

MULTIPLE PERSPECTIVES ON UTILIZING INSTITUTIONAL REACCREDITATION TO IMPROVE GLOBAL LEARNING

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Panel Presenters

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Brief Sketches of the Presenters

Dr. Barry Morris serves as a chief of staff for KSU's president and provost as Director of Cabinet Strategic Initiatives with primary responsibility for coordinating the implementation of the QEP in Global Learning for Engaged Citizenship. He is an international relations specialist with a diverse background as a university professor, academic administrator, international banker and global consultant. (Panel Moderator)

Dr. Ed Rugg is KSU's SACS-COC Accreditation Liaison and Editor of the Quality Enhancement Plan, Global Learning for Engaged Citizenship. For 16 years, he was Vice President for Academic Affairs at KSU during which several international centers and programs were established. He served as the Director of the Center for Institutional Effectiveness during the QEP's development. (Panel Member)

Dr. Susan Sutton is the Associate Vice President of International Programs at Indiana University-Purdue University Indianapolis and Chancellor's Professor Anthropology. Recommended to KSU by the American Council on Education's Global Learning for All project staff, she served as the QEP Lead Evaluator on the SACS reaccreditation team that visited KSU in Spring 2007. (Panel Member)

See KSU's QEP: Global Learning for Engaged Citizenship
at <http://sacs.kennesaw.edu>

Excerpts from the SACS Reaccreditation Team's Report Affirming KSU's Leadership in Elevating Global Learning

The QEP for "Global Learning for Engaged Citizenship" is an appropriate, innovative, and well-conceived strategy for building upon KSU's existing strengths in international education. Indeed, if actualized, the QEP will position KSU as one of the leading American universities in terms of global learning. It will become a model that is much emulated throughout the U.S. KSU graduates will become known for their international knowledge and competencies. (p. 36)

The QEP takes advantage of existing institutional strengths. Over the last 20 years, KSU has developed a number of important international learning initiatives, both campus-wide and school-specific in scope...KSU also has become an active participant in national conversations on internationalization through its prominent role in the American Council of Education's "Global Learning for All" project. (p. 36)

KSU is engaging one of the most important educational imperatives of the 21st century. It is becoming increasingly important that colleges and universities impart international competencies to all students. (p. 37)

The QEP's goal of spreading international learning to more students is advanced by its innovative definition of what international learning is about. Rather than focusing such learning only on the traditional goals of language acquisition and study abroad (as important as these are), the QEP focuses KSU's international learning efforts on the more general goals of enhancing student competencies "for participating productively and responsibly" in a global context...KSU's choice of the term "global" to describe its focus, rather than international, is another appropriate and deliberate strategy to broaden the opportunities for students to become involved because it intermingles international and intercultural learning, while underscoring that such learning can occur in local U.S. settings as well as internationally. (p. 37)

The QEP is further enhanced by its identification of (and hence focusing of effort toward) 10 goals that wisely span structural, leadership, and organizational issues as well as more specific strategies for increasing global learning. These 10 goals track progress, muster financial and infrastructural support across the university, engage both cabinet and school-level leadership, market the QEP's activities, increase global learning opportunities, and assess the learning that results. These ten goals make global learning everyone's business and provide the structures and processes that will enable it to happen. (p. 38)

Instituting a Global Learning Activities fee is an innovative method for developing the financial resources necessary for supporting study abroad, faculty development, and increased opportunities for global learning...Establishing the Global Learning Coordinating Council is a similarly innovative and noteworthy element of these goals...We also believe the idea of developing a Global Learning Certification process is innovative and excellent, particularly because it recognizes both classroom and experiential learning and can be used by students across KSU's undergraduate and graduate programs...The Committee commends the institution for utilizing such a broad range of measures to assess its innovative accomplishment of such a complex endeavor...On staffing, the active involvement of the president and his cabinet is commendable. (pp 38-40)

The Committee's review of the QEP confirms broad-based involvement of the on-campus community in the development of the QEP on Global Learning for Engaged Citizenship...The president has demonstrated strong support for the project and strategically enlisted each member of his cabinet to be accountable for at least one of the QEP's goals in order to ensure campus-wide involvement and support. Each college and the Student Success division have a Coordinator for Global Learning. These coordinators along with individuals from other key units comprise the Global Learning Coordinating Council, which is key to the implementation and assessment of the plan. (p. 41)

See the Reaffirmation Committee's Report at <http://sacs.kennesaw.edu>

Conducting the Assessment of the Quality Enhancement Plan: Excerpts from SACS-COC *Handbook for Review Committees* (pp 34-36)

In assessing the QEP, you should consider that it will include but is not limited to the following components:

- A topic that is creative and vital to the long-term improvement of student learning.
- A definition of student learning appropriate to the focus of the QEP.
- Evidence that developing the QEP has engaged all appropriate campus constituencies.
- A description of the importance of the QEP that will help you and others understand its value and appropriateness to the institution.
- Specific, well-defined goals related to an issue of substance and depth, expected to lead to observable results.
- Evidence of careful analysis of the institutional context in which the goals will be implemented and of consideration of best practices related to the QEP's topic or issues.
- A viable implementation plan that includes necessary resources and a framework that details matters such as: timelines; leadership; resource allocation; and assessment schedule.
- A comprehensive evaluation plan clearly related to the QEP goals, with the latitude and flexibility to make adjustments to achieve the desired student learning outcomes.

The On-Site Review Committee will evaluate the acceptability of the QEP based primarily on the following four indicators and related suggested questions:

1. **Focus of the Plan.** The institution identifies a significant issue(s) related to student learning and justifies its use for the Quality Enhancement Plan. *(1) Has the institution provided a clear and concise description of the critical issue(s) to be addressed? (2) Has the institution described the relationship between the focus of the plan and student learning? (3) Has the institution provided relevant and appropriate goals and objectives to improve student learning? (4) Has the institution provided a comprehensive and clear analysis of the crucial importance of the Plan for improving the learning environment? (5) Has the institution identified the benefits to be derived from the QEP?*
2. **Institutional Capability for the Initiation and Continuation of the Plan.** The institution provides evidence that it has sufficient resources to implement, sustain, and complete the Quality Enhancement Plan. *(1) Has the institution provided a time line for implementing and completing the QEP? (2) Has the institution assigned qualified individuals to administer and oversee its implementation? (3) Has the institution provided evidence of sufficient financial and physical resources to implement, sustain, and complete the QEP? (4) Has the institution allocated sufficient academic resources and systems to implement and sustain the outcomes of the Plan? (5) Has the institution established appropriate administrative processes for maintaining the progress of its quality improvements?*
3. **Assessment of the Plan.** The institution demonstrates that it has the means for determining the success of its Quality Enhancement Plan. *(1) Has the institution developed means for assessing the success of its QEP? (2) Has the institution identified relevant internal and external measures to evaluate the Plan? (3) Has the institution identified an internal system for evaluating the QEP and monitoring its progress? (4) Has the institution described how the results of the evaluation of the QEP will be used to improve student learning?*
4. **Broad Based Involvement of the Community.** The institution demonstrates that all aspects of the community were involved in the development of the plan. *(1) Has the institution described the methods used for the development of the QEP? (2) Has the institution demonstrated that all aspects of its community – faculty, staff, students, board members, and administrators – were involved in the development of the QEP?*

Dual Focus on Outcomes Assessment

Program Outcomes	Student Learning Outcomes
<p>The program is the unit of analysis</p> <p>Measures are taken and analyzed on:</p> <ul style="list-style-type: none"> • Indicators of Program Quality • Indicators of Program Productivity • Indicators of Program Viability <p>Can include learning outcomes</p> <p>a.k.a.: Comprehensive Program Review Program Evaluation</p>	<p>The graduating student is the unit of analysis</p> <p>Measures are taken and analyzed on:</p> <ul style="list-style-type: none"> • What Graduating Students Know (Knowledge) • What Graduating Students Can Do (Skills) • What Graduating Students are Like (Attitudes and Professional Values) <p>a.k.a.: Learning Outcomes Assessment Assurance of Learning</p>

Multifaceted Assessment Strategies in the QEP on Global Learning for Engaged Citizenship (pp 54-69)

- Internal systems for tracking progress annually in goal attainment including annual leadership priorities and achievements and annual counts and trend analysis of global opportunities, participation rates, global specialists and contributors, dollar investments, and certifications awarded;
- Formal midpoint (formative in 2009-2010) and summative (2011-2012) internal peer reviews of goal attainment by four independent groups including the President's Cabinet, the Global Learning Coordinating Council, a representative panel of global specialists at KSU, and the Assurance of Learning (AOL) Council;
- Formal midpoint (formative in 2009-2010) and summative (2011-2012) external peer reviews of goal attainment by ACE Global Learning for All consultants;
- Rubric-guided direct assessments of focused student portfolios documenting KSU's global learning competencies for Global Engagement Certification;
- Direct and indirect assessments of global learning outcomes by degree programs (AOL);
- Bi-annual indirect NSSE assessments of global education gains and trend analysis;
- Bi-annual administrations of the International Development Inventory (IDI) to representative samples of freshmen and seniors;
- Meta-analysis of convergent assessment results and trends.

Defining Global Learning

Global Learning for Engaged Citizenship is defined as an educational process that enhances one's competencies for participating productively and responsibly in the diverse, international, intercultural, and interdependent world. Global learning opportunities exist in the academic curriculum and in co-curricular experiences, and can be pursued both at home and abroad.

KSU's Global Learning Competencies

KSU's Quality Enhancement Plan and its Global Engagement Certifications will promote and advance the following global learning outcomes:

Knowledgeable Global Perspectives

Graduating students recognize and incorporate the diversity, commonalities, and interdependence of the world's people, nations, and/or environmental systems into their general knowledge, academic specializations and worldviews.

Effective Intercultural Engagement Skills

Graduating students demonstrate effective and appropriate communication, interaction and teamwork with people of different nationalities and cultures.

Global Citizenship Attitudes

Graduating students demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

Summary Observations

- Institutional accreditation can provide a strong framework for comprehensive planning and assessment for the improvement of global learning, as well as strong motivation for broad-based campus participation in internationalization.
- Aided by accreditation, construction of a focused, comprehensive, broad-based and detailed 5-year plan for internationalization requires substantial institutional effort, but can reap great rewards in one of the most important educational imperatives of the 21st century.

GLOBAL LEARNING FOR ENGAGED CITIZENSHIP

Purpose of the QEP: Assure that Global Learning Rises to the Top Tier of KSU's Educational Priorities and Outcomes.

Definition of Success: The Purpose of the QEP will have been accomplished when the ten goals that comprise its three supporting pillars are met.

Tracking Progress

Goal 1: Broad-based Cabinet-led Leadership Will be Tracked and Ensure Success of the QEP

Goal 2: Global Learning Opportunities and Specialists Will Be Identified and Tracked

Goal 3: Financial Support for Global Learning Initiatives Will Be Identified and Tracked

Goal 4: Global Learning Competencies of Students Will Be Identified, Certified and Tracked

Expanding Opportunities

Goal 5: Degree and Student Success Programs Will Strengthen Global Learning Opportunities, Outcomes, and Achievements

Goal 6: Campus-wide Financial Support for Global Learning Initiatives Will Double

Goal 7: Infrastructure for Global Learning Will Expand Substantially in Personnel, Technology, and Library Resources

Expanding Participation

Goal 8: Promotion of Global Learning and its Value Will Expand Substantially

Goal 9: Incentives, Awards and Professional Development Programs for Global Learning Will Be Substantial and Broad-based

Goal 10: Campus-wide Engagement in Global Learning Will Increase Greatly