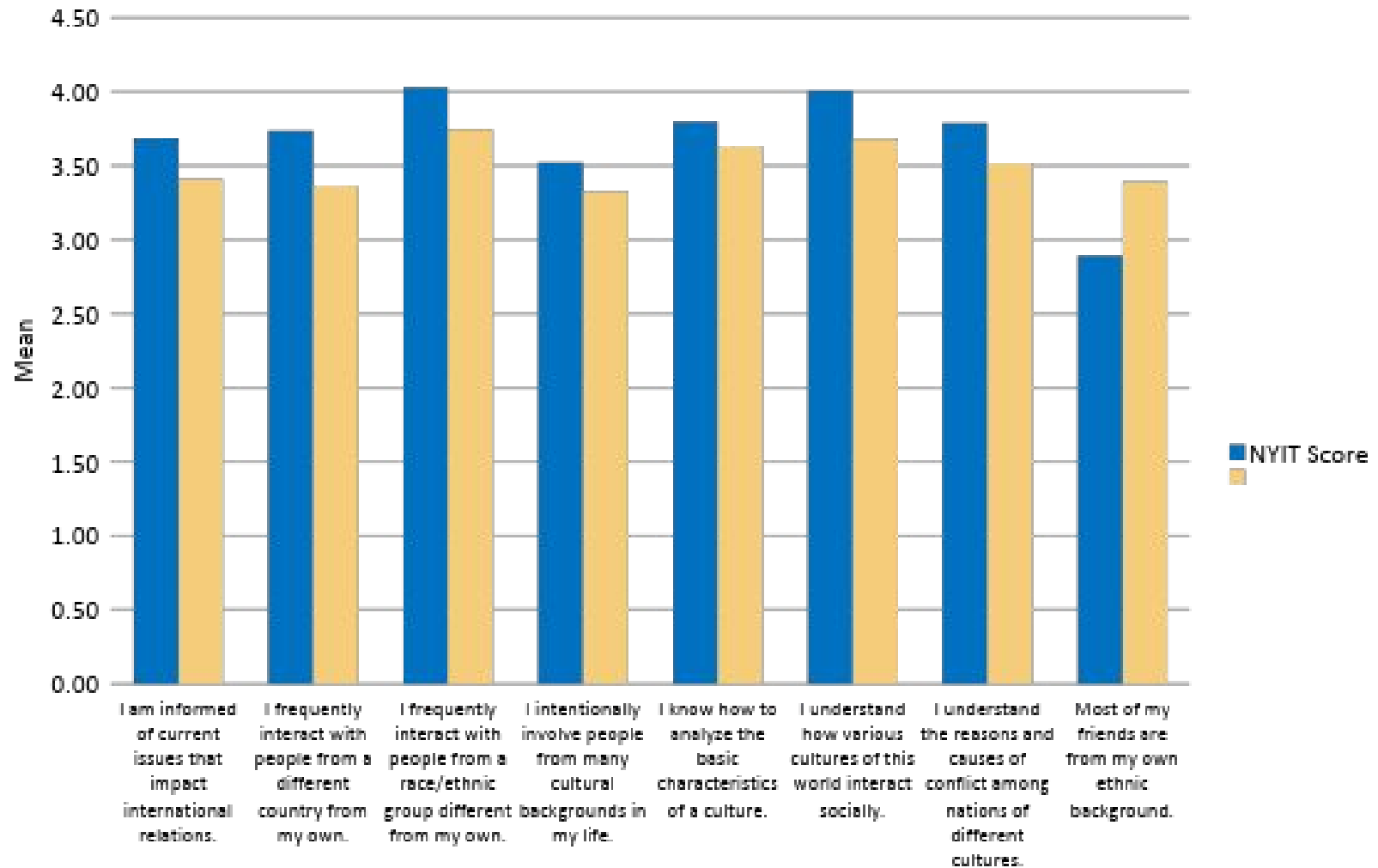
Next Steps

Actions to improve learning

Actions to Improve Learning

- Added/revised lectures, courses to include global issues, multiple cultural perspectives (Behavioral Sciences, Nursing, Health Science)

- Added readings, reflections, presentations, examinations and projects related to global learning. (IENG 400 & Capstone courses)

- Created study abroad opportunities for small numbers of students (SOM summer intern, ARCH 291 social impact design in Puerto Rico)

Missing

The annual academic program reports did not mention much about using NYIT's diverse (and increasingly international) student body as a resource for fostering students' global perspective.

Pre-Assessment Day Faculty Survey

- 68 responses
- 98% have students from different cultural backgrounds (domestic and/or international) in their classes
- Consistent focus
- Cite advantages and challenges

Advantages

- Different perspectives are available for class discussions

- Different approaches to solving problems

- Helps students build collaborative skills and learn how to handle differences of opinion

Challenges

- Language issues: comprehension, communication (oral and written), cultural misunderstandings and values differences
- Differences in learning styles and unfamiliarity with western learning methods and norms
- Students do not have a uniform set of prior learning experiences

Our Australian "guests"

We have some guests from across the world who see the advantages and challenges of having international students similarly.

- 2-year research project
- University of Melbourne, RMIT, Victoria U
- Framework plus practical tips
- Will focus on just a few
- (…we couldn't fly them all in so they will join us by video)

Now we will stop the stream and hold separate discussions
on each campus

(10:15-10:45)

Setting the Scene

Sound familiar?

The Students

What would your students say if they were on this video?

What strategies do our Australian friends suggest?

Planning for Classroom Interaction

Do you have other strategies to suggest?

Fostering Effective Teamwork

Do you agree with Professor Chan's approach?

Language and Communication

- Can you suggest ways you have used to make international students more confident in their use of English?

Value all Cultures

Group Discussions (10:45-11:45)

Group #1: Language & Culture

Group #2: Teamwork & Collaboration

Assignment: Recommend 4 strategies that use the diversity in NYIT's New York classrooms to best advantage to build students' global perspectives and competency.

Debrief (11:45-12:20)

(With lunch)

Resources

http://www.nyit.edu/planning/related_resources/

- *Finding Common Ground* materials

AAC&U Working conference: Global Learning in College: Cross-Cutting Capacities for 21st-Century College Students (October 16-18, 2014 Minneapolis, Minnesota).

Closing Question (12:20-30)

Should "teamwork" be the next core learning outcome we focus on?