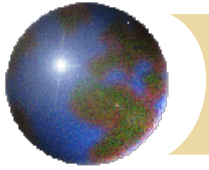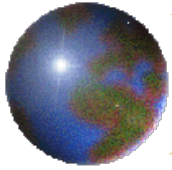# Qualitative Assessment of Global Competency Learning Outcomes

NAFSA Region VI Conference
Louisville, KY
November 7-8, 2011

Session Goals & Outline

- Understand the differences and pros/cons of qualitative vs. quantitative assessment

- Learn about models of qualitative assessment at three institutions

- Practice qualitative assessment in small groups

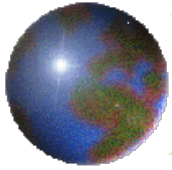- Bring knowledge and techniques from this session to your own organization

Who We Are

Kelly Brannan Trail - Assistant Director
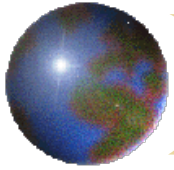 **Antioch Education Abroad (Antioch University) – Yellow Springs, Ohio**

- Organized first study abroad programs in the 1950s

- Serving non-Antioch students since 1970s

- Approx. 120 students on programs each year; 100s of universities in U.S. enroll students on our programs

- Offer 8 semester or year long programs, primarily theme-based, such as "Community Development in Cameroon" and "Buddhist Studies in India"

- Program Directors are faculty members at AU who organize and lead the program on-site

- Staffing: 4 Administrators; 5 full-time Faculty; several on-site, local staff and faculty members

Who We Are

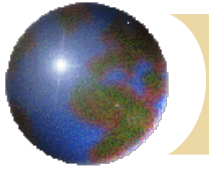Marne Ausec, Director - Center for Global Engagement
 Kenyon College

- Highly selective liberal arts college in Gambier, OH

- 1650 students, 52% of junior class participates on OCS (off-campus study)

- 3 Kenyon programs, majority 3rd party provider, just experimenting with short-term programs

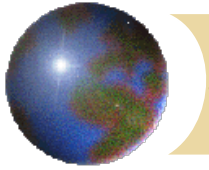- OCS as an integral part of the student academic trajectory

Who We Are

Jessica DuPlaga, Director - Off Campus Studies
The College of Wooster

- Small, private liberal arts college in Wooster, OH

- 1,900 undergraduate students

- "Graduate Qualities" include Global Engagement and Respect for Diversity, Civic and Social Responsibility

- 35-40% of students study off-campus during their Wooster careers

- Mostly third-part provider programs, with 3-4 short-term faculty-led programs per year

- Staffing: 1 full-time Director, 1 1/3-time coordinator for faculty-led programs, 4 shared student assistants

- Located in Center for Diversity and Global Engagement
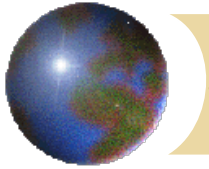
Who Are You?

- Private Liberal Arts College

- Private University

- Public College/University

- Community College

- Third-Party Provider (primary function)
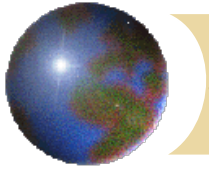
Qualitative vs. Quantitative Assessment

The Basics

Qualitative	Quantitative
Deals with **descriptions.**	Deals with **numbers.**
Data can be **observed/described**, but not measured.	Data which can be **measured.**
Colors, textures, smells, tastes, appearance, beauty, etc.	Length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc.
Qualitative → **Qualit**y	**Quantit**ative → **Quantit**y
open-ended responses, discussions, presentations, interviews, observations	**scaled questions, multiple choice** *open-ended responses, discussions, presentations, interviews, observations*

Understanding Qualitative vs. Quantitative Assessment Through Content Analysis

QUALITATIVE	QUANTITATIVE
Explore meanings underlying physical messages	**Count** textual elements
Inductive (usu) – developing topics and themes from the data	**Deductive** – test hypotheses or address questions generated from theories
Data: **Purposely selected** texts which can inform the research questions	Data: Requires **random sampling**, etc.
Product: **Descriptions** or typologies	Product: **Numbers**; can be manipulated with statistical approaches
Pros: Can **identify themes** authentically; can give you the **"why/how"** behind your results	Pros: Easier to represent graphically and **quickly convey the results**; Easier comparisons; usu. quicker for participants to produce the data
Cons: **time-consuming**	Cons: may not explain reasoning behind results; not pick up on nuances; **can't discover themes you weren't looking for**

Qualitative Assessment

- We believe there is *value in both qualitative and quantitative assessment* methods.
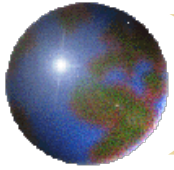- Our focus is on qualitative

Common Arguments Against Qualitative Assessment:

Argument: Qualitative assessment is too "free range" and doesn't allow a systematic approach

Response: Qualitative assessment can be systematic, utilizing research methods, rubrics, and coding; meanwhile, it does not limit student expression (as multiple choice surveys do).

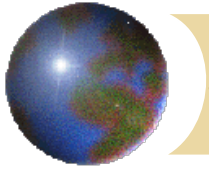**Argument:** Qualitative assessment is too complicated.

Response: It's easy to build qualitative assessment into campus or program processes that already exist (i.e. application essays, e-portfolios, program evaluations)

Key Questions to Address

As we develop any assessment method, we need to address key questions:

- What are our Student Learning Outcomes in global learning, citizenship, and engagement as related to off-campus study?

- Why are we doing assessment? What do we want to gain from the assessment? Do we want a 'yes/no' answer or more information?

- Are we assessing the impact of study abroad on meeting the SLOs or the impact of all internationalization efforts on campus?

- What evidence can we use/collect? Must be able to get the data from students (required for credits? Part of application? Part of a course? Etc.) Is there evidence that already exists?

- Do we have the time and resources? Who can/will help? (staff, office of institutional research, office of community engagement or service learning, faculty, graduate or undergraduate assistants, community partners, classes, external grant money) What resources already exist? (Don't reinvent the wheel)
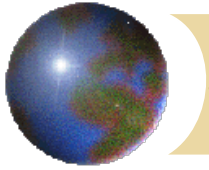
Example: Kenyon College
Moving out of the dark ages

- **Past** Evaluation process
  - until 2011 all student satisfaction based
  - all qualitative
  - evaluations looked at by 3 people
  - "aha" moment of students "getting it"

- **Present** Evaluation process
  - still student satisfaction based, but mix of qualitative and quantitative
  - Likert scales for some questions
  - open-ended questions at end
  - evaluations looked at by 4 people
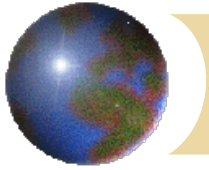 - allow students to reflect on process

Example: Kenyon College
Moving out of the dark ages

- **The good**
  - get a sense of what programs are like, and what students think about what they get out of it
  - it is fairly easy

- **The bad**
  - depends on how thoughtful the students were, and there is no real way of categorizing/summing up/ getting at student development
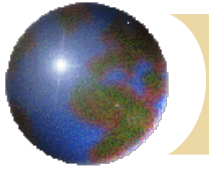
Example: Kenyon College
Moving out of the dark ages

◈ **Where we are headed**

- ▣ looking at content analysis software for possibilities of doing "the hard work"

- ▣ allow us to refine what we want to ask and why

- ▣ rubrics for our application essays

- ▣ We need to define what it is we are looking for-"Global Competency" may not be it

Example: The College of Wooster
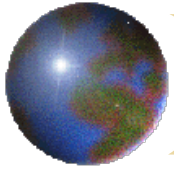## *Focus groups*

"A carefully planned discussion to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. It is conducted with approximately 7 to 10 people by a skilled interviewer." Krueger, R.A. (1994). *(http://people.jmu.edu/yangsx/)*

- supplement to other forms of assessment or surveys, helps create survey questions
- gathers opinions, beliefs, attitudes, general impressions
- explore a topic in-depth
- test assumptions
- encourage discussion and excitement about a topic

FIRST STEP: Define purpose and objectives

http://www.gvsu.edu/assessment/
http://www.cse.lehigh.edu/~glennb/mm/FocusGroups.htm

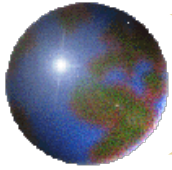# Example: The College of Wooster
Focus groups

Logistics

- 7-10 participants
- 1-2 hours
- one facilitator to listen/ask, one note-taker to transcribe
- ask for permission to record
- develop a script
- setting encourages conversation and open discussion (U-shaped or circle seating, comfortable)
- facilitators should arrive early
- monitor time
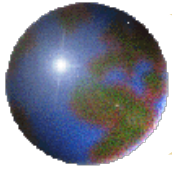- consider short questionnaire at end

Example: The College of Wooster
Focus groups

- **Considerations for participants**
  - group dynamics
  - status level of participants
  - perception of ability to speak freely
  - often the extremes or "agendas" are expressed
  - think about the attributes of the participants based on purpose of group

- **Considerations for facilitators**
  - opening: welcome; set ground rules; provide agenda; describe objective of study; brief introductions of all participants
  - ground rules: confidentiality, everyone is welcome to speak, goal is to learn from each other, safe space, no right or wrong answers
  - set the tone: warm, grateful, permissive
  - remain neutral
  - encourage equal participation
  - create open, non-judgmental environment
  - keep conversation on track
  - knowledgeable about project, but neutral role
  - closing: thank-you; opportunity for further input; data usage; timeline for larger process
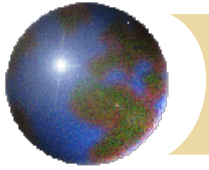
Example: The College of Wooster
Focus groups

- **<u>Create questions</u>**
  - open-ended
  - not too many (4-7), but be ready for follow-up ("probes")
  - easy, warm-up questions to begin, followed by serious and in-depth questions
  - non-leading, neutral
  - get full answers
  - avoid emotionally-charged topics (i.e. racism)
  - use a script

- **<u>Interpret results</u>**
  - summarize meeting immediately
  - transcribe notes and recordings
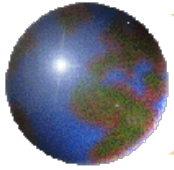 - analyze summaries: trends, unexpected comments (color-coding, highlighting, matrices)

Examples from The College of Wooster

- Off-Campus Study students (Spring 2010)
- Center for Diversity and Global Engagement (Fall 2011)
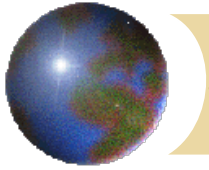- Faculty-led programs (Fall 2011)

Example: The College of Wooster
Rubrics

What is a rubric?

"A scoring tool that lists the criteria for a piece of work, or "what counts" (for example, purpose, organization, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor." Andrade, H.A. (1997). (http://people.jmu.edu/ yangsx/)

- common framework for assessing qualitative data and complex outcomes
- products/behaviors compared to criteria (as opposed to norms)
- includes:
  - description of a task (outcome)
  - characteristics to be rated (skills, knowledge, behavior)
  - level of mastery/scale
  - description of each characteristic at each level of mastery/scale

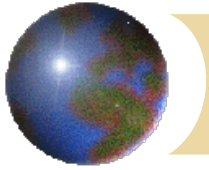*http://manoa.hawaii.edu/assessment/howto/rubrics.htm*

Example: The College of Wooster
Rubrics

Using rubrics

- each reader must score in the same way = *calibration,* although one reader is possible
- self-evaluation
- adaptation of existing rubric
- must relate to outcomes and products being assessed

Example: The College of Wooster
Rubrics

AAC&U Essential Learning Outcomes

http://www.aacu.org/value/index.cfm

- Intellectual and Practical Skills
  - Inquiry and analysis
  - Critical thinking
  - Creative thinking
  - Written communication
  - Oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork
  - Problem solving

- Personal and Social Responsibility
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning
  - Foundations and skills for lifelong learning
- Integrative Learning
  - Integrative learning

Example: The College of Wooster
Rubrics

AAC&U Value Rubrics

- builds on a shared understanding of student learning outcomes from faculty, employers, and community leaders for personal, social, professional success in a global environment

- correlate to AAC&U Essential Learning Outcomes

- rubric reliability studies

- assumes that learning develops progressively over time towards more complex and sophisticated pathways

- in practice: e-portfolios

Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics.* Washington DC: Association of American Colleges and Universities.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org
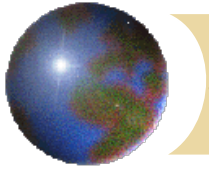
	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self- awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

23

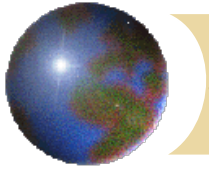# Example: Antioch Education Abroad
Assessing Progress Using Content, Coding, Rubrics

- **Present:**
  - Use a portfolio of all the work that 25% of students produced over the course of the program
  - Team of 3-5 examine student work, discuss, and determine if objectives were met
  - Director writes summary of what the team decided and any recommendations

- **Moving Towards:**
  - More *systematic* approach that assesses *progress*
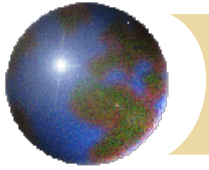 - Utilizing coding and a rubric; and pre and post program student work

Example: Antioch Education Abroad
Assessing Progress Using Content, Coding, Rubrics

Analysis of Student Work to Assess if Global Competency Outcomes Were Met:

- Assessment team for each program: usu. comprised of Program Director, 1-2 other Antioch University faculty members, and 1-2 "outside" experts

- Assessment team reviews portfolios of 25% of the students on each program.

- For the Global Competency SLO's the team reviews the "Pre-program" submission and the "End of Program" submission, completing the same rubric for each piece. (Also take into account observations by Program Director.)
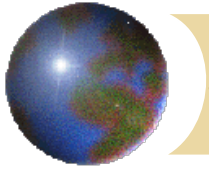
Example: Antioch Education Abroad
Assessing Progress Using Content, Coding, Rubrics

Analysis of Student Work to Assess if Global Competency Outcomes Were Met:

- The team then analyzes if:
    - The student met the SLO's as a result of the student's time on the program
    - The student already met the SLO's before the program
    - The student did not meet the SLO's

- The method of analyzing both Pre and Post work allows us to determine if our program had an impact on the global competency of the students. (Many students who want to go abroad have already had significant experiences abroad or with people from cultures other than their own and/or they already have an openness to the value of all cultures.)

- The qualitative approach allows us to examine which aspects of the program or which experiences may have helped students reach those objectives.
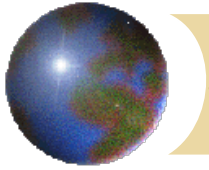
Example: Antioch Education Abroad

Assessing Progress Using Content, Coding, Rubrics

- Possible Pre-Program Student Pieces:
  - Goals Statement/ Application Essay
  - Essay on pre-program readings (global competency in context of academic theme)

- Possible End of Program Student Pieces:
  - Reflection
  - Rewrite of essay on pre-program readings
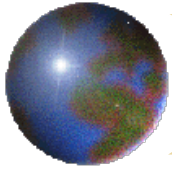
Example: Antioch Education Abroad
Assessing Progress Using Content, Coding, Rubrics

Methods of Analysis (within the assessment team)

Coding: Mark key segments of text for use with rubric or categorizing

Use with Rubric: Identify which objective on rubric relates to the text segment. Useful in assessing if specific objectives were met.

Use with Categorizing: Categorize segments into themes; Useful for determining the elements that impact students' achievement (or not) of learning objectives (ie, the impact of the living arrangements, the benefits of one-on-one relationship with mentor).
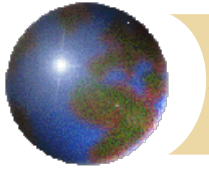
Coding Example

River Delta region of China. As such, we spent out time meeting with academics, business leaders, and politicians. Eventually,

KR I1

as a group, we became very adept at breaking down our daily observations into concrete ideas to apply to our broader understanding of globalization's impact. It

experience → understanding

was an excellent introduction to studying abroad, a new experience right from the start: "at about quarter to six, we all headed back to campus for the opening ceremony of our program. It would be our first experience with the Chinese need for, and attachment to, pomp and circumstance. The
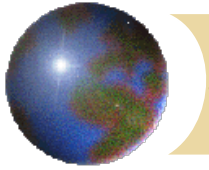
KR II 1 and 2

29

Example: Antioch Education Abroad
Assessing Progress Using Content, Coding, Rubrics

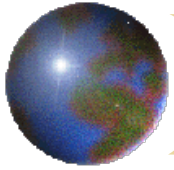| Paper/Pencil	Software
code with highlighters	still have to code individual statements (unless you are searching for a particular word or phrase; it can't find 'ideas' or 'meanings' like a human can)
less expensive	more expensive (Qualrus $399; HyperResearch $495)
- type key phrases into excel (Or write which rubric area it addresses) - organize into categories that are derived from the phrases (if looking for themes)	- useful if want the analyzing tools for electronically moving/ categorizing segments or if you want to look for specific text in certain codes - can sort and look at everything that meets a specific criteria at once
easier if you have an assessment team looking at individual student work	easier to manage if you are assessing large quantities of student work.(all students' "pre" work vs. all "post" work)
For now, **we are sticking with the paper/pencil version** to analyze individual student progress. We are assuming that our sample of 25% is representative of entire study body on our programs.	easier to become "paperless" (students submit writing by email; keep all work in the software system)

Activity

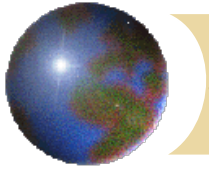At your table, "code" the evaluations using one of the AAC&U Rubrics provided.

Discuss:
- Was the rubric useful in using the essay as qualitative data?
- What were the challenges in coding the essay?
- Could you use a rubric at your institution? How?
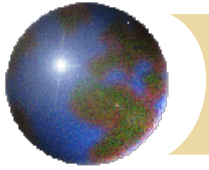- What would the benefits and challenges be?

Take Home Points

- Qualitative assessment can be tailored to fit your institution's culture, goals, and resources.

- Qualitative assessment must accompany other forms of assessment in order to be valid and useful.

- Qualitative assessment can be systematic (coding, rubrics, outcomes)

- Qualitative assessment can be time-consuming. Look to your on-campus allies for assistance.

- Qualitative assessment allows your students to express themselves in an authentic context, rather than selecting from pre-prescribed choices.

Our Questions for You

- Name one thing you learned from this session that you will bring back to your institution/organization.

- What questions still linger?

Resources

National Institute for Learning Outcomes Assessment: http://www.learningoutcomeassessment.org/

NAFSA's Assessment and Evaluation for International Educators (general overview and list of resources): http://www.nafsa.org/resourcelibrary/Default.aspx?id=22092

Global Education Continuum--Four Phases, Ann Kelleher (outlines goals for global learning and moves through levels of progression in each goal area): http://diversityweb.org/digest/vol8no3/kelleher.cfm

Global Learning: Aligning Student Learning Outcomes with Study Abroad, Kevin Hovland (overview of outcomes for global learning): http://www.nafsa.org/resourcelibrary/default.aspx?id=20440

Lists of resources for assessment of Global Learning and Intercultural Communication:
http://campusinternationalization.org/about/assessment-and-evaluation/
www.sit.edu/SITOccasionalPapers/feil_appendix_f.pdf

College of Wooster Office of Educational Assessment (guides, links, resources, examples): http://www3.wooster.edu/assessment/DEFAULT.html

American Association for Higher Education's 9 Principles of Good Practice for Assessing Student Learning: http://www.iuk.edu/~koctla/assessment/9principles.shtml

Association for the Assessment of Learning in Higher Education: http://aalhe.org/

American Council on Education (ACE) Center for International Initiatives: http://www.acenet.edu/AM/Template.cfm?Section=cii

ACE - FIPSE Intercultural Attitude Rubric: http://openedpractices.org/files/Intercultural%20Rubric_Attitude%20from%20ACE.pdf

34

Resources

Measuring Quality in Higher Education (inventory, tools, resources): http://applications.airweb.org/surveys/

Dictionary of Student Outcome Assessment (James Madison University): http://people.jmu.edu/yangsx/

LEAP (Liberal Education and America's Promise) Campus Toolkit: http://leap.aacu.org/toolkit/

LEAP Essential Learning Outcomes: http://leap.aacu.org/toolkit/leap-101-getting-started/2010/leap-essential-learning-outcomes
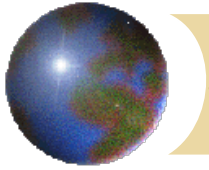
AAC&U Value Rubrics: http://www.aacu.org/value/index.cfm

Grand Valley State University Assessment office (resources for assessment, including rubrics and focus groups): http://www.gvsu.edu/assessment/

University of HAwaii Manoa (resources on rubrics): http://manoa.hawaii.edu/assessment/howto/rubrics.htm

How to conduct a focus group, *Judith Sharken Simon: http://www.tgci.com/publications/99fall/conductfocusgp.html*

Basics of Conducting Focus Groups, *Carter McNamara: http://www.mapnp.org/library/evaluatn/focusgrp.htm#anchor911239*

Immelman, A., & Schneider, P. Assessing student learning in study abroad programs: A conceptual framework and methodology for assessing student learning in study abroad programs. *Journal of Studies on International Education, 2 (2). Fall, 1998*

Thank-you!

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