

Assessing Global Learning

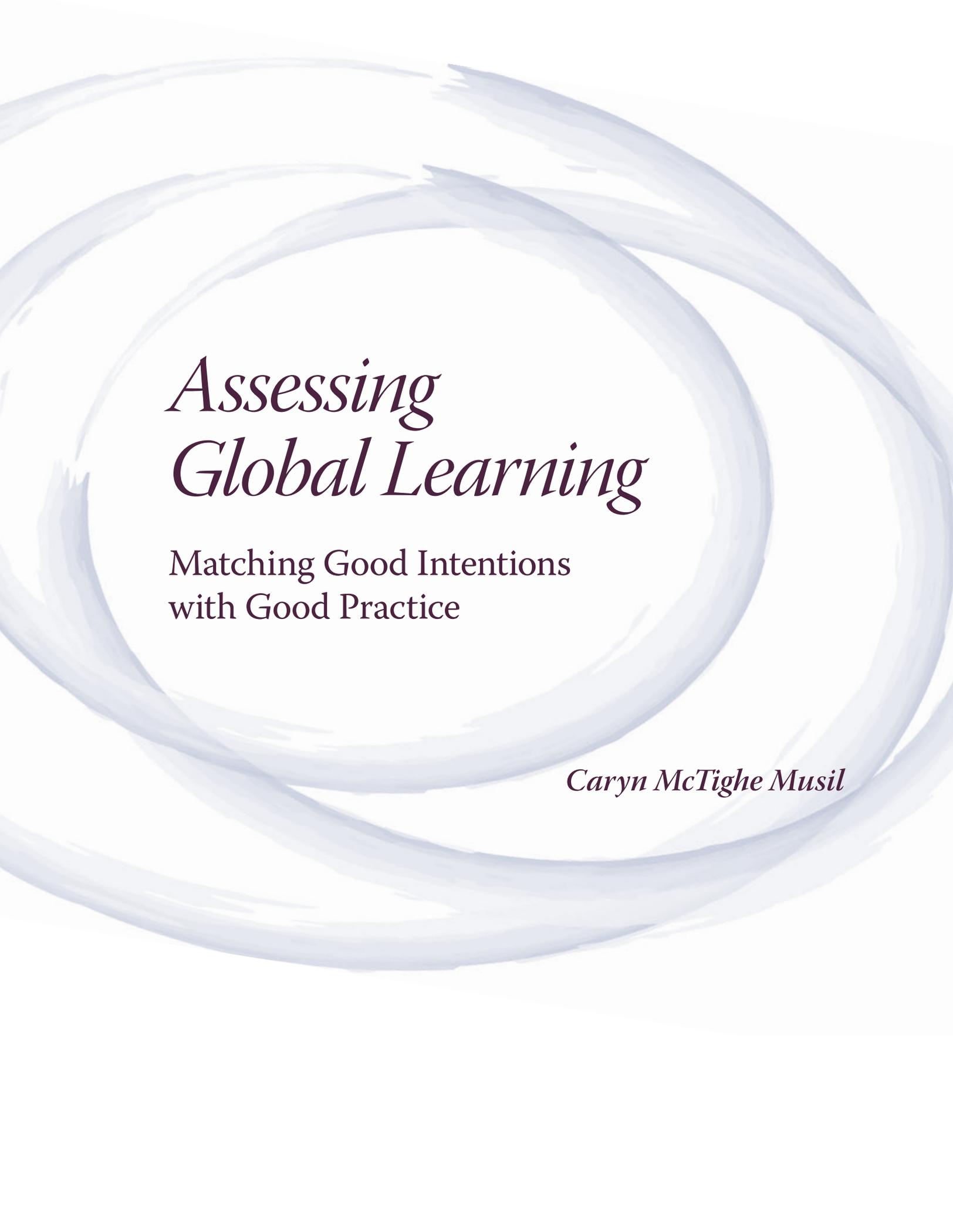
Matching Good Intentions
with Good Practice

Caryn McTighe Musil

A PUBLICATION OF THE SHARED FUTURES INITIATIVE



Association
of American
Colleges and
Universities



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*“Education ... should cultivate the factual and imaginative prerequisites
for recognizing humanity in the stranger and the other
Ignorance and distance cramp the consciousness.”*

MARTHA C. NUSSBAUM, *For Love of Country: Debating the Limits of Patriotism*

*“Our world cannot survive one-fourth rich and three-fourths poor,
half democratic and half authoritarian with oases of human development
surrounded by deserts of human deprivation.”*

UNITED NATIONS DEVELOPMENT PROGRAMME, *Human Development Report 1994*

*“By its nature ... liberal learning is global and pluralistic. It embraces
the diversity of ideas and experiences that characterize the social, natural,
and intellectual world. To acknowledge such diversity in all its forms
is both an intellectual commitment and a social responsibility
Liberal learning is society’s best investment in our shared future.”*

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES, *Statement on Liberal Learning*

Preface

Liberal Education and Global Citizenship: The Arts of Democracy, a project of the Association of American Colleges and Universities (AAC&U), was founded on the premise that higher education has recognized the importance of embedding global education in the very core of the departmental major, often the site of the most fiercely guarded perimeters. While the project proved this is not easily done, it also proved that unless the department is included among the sites for global learning, any institutional commitment to global education is hollow.

The efforts of the eleven institutions that participated in the Liberal Education and Global Citizenship project suggest future possible departmental directions. Collectively, they offer inventive approaches, discipline-linked but transformed boundaries, impressive cross-disciplinary cooperation, and interdisciplinary creativity. The commitment of these institutions to tapping the major as a source for global learning was matched by their commitment to assessing the impact their efforts had on student learning.

The Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education, which provided grant support to the project, has always stood out for its insistence that its grantees take assessment seriously. Inspired by the participating institutions' determination to see what actually makes a difference in student learning, AAC&U wanted to honor both FIPSE and its grantees with a publication designed to help colleges and universities tackle with confidence the assessment of their goals for global learning. How do we know what students are learning? Under what circumstances is such learning enriched or accelerated? And how might we capture the cumulative impact of students' growing global capacities?

We hope this short publication will initiate long and fruitful conversations on campuses about the overarching goals for global learning that can guide departments, divisions, schools, courses, and campus life itself. We hope we make the job all the more manageable by providing a set of frames and resources. If we are successful, professions about the importance of global learning will be tightly tethered to everyday practices and structures. In such a case, our shared futures are all the more hopeful on this fragile planet.

—*Caryn McTighe Musil*

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Liberal Education and Global Citizenship: The Arts of Democracy acknowledges the vision, commitment, and hard labor of administrators, staff, faculty, and students at the following participating institutions: Albany State University (Albany, Georgia); American University of Paris* (Paris, France); Beloit College (Beloit, Wisconsin); CUNY–Brooklyn College (Brooklyn, New York); Heritage University (Toppenish, Washington); John Carroll University (University Heights, Ohio); Pacific Lutheran University (Tacoma, Washington); Rochester Institute of Technology (Rochester, New York); University of Alaska, Fairbanks (Fairbanks, Alaska); University of Delaware (Newark, Delaware); and University of Wisconsin–Milwaukee (Milwaukee, Wisconsin).

The project also benefited from the expertise, wisdom, and commitment of its advisory board, which included Grant Cornwell (St. Lawrence University); Evelyn Hu De-Hart (Brown University); Jeff Milem (University of Maryland); Chandra Talpade Mohanty (Syracuse University); Janice Monk (University of Arizona); Obioma Nnaemeka (Indiana University–Purdue University Indianapolis); and Eve Stoddard (St. Lawrence University).

Finally, the following AAC&U staff members have been involved in conceptualizing, overseeing, and organizing the Liberal Education and Global Citizenship project: Caryn McTighe Musil, project director and senior vice president; Kevin Hovland, director of global initiatives; Michelle Asha Cooper, former program associate; Heather Wathington, former director of programs; and Natalie Jellinek, program assistant.

*Participation of the American University of Paris (AUP) was made possible through the support of the Andrew W. Mellon Foundation to AUP.

CHAPTER 1

Matching Good Intentions with Good Practice

Educating students for a global future is no longer elective. The Association of American Colleges and Universities (AAC&U) has identified global knowledge, ethical commitments to individual and social responsibility, and intercultural skills as major components of a twenty-first-century liberal education. Recognizing that their graduates will work and live in an interdependent, highly diverse, fast-changing, and volatile world, an increasing number of colleges and universities are including global learning goals in their mission statements (Meacham and Gaff 2006).

One can detect other signs of this new attentiveness to global education. As they reframe questions and categories for analyzing the world, scholars are challenging earlier conceptual assumptions about the processes and histories of cross-cultural interaction. New global, international, and area studies programs are flourishing; world cultures courses are being added to general education programs with regularity; and opportunities for faculty development related to global scholarship and learning are being offered more frequently. Institutions are seeking to diversify their faculties and their student bodies and to expand study abroad, while simultaneously recognizing that the multiple national origins represented within their student bodies can be an educational asset for all college students.

After a scan of many stakeholder groups, AAC&U has confirmed that what had at first seemed an emerging trend actually represents a growing national consensus about the significance of global learning. AAC&U's Greater Expectations Project on Accreditation and Assessment reported that global knowledge and engagement, along with intercultural knowledge and competence, have been identified as essential learning outcomes for all fields of concentration and for all majors (AAC&U 2004). Yet, despite widespread agreement among colleges and universities about the importance of global learning, AAC&U's investigation of college practices reveals a disturbing disconnect. The goals for global learning at too many colleges and universities are unfocused. Moreover, too few colleges and universities offer structured educational opportunities for students to acquire knowledge, both theoretical and experiential, about the rest of the world, about America's place in the world, and about the inequities and interdependencies that mark current geopolitical relationships.

This publication is designed to help colleges and universities become clearer about the need to construct multiple but well-defined ways for students to acquire the global learning they will need. It is possible to transform what are now only faint footprints into clearly delineated pathways to global learning. These can be rich, discipline-appropriate, varied, and rigorously, creatively developmental.

It is possible to transform what are now only faint footprints into clearly delineated pathways to global learning.

Global Education at Liberal Arts Colleges: Research Findings

Given the high priority many liberal arts colleges place on study abroad, AAC&U anticipated that liberal arts colleges would be an especially fruitful sector to investigate in an initial scan of global education trends. The American Council on Education (ACE) also has surveyed the leadership in this sector and reported that liberal arts colleges are more likely than any other sector to require students to take more than one international course (Siaya and Hayward 2003). The research findings from both AAC&U and ACE have clear implications for higher education as a whole. They also underscore the importance of clarifying definitions, articulating learning goals, and establishing ways to assess whether students are actually achieving those goals by the time they graduate.

With funding from the Andrew Mellon Foundation, AAC&U focused its research on approximately one hundred liberal arts colleges. The findings were supplemented by case studies of the eleven institutional participants in Liberal Education and Global Citizenship, a three-year AAC&U project supported by the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education. Through their participation in that project, the institutions redesigned their majors to enhance students' knowledge of the world and students' sense of social responsibility as global citizens.

There are two pieces of good news from the Mellon-supported research:

- A large (and growing) number of liberal arts colleges specifically indicate in their mission statements that their graduates should be prepared to thrive in a future characterized by global interdependence.
- Those institutions that embrace global education have recognized its interdisciplinary nature and, therefore, the fundamental challenges posed by disciplinary structures and the need for significant faculty development.

This good news is offset, however, by four disturbing findings:

- There is little evidence that students are provided with multiple, robust, interdisciplinary learning opportunities at increasing levels of intellectual challenge to ensure that they acquire the global learning professed in mission statements.
- The overwhelming number of students satisfy global awareness requirements within general education by taking a single course on some aspect of non-Western culture, thus avoiding interdependence as an object of study itself and reinforcing a fractured view of the global community.
- The idea that the United States somehow stands outside of global analysis is reinforced within general education programs that treat U.S. diversity requirements and global awareness requirements as discrete, unlinked units.
- Science is largely missing as a site for global learning.

The Mellon-funded research study also revealed the following:

- ◆ Global education is overwhelmingly approached in cultural terms rather than through a focus on such issues as economic disparities, environmental sustainability, health and HIV/AIDS, security, human rights.
- ◆ Global learning is often defined as a desired outcome of general education, but is utilized neither as a frame for the design of coherent, integrative general education curricula nor as a way to link general education and learning in the majors.
- ◆ While social responsibility and civic engagement are often cited as markers of successful student preparation for global interdependence, these learning outcomes are poorly defined and not well integrated into global components of the curriculum.
- ◆ Study abroad programs, the primary mechanism by which students experience foreign cultures, can be excellent vehicles for global learning, but they are not inherently so. Moreover, the vast majority of students across all sectors in higher education (well over 90 percent) either lack access to high-quality study abroad opportunities or choose to forgo them.
- ◆ For those students who participate in study abroad programs, the experience is often disconnected from their subsequent studies.

These findings suggest that colleges and universities need to sharpen their aims and develop more coherent global education curricular programs, assess global learning outcomes, and convey in clear language to students what they are expected to achieve in terms of global learning by the time they graduate.

Intentionality: Making Expectations Clear to Students

Two major AAC&U reports, *Liberal Learning and the Arts of Connection in the New Academy* (1995) and *Greater Expectations: A New Vision of Learning as a Nation Goes to College* (2002), map the new contours of the intellectual, pedagogical, and structural designs of higher education today. What was described in 1995 as a new academy growing at the periphery has now moved toward the center. In this evolving vision, around which there is growing consensus, the academy is seeking ways to educate all students for the complex, interconnected, knowledge-based world of the twenty-first century, which is characterized by global diversity and socioeconomic stratification.

The *Greater Expectations* report argues that institutions can accelerate progress toward enacting this vision by becoming more intentional about their aspirations and about the practices they will put in place to achieve those lofty goals. The concept of intentional practice outlined in *Greater Expectations* is especially useful as a framework for how to move global learning beyond the partial, episodic, and disconnected approach found on most campuses today.

Assessing Global Learning: Matching Good Intentions with Good Practice

The concept of “intentionality” implies a close alignment between professed goals and actions taken to achieve those goals. This includes such things as how the faculty designs the curriculum, teaches courses, and assesses learning, as well as how the institution fosters the success of all students, allocates resources, and rewards performance.

With congruency between intentionality and practice as the framework, the first step in any effort to assess global learning is to establish clear learning goals.

CHAPTER 2

Establishing Global Learning Goals

As institutions begin the process of establishing global learning goals, five levels of goal setting should be kept in mind:

1. Overarching institutional goals
2. Divisional and departmental goals
3. General education goals
4. Individual course goals
5. Campus life goals

Each level is vitally important, and each must be linked to the others. All must function synergistically in order to have the most dynamic impact.

To achieve coherence in educational design and greater impact on students, all five levels should be aligned with one another. Each should inform and complement the other. Most important, curricular and cocurricular programs should be designed to maximize developmental learning over time as students build on previous learning experiences and integrate disparate knowledge into increasingly sophisticated frameworks and applications.

LEVEL ONE:

Overarching Institutional Goals

The first step in becoming more intentional is to create a process through which key stakeholders in global learning can reflect deeply on what the institution wants to achieve through its commitment to global education. Such a process will inevitably lead to a definitional discussion of language, terms, and meanings. Questions to consider at the institutional level include:

- ♦ What in our institutional history, culture, and values is informing our current goals for global learning?
- ♦ What do we want to accomplish through courses, requirements, and programs in this area?
- ♦ What would be a distinguishing niche for our institution in this arena, given our particular identity and strengths?

Discussions might also begin with a consideration of the overarching institutional goals that have driven higher education to attend to global issues over the last half century. For example, the introduction of “international studies” in the post-World War II era was

To achieve coherence in educational design and greater impact on students, all five levels should be aligned with one another.

prompted by both the need to foster international peace and understanding and the need to bolster U.S. strategic interests. Over the last two decades, enhancing U.S. competitiveness in the global marketplace and graduating students prepared individually to succeed in the global marketplace have emerged as new workforce goals.

Alongside these economically driven goals, other goals have surfaced that point specifically to civic, intercultural, and justice concerns:

- ◆ to graduate students who understand diverse cultures and the complexities of individual identities in a transnational environment
- ◆ to graduate students able to communicate across diverse cultures
- ◆ to promote an understanding of the intertwined economic, political, military, and social processes that heighten and complicate contemporary global interdependencies and conflicts
- ◆ to introduce students to debates about democratic principles and how different nations and cultures conceive of democracy
- ◆ to prepare the responsible and informed citizenry on which the United States' diverse democracy depends—a citizenry equipped with knowledge of other cultures and countries and with an understanding of the position of the United States in the current global environment
- ◆ to prepare students to be citizens of the world who are actively engaged in promoting equity, justice, and the well-being of the world's communities

Some of the goals on this necessarily incomplete list target individual capacities; others target the needs of U.S. society; still others examine the needs of the world as a whole. Are any of the goals identified above driving how global education is conceived on your campus? If not, what is your institution's motivating goal?

Before designing curricula, selecting teaching methods, or striving for a campus learning culture that aligns with a larger set of educational goals, an institution must achieve clarity about both what is desirable and what can realistically be accomplished in the area of global learning. Once an institutional consensus has been reached about the central reasons for investing in global education, then academic departments, student affairs, and other institutional sectors can more sensibly determine how they can make specific and distinct contributions to reaching a clear set of goals — and resources can be allocated accordingly.

While ideally the establishment of overarching institutional goals precedes and therefore influences the direction of the goal setting at the other four levels, campus change is not always so neat, linear, or predictable. In the dynamic world of intellectual ferment and institutional experimentation, sometimes larger institutional goals actually derive from the practices, programs, or academic frameworks that first lodge within one or more of the other four levels on campus. An especially compelling global course might catch the attention of a department and ultimately influence its direction. Student activism on, say, sweatshop labor might be the

impetus for a new course on the global economy or a new track within the business school long before the institution itself clarifies its core ethical commitments on the issue. In the end, it is less important that the goal-setting sequence follows a particular order than that congruence ultimately takes place in complementary ways throughout all five levels. The examples provided below single out some exemplary practices within the remaining four levels; however, it is not necessarily the case that everything else has been neatly aligned across all five at that same institution.

LEVEL TWO: Divisional and Departmental Goals

Once there is clarity about the overarching institutional goals for global learning, then divisions and individual departments can align their practices with those goals to create educational designs appropriate to their areas of expertise. Questions to consider at the divisional and departmental levels include:

- ◆ How do the newly defined institutional goals for global learning complement what is already being done in this division or department?
- ◆ What aspects of our institutional goals for global learning are not yet addressed and need to be included?
- ◆ Given our institutional goals for global learning, how might our programs and departments be aligned to more effectively achieve specific global learning goals appropriate to our disciplinary expertise?
- ◆ What particular expertise within the division or department can be harnessed to create purposeful pathways for students' global learning?

Below and on the following page are concrete examples of how several colleges and universities have embedded global learning in level two:

GLOBAL LEARNING IN SCHOOLS AND DIVISIONS

The new Bachelor of Arts degree in global studies at the University of Wisconsin-Milwaukee brings together students and faculty from professional schools and liberal arts disciplines. To facilitate that interdisciplinary engagement, five tracks cross divisions and departments: Global Management, Global Cities, Global Classrooms, Global Communication, and Global Security. All tracks integrate foreign language, study abroad, overseas internships, and service-learning requirements.

Lower-division core courses required of all global studies majors include People and Politics; International Trade and Environmental Change; and Globalization and Information Technology. Upper-division courses required for the Global Security track include Rethinking Security; Strategies for Realignment Security around the World; and Justice and the Future of Security. In addition, new security-related overseas courses for the track thus far include Urban Environmental Change in Guatemala City; Service Learning in Milwaukee and Oaxaca, Mexico; and Sustainable Urban Environments: Lessons from Vancouver.

GLOBAL LEARNING IN DEPARTMENTS

The religion department at Beloit College abandoned its East-versus-West architecture and reorganized its major to explore local and global manifestations of religions—a new focus that better reflects the complexity of the interactions among religious traditions. The revised courses include Understanding Religious Traditions in a Global Context; Understanding Religious Traditions in Multicultural America; The Comparative Study of Religious Communities; and Religion and Acculturation.

GLOBAL LEARNING FOR INTRODUCTORY AND CAPSTONE COURSES IN THE MAJOR

For three of its majors, John Carroll University has developed two interdisciplinary components—one aimed at the sophomore level, one at the senior level. The sophomore-level course, called Justice and Democracy in a Global Context, draws from three departments—political science, history, and religious studies. Experiential learning/immersion trips are integral components of the team-taught course, which counts as an introduction within the three majors. A senior capstone learning community course that links three stand-alone courses, each of which counts in each of the three majors, has been organized around the theme Human Rights and the Arts of Democracy. The first learning community focused on El Salvador and built upon a cluster of three courses: The Politics of Central America, Christian Social Justice, and Race and Gender in Latin American History.

LEVEL THREE:

General Education Goals

Since general education courses are taken by all students, general education programs are critical institutional sites for advancing global learning goals. General education courses and programs can also provide foundational frameworks and help students develop the skills required by their majors. Given the AAC&U research finding that there is a dearth of structured curricular opportunities to expose students to complex global questions and sources of knowledge, a new global approach to general education remains an important potential pathway for student learning. Although it may be a good start, the addition of a single non-Western course requirement to the general education program is clearly insufficient on its own.

Once overarching global learning goals have been established at the institutional level, general education goals can be aligned accordingly. Questions to prompt discussion of global general education goals include:

- ◆ In what ways do the current goals of our general education program further the global learning goals of our institution as a whole?
- ◆ What might be redesigned to enrich students' developmental global learning across the full span of their general education experience?
- ◆ How might coherence within general education curricula be made more transparent through an overarching global framework, and how might connections between a global general education program and the majors be made more purposeful and recognizable?
- ◆ What specific global learning outcomes are appropriate for our general education program?

The particular examples below represent three different strategies for incorporating global learning more deliberately within general education:

A SINGLE BUT CULMINATING GLOBAL SEMINAR

As a capstone to its general education program, Rochester Institute of Technology (RIT) requires all students to take an interdisciplinary senior seminar in the liberal arts. For the four-year period ending in 2005, the theme of the senior seminar was Globalization, Human Rights, and Citizenship. The resources available to faculty members who teach the seminar included thematic course modules such as Globalization: Islam, Dialogue or War?; Globalization and Ethics: Prospects for a Democratic World Order; Technology in Global Society; Poets without Borders: The Poetry of Witness and Human Rights Activism; Social Movements in the Global Economy; and Globalization and Democratization in Africa.

A DEVELOPMENTAL GLOBAL SPINE ACROSS FOUR YEARS

Global Perspectives for the Twenty-first Century, the core general education program at Drury University, consists of an integrated, developmental sequence of interdisciplinary courses taken over four years. The sequence enables students to synthesize the perspectives and insights of several disciplines into a coherent understanding of the world, its peoples, and future possibilities. Because global education is the organizing principle for the general education program, all students graduate with a minor in global studies.

AN INFUSION OF GLOBAL LEARNING ACROSS THE CURRICULUM

Funded by the Henry Luce Foundation, *Shared Futures: General Education for Global Learning* is a new AAC&U project that seeks to combine the best theory and practice of general education reform with the transformative promise of global content and multidisciplinary perspectives. Sixteen institutions selected through a national application process are taking a radical new approach to global education. By developing a global framework to guide their entire general education programs, these institutions are seeking to provide students with the learning they will need to solve the problems they will face in the future. Such a strategy aims to revitalize general education, establish coherence within it, and increase student engagement by showing the relevance of global knowledge to the world's most urgent social, scientific, ethical, and civic challenges.

For more information, visit www.aacu.org/SharedFutures/gened_global_learning.

LEVEL FOUR: Individual Course Goals

Ultimately, it is the job of each professor to clarify global learning goals within his or her individual courses. The most powerful impact will be achieved when the individual course goals complement departmental, divisional, and institutional goals. Achieving this complementarity of goals is the first step toward greater transparency and more purposeful pathways for students. Without this coordination and alignment, students will continue to experience episodic and unconnected opportunities for global learning. Questions to consider at the individual course level include:

- ◆ What are the global learning goals that should logically govern this particular course?

- ◆ How do the global learning goals for this course complement and advance the overall learning goals for the department, program, or division of which it is a part?
- ◆ What teaching strategies should be employed to enhance students' global learning in this course?
- ◆ How can the global learning for this course be enhanced by complementary activities and experiences within campus life as a whole?

The wide range of individual courses below suggests how an institution might unleash faculty and student creativity while elucidating how these separate courses are part of a longer, intended pathway to global learning:

GLOBAL LEARNING IN THE DISCIPLINES

- **Albany State University**, a historically black institution, has developed a number of upper-division courses with clearly articulated global learning goals. These include a sociology course, Culture and Global Citizenship; a history course, Race and Politics in the United States and the Caribbean; and an English course, Comparative Literature: Explorations in History and Culture. In each course, faculty members focus on the rights, privileges, and duties of citizenship; on the multiple meanings of democracy; and on the dynamic role of multiculturalism. As context, each course examines pertinent social, racial, cultural, and economic inequalities, particularly in relation to African diaspora and the global advancement of African peoples.
- **Brooklyn College** has focused its course development on the arts of democracy. Among the courses developed are Electronic Commerce; People, Power, and Politics; Peoples of the United States; Intercultural Communication; and Introduction to Global Cinema. In the latter course, students organize service-learning projects to produce a campus film series. Through a music education colloquium, students conduct ethnographies of local bands from different ethnic backgrounds, observing the social context as well as the music itself, and then present their research to the class.
- **Pacific Lutheran University** has created a set of courses that aligns with the institutional and programmatic global learning goals of the study abroad program and an initiative in a local immigrant community. The courses explore the syncretism between the concepts of civic engagement, participatory democracy, and Lutheran commitment. The learning goals include understanding the impact of colonialism and immigration as well as identifying, describing, and acting on global issues in pursuit of justice and equality.

LEVEL FIVE: Campus Life Goals

Because students learn both in the classroom and outside of it, the institution's overarching goals for global learning must be reflected in the overall climate of campus life. Accordingly, the strategic coordination of student and academic affairs is essential. The challenge of developing global learning goals that inform campus life as a whole affords a perfect opportunity for bringing together representatives from across institutional divides.

Questions to consider in establishing goals for campus life include:

- ◆ What institutional goals for global learning can be embedded in students' continuous cocurricular experiences?

- ◆ How can global learning goals from different schools, departments, and individual courses be reinforced by intentional and collaborative planning by student and academic affairs?
- ◆ How can faculty make better use of campus programming, living/learning residences, student-led organizations, and other resources from campus life to advance their departmental or divisional goals for global learning?

Three colleges and universities demonstrate below how it is possible to structure global learning so it is a seamless experience for students, reinforced both within and beyond the formal classroom:

GLOBAL LEARNING IN CAMPUS LIFE

- **The University of Alaska**, Fairbanks, has established a global café in its students' center where members of the university community can relax, drink coffee, discuss global events and issues, and read foreign newspapers. The university library has established Global Crossings, a space designated for globally themed books, print and electronic resources, and student projects.
- **Beloit College** has drawn on its tradition of organizing campus programming—such as lectures, arts and performances, films, and special courses—around an annual theme to focus the campus on such topics as diasporas and science, technology, and world citizenship.
- **The University of Delaware** has developed a Global Citizenship Certificate that incorporates both credit-bearing academic courses and globally focused extracurricular activities. Students choose among a wide array of activities, which affords a high level of flexibility and allows all students to create their own personal global experiences. The certificate is designed to help students keep track of their activities as well as to recognize student achievements.

Sample Templates for Learning Goals

As they work to integrate global education with liberal education, colleges and universities are increasingly recognizing multiple, overlapping dimensions that include

- ◆ the centrality of a student's identity in all its complexity—including family background, racial/ethnic or cultural tradition, religious background, and other constructed traditions;
- ◆ the importance of developing the capacity to analyze an issue from multiple perspectives;
- ◆ the significance of analyzing privilege, power, democratic opportunity, and patterned stratifications;
- ◆ the power of experiential learning;
- ◆ the value of ethical and moral reflection and action;
- ◆ the necessity of applying knowledge and values to solve real-world issues;
- ◆ the fact that the actions of individuals matter.

As Kevin Hovland argues in *Diversity Digest* (2005, 1),

global learning must challenge students to gain deep knowledge about the world's people and problems, explore the legacies that have created the dynamics and

tensions that shape the world, and struggle with their own place in that world. Global learning at its best emphasizes the relational nature of students' identities—identities that are variously shaped by the currents of power and privilege, both within a multicultural U.S. democracy and with an interconnected and unequal world Global questions require students to connect, integrate, and act.

Learning Goals for Liberal Education and Global Citizenship

The global learning goals and outcomes that governed Liberal Education and Global Citizenship: The Arts of Democracy may serve as a useful point of departure for campus discussions. These are certainly not the only possible goals or outcomes, and each of the eleven institutions that participated in the project refashioned them as appropriate to their own contexts and locations. And although the project was focused on the major, all participants developed activities and programs that spilled over into the other four levels identified previously.

Goal one: To generate new knowledge about global studies

Outcomes:

- ◆ Students have a deeper knowledge of the historical, political, scientific, cultural, and socioeconomic interconnections between the United States and the rest of the world.
- ◆ Students can identify some of the processes through which civilizations, nations, or people are defined historically and in the present.
- ◆ Students can describe some of the contested assumptions and intellectual debates within global studies that are relevant to their major.
- ◆ Students develop new abilities to describe the foreign country they are studying from the inside out.
- ◆ Students can pose critical questions about power relations as they investigate the dynamics of global transactions as applied to a social problem important to their field.

Goal two: To spur greater civic engagement and social responsibility

Outcomes:

- ◆ Students acquire a heightened sense of global interconnections and interdependencies.
- ◆ Students are more likely to believe their individual intervention in a global social problem is both possible and consequential.

- ◆ Students can describe a social problem requiring collective remedies that transcend national borders.
- ◆ Students are able to identify some of the ethical and moral questions that underlie a given transaction between countries.
- ◆ Students develop greater courage to engage in social exchanges and enterprises, even when faced with radical cultural difference.
- ◆ Students identify obligations to people situated both inside and outside their own national borders.

Goal three: To promote deeper knowledge of, debate about, and practice of democracy

Outcomes:

- ◆ Students can speak knowledgeably about fundamental principles and premises of U.S. democracy.
- ◆ Students can compare features of democracy in the United States with features of democracy in another country.
- ◆ Students can discuss some of the tensions inherent in democratic principles.
- ◆ Students develop stronger skills to engage in deliberative dialogue, even when there might be a clash of views.
- ◆ Students are more adept at establishing democratic partnerships with people or groups that do not begin sharing power equally.
- ◆ Students develop an experiential understanding of systemic constraints on the development of human potential as well as community-based efforts to articulate principles of justice, expand opportunity, and redress inequities.

Goal four: To cultivate intercultural competencies

Outcomes:

- ◆ Students are able to interpret aspects of other cultures and countries with greater sophistication and accuracy.
- ◆ Students are able to traverse cultural borders with greater skill and comfort.
- ◆ Students are able to describe their own culture with greater knowledge and awareness.
- ◆ Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity.
- ◆ Students are able to work effectively with others who are different from them.
- ◆ Students are more tolerant of and curious about others' beliefs.

CHAPTER 3

Translating Goals into Assessment Frameworks

During the course of the Liberal Education and Global Citizenship project, each of the participating institutions adopted appropriate language, emphases, and outcomes within the four large objectives listed in chapter 2. They all then developed relevant, institution-specific assessment frameworks to guide campus assessment. The sample global learning assessment matrix (fig. 1) represents the starting point for discussions that led to selective amalgamations. The process that led each campus to create its own assessment matrix took over a year and involved broad-based, campus-specific dialogues that were then shared nationally with the cohort of eleven institutions. At both the campus and national levels, the process required

- ♦ **input** from all relevant stakeholders;
- ♦ **deliberation** over time and in thoughtful exchanges among stakeholders;
- ♦ **consensus** garnered as a result of the first two components;
- ♦ **application** by individual faculty, departmental chairs, and divisional deans;
- ♦ **review** of findings as a result of the assessment shared widely with others;
- ♦ **alteration** in course objectives, outcomes, or assessment strategies accordingly to improve students' global learning in future courses.

While the sample matrix on the following page was developed for the project on the major, it can be adapted for specific courses, departments, programs, divisions, and even larger institutional goals.

FIGURE 1— SAMPLE GLOBAL LEARNING ASSESSMENT MATRIX

GOALS	OUTCOMES	ASSESSMENTS
<p>To generate new knowledge about global studies</p>	<ul style="list-style-type: none"> • Students have a deeper knowledge of the historical, political, scientific, cultural, and socioeconomic interconnections between the United States and the rest of the world. • Students can identify some of the processes through which civilizations, nations, or people are defined historically and in the present. • Students can describe some of the contested assumptions and intellectual debates within global studies that are relevant to their major. • Students develop new abilities to describe the foreign country they are studying from the inside out. • Students can pose critical questions about power relations as they investigate the dynamics of global transactions as applied to a social problem important to their field. 	<ul style="list-style-type: none"> • Pre-/post-test essay requiring students to demonstrate mastery of the desired outcomes • Final exams and other writing assignments • Student portfolios that demonstrate the extent of learning across the semester • Focus group discussions • Documentation of classroom discussions
<p>To spur greater civic engagement and social responsibility</p>	<ul style="list-style-type: none"> • Students acquire a heightened sense of global interconnections and interdependencies. • Students are more likely to believe their individual intervention in a global social problem is both possible and consequential. • Students can describe a social problem requiring collective remedies that transcend national borders. • Students are able to identify some of the ethical and moral questions that underlie a given transaction between countries. • Students develop greater courage to engage in social exchanges and enterprises, even when faced with radical cultural difference. • Students identify obligations to people situated both inside and outside their own national borders. 	<ul style="list-style-type: none"> • Reflection exercises and activities about experiences in civic participation • Journal entries or writing assignments about involvement in social advocacy groups and programs • Questions and issues raised in course assignments
<p>To promote deeper knowledge of, debate about, and practice of democracy</p>	<ul style="list-style-type: none"> • Students can speak knowledgeably about fundamental principles and premises of U.S. democracy. • Students can compare features of democracy in the United States with features of democracy in another country. • Students can discuss some of the tensions inherent in democratic principles. • Students develop stronger skills to engage in deliberative dialogue, even when there might be a clash of views. • Students are more adept at establishing democratic partnerships with people or groups that do not begin sharing power equally. • Students develop an experiential understanding of systemic constraints on the development of human potential as well as community-based efforts to articulate principles of justice, expand opportunity, and redress inequities. 	<ul style="list-style-type: none"> • Papers and oral presentations • Semester-long involvement in local or global government action • Community-based research project on how democracy is operationalized at the local government level • Final exam questions that require evidence of knowledge about the complexity of democracy
<p>To cultivate intercultural competencies</p>	<ul style="list-style-type: none"> • Students are able to interpret aspects of other cultures and countries with greater sophistication and accuracy. • Students are able to traverse cultural borders with greater skill and comfort. • Students are able to describe their own culture with greater knowledge and awareness. • Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity. • Students are able to work effectively with others who are different from them. • Students are more tolerant of and curious about others' beliefs. 	<ul style="list-style-type: none"> • Intercultural competencies survey instruments • Papers, oral presentations, exams • Group community-based projects • Observation of classroom interactive dynamics • Student self-assessments collected at intervals during the course

Ann Kelleher, professor of political science at Pacific Lutheran University, created a variation on the assessment matrix. The particular strength of Kelleher’s assessment tool (fig. 2) is the extent to which it underscores the various dimensions of an integrative, developmental learning process for students. Kelleher describes a four-phase global education continuum that links first-year inquiry seminars, international core courses, short off-campus January-term courses, the major, semester abroad, internships, undergraduate research, and a disciplinary or interdisciplinary capstone experience. Her framework could be applied to other institutionally specific global pathways as well.

FIGURE 2 — FOUR-PHASE GLOBAL EDUCATION CONTINUUM: PACIFIC LUTHERAN UNIVERSITY

LEARNING OBJECTIVE CATEGORIES	INTRODUCTORY	EXPLORATORY	PARTICIPATORY	INTEGRATIVE
Knowledge and Intellectual Skills	Explain, with examples, the origins of today’s world, its trends, and its systemic interdependence.	Describe, with facts as well as generalizations, at least two major issues facing today’s world. Analyze ample evidence about a significant topic related to a world issue.	Develop a clear mental map of the interrelatedness of global institutions, issues, and systems using ample examples.	Describe the world’s economic, environmental, and political systems. Assess the complexities and contradictions in one of the world’s systems based on ample information about one or more of the relevant issues currently facing humankind.
Cultural Knowledge and Skills	Describe, with examples, the world’s cultural diversity. Communicate in a second modern language at a survival level.	Compare and contrast distinct behavioral characteristics of your own and one other culture. Communicate at a beginning level in a second modern language.	Analyze two cultures including their enculturation processes, worldviews, and economic/social/political patterns. Communicate at the intermediate level in a second language.	Reflect comparatively and in depth on one’s own and a second culture. Adapt in a second culture by working effectively with a counterpart in that culture. Read, write, and speak at an advanced level in a second language.
Global Perspectives		Explain two ethical perspectives and evaluate the potential effectiveness of two relevant contrasting responses to one general world issue.	Assess your own perspective and locate it amid several philosophical, religious, ideological, and/or intellectual frameworks, taking into account their ethical assumptions.	Articulate the basic assumptions of two value-based perspectives (worldviews) and apply them in formulating alternative responses to one of the world’s major issues.
Personal Commitment		Articulate a relationship between a global issue and your personal commitments and vocational choices.	Engage in creating a just and healthy world.	Demonstrate potential for distinctive leadership in a local community and internationally in the pursuit of a just, healthy, sustainable, and peaceful world.

CHAPTER 4

Modes of Evaluating Learning Goals

The most valuable assessment data are those derived from the cross-fertilization of both quantitative and qualitative measures. The use of multiple instruments to assess learning can help to verify findings, provide nuances a single instrument might miss, and identify areas where conflicting evidence requires additional information. Many of the assessment instruments discussed below were used in the Liberal Education and Global Citizenship project.

Single Quantitative Instrument Used Across Courses or Institutions

To provide a standard point of comparison across all eleven participating institutions, AAC&U developed a single quantitative instrument. Each school helped to create its content and agreed to use it. A copy of the final document follows (see appendix A), and all institutions are welcome to adopt or adapt it to illuminate the global student learning on their campuses.

The instrument emerged from a deeply collaborative process among the outside assessment scholar, Jeffrey Milem of the University of Maryland, College Park; AAC&U staff members; team members from the Liberal Education and Global Citizenship project; and larger circles of colleagues from the eleven participating institutions. The final instrument was not used until it had been vetted by all parties. This collaborative process rooted the final instrument in both the specific goals of the project and the individualized contexts of the participating campuses; without it, the instrument would have been ill-suited to the project and would have skewed any data it generated. Too often, campus import external assessment instruments without first examining their institutional, departmental, and course-based relevance.

The instrument has all the advantages and limitations of a classic pre- and post-instrument. Project participants used it to measure the progress of a given student in a given course over the span of a single semester. It was given to students on the first day of class and then again to the same students at the end of the course. The data would be richer if student cohorts were followed over time to capture any evidence of deeper, more extensive global learning achieved through a variety of opportunities as they progress toward graduation.

Course-Embedded Assessment

The most accessible, and typically the richest, sources of information about student learning are found in the assignments that are an integral part of any course and designed specifically to allow students to demonstrate what they are learning. A strategy that draws on such assignments roots assessment in the work faculty are already doing. It requires, however, that faculty members be intentional about creating assignments that actually lend themselves to demonstrating student outcomes. Even more revealing student outcome data can be acquired if courses are strategically selected for cohorts of students: an introductory course, an experiential mid-level course, and an integrative capstone course. These sequential course-embedded assessments allow students to demonstrate different kinds of global learning obtained over time and in different contexts, and they require students to apply their knowledge to increasingly complex questions.

Possible assessment resources embedded in courses include papers, mid-terms, and final examinations; group work; student presentations; verbal engagement in class; reflective writing assignments; community-based research projects; performance-based projects; course evaluations; audiovisual recordings of class; and simulations.

External Assessments

A number of external assessment methods can be used to supplement course-embedded assessments. These may require additional staffing and financial resources, but when timed appropriately, external assessments can be used to collect good data on the impact of global learning over time. In some cases, they can be incorporated into a course assignment as well. External assessment of global learning can be derived from focus groups, peer-to-peer interviews, alumni surveys, attendance at global campus events, and analysis of student newspapers and publications.

Institution-Wide Assessment Surveys

Most institutions have a number of campus-wide assessments that are used for multiple purposes. Some of these can also illuminate students' global learning or be adapted to include questions that specifically incorporate global learning outcomes into the instrument. Among the most commonly used campus-wide surveys are freshmen and senior surveys, senior portfolios, senior capstone courses, campus climate surveys, the National Survey of Student Engagement, the College Student Experiences Questionnaire, and the Situational Attitude Scale.

Too often, however, institutional research offices or other entities that collect such data do not share it widely across the campus community. It would be important to identify exactly what kinds of campus-wide instruments are used at your institution and arrange to

have access to the data. Such data could then be integrated with the other three sources of data outlined above. With all of the information, the ultimate goal is to use the data to sharpen the articulation of learning goals, perfect the ways students can demonstrate their learning, and improve the courses, programs, and structures for global learning.

Final Reminders about Assessment

In order not to overwhelm people, it is best to assess student learning by turning first to what is already being done—whether course-embedded assessments or routine data collection by different institutional sources. In selecting among diverse methods, it is important to do what you have time for and to remember that all assessment techniques are not necessarily appropriate to all situations or all institutions. Remember too that as much learning takes place outside of the classroom as in it; so be sure to consider the full variety of learning sites. It is, therefore, important to involve students at all stages of the assessment process. They have wonderful insights. Finally, be clear that assessment is not final but ongoing; it is not so much about measuring student learning as it is about improving student learning.

Some of the most creative thinking in educational reform has led to innovations such as thematic learning communities (or linked courses); service- and community-based learning; experiential learning; vertically integrated curricula with first-year seminars and senior capstones; teaching science through problem-based inquiry; undergraduate research and active, hands-on, collaborative learning; and inquiry-based pedagogies. As you develop assessment strategies, each of these pedagogies is likely to provide rich opportunities for global learning as well as illuminating sources for assessing global learning outcomes.

Finally, an intentional approach to global learning offers the possibility for enhancing the education of all students by building on what students themselves—through their own inherited and self-chosen identities, communal legacies, and personal experiences—bring to the college experience. This insight has been foundational to AAC&U’s global and domestic diversity initiatives, and it should be a dimension of any assessment strategy. Student diversity continues to be one of higher education’s richest assets, and it is one that can be harnessed to maximize students’ global learning.

The American University in Paris (AUP), for example, an institution without a national majority in its student body, has turned its *mélange* into a site for exploration and learning, even in the face of conflicts. AUP students, many with transnational and cross-national families of origin—and multiple passports—converge in this living global laboratory. In order to meet AUP’s overarching institutional goal of fostering “in its students a critical, informed, active belonging to the world that responds to, and helps shape, the intellectual and practical challenges of the twenty-first century,” the AUP faculty have opted to use global questions as the organizing principle for their general studies program.

Their vertically organized program openly creates situations in which students' multiple identities require them to navigate differences and develop the critical tools to practice the arts of democracy. The senior capstone course is deliberately designed to assess AUP's general education goals. It functions as a culminating experience through which students demonstrate their mastery of a body of information, work in thematically organized teams, demonstrate their ability to negotiate democratic debate and action, and produce collaborative work that is presented publicly to audiences outside the university. In 2004, students in the senior capstone course on Viewing and Re-viewing Islam planned an international, interdisciplinary conference.

One final instrument, the assessment planning matrix for global learning outcomes in the curriculum (see appendix B), underscores the value of designing sequential, structured opportunities like those at AUP. By mapping with forethought just where different global learning can most appropriately be rooted in varying levels of the curriculum—from the novice level to the intermediate level to the advanced level—and across general education and the major, institutions can transform global learning from episodic to deliberate, from disconnected to interconnected, and from shallow exposure to deep engagement. In the process, students will become more prepared and committed to tackling the formidable and exciting challenges of carving a shared future in which everyone has a stake and an obligation.

APPENDIX A:

Sample Quantitative Survey

The survey reproduced below was used comparatively across all institutional participants in *Liberal Education and Global Citizenship: The Arts of Democracy*.

AAC&U Evaluation Survey: Post-Test

1. Please provide your student ID number

2. Indicate the campus at which you are enrolled

- | | |
|---|--|
| <input type="checkbox"/> Albany State University | <input type="checkbox"/> Pacific Lutheran University |
| <input type="checkbox"/> American University of Paris | <input type="checkbox"/> Rochester Institute of Technology |
| <input type="checkbox"/> Beloit College | <input type="checkbox"/> University of Alaska–Fairbanks |
| <input type="checkbox"/> Brooklyn College | <input type="checkbox"/> University of Delaware |
| <input type="checkbox"/> Heritage College | <input type="checkbox"/> University of Wisconsin–Milwaukee |
| <input type="checkbox"/> John Carroll University | |

3. Please list your academic major(s)

4. We would like to know your thoughts in a variety of situations. For each item, indicate how well it describes you. (Circle **one** for **each** item)

	<div style="display: flex; justify-content: space-between; width: 100%;"> Not at all like me Very much like me </div>				
	1	2	3	4	5
a) I am interested in how my own thinking works when I make judgments about people					
b) I really enjoy analyzing the reason or causes for people’s behavior					
c) I think a lot about the influence that society has on other people					
d) I believe it is important to analyze and understand our own thinking processes					
e) I think a lot about the influence that society has on my own behavior					

Assessing Global Learning: Matching Good Intentions with Good Practice

5. Compared to others your age, how would you describe yourself in the following areas? (*Circle one for each item*)

	A major weakness	Somewhat weak	Average	Somewhat strong	A major strength
a) Communication skills	1	2	3	4	5
b) Ability to work cooperatively with people	1	2	3	4	5
c) Writing ability	1	2	3	4	5
d) Knowledge about my own culture	1	2	3	4	5
e) Math ability	1	2	3	4	5
f) Racial/cultural awareness	1	2	3	4	5
g) Ability to solve complex problems	1	2	3	4	5
h) Openness to having my views challenged	1	2	3	4	5
i) Leadership ability	1	2	3	4	5
j) Ability to see the world from someone else's perspective	1	2	3	4	5
k) Knowledge about the cultural backgrounds of others	1	2	3	4	5
l) Ability to discuss and negotiate controversial issues	1	2	3	4	5
m) Academic ability	1	2	3	4	5
n) Tolerance of others with different beliefs	1	2	3	4	5
o) Social self-confidence	1	2	3	4	5
p) Intellectual self-confidence	1	2	3	4	5
q) Understanding of global issues	1	2	3	4	5

6. In your role as a responsible citizen, how important are each of the following to you? (Circle **one** for **each** item)

	Not important	Somewhat important	Very important	Essential
a) Working to end poverty	1	2	3	4
b) Using career-related skills to work in low-income communities	1	2	3	4
c) Promoting racial tolerance and respect	1	2	3	4
d) Contributing money to a charitable cause	1	2	3	4
e) Creating awareness of how people affect the environment	1	2	3	4
f) Making consumer decisions based on a company's ethics	1	2	3	4
g) Speaking up against racial injustice	1	2	3	4
h) Volunteering with community groups and agencies	1	2	3	4
i) Working to promote religious understanding	1	2	3	4
j) Working to reduce economic disparities between countries	1	2	3	4
k) Working to promote tolerance and respect for other nations	1	2	3	4
l) Contributing money to international relief efforts	1	2	3	4
m) Becoming involved in activism related to global issues	1	2	3	4
n) Voting in local, state, and national elections	1	2	3	4
o) Keeping fully informed about news and public issues	1	2	3	4

Assessing Global Learning: Matching Good Intentions with Good Practice

7. Please rate your level of agreement or disagreement with the following statements: (*Circle one for each item*)

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) My individual rights are more important than policies for the common good	1	2	3	4
b) Some degree of inequality is necessary in a society that wants to be the best in the world	1	2	3	4
c) Even if I do the best I can to help others, it won't change the way society operates	1	2	3	4
d) People in my community are counting on me to do well in college	1	2	3	4
e) If people were treated more equally we would have fewer problems in the world	1	2	3	4
f) I believe I can do things that can make a big difference in the lives of others	1	2	3	4
g) My vote doesn't count much in improving the leadership or policies in my country	1	2	3	4
h) It is not really that big a problem if some people have more of a chance in life than others	1	2	3	4
i) Social progress should be measured by how far the least advantaged among us are able to move economically	1	2	3	4
j) I should be able to say whatever I want rather than having to abide by rules to be civil to others	1	2	3	4
k) I have an obligation to "give back" to the community	1	2	3	4
l) There is little I can do to make the world a better place to live	1	2	3	4
m) I often think about how my personal decisions affect the welfare of others	1	2	3	4
n) Elected officials are unable to resolve their differences for the good of the people	1	2	3	4
o) Citizens can get somewhere by talking to public officials	1	2	3	4
p) The federal government is generally responsive to public opinion	1	2	3	4
q) Citizens can have considerable influence over politics	1	2	3	4

8. Indicate the extent to which you agree or disagree with the following statements: (*Circle one for each item*)

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) Students who talk a lot about global problems turn me off	1	2	3	4
b) I try to keep up with current events	1	2	3	4
c) Thinking about how this country will change in the future is of little interest to me	1	2	3	4
d) I enjoy talking with other people about the reasons for and possible solutions to poverty	1	2	3	4
e) I spend little time thinking about race relations in this country	1	2	3	4
f) I would probably find a television show on world poverty to be interesting	1	2	3	4
g) I want to gain a broad, intellectually exciting education	1	2	3	4
h) I enjoy getting into discussions about political issues	1	2	3	4
i) I often think about the amount of power people have in different segments of society	1	2	3	4
j) I am interested in learning more about the causes of world poverty	1	2	3	4
k) When I see a refugee, I think about how it could happen to me	1	2	3	4
l) I learn the most about societal issues in discussions with diverse peers	1	2	3	4
m) I spend a great deal of time thinking about international relations	1	2	3	4
n) I do not really spend much time thinking about the reasons for unemployment	1	2	3	4

Assessing Global Learning: Matching Good Intentions with Good Practice

9. Indicate the extent to which you agree or disagree with these statements using the following introduction: *(Circle one for each item)*

As a result of what I have learned in this course:

	Disagree strongly	Disagree somewhat	Agree somewhat	Agree strongly
a) I am more interested in global affairs	1	2	3	4
b) I am more likely to talk with others from diverse backgrounds	1	2	3	4
c) I have a greater understanding of the implications of economic globalization	1	2	3	4
d) I am more interested in current events	1	2	3	4
e) I pay more attention to global issues	1	2	3	4
f) I feel that I am able to make a difference in the world	1	2	3	4
g) I am more open to views that differ from my own	1	2	3	4
h) I am able to view issues from several different perspectives	1	2	3	4
i) I have greater concern about the future of the world	1	2	3	4
j) I am more committed to working for social change	1	2	3	4
k) I have become involved in an organization or a cause related to social justice	1	2	3	4

10. The following list describes different forms of civic action.
Please indicate the nature of your involvement in the following activities during the past year (*Circle one for each item*)

	Never	Hardly at all	Only now and then	Some of the time	Most of the time
a) Signed a petition	1	2	3	4	5
b) Joined in boycotts	1	2	3	4	5
c) Wrote a congressperson, senator, or local governmental representative	1	2	3	4	5
d) Wrote a letter to a newspaper	1	2	3	4	5
e) Wrote an article for a newspaper or magazine	1	2	3	4	5
f) Attended lawful demonstrations	1	2	3	4	5
g) Participated in a strike	1	2	3	4	5
h) Engaged in civil disobedience	1	2	3	4	5
i) Worked with an organized group on an issue that matters to me	1	2	3	4	5
j) Participated in community service/volunteer work	1	2	3	4	5

APPENDIX B:

Assessment Planning Matrix for Global Learning Outcomes

The Assessment Planning Matrix on the following page is a variation of the chart contained in AAC&U's *The Art and Science of Assessing General Education Outcomes: A Practical Guide* (2005) by Andrea Leskes and Barbara Wright. We encourage campuses to use the matrix as a way to map the available curricular pathways for students' global learning. It is very important that each campus adapt its own goals and outcomes that reflect each institution's specific mission and context. The chart can assist in revealing developmental gaps that might exist, while also providing a visual roadmap that accentuates the importance of offering students opportunities to move from novice to intermediate to advanced level work.

One might overlay the increasingly challenging courses across the years with a corresponding series of checkpoint assessments. These can document what a student is learning over time. One might begin with an opportunity for a student to demonstrate that he or she has achieved a threshold of knowledge at the novice level, which could then be followed up by a second checkpoint indicating milestone accomplishments at the intermediate level. The third and final checkpoint could be embedded in a capstone course that demonstrates a student has achieved integrative, cumulative capacities at the advanced level.

Guiding questions:

- ◆ Which learning outcomes should be assessed at which critical points?
How do they interrelate to form a comprehensive program that can demonstrate cumulative learning over time and across courses?
- ◆ What is already in place that could serve assessment purposes?
- ◆ What needs to be added?
- ◆ Which elements should be part of the general education program?
Which demonstrate competency building in the major?

NOTE: A campus should substitute its own goals and outcomes for the examples in the first and second columns.

GOALS	OUTCOMES
<p><i>To generate new knowledge about global studies</i></p>	<ul style="list-style-type: none"> • Students have a deeper knowledge of the historical, political, scientific, cultural, and socioeconomic interconnections between the United States and the rest of the world. • Students can identify some of the processes through which civilizations, nations, or people are defined historically and in the present. • Students can describe some of the contested assumptions and intellectual debates within global studies that are relevant to their major. • Students develop new abilities to describe the foreign country they are studying from the inside out. • Students can pose critical questions about power relations as they investigate the dynamics of global transactions as applied to a social problem important to their field.
<p><i>To spur greater civic engagement and social responsibility</i></p>	<ul style="list-style-type: none"> • Students acquire a heightened sense of global interconnections and interdependencies. • Students are more likely to believe their individual intervention in a global social problem is both possible and consequential. • Students can describe a social problem requiring collective remedies that transcend national borders. • Students are able to identify some of the ethical and moral questions that underlie a given transaction between countries. • Students develop greater courage to engage in social exchanges and enterprises, even when faced with radical cultural difference. • Students identify obligations to people situated both inside and outside their own national borders.
<p><i>To promote deeper knowledge of, debate about, and practice of democracy</i></p>	<ul style="list-style-type: none"> • Students can speak knowledgeably about fundamental principles and premises of U.S. democracy. • Students can compare features of democracy in the United States with features of democracy in another country. • Students can discuss some of the tensions inherent in democratic principles. • Students develop stronger skills to engage in deliberative dialogue, even when there might be a clash of views. • Students are more adept at establishing democratic partnerships with people or groups that do not begin sharing power equally. • Students develop an experiential understanding of systemic constraints on the development of human potential as well as community-based efforts to articulate principles of justice, expand opportunity, and redress inequities.
<p><i>To cultivate intercultural competencies</i></p>	<ul style="list-style-type: none"> • Students are able to interpret aspects of other cultures and countries with greater sophistication and accuracy. • Students are able to traverse cultural borders with greater skill and comfort. • Students are able to describe their own culture with greater knowledge and awareness. • Students are able to view a single issue from multiple perspectives, and they are more comfortable with complexity and ambiguity. • Students are able to work effectively with others who are different from them. • Students are more tolerant of and curious about others' beliefs.

First-year general education experience (Introductory or Novice Level)	Study Within The Major (Introductory or Intermediate Level)	Capstone Courses In The Major Or General Education (Integrative and Advanced Levels)

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AAC&U Statement on Liberal Learning

A truly liberal education is one that prepares us to live responsible, productive, and creative lives in a dramatically changing world. It is an education that fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of our ideas and actions. Liberal education requires that we understand the foundations of knowledge and inquiry about nature, culture and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for truth; that we recognize the importance of historical and cultural context; and that we explore connections among formal learning, citizenship, and service to our communities.

We experience the benefits of liberal learning by pursuing intellectual work that is honest, challenging, and significant, and by preparing ourselves to use knowledge and power in responsible ways. Liberal learning is not confined to particular fields of study. What matters in liberal education is substantial content, rigorous methodology and an active engagement with the societal, ethical, and practical implications of our learning. The spirit and value of liberal learning are equally relevant to all forms of higher education and to all students.

Because liberal learning aims to free us from the constraints of ignorance, sectarianism, and myopia, it prizes curiosity and seeks to expand the boundaries of human knowledge. By its nature, therefore, liberal learning is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. To acknowledge such diversity in all its forms is both an intellectual commitment and a social responsibility, for nothing less will equip us to understand our world and to pursue fruitful lives.

The ability to think, to learn, and to express oneself both rigorously and creatively, the capacity to understand ideas and issues in context, the commitment to live in society, and the yearning for truth are fundamental features of our humanity. In centering education upon these qualities, liberal learning is society's best investment in our shared future.

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About AAC&U

AAC&U IS THE LEADING NATIONAL ASSOCIATION concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,000 accredited public and private colleges and universities of every type and size.

AAC&U FUNCTIONS AS A CATALYST AND FACILITATOR, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found at www.aacu.org.

