

Innovative Learning: Going Global to Excite, Engage, and Enlighten



League of Innovation
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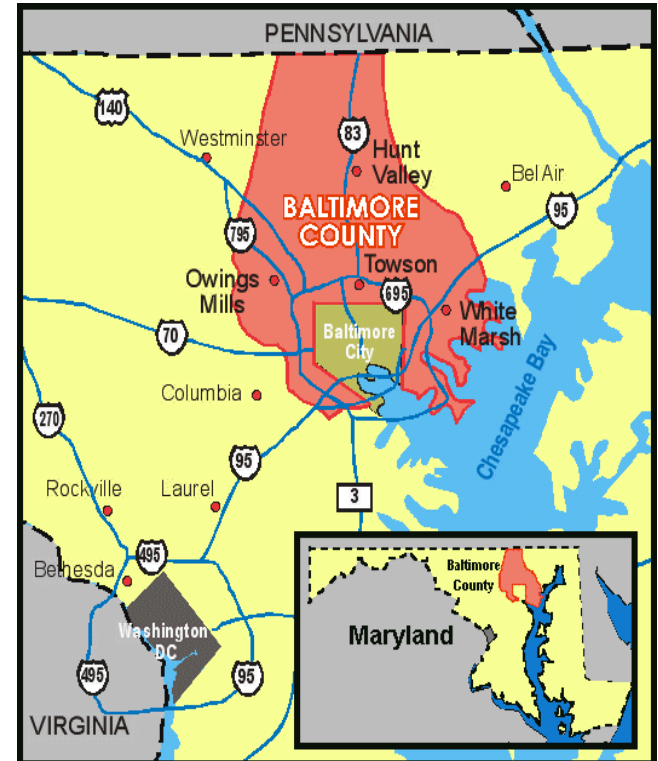
Presentation Overview

- How CCBC defines Global Education
- Rationale for Global Education
- CCBC's Framework for Globalizing the Campus
- Global Outcomes
- Direction and Future Plans



CCBC – Who We Are

- Multi-campus suburban college in Baltimore County, Maryland.
- Enrolls approximately 74,000 students annually; largest provider of higher education and workforce development in the Baltimore metropolitan area.
- Offers more than 50 different Associate degrees and more than 100 certificate programs.
- Enrolls a student population that closely mirrors Baltimore County's rich diversity.
- Includes over 450 international students; 800 Credit ESOL students and 1600 Continuing Education ESOL students.



And the answers are....

- **Multicultural Education** focuses on equity for diverse students from different cultures.
- **Intercultural Competence** involves successful interaction and communication with people of various cultures.
- **International Education** refers to activities that transcend national borders and allows for students to be engaged in an interconnected world.
- **Global Studies/learning** suggests an interdisciplinary curricular approach to broad issues and perspectives that impact the world.
- **Global Education** is the umbrella term that includes all of the above in an integrated and holistic manner.

Why is Global Education Important for Community Colleges?

Your Ideas



Why is Global Education Important?



**National Geographic
Literacy Survey**

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American Association of Community Colleges

- Lack of understanding of global cultures and foreign languages is a challenge that must be addressed. It negatively affects competitiveness and security in an increasingly global economy.
- States should encourage the study of other languages and cultures.
- Global and Intercultural Education is one of AACC's five strategic action areas.

American Association of Colleges & Universities

Essential Learning Outcomes from the *College Learning for the New Global Century Report*:

- Knowledge of human cultures through study in the sciences, mathematics, social sciences, humanities, histories, languages and the arts
- Personal and social responsibility to include intercultural knowledge and competence anchored through involvement with diverse communities

AAC&U: Employer Surveys

How should colleges prepare students to succeed in today's global economy?

- ▶ Graduates need to be cross-culturally literate
- ▶ Colleges should place more emphasis on the following areas:
 - Global issues and developments and their implications for the future
 - The role of the US in the world
 - Cultural values and traditions in America and other countries
 - The ability to collaborate with others in diverse group settings

Employer Surveys

- 63% of employers interviewed stated that too many recent college graduates do not have the skills to be successful in today's global economy.
- Colleges and universities should be doing more to prepare today's graduates to succeed in meeting objectives laid out above.
- Colleges and universities need to ensure that the US remains competitive in the global economy.

Recent Graduate Surveys

- Only 39% of students surveyed feel that college prepared them well for success in today's global economy.
- Recent graduates ranked learning outcomes that they saw as top priorities for increased attention by colleges and universities:
 1. Applied knowledge in real-world settings
 2. Science and Technology
 3. *Global Issues*
 4. Critical Thinking
 5. Communication Skills
 6. Creativity and Innovation

Open Doors 2008

- The number of American students studying abroad increased by 8% to a total of 241,791 in the 2006/07 academic year.

However...

- 6,611 of those 241,791 students who studied abroad were community college students.
- Only 18 CC's nationwide sent 100 or more students abroad in 2006/2007.

And...

- Students who study abroad amount to only 1 percent of the 8 million full-time and 5 million part-time undergraduates attending accredited U.S. colleges and universities

Language Barriers

- 44% of American high school students are enrolled in a foreign language class.
- Approximately 8% of United States undergraduates take foreign language courses.
- Foreign language degrees account for only 1% of undergraduate degrees conferred in the United States.



Source: U.S. Department of Education.

American Council for Education

- Few students will ever have the opportunity to travel or are prepared to live in an ever increasing global society.
- ACE recommendations include integrating internationalization in the curriculum through general education with measurable outcomes and supported with development for faculty.



From the ACE report "Building a Strategic Framework for Internationalization."

National Geographic Survey of Geographic Literacy

Most young adults between the ages of 18 and 24 demonstrate a **limited understanding of the world:**

- Only 37% of young Americans can find Iraq on a map.
- 20% of young Americans think Sudan is in Asia.
- 48% of young Americans believe the majority population in India is Muslim.
- Half of young Americans can not find New York on a map.

CCBC recognized the need for Global Education through multiple assessments

- General Education Assessment results
- Faculty self-assessment results
- Graduation Exit Survey Results



General Education Assessments (GREATS)

- “Cultural Appreciation” is one of six general education criteria.
- Assessed through the use of a Common Graded Assignment against a 6-pt rubric by independent and trained scorers.
- Scores have generally been lowest for Cultural Appreciation across the different disciplines.

Faculty Self-assessment

- Core Competencies:
 - All CCBC courses
 - Includes a Global Perspectives competency
 - Faculty self assess based on their list of objectives
 - In pilot Core Competency Assessments, faculty identified the weakest area to be Global Perspectives and Social Responsibility
- General Education Survey:
 - Fall 2010
 - Faculty indicated that of all the general education criteria, they were least likely to be assessing Cultural Appreciation

Graduation Exit Surveys

- For a number of items, respondents rated their proficiency level before they came to CCBC and to the extent that CCBC contributed to improvement.
- One item was “knowledge of other cultures and periods of history.”
- Less improvement was reported for this item than for any of the other items.



What have we done about the results?!



Global Education at CCBC: Past & Present

- International & ESOL students
- Intercultural Dialogues
- International campus events (IEW, International Clubs)
- Foreign Languages programs
- Travel Studies
- Committees



*...Excellent initiatives, but not enough
to ensure global learning for all students!*

Our Goal was to...

Develop a Global Education Program for CCBC that provides a Comprehensive, Holistic, and Interdisciplinary Approach to Education in the 21st Century.



Global Education Advisory Board (GEAB)

Established to develop and shape Global Education at CCBC:

- Determine budget, priorities & timeline
- Develop, support, connect & sustain initiatives
- Establish and oversee subcommittees
- Ensure a forum for reporting progress
- Provide venue for collaboration & communication
- Ensure continuing program evolution & assessment

Global Education Subcommittees

▶ External to GEAB

- Programming
- Global Citizenship
- Civic Engagement
- ESOL/International Students

▶ Internal to GEAB

- Professional Development
- Community Outreach
- Travel
- Curriculum
- Communication



CCBC's Global Education Outcomes

2009-2010

- *Developed professional development and travel opportunities for faculty to increase globalization of the curriculum*
 - Faculty International Travel (FIT) mini grants
 - Faculty development workshop series “Developing Global Citizenship”
- *Facilitated improvement in student travel opportunities*
 - New part-time coordinator for Study Abroad
 - Two new positions in the search process: the Coordinators of Global Studies and Global Initiatives
- *Created a Global Distinction program to recognize students engaged in a globally intensive curriculum*
- *Developed marketing strategies*
 - Identifier from GEAB and PR collaboration
 - Article published in *Link* to highlight many of GEAB's outcomes

Faculty International Travel mini grants

FIT grants: A competitive internal process for international projects that will:

- Enhance school, department, or program level international projects
- Promote internationalization of the curriculum
- Create international partners
- Develop fundable international activities
- Conduct research leading to a publication or a creative teaching/learning endeavor
- Prepare or present materials for a conference
- Improve foreign language skills as professional development
- Implement a short term course or internship for students

The faculty member will also present on his/her outcomes at one of the main professional development conferences at CCBC.

CETL Faculty development Workshop Series

Developing Global Citizenship 2010-2011: 6 Required Workshops

Required:

1. Introduction to Global Education
2. Building Intercultural Competencies
3. Intercultural Conflict Resolution



Choose three of the following:

1. Getting to Know the ESOL/International Student Population
2. Working with Latino Students
3. Working with African and Asian Students
4. Religious Practices and the Classroom
5. Strategies for Working with International/ESOL students

Optional workshops for Your Project!

1. Learning About Your Global Project
2. Developing your Global Project

Assessment of Faculty Development Workshop Series

- Individual workshop evaluation forms from CETL
- Creation of evaluative survey with Likert scale responses
- Collection of qualitative feedback
- Workshop series modified from 2009-2010 to 2010-2011 based on feedback



Examples of Qualitative feedback:

- “I found the workshops stimulating and thought provoking. They reinforced my desire to incorporate global awareness among my students. They were presented with passion and professionalism. This was one of the very best workshop series I have taken at CCBC!”
- “The Developing Global Citizenship workshops have been very instrumental in opening my eyes and the eyes of my students to the culturally diverse world around us. Before I took them, I did not give cultural diversity much thought in my teaching, but now, when I plan the readings and topic ideas for essays, I try to see if I can incorporate it into at least one of the units.”
- “The workshop series was very helpful. It brought together many issues, from intercultural conflict to religious and ethnic diversity, within the framework of “global citizenship.” The series provided an opportunity to develop the skills I need to teach more effectively about global issues. The project was a great opportunity to focus on the core skills students need to acquire to become global citizens.”

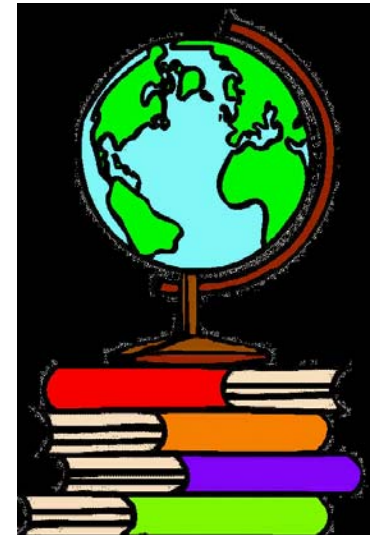
Global Distinction Program

Developed to recognize students engaged in a globally intensive Curriculum. Students who complete the program will earn a letter of Global Distinction from the home institution. Criteria include:

- Successful completion of a minimum of 15 credits of globally intensive courses to include required general education courses. At least three different domains or divisional areas should be represented
- Successful completion of a foreign language sequence
- An international experience
- A(n) (e)portfolio that includes assignments with a global focus and a capstone reflection project
- Engagement in a community of global learners through participation in at least one event or activity per semester
- Completion of pre- and post- program assessment of global competence

Assessment of Global Distinction Program

- Use of pre/post survey to determine growth in intercultural skills.
- Use of 6-point holistic rubric for reflective capstone project to determine knowledge of other cultures and global perspectives to be compared to GREATs results.



Global Education at CCBC: Plans for the Future

- Expand professional development opportunities
- Pilot the Program of Global Distinction
- Hire a Coordinator for Global Studies and a Coordinator for Global Initiatives
- Revive the Intercultural Dialogues program
- Increase numbers of students traveling abroad for credit
- Revise an intercultural inventory and administer it to GEAB members to establish baseline data
- Internationalize the campus environments
- Develop a Global Education website
- Create a Center for Global Education



What We've Learned Two Years Later...

- A framework for a comprehensive global education program can be created and implemented (even in challenging economic times!) if you have passionate, dedicated individuals willing to make it happen.
- Grass-roots, bottom-up initiatives can work well but may eventually be challenging to sustain in budgetary terms.
- Though we have no formal/official budget, the administration has been very supportive and has allocated funds when possible because hard-working individuals have shown commitment, which has led to outcomes.
- Faculty/staff were 'hungry' for professional development / knowledge related to global education.



"If we are all becoming global citizens, what then are our civic responsibilities? Colleges and universities across the United States have responded to this question by making the development of global citizens part of their core mission."

Lewin, 2009

Discussion

- What are your experiences with global education?
- What global initiatives exist at your institutions?
- How can community colleges move global initiatives forward?

Questions



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Videoconferencing, projects in different countries, students work together; graphic design students make the posters, partnerships, did the same project; saw influences from each other;

Fanshawe—Helen Pearce

International student tuition—used it for global –the more things they do, the more intl. students will come

Sending a group of students to the middle east