

**TELLING THE STORY: MAPPING STUDENT LEARNING OUTCOMES AND ASSESSMENT STRATEGIES**

Adam Zahn, Drexel University  
Program Manager, Office of International Programs

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### Agenda

- Why is it important to assess COIL courses?
- How do we map COIL courses to student learning outcomes?
- What are the best assessment tools to utilize?

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### What are Global Classrooms?

- Global Classrooms are courses that engage Drexel students with students at one of our partner universities abroad through a range of interactive technologies.
- A strategic global initiative of the Drexel University Office of International Programs

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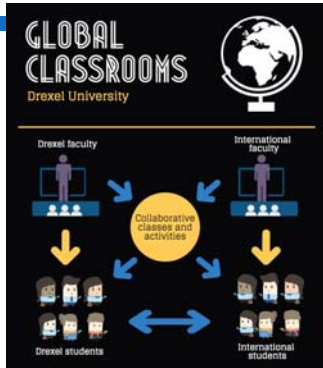
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## Global Classrooms



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## Technology for Global Engagement & Student Opportunities

- In 2013, the Office of International Programs (OIP) launched the Global Classroom program to promote internationalizing the classroom and provide students with opportunities for international exchange at home.
- Over 700 Drexel students (and 1,500 worldwide) have had a global experience without leaving the classroom and at no cost to them.

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## The Drexel Program

- Faculty members from any discipline who are ready to incorporate a global dimension into their **scheduled class** and link it to a class of students at an international partner institution are eligible to apply at Drexel.
- The incentive:
  - \$1,000 stipend
  - Partnership development support
  - **Assessment Support (2016)**

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## Examples of Global Classrooms

1) Prof. Anne Cecil, Fashion, Design and Merchandising (Westphal)

**Course:** Design and Merchandising 326

**Partner:** City University of Hong Kong

2) Prof. Harriet Millan, English and Philosophy (COAS)

**Course:** Your Immigration Story

**Partner:** Ben Gurion University, Israel

3) Prof. Franco Mantalta, Civil, Architectural and Environmental Engineering (COE)

**Course:** Sustainable Water Resource Engineering

**Partner:** IUAV, Venice, Italy

4) Prof. Samir Shah, Management (LEBOW)

**Course:** Domestic and Global IS Outsourcing

**Partner:** Ahmedabad University, India

5) Prof. Simone Schlichting-Artur, Culture and Communication (COAS)

**Course:** Writing on Identity

**Partner:** Nankai University, China

6) Profs. Dana D'Angelo and Jodi Cataline (LeBow)

**Course:** Foundations of Business

**Partner:** University of Leeds, UK

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## Different Models

- Online
- In person
- Hybrid courses
- Lecture
- Joint projects
- Synchronous or A-synchronous

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## Technology Choices



Blackboard

tumblr.



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### Drexel Student Learning Priorities



Leadership  
Responsible Citizenship  
Professional Practice  
Global Competence  
Research, Scholarship, and Creative Expression  
Communication  
Creative and Critical Thinking  
Ethical Reasoning  
Information Literacy  
Self-Directed Learning  
Technology Use  
Build Your Own Future

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### Course-Level Assessment

- What do I intend my students to learn from the course?
- What will I use with my students to help them learn what I intend from the course?
- How will I know what my students have learned from the course?
- What have I learned from this process that can improve the course?

References  
Wickens, S. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco, CA: Jossey-Bass.  
Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.

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### Portfolio Assessment

- Capstone project embedded in Global Classroom in which a student's body of work is assessed based on a rubric
- Trends in student performance both at US and abroad institutions
- VALUE Rubric – AAC&U

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### Pre and Post Project Assessment

- Analysis of discussion posts, pre and post
- Frequency of peer-to-peer discussions
- Rubrics for peer evaluation
- Global competency/intercultural competency surveys

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### Example of Course Level Assessment: AEFIS Questions

- On a scale of the scale is Strongly Disagree to Strongly Agree:
  - 1) This Global Classroom improved my cross-cultural communication skills.
  - 2) This Global Classroom supported or increased my interest in Drexel's global opportunities.
  - 3) After completing this Global Classroom I am more likely to look for career or co-op opportunities that have an international component.
  - 4) Please note any additional comments related to your Global Classroom experience\_\_\_\_\_

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### Spanish IV with Universidad Católica, Chile

This Global Classroom improved my cross-cultural communication skills.	No Answer	0	This Global Classroom supported or increased my interest in Drexel's global opportunities.	No Answer	0
	Strongly Disagree	1		Strongly Disagree	1
	Disagree	0		Disagree	0
	Neutral	0		Neutral	1
	Agree	2		Agree	5
Strongly Agree	8	Strongly Agree	3		

After completing this Global Classroom I am more likely to look for career or co-op opportunities that have an international component.	No Answer	0
	Strongly Disagree	0
	Disagree	0
	Neutral	3
	Agree	6
Strongly Agree	2	

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### IAS435: Organization of American States

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>No Answer</td><td>0</td></tr> <tr><td>Strongly Disagree</td><td>0</td></tr> <tr><td>This Global Classroom improved my Disagree cross-cultural communication skills.</td><td>0</td></tr> <tr><td>Neutral</td><td>0</td></tr> <tr><td>Agree</td><td>3</td></tr> <tr><td>Strongly Agree</td><td>5</td></tr> </table>	No Answer	0	Strongly Disagree	0	This Global Classroom improved my Disagree cross-cultural communication skills.	0	Neutral	0	Agree	3	Strongly Agree	5	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>No Answer</td><td>0</td></tr> <tr><td>Strongly Disagree</td><td>0</td></tr> <tr><td>This Global Classroom supported or increased my interest in Disagree Drexel's global opportunities.</td><td>0</td></tr> <tr><td>Neutral</td><td>2</td></tr> <tr><td>Agree</td><td>1</td></tr> <tr><td>Strongly Agree</td><td>5</td></tr> </table>	No Answer	0	Strongly Disagree	0	This Global Classroom supported or increased my interest in Disagree Drexel's global opportunities.	0	Neutral	2	Agree	1	Strongly Agree	5
No Answer	0																								
Strongly Disagree	0																								
This Global Classroom improved my Disagree cross-cultural communication skills.	0																								
Neutral	0																								
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Strongly Agree	5																								
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>No Answer</td><td>1</td></tr> <tr><td>Strongly Disagree</td><td>0</td></tr> <tr><td>Disagree</td><td>0</td></tr> <tr><td>Neutral</td><td>1</td></tr> <tr><td>Agree</td><td>1</td></tr> <tr><td>Strongly Agree</td><td>5</td></tr> </table>	No Answer	1	Strongly Disagree	0	Disagree	0	Neutral	1	Agree	1	Strongly Agree	5	
No Answer	1												
Strongly Disagree	0												
Disagree	0												
Neutral	1												
Agree	1												
Strongly Agree	5												

After completing this Global Classroom I am more likely to look for career or co-op opportunities that have an international component.

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### Notable Outcomes

- Almost every faculty member offering global classroom again, some turning new courses into additional global classrooms
  
- 3 faculty developed face to face travel components and all participants are exploring the option of adding a travel component in the future
  
- Strengthened existing partnerships for the university and laid the foundation for new ones

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### Student and Faculty Feedback

- "This class provided some great thought provoking exercises such as the MATCH global innovation assignment. In this assignment it allowed me to research innovation challenges from a global perspective and the need to bring together many disciplines to impact change. "
  
- "Individuals with different backgrounds will view a problem or project from different vantage points which was the take home message from the MATCH assignment in the last class."
  
- "I loved the Global Classroom experience. It was great to speak with the Chilean students and to practice my Spanish with them. It was great to help them with English too."

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## Feedback Continued...

- "I like that the course included different styles of learning from the interview with Dr. Young, Power Point presentations, readings, and the Discussion Boards. I would say that the DB's were very stimulating and much more than I have had in other courses."
- "An outside perspective is beneficial because when working on a project so closely one can lose insight into the big picture."
- "I thought it was a great experience, but sometimes it was a lot of work with all of the other assignments and online homework."
- "I really enjoyed participating in the Global Classroom program because it pushed me to improve my conversational Spanish with native speakers."

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## Next Steps

- Increase the role of student outcomes and learning competencies in Global Classrooms
- Faculty focus groups
- Peer training
- Correlation data of for Global Classroom responses and same courses without Global Classroom experience

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Adam Zahn, Program Manager  
Drexel University, Office of International Programs  
Phone: 215-895-1204  
[alz26@drexel.edu](mailto:alz26@drexel.edu)  
[www.drexel.edu/international](http://www.drexel.edu/international)

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