

## **Original Learning Outcomes, by Institution**

[Dickinson College](#)

[James Madison University](#)

[Kalamazoo College](#)

[Kapi'olani Community College](#)

[Michigan State University](#)

[Palo Alto College](#)

### **Dickinson College**

Dickinson College developed its proposed international learning goals by focusing on the two principal goals identified for study in an ongoing Title VI project with Georgetown University, Rice University, and the University of Minnesota, “The Assessment of Student Learning Abroad: Addressing a Critical National Need.” The goals are currently the focus of student learning outcomes for Dickinson’s global education programs.

Desired Outcomes for International Learning

- Proficiency in target languages.
- Development of intercultural sensitivity.

In addition, Dickinson’s strategic plan describes “an educational program of the highest quality and challenge that turns the campus from a single site into the hub of a truly global network.” It continues, “The Dickinson global education model should be characterized by sustained, in-depth study, an imaginative variety of opportunities that reach across disciplines, and close integration of study elsewhere with the program on the home campus.”

### **James Madison University**

The student international learning outcomes submitted by JMU were generated by a committee of faculty and professional staff who work with international and ethnically diverse students. The outcomes were based on a comprehensive review of psychology and education literatures (including student competencies literature), a review of over 60 college and university web sites, interviews with approximately 50 campus faculty and professional staff, and a review of other relevant source documents including documents published by ACE, the National Association of State Universities and Land Grant Colleges (NASULGC), the Institute of International Education (IIE), and the Association of International Education Administrators (AIEA). The group worked to define and articulate the student learning outcomes and assign measurable behaviors to each. A draft document of outcomes was reviewed and critiqued by a number of additional faculty and staff, and a number of outcomes were modified, added, and deleted. Because the outcomes are undergoing further review, including evaluation by

additional faculty, they have not yet been published in any official JMU documents, but will be included in the Office of International Program's strategic plan and report to the provost (both in process).

The final product was a [Multicultural Competency Model](#) of five overarching categories, broken down further into specific competencies and behaviors associated with those competencies.

Categories:

- Develops and maintains self-awareness.
- Monitors self and environment.
- Leads change.
- Seeks greater understanding of others.
- Interacts in diverse settings.

### [Kalamazoo College](#)

The preliminary outcomes for assessment of student learning in international education submitted by Kalamazoo College were developed over a period of years. First introduced to the campus during a year-long faculty/staff workshop on study abroad orientation in 1991-92, then further discussed in the context of an "Internationalization Keystone" report in 1996 (one of a campus-wide series of conversations on salient issues and goals at the college), these goals also formed the basis for a series of "white papers" by Joseph Brockington (associate provost for international programs) on the topic of "Whole Person Education in a Whole World Context: Liberal Arts and Global/Transnational Competence at Kalamazoo College—Rethinking International Experiential Education for the New Millennium" (2000). The goals and the white papers received ongoing faculty consideration from 1996 to 2002 by the International Programs Committee (a standing committee of the college with student and faculty representation), and by the International Council, an ad hoc committee of area studies directors on campus and other faculty with international interests. These goals were again discussed by the campus leadership team in spring 2003 in preparation for joining the ACE [Internationalization Laboratory](#). While not the final statement of international education outcomes from the laboratory review, these eight points capture the essence of what a Kalamazoo College education should allow its students to be and do.

#### **Outcomes for International Education:**

1. *Perspective consciousness* (recognizing that the individual has a view of the world that is not universally shared).
2. *State-of-the planet awareness* (awareness of prevailing world conditions and global trends).
3. *Cross-cultural awareness* (awareness of the diversity of ideas and practices to be found in human societies around the world and how one's own society might be viewed from other vantage points).
4. *Knowledge of global dynamics* (comprehension of key traits and mechanisms of the world system and consciousness of global change).

5. *Awareness of human choices* (problems of choice confronting individuals, nations, and the human species).

### **Goals for Education Abroad at Kalamazoo College**

Whether one chooses to label these proficiencies, attitudes, skills, and behaviors as “global” or “transnational” competence (CIEE 1994, IIE 1997) or “information arbitrage” (Friedman 1999), the desired outcomes remain basically the same:

- A broad-based understanding of the world and one’s place in that world.
- Specific knowledge of one’s own culture as well as knowledge of peoples, customs, and cultures in one or more regions of the world beyond one’s home.
- The development of individual skills and facilities in interpersonal relations.
- Cross-cultural understanding, leadership, and multi-perspective analysis of information and situations from a variety of sources.
- Specialized knowledge in a particular discipline.

### **Kapi’olani Community College**

Kapi’olani Community College submitted two sets of outcomes. The first set corresponded to its General Education Skills Standard, Understanding Self and Community, and the second to the outcomes for its Asian Studies Academic Certificate (ASAC). For the General Education Standard, the college reviewed existing competencies for the social science and humanities departments, as well as the Associate in Science (A.S.) degree, which is career-leading, and synthesized a set of learning outcomes that would be relevant for an individual simultaneously interacting in local, national, and international communities. These standards round out the General Education program while at the same time providing a curricular foundation from which two of their major emphases, international learning and service-learning, can grow. For the ASAC, it drew from the competencies delineated in the courses that comprise the certificate.

### **General Education Skills Standards**

1. Writing communication
2. Critical thinking
3. Information retrieval and technology
4. Quantitative reasoning
5. Oral communication
6. Understanding self & community ethics

### **Asian Studies and Hawai’i-Pacific Studies Academic Subject Certificates**

Through the study of environments, material culture and the arts, languages and ideational traditions, cultural development, intercultural influences, political, social and economic processes, and contemporary issues, a student who successfully completes the courses that comprise these Academic Subject Certificates will be able to:

- Explain significant cases of environmental-cultural interaction.
- Compare and contrast diverse worldviews as reflected in language, art, religion, philosophy, and material culture.

- Compare and contrast diverse patterns of cultural change as influenced by internal linguistic, religious, political, social, and economic factors over time.
- Compare and contrast diverse patterns of cultural change as influenced by externally introduced linguistic, religious, political, social, and economic factors over time.
- Explain how these factors shape contemporary societies and their interactions in a global system.
- Ability to argue a rational, ethical, data-driven position on significant international issues.
- Develop a plan for responsible action based on this position.
- Develop a CD-ROM or web-based product that captures these learning outcomes.

### [Michigan State University](#)

MSU is engaged in a multi-year institutional study to measure the impact of study and learning abroad on students, as well as impact on the institution itself (e.g., contribution to internationalizing the curriculum, reallocation of institutional resources, impact on faculty workload and reward structures, etc.). Prior to conducting the initial study, a thorough literature search was conducted, and a variety of different measurement techniques and instruments were analyzed. Faculty conducting study abroad programs were consulted for input on the design and measures to be used in the study. The resulting project design includes a portfolio of different measurement techniques: self-report surveys, faculty observations, content analysis of student writings, interviews, focus group interviews, and employer assessments of study abroad. Data were analyzed from a number of different perspectives: pre- and post- program assessment, cohort analyses, program case studies, limited control and experimental group analyses, and longitudinal assessment. Data analysis yielded international learning outcomes related to student knowledge, skills and attitudes in their intellectual growth, personal growth, intercultural awareness, and professional development.

#### **International Learning Outcomes**

Students should:

- Demonstrate intellectual growth that reflects an understanding of different cultural frames of reference.
- Display skills for relating to others in various cultures and situations, such as academic settings, social venues, and professional/work environments.
- Describe, analyze, and compare/contrast the customs, traditions, values, ways of thinking, and practices of their own culture with those of other cultures.
- Acknowledge personal growth, including the development of confidence and self-reliance, stimulate a desire for exploration and trying new things, and expand their ability to interact in unfamiliar situations.
- Articulate increased interests in cross-cultural, international, and comparative learning.
- Demonstrate skills that today's employers seek (such as self-reliance,

- cultural awareness, and cross-cultural communication).
- Identify and analyze how their intended professions may be viewed/practiced in different cultural contexts.
- Articulate increased interest in foreign language learning.
- Demonstrate increased competency in foreign language skills.

Faculty should:

- Contribute to on-campus internationalization by infusing the classroom with various cultural perspectives to prepare students to be more receptive to global or comparative perspectives.

## Palo Alto College

Beginning in July 2001, with the support of a two-year Title VI-A grant, *Internationalizing the Curriculum and Improving Foreign Language Instruction*, Palo Alto College began to internationalize its courses. A committee of more than 20 members—primarily faculty—focused on identifying global competencies as criteria for awarding faculty small stipends to internationalize their courses. At the conclusion of the first semester, the International Education Committee, in consultation with grant awardees, agreed that the following global competencies should be included in all internationalized courses.

A globally competent student:

- Understands how his/her actions have a global impact.
- Has the ability to understand diverse cultural frames of reference.
- Has the ability to participate in the global marketplace.
- Has an understanding of the economic interdependency among nations.
- Understands the social, political, religious, and cultural constructions throughout the world.
- Understands global environmental issues.
- Has knowledge of one or more foreign languages.
- Has the ability to access and evaluate global information.
- Accepts responsibility for global citizenship.