



Building Global Citizens

One Institution's Plan to use Multiple Measures
to Assess Social Responsibility, Intercultural
Knowledge, and Civic Engagement

Jeff Roberts
Director of Assessment
Sam Houston State University

First, a show of hands...

- ▶ How many of you are from a public college or university in Texas?
- ▶ How many of you are from out-of-state, but have an interest in assessing intercultural knowledge and/or civic responsibility?
- ▶ How many of you have a great plan that is already in place?
 - If so, would you share...because the rest of us are still figuring it out!

Challenge of the New Texas Core Curriculum

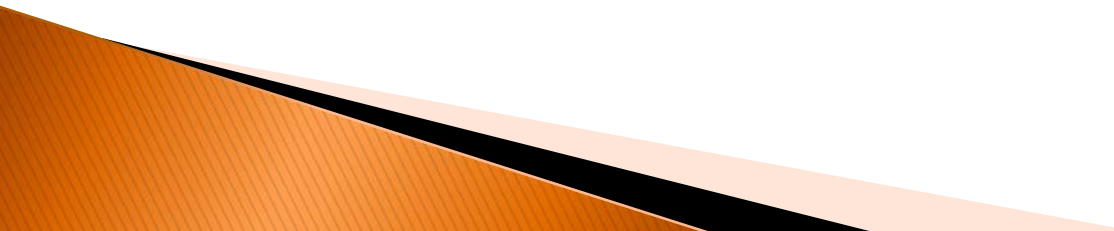
Beginning Fall 2014, public institutions in Texas are expected to start assessing student attainment of six core learning objectives:

- ▶ **Critical Thinking**
- ▶ **Communication**
- ▶ **Empirical and Quantitative Reasoning**
- ▶ **Teamwork**
- ▶ **Personal Responsibility**
- ▶ **Social Responsibility**

Some are (relatively) easy...

- ▶ **Critical Thinking**
- ▶ **Communication**
- ▶ **Empirical and Quantitative Reasoning**

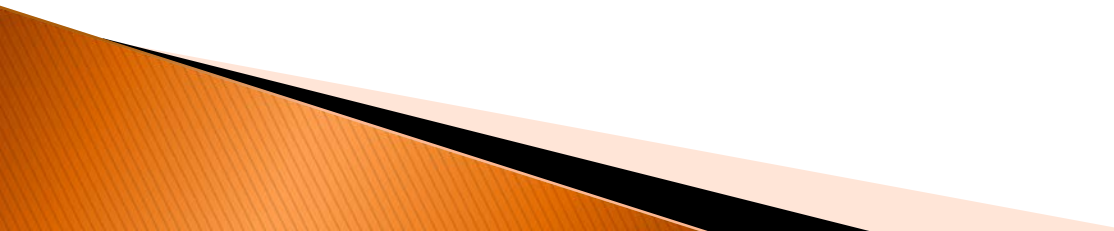
Some are more of a challenge...

- ▶ **Teamwork**
 - ▶ **Personal Responsibility**
 - ▶ **Social Responsibility**
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**Today, we will be looking at
how one institution is
assessing Social Responsibility**



Social Responsibility, to include:

- ▶ Intercultural competence
 - ▶ Knowledge of civic responsibility
 - ▶ Ability to engage effectively in regional, national, and global communities
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Why is this Objective Difficult to Assess?

- ▶ It is comprised of multiple, loosely related, parts
 - ▶ It represents a “softer” learning objective
 - Many courses may touch upon it, but it is rarely the focus
 - In many cases, reinforced more within the co-curricular
 - ▶ Any other thoughts? What are the challenges you face at your schools?
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Schools of Assessment Thought

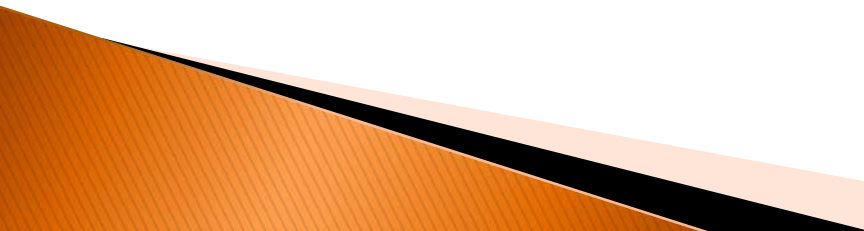
Course-embedded Assessment

VS.

End of Experience Assessment



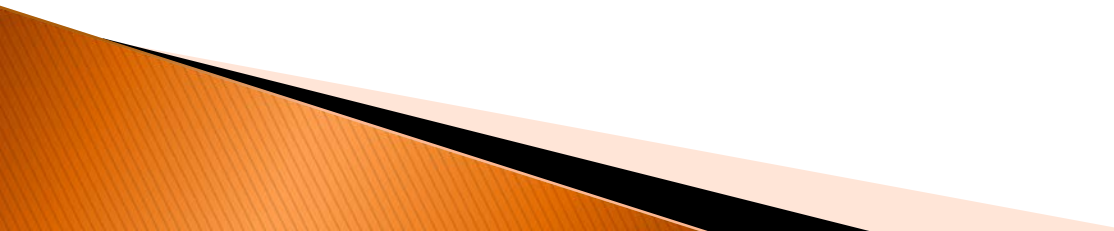
Advantages of Course-embedded Assessment

- ▶ Appropriate assessments are often built into the course itself
 - ▶ Able to utilize authentic student artifacts
 - ▶ Provides evidence of student attainment within core-curriculum courses and component areas
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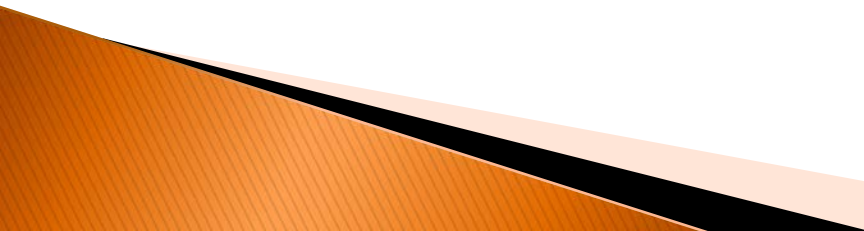
Disadvantages of Course-embedded Assessment

- ▶ Difficulties in convincing faculty to use common assignments and/or rubrics
- ▶ Difficulties in “rolling up” the data
- ▶ Could only give a picture of student attainment at freshman/sophomore levels
 - Less clear what the student knows when exiting the university

Advantages of End of Experience Assessment

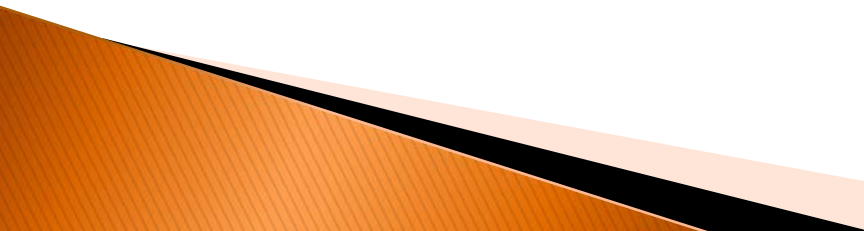
- ▶ Can also use authentic assessments and/or artifacts from courses
 - ▶ Can allow for the capture of institutional-wide data
 - ▶ Provides evidence of student attainment of the objectives prior to graduation
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Disadvantages of End of Experience Assessment

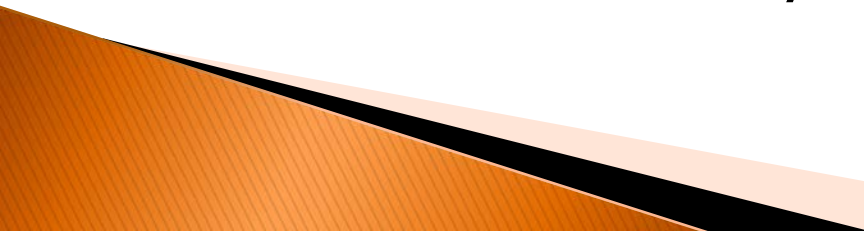
- ▶ Students may not participate or put forth their best efforts on low-stakes measures
 - ▶ May require additional cost and effort
 - Third-party scoring sessions
 - Cost of commercial instruments
 - ▶ Can be difficult to link results with individual core curriculum courses or component areas
 - ▶ Harder to use the data to make curricular-specific changes
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So use both!

Power of Multiple Measures

- ▶ No ONE measure can give a complete picture, especially with an objective as nebulous as “Social Responsibility”
 - ▶ Multiple measures allows for an institution to cover all aspects of the Objective
 - ▶ Multiple measures allows for triangulation of assessment data
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Use BOTH Direct and Indirect Measures

- ▶ Although direct measures are generally superior to indirect, both can provide valuable data
 - ▶ Using both types allows for triangulation
 - Ex: Paring student perception data with direct measures of student attainment
 - ▶ Indirect measures are often easy to implement, and cost-effective
 - ▶ Indirect measures can supplement your assessment while you search for direct measures
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Sam Houston State University's Proposed Approach

Social Responsibility	Academic Community Engagement (ACE) Reflection Assessment	Direct	Course Embedded
	Course Embedded Political Science Assessment	Direct	Course Embedded
	Benefits Academic Community Engagement (ACE) Scale	Indirect	Course Embedded
	Global Perspectives Inventory (GPI)	Indirect	Freshman/ Seniors
	National Survey of Student Engagement (NSSE)	Indirect	Freshman/ Seniors

PLEASE NOTE!

Our plan continues to evolve. We are always exploring additional measures, both direct and indirect, that will yield useful data.

Academic Community Engagement (ACE) Reflection Assessment

- ▶ Samples of student reflections from ACE courses evaluated using a common, internally developed, social responsibility rubric
 - Direct measure (still in development)
 - Course-level, third-party scored

Course-Embedded Government/Political Science Assessment

- ▶ Course embedded test questions, focusing on civic engagement and responsibility
- ▶ Administered within sections of American Government and Texas Government courses
 - Direct Measure
 - Course-Embedded

Benefits of Academic Community Engagement (BACE) Scale

- ▶ Likert-item and short answer scale measuring student attitudes toward community based learning and course impact on student skill levels
 - Indirect Measure
 - Course-embedded

Global Perspectives Inventory (GPI)

- ▶ Nationally administered survey measuring global student learning and curricular, co-curricular, and community-based experiences
- ▶ Administered bi-annually to comparative student cohorts (e.g., freshman, senior, study abroad, and ACE program participants)
 - Indirect Measure
 - Freshman-Seniors and program-specific

National Survey of Student Engagement (NSSE)

- ▶ Student responses to specific NSSE questions aligned with Social Responsibility
- ▶ Administered bi-annually
 - Indirect Measure
 - Freshman–Seniors

Connecting the Data-dots

- ▶ Data will be collected along with student ID's
 - Be able to link back to student demographic information
 - Be able to link back to student course-taking patterns
 - Be able to connect student assessment data across multiple measures, over time

What will this plan give us?

- ▶ Rich data regarding both intercultural competency and social responsibility
- ▶ Rich data on students of all levels
- ▶ Rich data that can be used by the University to improve student learning
- ▶ Rich data that can be used by individual departments and programs for improvement
 - Connecting Core assessment with Programmatic Assessment

Questions?

Jeff Roberts

Office of Academic Planning and Assessment
Sam Houston State University

jeff.roberts@shsu.edu

936-294-1859