

# General Education Global Engagement Assessment Report

Data from Spring 2017  
Report submitted February 2018



CAB Global Engagement Assessment Team:

Jacque Chase

Jed Wyrick

Laird Easton

Christopher Nichols (report author)

## Global Engagement Assessment

### Background

Global Engagement is one of the six Values SLO's that are part of the CSU, Chico General Education Pathways program, which was implemented in Fall 2012. EM 10-001, which governs the CSU, Chico GE program, defines the SLO as such: "Global Engagement: Demonstrates knowledge and skills necessary to engage global cultures and peoples". Of the 226 courses in the CSU, Chico GE program, 60 include Global Engagement as an SLO; 41 in the lower division and 19 in the upper division. There are between 4 and 16 courses in each pathway that include Global Engagement as an SLO.

In Fall 2016, the CSU, Chico General Education committee (CAB) initiated an assessment of the Global Engagement SLO. The Global Engagement Assessment team chose to use a review of student written work to evaluate their understanding of and capabilities with regards to Global Engagement. Instructors for all 60 courses were contacted and asked to choose a student assignment (one they already had in their curriculum) that could be used to analyze the students' knowledge and skills as defined above.

The STEPS assessment system, which has been used for a variety of assessment efforts on our campus, was used to collect and review student work. Students or their faculty instructors from 21 different courses uploaded 704 pieces of work, and the assessment team checked through the types of work submitted to choose which were best suited to analysis by the rubric. Based on a preliminary review of the types of work submitted and the rubric the committee developed, the assessment team decided that submissions from 10 sections of six different courses would be used for the analysis. Table 1 below lists the courses used, submissions received, and papers reviewed from the various courses.

Courses	Sections	Papers submitted	Papers reviewed
HIST 381	1	29	10
INST 110I	3	64	20
KINE 247	1	25	5
MEST 110I	1	17	5
RELS 212	1	13	4
RELS 332	3	86	25
TOTAL	10	234	69

Table 1: Source of papers reviewed in Global Engagement Assessment

A modified version of the VALUE "Global Learning" rubric was created for the purposes of this assessment, and is included in Appendix A. The rubric was simplified from the rather complex VALUE Global Learning rubric (which has 6 review criteria); the one used in our assessment contained only two review criteria: "Cultural Diversity" and "Understanding Global Systems".

Table 2 below shows the demographic breakdown of the 69 students whose papers were randomly selected for review in this assessment.

Characteristic	Count
Female	31
Male	38
Asian	6
Black/African American	4
Hispanic/Latino	22
Native Hawaiian/Pac Is.	1
Two or more Races	2
White	30
Decline/Not specified	4
Freshmen	11
Sophomore	19
Junior	20
Senior	18
Graduate	1
First Time Freshman	46
Transfer	22
Transitory	1

Table 2: Demographic Characteristics of students in the Global Engagement Assessment

## Global Engagement Assessment Protocol

69 papers from the 6 courses under consideration were randomly selected and assigned to two reviewers each. Each reviewer gave a score from 1-4 to each paper for each of the two scoring categories: “Cultural Diversity” and “Understanding Global Systems”. The scores corresponded to the following levels of accomplishment:

- 1 Inadequate
- 2 Benchmark
- 3 Milestone
- 4 Capstone

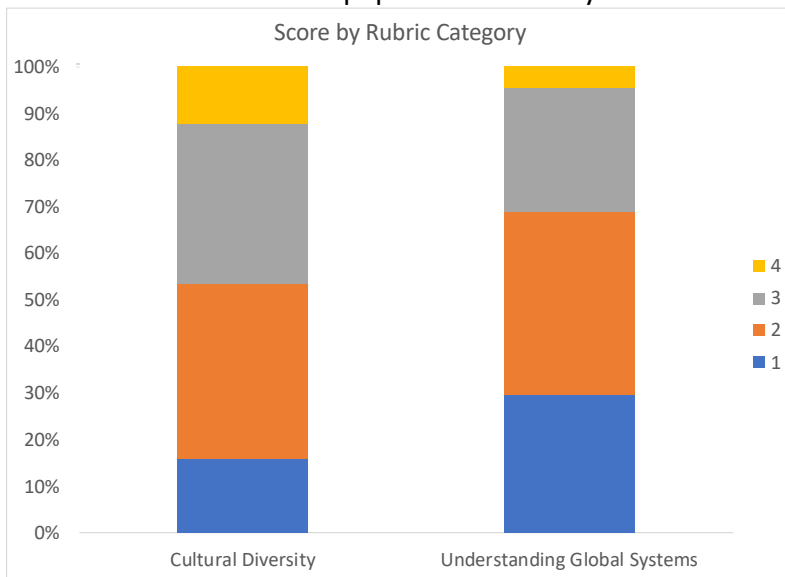
After the initial review, 15 of the papers had disparate scores (differing by more than one level) in one or both categories (11 of the papers in one category; 4 other papers in both). A third reviewer was asked to look at each of these papers, and that third reviewer’s score was used in place of a score from an initial reviewer to resolve the disagreement.

## Global Engagement Assessment Results

Table 3 below shows the % of each score awarded in each scoring category. That data is graphically represented below the table. The data shows a higher average score on all papers in “Cultural Diversity” over “Understanding Global Systems”, and there is also a higher % of students meeting or exceeding the benchmark score (2) in “Cultural Diversity” (84%) vs. “Understanding Global Systems” (70%).

TRAIT	1	2	3	4	AVERAGE	% benchmark
Cultural Diversity	16%	38%	34%	12%	2.43	84%
Understanding Global Systems	30%	39%	27%	5%	2.06	70%

Table 3: Scores for the 69 papers reviewed by rubric criteria



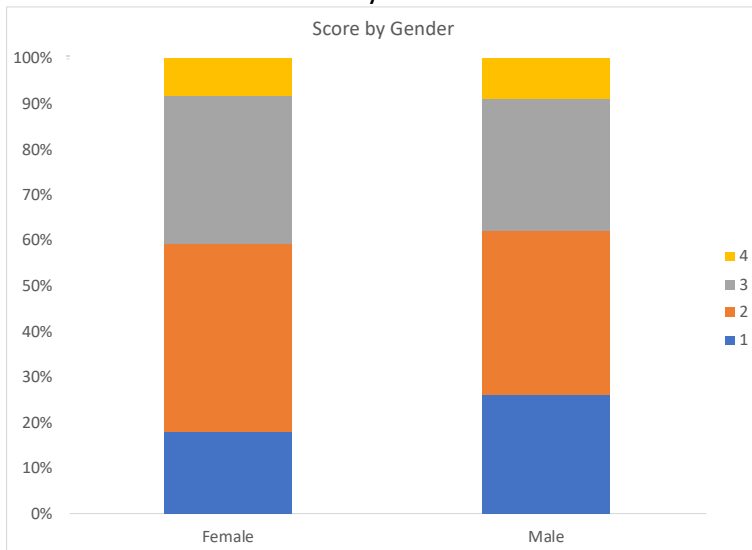
## Global Engagement Results – broken down by various categories

Tables 4 through 8 below, and the accompanying figures, show student results in the Global Engagement Assessment as broken down into various categories by class type or by student demographic information. They show that:

- Female students had a higher average score and a higher % meeting the benchmark than male students.
- White and Asian students’ scores were higher on average and had higher % meeting the benchmark and earning a “Capstone” score (4) compared with Hispanic/Latino students and Black/African-American students. Note that less than 10% of the students in the sample were Asian or Black/African-American.
- A higher % of students who started at CSU, Chico as first-time freshmen met the benchmark, but a higher % of students who transferred from junior colleges earned a “Capstone” score (4).
- There was no consistent trend of students of different level (freshman through senior) in terms of meeting the benchmark, but there is an increase from freshman through seniors in terms of earning a “Capstone” score (4) – from 0% for freshmen to 17% for seniors.
- Students in lower-division courses earned a larger % of scores at or above the benchmark, but students in upper-division courses earned a larger % of “Capstone” scores (4).

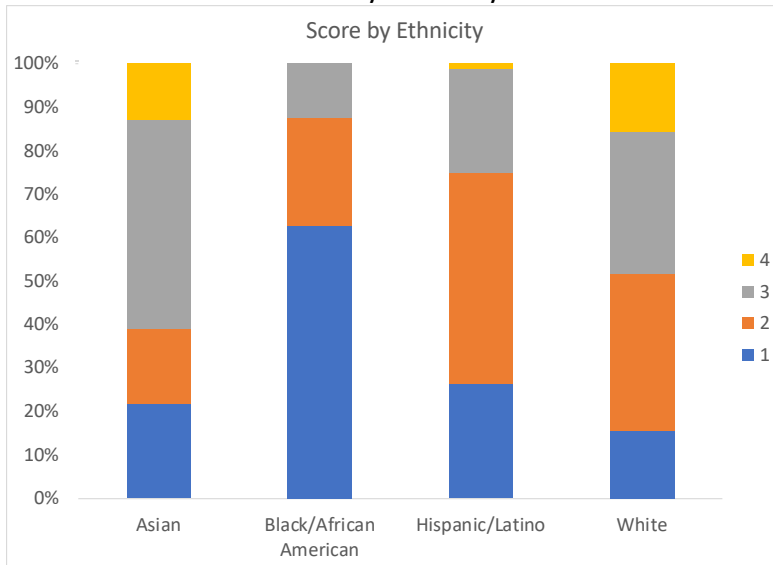
GENDER	1	2	3	4	AVERAGE	% benchmark	Count
Female	18%	41%	32%	8%	2.31	82%	31
Male	26%	36%	29%	9%	2.21	74%	38

Table 4: Score breakdown by Gender



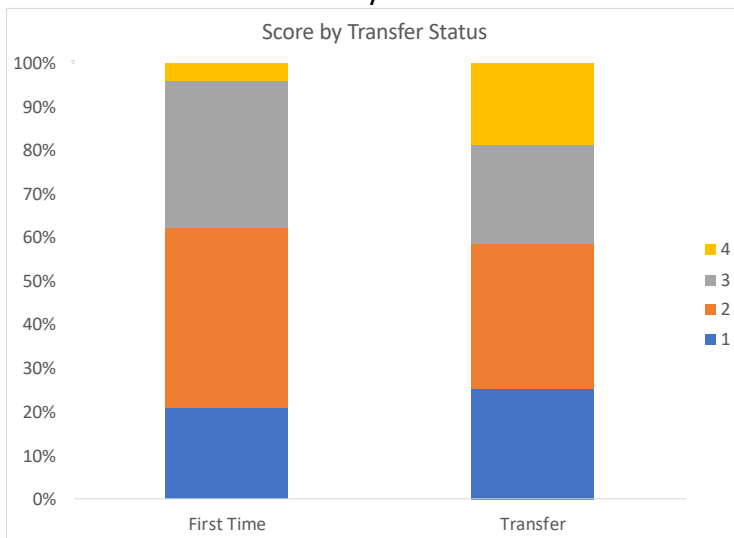
ETHNICITY	1	2	3	4	AVERAGE	% benchmark	Count
Asian	22%	17%	48%	13%	2.52	78%	6
Black/African American	63%	25%	13%	0%	1.50	38%	4
Hispanic/Latino	26%	49%	24%	1%	2.00	74%	22
White	16%	36%	33%	16%	2.48	84%	30

Table 5: Score breakdown by Ethnicity



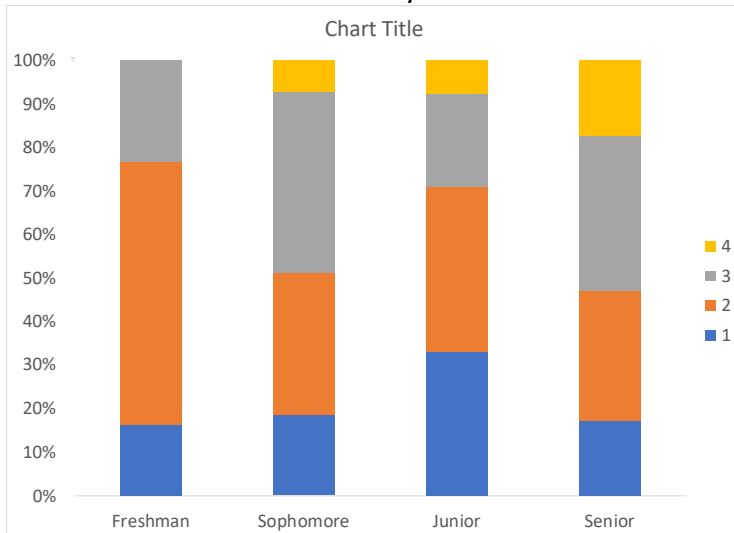
ENROLL STATUS	1	2	3	4	AVERAGE	% benchmark	Count
First Time	21%	41%	34%	4%	2.21	79%	46
Transfer	25%	33%	23%	18%	2.34	75%	22

Table 6: Score breakdown by Transfer status



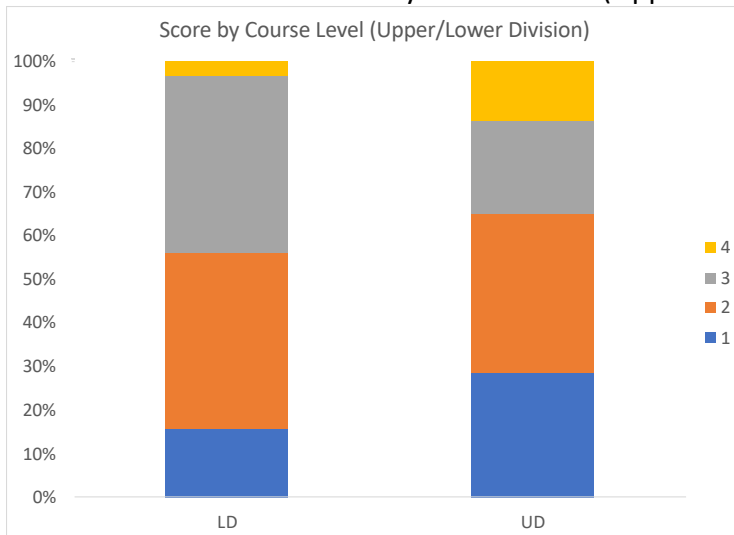
CLASS STATUS	1	2	3	4	AVERAGE	% benchmark	Count
Freshman	16%	60%	23%	0%	2.07	84%	11
Sophomore	19%	33%	41%	7%	2.37	81%	19
Junior	33%	38%	22%	8%	2.04	67%	20
Senior	17%	30%	36%	17%	2.53	83%	18

Table 7: Scores broken down by Student Level



UD-LD	1	2	3	4	Average	% benchmark	Count
LD	16%	40%	40%	3%	2.31	84%	34
UD	29%	36%	21%	14%	2.20	71%	35

Table 8: Scores broken down by courses level (Upper vs. Lower Division)



## Analysis and Conclusions

Table 3 shows that a greater % of students show an acceptable ability to meet the standards of the rubric in “Cultural Diversity” than in “Understanding Global Systems”. If one of the objectives associated with the Global Engagement SLO is being able to conduct analysis of global circumstances while considering the global systems in place (as defined in the rubric), instructors could put more focus on this aspect of their curriculum.

The rubric used in this assessment had a focus on both “power structures” (in Cultural Diversity) and on the “differential effects of human organizations” (in Understanding Global Systems). Many reviewers noted that in many assignments the students hadn’t been asked to focus on these particular concepts, so a high score wasn’t possible; one reviewer (who had all 10 papers from one section of one class) decided that since the papers he was reviewing weren’t asked to deal with “global systems” at all, he declined to give any scores in that category. This disconnect between the rubric used in this assessment and the content of the assignments could make it difficult to draw many useful conclusions from the results.

If a major objective of the GE program (and in particular to courses with Global Engagement as one of their SLO’s) becomes study of “power structures” and the “differential effects of human organizations”, that should be communicated to instructors developing their curriculum. The committee’s opinion is that using this particular rubric to proscribe course and assignment content to 60 different GE courses is not in the program’s best interest – courses can do a good job improving students’ “global engagement” with a variety of areas of focus.

Reviewers also noted that it was in many cases difficult to separate the students’ writing ability from their ability to analyze demonstrate proficiency in understanding cultural diversity and global systems. Some of the correlations between student groups and their scores mirror similar results in the Written Communication assessment report.

A common sentiment among reviewers and CAB in general is that this SLO, along with many other of the “value” SLO’s listed in EM 10-001 are worthwhile objectives to include in our courses but are very difficult to assess with a protocol such as this. It has been recommended to focus on the “core” SLO’s (written and oral communication, critical thinking, quantitative reasoning, and information literacy) in future assessment efforts, or at least to use different assessment tools for Values SLO’s such as Global Engagement.



## Appendix A: Rubric used for Global Engagement Assessment

### Global Engagement Rubric

### Global Engagement Rubric

	<b>Capstone 4</b>	<b>Milestone 3</b>	<b>Benchmark 2</b>	<b>Inadequate 1</b>
<b>Cultural Diversity</b>	Demonstrates a deep understanding of the worldviews, experiences, and power structures of a world culture historically or in contemporary contexts.	Analyzes the worldviews and experiences of a world culture historically or in contemporary contexts with some acknowledgement of power structures.	Explains a world culture historically or in contemporary contexts with minimal acknowledgement of power structures.	Fails to adequately describe the experiences of a world culture historically or in contemporary contexts.
<b>Understanding Global Systems</b>	Demonstrates deep knowledge of the role and differential effects of human organizations and actions on global systems.	Analyzes some major elements of global systems, including their interconnections and the differential effects of human organizations and actions.	Examines minimal elements of global systems, including their interconnections and the differential effects of human organizations and actions.	Fails to identify the basic role of global institutions, ideas, and processes.