

Global Perspective Certificate Program: Assessment Using A Faculty Developed Rubric

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**Visit: <http://gpc.dasa.ncsu.edu/>
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DASA
We promote the success of the whole student



In collaboration with our colleagues across campus, we prepare students to succeed academically, professionally and personally, to embrace a commitment to lifelong learning, and to become informed, engaged, and productive citizens.



We accomplish this by:

- Building inclusive and diverse student communities that support active learning and personal and professional development.
- Providing high-impact experiences and learning opportunities that promote intellectual growth, cultural and self-awareness, leadership, teamwork, and critical and creative thinking.
- Providing residential environments that are safe, innovative, and that connect students deeply to life at the university.
- Providing academic, cultural, health and recreational opportunities (both curricular and co-curricular) that support the development of well-rounded, informed and intellectually engaged leaders and citizens.
- Providing advising, coaching, and tutoring services that empower students to be self-directed, lifelong learners.
- Providing support to all faculty and staff as they develop new courses and curriculum, assess learning, and implement the General Education Program.

Global Perspectives Certificate (GPC)

The GPC works to enhance global engagement at home and abroad and to enhance student academic success by integrating global perspectives and internationally engaged learning experiences into the programs on campus and abroad.

- Program Goals:
 - Recognizes students for their international studies and activities
 - Encourages students to continue their global interests both overseas and within the US
- Open to undergraduate degree-seeking students from all majors, including international students
- Awardees receive an official certificate and a notation on their transcript and graduation cords

Required Components



International Experience



Academic Coursework



Co-curricular & Service Activities



Final Project

Methods for Program Assessment

Linda Suskie email on 4/4/2008 to the Assess listserve: "...understand that assessment is action research, not experimental research. While it is systematic, action research is context-specific, informal, and designed to inform individual practice. As such, it doesn't have the precision, rigor, or generalizability of experimental research. "

Steps for Assessing the GPC

1. Establish Learning Goals/Objectives and Outcomes for NC State Annual **Plan** in InfoWeb
2. Providing Learning Opportunities – **Act** - students complete the program requirements of the GPC
3. Assess Student Learning - **Observe** the Final Project presentation & rate using the rubric
4. Use the results – **Reflect** on rubric findings, strengths and weakness; Take action to improve the GPC
5. Meet university and UNC system standards; accreditation compliance: SACS – COC.

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NCSU: MASTER ASSESSMENT PLAN Master Assessment Plan: CERT: Global Perspective

Outcomes Analysis Years: 2013-2014; 2014-15

Annual Report Year/Semester: 2014/Spring; Spring 2015

Objective: Recognize students for their international studies and activities.

Outcome	Data	Data Source	Collection Date
Exhibit insight and awareness of international relations, intercultural competence, or globalization.	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually
Identify a thread or theme to connect the GPC experiences, rather than isolated events	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually
Apply knowledge acquired to the academic concentration, future profession, or life interests	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually
Appreciate and understand cultural differences both internationality and within the United States.	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually

Outcomes Analysis Years: 2015-2016

Annual Report Year/Semester: 2016/Spring

Objective: Recognize students for their international studies and activities.

Outcome	Data	Data Source	Collection Date
Demonstrate intermediate proficiency in at least one language other than the student's first language or will have studied at least two foreign languages	Final project with rubric-scored by board		Every Two Years
Exhibit insight and awareness of international relations, intercultural competence, or globalization.	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually

NCSU: MASTER ASSESSMENT PLAN

Master Assessment Plan: CERT: Global Perspective

Outcomes Analysis Years: 2016-2017

Annual Report Year/Semester: 2017/Spring

Objective: Recognize students for their international studies and activities.

Outcome	Data	Data Source	Collection Date
Identify a thread or theme to connect the GPC experiences, rather than isolated events	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually
Apply knowledge acquired to the academe concentration, future profession. Or life interests	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually

Outcomes Analysis Years: 2017-2018

Annual Report Year/Semester: 2018/Spring

Objective: Recognize students for their international studies and activities.

Outcome	Data	Data Source	Collection Date
Appreciate and understand cultural differences both Internattonalty and within the United States	Final project with rubric-scored by board	Required courses in European and Eurasian Studies; African, Asian, and Latin American Studies, and Modern Global Issues; International Experiences; Co-curricular & Service Activities.	Annually

Rubric: Definition, Purpose and Type

- Rubric: “a scoring tool that lays out the specific expectations for an assignment” (Stevens & Levi, 2005, p. 3)
- When you review the data in the aggregate, a rubric can help identify patterns of strengths and weaknesses that might allow for enhancements to the program.
- Rubrics provide timely feedback and
- Rubrics facilitate communications with others
- Rubric prepare students to use detailed feedback
- Rubrics encourages critical thinking
- Rubrics level the playing field
- GPC rubric: final product (Final Project) evaluation with learning outcomes as dimensions/criteria “...reveals student understanding of certain concepts and skills and/or their ability to apply, analyze, synthesize or evaluate those concepts and skills”
 - descriptive rubric with a rating scale
 - revised to a descriptive rubric only
- Intended for annual program assessment

* <http://jfmuller.faculty.noctrl.edu/toolbox/tasks.htm>

GPC Faculty Developed Rubric

- An interdisciplinary faculty team, including GPC student mentors & advisory committee members developed, tested and refined a rubric to evaluate a final project.
- The final project incorporated dimensions of all student learning outcomes.
- The first rubric used scaled performance anchors: unacceptable 0-5, acceptable 6-10 , exemplary 11-15 with brief descriptions of the best case scenario.
- Rubric normed with eight faculty and GPC board members who randomly selected 6 projects. Rated the final projects using the rubric, compared responses as a group and shared why scores were chosen, discussed and reached consensus.

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Global Perspectives Certificate (GPC) Final Project Rubric

Criteria	Unacceptable 0-5	Acceptable 6-10	Exemplary 11-15	Score
Summarize your certificate experiences with reference to how they relate to your academic program or life here at NC State.	Lacks detail, may include only 1 or 2 certificate categories	Writing quality is adequate to express meaning; includes examples from each certificate category, with explicitly stated relevance to experience at NC State.	Effectively depicts vivid examples from each certificate category, with convincing connections made to experience at NC State	
Summarize your certificate experiences with reference to how they relate to your future career or life interests.	Lacks detail, may include only 1 or 2 certificate categories	Writing quality is adequate to express meaning; includes examples from each certificate category, with explicitly stated relevance to future career or life interests.	Effectively depicts vivid examples from each certificate category, with convincing connections made to future career or life interests.	
Provide a thread or theme to connect your GPC experiences.	Makes little or no connection between experiences & thoughts	Identifies theme(s) clearly but with limited further development	Applies critical thinking to relate specific examples to the identified theme(s)	
Demonstrate insights about other cultures that were gained through Certificate experiences.	Addresses only surface features, generalizes other cultures as only good or bad	Includes values, assumptions, or social norms in other cultures that are not casually observable.	Includes values, assumptions, or social norms that are not casually observable, recognizing that both commonalities and genuine differences exist, and that no culture is superior or inferior overall.	
Show awareness of global issues.	Demonstrates superficial awareness and simplified judgments	Demonstrates awareness but with limited supporting evidence; may only partially address viewpoints of others.	Supports views with evidence from personal and secondary sources; addresses more than one viewpoint	
Illustrate the impact of co-curricular experience and service on you and on others.	Shows limited or one-sided understanding of benefits or other impacts	Recognizes reciprocal nature of service, and explains at least one impact.	Clearly expresses reciprocal impacts or benefits to self and others, and places the experience in its larger context.	

Total Points:


Program Assessment

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Spring 2014 Assessment Report For CERT: Global Perspective-CTU

Report Details

Created By: acvanden
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Objective: Objective 1

Outcomes	Evidence Collected and Findings ²	Evaluation: Strength and Areas for Improvement	Actions Taken to Improve Programs
Exhibit insight and awareness of international relations, intercultural competence, or globalization.	<p>Required Courses in European and Eurasian Studies; African, Asian, and Latin American Studies; and, Modern Global Issues International Experience Co-curricular & Service Activities. 27 students completed the GPC in 2013-14; 6 projects identified, 4 assessed.</p> <p>Final Project Rubric Criteria: Demonstrate insights about other cultures and intercultural competence that were gained through Certificate experiences. Final Project Rubric Criteria: Show awareness of global issues.</p> <p>The final projects for six different students were assessed by each student's respective faculty mentors and two others, including board members or other faculty mentors. The reviewers first scored independently and then met to discuss and reconcile inconsistent scores, particularly in relation to the criteria named above. The first two students reviewed in the fall semester did not include recorded copies of their presentations, which we quickly realized addressed additional learning outcomes experienced not shown in the physical final project. Therefore, those scores were disregarded. Reviewers worked to identify patterns of consistent and inconsistent scores of the four students in the spring term. FINDINGS: Rubric scores were not always consistent between reviewers. There were inconsistent understanding of the requirements requested in the rubric for reviewers with outlying scores.</p> <p>Additionally, it was determined that the current rubric addresses the program outcomes at a more surface level, indicating knowledge of other cultures, but does not acknowledge higher level intercultural competence or deeper awareness of international relations.</p>	<p>STRENGTHS: Students were modestly proficient, generally meeting program expectations, so the outcome was achieved in part. AREAS FOR IMPROVEMENT: Faculty scores were not consistent.</p>	<p>Reviewers revised the rubric in order to create more fine grained levels of competence, modified criteria to fit within the new categories, and removed specific number scores. The group believed that this was a better reflection of certificate requirements since it is assessed as satisfactory/unsatisfactory, not with a letter grade. The purpose of these changes is also to further clarify expectations for student learning, while still providing an outline and encouragement for students who may exceed expectations or provide exemplary work. A revised rubric will be provided to the GPC board in the fall for review, to be implemented immediately after approval.</p> <p>It was also determined that sample final projects at varying levels of competence should be provided to faculty mentors to assist with normalizing scores.</p> <p>Lastly, the reviewers decided that further assessment should be done in the following year to pursue the possibility of creating a seminar series for students completing the final project that would provide a framework for greater support from the GPC intern coordinator and guided opportunities for student reflection and discussion of student learning. UPDATE: Mentors reviewed the rubric fall 2014. Mentors used a training website to learn how to use the rubric. Thirteen different mentors used the revised rubric to evaluate 20 final student projects which will be reported in the next assessment report.</p>

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Criteria	Unacceptable	Does Not Meet Expectations (improvements requested)	Meets Expectations	Exceeds Expectations	Exemplary
Demonstrates insights about other cultures and intercultural competence	Does not address insights gained about other cultures	Addresses only surface features of other cultures (food, arts, basic current issues, language); generalizes other cultures as only good or bad	Includes general examples of values, assumptions, or social norms that are not casually observable (nonverbal communication, conceptions of self, behaviors, humor) in other cultures in comparison to American culture	Includes values, assumptions, or social norms that are not casually observable, recognizing that both commonalities and genuine differences exist, and that no culture is superior or inferior overall	Includes specific examples to the values, assumptions, or social norms of other cultures to American culture; demonstrates some adaptability, flexibility, ethnorelative view, or empathy
Summarizes certificate experiences with reference to how they relate to career plan or future life interests.	No evidence of connections between GPC experience and career plan or life interests	Writing lacks detail, may include connections to career or future life interests	Writing quality is adequate to express meaning; includes examples from more than one certificate category, with explicitly stated relevance to career plan OR life interests	Writing quality is adequate to express meaning; includes examples from more than one certificate category, with explicitly stated relevance to career plan AND life interests	Effectively depicts vivid examples from each certificate category, with convincing connections made to career plan AND life interests
Illustrate the impact of GPC experiences on you and your own role in this global society	Shows no impact of experiences on self or others	Shows limited impact of experiences on self	Clearly shows impact of experiences on self	Clearly shows impact of experiences on self and a recognition of the reciprocal nature of service	Clearly expresses impact to self and reciprocal impact of service to self and others, and places the experience in its larger context

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Criteria	Unacceptable	Does Not Meet Expectations (improvements requested)	Meets Expectations	Exceeds Expectations	Exemplary
Summarizes GPC experiences (course work, international experience, co-curricular, service) with reference to how they relate to academic program (course work, majors/minors) or campus life (living/learning villages, clubs, volunteer work)	No evidence of connections between GPC experiences and academic program or life at NC State	Writing lacks detail, may include connections of GPC experiences to academic program or life at NC State	Writing quality is adequate to express meaning; includes examples from more than one certificate category, with explicitly stated relevance to academic program OR campus life	Writing quality is adequate to express meaning; includes examples from more than one certificate category, with explicitly stated relevance to academic program AND campus life	Effectively depicts vivid examples from each certificate category, with convincing connections made to academic program AND campus life
Provides a thread or theme to connect GPC experiences.	Does not make connections between experiences	Makes some connections between experiences	Identifies theme(s) clearly, but with limited further development	Identifies theme(s) and clarifies with examples, but does not apply critical thinking	Applies critical thinking to relate specific examples to the identified theme(s), including analysis or comparative examples
Shows awareness of global issues	Does not indicate awareness of global issues	Demonstrates superficial awareness and simplified judgments	Demonstrates awareness, but with limited supporting evidence; may only partially address viewpoints of others	Supports views with some evidence from personal and secondary sources; addresses more than one viewpoint	Applies critical thinking to support views with specific personal and secondary sources; addresses more than one viewpoint

Rubric Summary and Recommendations

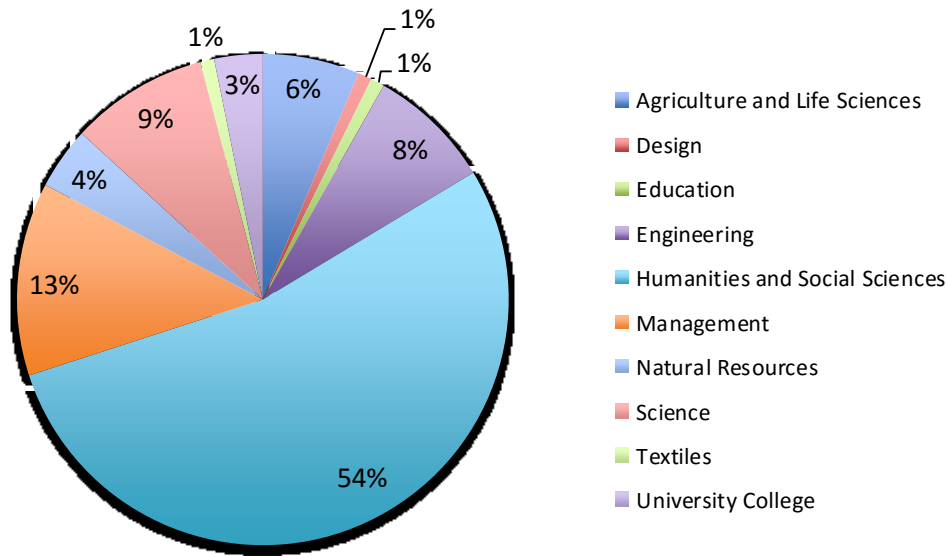
- Created more fine grained levels of competence, modified criteria to fit within the new categories, and removed specific number scores. Performance anchors changed to: *Unacceptable, Does Not Meet Expectations, Meets Expectations, Exceeds Expectations, Exemplary*.
- Changes further clarified expectations for student learning, while still providing an outline and encouragement for students who may exceed expectations or provide exemplary work.
- 2015 – 16 ratings demonstrated more consistency and students generally exceeded expectations.
- Provide to faculty mentors sample final projects at varying levels of competence to assist with normalizing scores. Mentors should also use a training website to learn how to use the rubric.
- Create a seminar series for students completing the final project, providing a framework for greater support from the GPC coordinator and guided opportunities for student reflection and discussion of student learning.

HIA: GPC Impact on Globalization

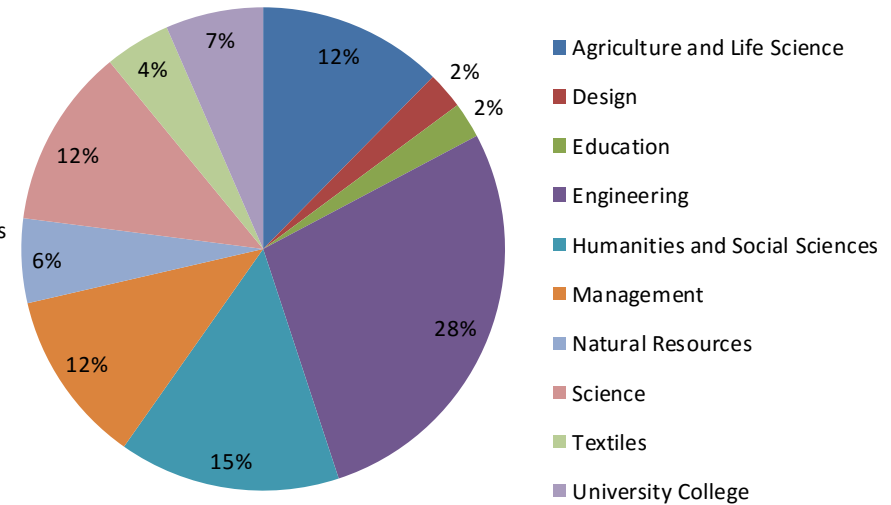
- Approximately 20% of the UG students study abroad
- Encourage students to engage in international activities
- Reach out to and influence students who are not going abroad
- Involving faculty across campus
- Academic departments more cognizant of classes with an international focus
- Enhanced collaboration among units

Percent Active GPC Students by Majors in Colleges* & Total NC State Population

Total GPC students



Total NC State Population



*Headcount includes students with double and triple majors, i.e. student may have 3 majors in CHASS or one major in CHASS and one in CALS.

- Average # of completers: 25-30 per year.

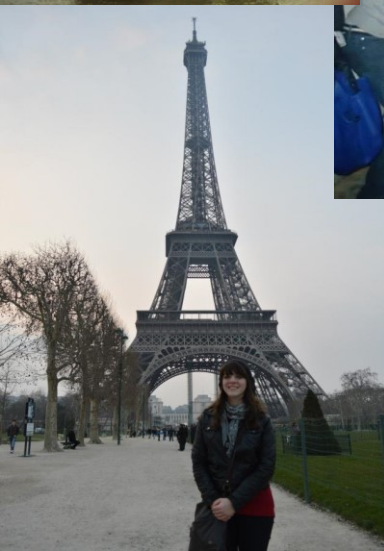
Student Profiles – Ashley McGuigan



- Graduated from NC State in May 2014, with a degree in Biology - Ecology, Evolution and Conservation. GPC greatly impacted academic interests and career path
- Lived in the Global Village in Alexander Hall with an exchange student from Fiji
- Studied at the University of the South Pacific for an entire year, a life-changing experience exposed me to a completely different culture that I fell in love with.
- President of the International Student Association [at USP]. I developed multicultural leadership skills and learned how to communicate with diverse audiences.
- Enrolled at the University of Hawaii at Mānoa for my PhD in Botany, with a concentration in ethnobotany. Recipient of a Fulbright in 2016 to conduct research in Fiji.
- Researching the importance of agroforest systems in Fiji to conservation, health and culture



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QUESTIONS??

Visit: <http://gpc.dasa.ncsu.edu/>
Email: global-perspectives@ncsu.edu

References/Resources

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http://www.aacu.org/value/rubrics/index_p.cfm?CFID=37317515&CFTOKEN=54026278
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