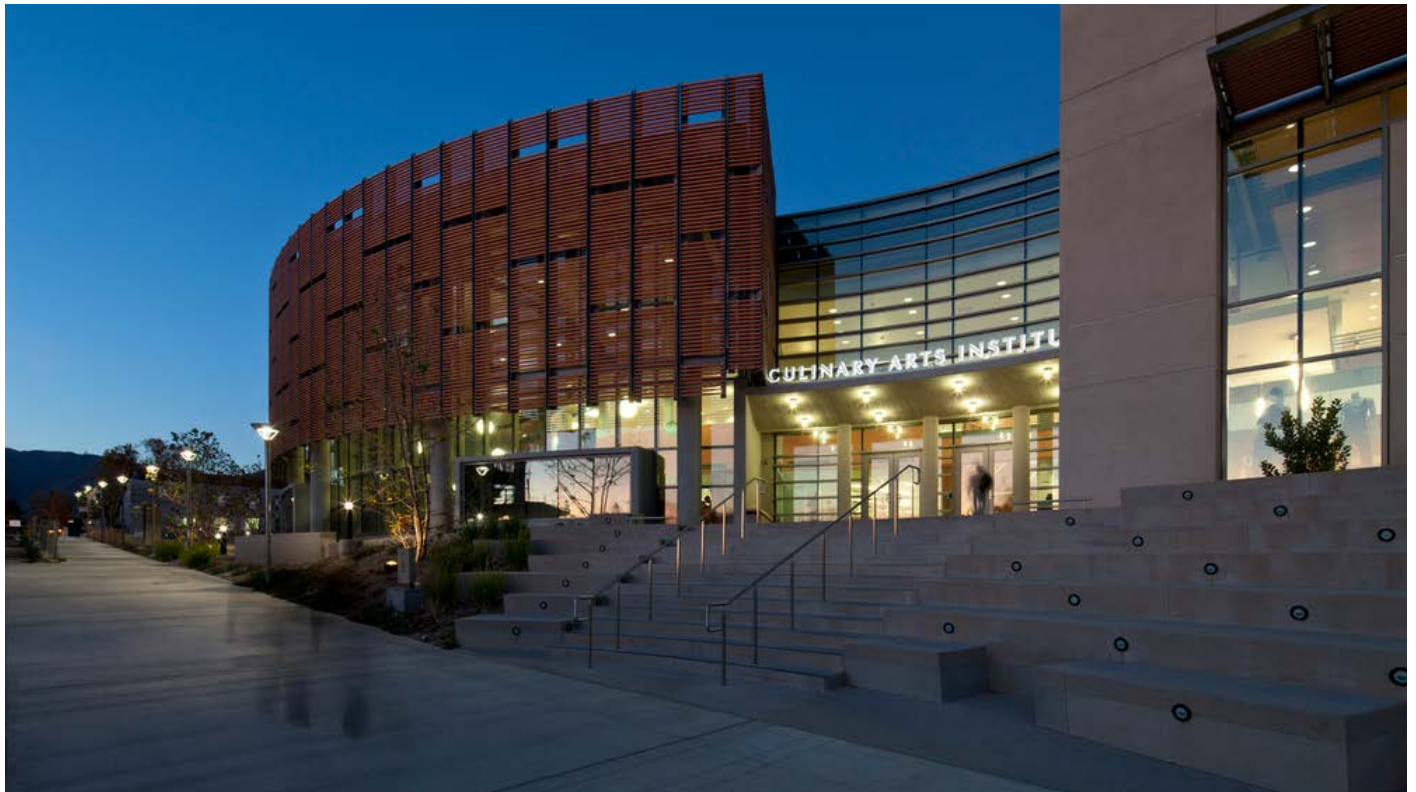


Global Awareness

Institutional Learning Outcome Assessment

Los Angeles Mission College

Office of Institutional Effectiveness and Learning Outcomes Assessment Committee



June 2017

www.lamission.edu/slo

Introduction

Los Angeles Mission College (LAMC) conducted an assessment of the Global Awareness Institutional Learning Outcome (ILO) during the 2016-17 academic year. This report presents the results of that assessment.

The ILO states: *Students will demonstrate global perspectives by generating theoretical and pragmatic approaches to global problems within a disciplinary or professional context. They will develop responsibility toward the global environment in others. Evidence will be the ability to analyze global issues from multiple perspectives, to articulate understanding of interconnected local and global issues, and apply frameworks in formulating a response to global concerns and local issues.*

The benchmark for this ILO is: *70% of the students will achieve an acceptable score or better.*

Fall 2016 class sections for courses that are designated as supporting the Global Awareness ILO were asked to participate in the assessment. Advanced sections were given preference over introductory courses because students enrolled in higher level classes are likely to have been enrolled at the institution longer and/or be closer to completion of their programs, so assessing these students is a better indicator of whether the institution as a whole is successfully achieving this institutional learning outcome. A total of 19 class sections from 10 different courses participated in the assessment, with a total of 431 students assessed (see Appendix 1).

Students in each class section were given a written assignment relating to the ILO (see Appendix 2). The assignments were rated according to a common rubric developed by a sub-committee of the Learning Outcomes Assessment Committee (LOAC). The rubric included the following three criteria:

- Analysis (analyzes global issues from multiple points of views),
- Articulation (articulates interconnectedness of local and global issues),
- Develop Solutions (develops solutions in response to global concerns and local issues).

A rating scale from one to five was assigned as follows: 5 points for "Exemplary," 4 points for "Above Acceptable," 3 points for "Acceptable," 2 points for "Inadequate," and 1 point for "Unacceptable" (see Appendix 3).

Among the 431 students assessed, 379 or 88 percent received acceptable or above ratings on their essays. Thus, the 70 percent benchmark for this ILO was achieved.

Number of Students Assessed	Acceptable or Above	% Acceptable or Above	Benchmark Achieved
431	379	87.9%	<input checked="" type="checkbox"/>

Disaggregated Assessment Results

The percentage of students achieving "acceptable or above" is disaggregated by gender, ethnicity, age, primary language and units successfully completed at Mission in the tables below. Due to the specific demographic breakdown of our student body, some disaggregated subcategories have fewer than 30 students. Data for these subcategories is not reliable and has been grayed out in the tables below. Grayed out data should not be used as a basis for decision-making. Due to rounding, percentages may not total 100.0%.

	Number of Students Assessed	% of Students Assessed	Acceptable or Above	% Acceptable or Above
Total	431	100.0%	379	87.9%
Gender				
Female	260	60.3%	231	88.8%
Male	171	39.7%	148	86.5%
Ethnicity				
Hispanic	354	82.1%	308	87.0%
White	34	7.9%	30	88.2%
Asian	21	4.9%	20	95.2%
Black	5	1.2%	5	100.0%
Native American	2	0.5%	2	100.0%
Pacific Islander	1	0.2%	1	100.0%
Other	14	3.2%	13	92.9%
Age				
Under 18	16	3.7%	16	100.0%
18-21	213	49.4%	181	85.0%
22-25	87	20.2%	76	87.4%
26-30	53	12.3%	48	90.6%
31-40	34	7.9%	31	91.2%
41-50	18	4.2%	17	94.4%
Over 50	10	2.3%	10	100.0%
Primary Language				
English	374	86.8%	326	87.2%
Spanish	48	11.1%	45	93.8%
Armenian	5	1.2%	5	100.0%
Chinese	1	0.2%	0	0.0%
Korean	1	0.2%	1	100.0%
Russian	1	0.2%	1	100.0%
Tagalog	1	0.2%	1	100.0%
Units Successfully Completed at LAMC				
15 units or less	220	51.8%	186	84.5%
16 to 30 units	79	18.6%	70	88.6%
31 to 45 units	56	13.2%	51	91.1%
Over 45 units	70	16.5%	66	94.3%

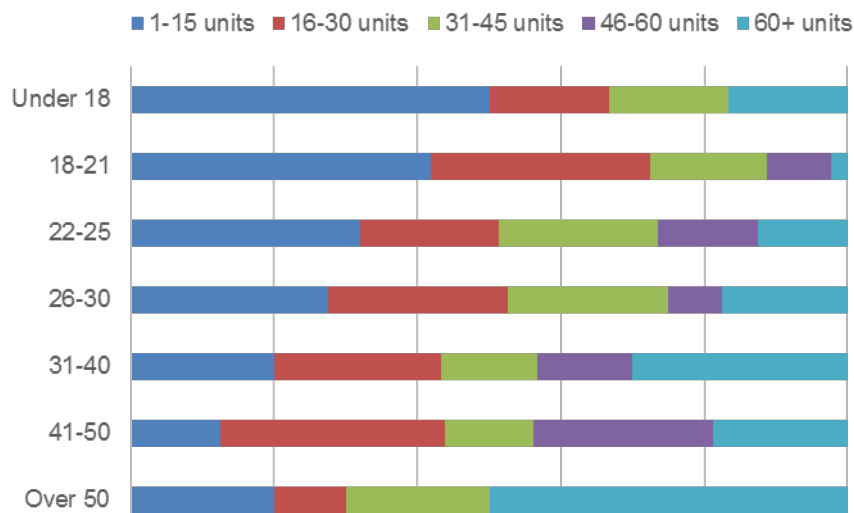
The high percentage of students who achieved an acceptable or above score indicates that the College is successfully teaching students the skills needed to achieve this institutional learning outcome. While there were more women than men included in the assessment, both groups performed equally well on the assessment, with 89 percent of women and 87 percent of men achieving acceptable or above. The small variation indicates that there does not appear to be a gender gap for this ILO.

Similarly, with regard to race/ethnicity, both Hispanic and White students performed equally well on the assessment, with 87 percent of Hispanic students and 88 percent of White students achieving acceptable or above. These were the only two race/ethnicity subgroups with a large enough number of students in the sample to be used for comparative analysis.

With regard to age, older students seemed to do better on the assessment than younger students, with the percentage of students achieving acceptable or above increasing with age between 18 and 40. Due to the small sample sizes, there were too few students under 18 and over 40 for comparative analysis.

In terms of primary language, those who spoke Spanish as their primary language had a higher rate of acceptable or above than those whose primary language was English (94 percent compared to 87 percent, respectively). This may be due to the bilingual-bicultural context that many Spanish speakers experience in their daily lives in Southern California. Due to the small number of students participating in the assessment who had a primary language other than English or Spanish, data for those groups is not statistically reliable.

Based on the assessment sample, those who successfully completed more units at Mission were more likely to achieve an acceptable or above score on the assessment. While 85 percent of those with 15 units or less achieved acceptable or above, 94 percent of those with over 45 units scored acceptable or above. While the likelihood that older students have taken more units may be logically reasonable, the graph below shows that this is not unilaterally the case for the students in the assessment sample. As shown in the table below, within the 18-21 age group (the group with the largest number of assessed students), those who had successfully completed more units were more likely to achieve an acceptable or above score on the assessment. Thus, it appears that the relationship of more units successfully completed to higher likelihood of scoring acceptable or above on the assessment still holds, even when limiting the ages of the students to a smaller range. This suggests that receiving an education at Mission contributes to attainment of this ILO and it is not just age driving the relationship.



Units Successfully Completed at LAMC By 18-21 Age Group	Number of Students Assessed	Number Achieving Acceptable or Above	% Achieving Acceptable or Above
15 units or less	132	106	80.3%
16 to 30 units	41	37	90.2%
31 to 45 units	22	21	95.5%
Over 45 units	15	14	93.3%

Normalized Scores

Normalized scores are a way to compare scores across rubrics with different rating scales. For example, some rubrics may have only three categories (e.g., exemplary, acceptable and unacceptable), while other rubrics may have four or more categories (e.g., the Global ILO rubric has five categories). Using normalized scores allows us to compare scores across these different rubrics using a standard scale that ranges from 1.00 to -1.00. In this scale, zero equals "acceptable," a positive number indicates "acceptable or above" and a negative number indicates "unacceptable." Thus, 1.00 is a perfect score ("exemplary" across the board) and -1.00 is the lowest possible score ("unacceptable" across the board). While any decimal from 0.01 through 0.99 indicates "acceptable or above," the larger the number, the closer to "exemplary" the score is. Similarly, all negative decimals from -0.01 through -0.99 indicate that an "unacceptable" score, but larger negative numbers indicate a "worse" score.

	Number of Students Assessed	% of Students Assessed	Average Normalized Score
Total	431	100.0%	0.41
Gender			
Female	260	60.3%	0.43
Male	171	39.7%	0.37
Ethnicity			
Hispanic	354	82.1%	0.39
White	34	7.9%	0.52
Asian	21	4.9%	0.52
Black	5	1.2%	0.77
Native American	2	0.5%	0.58
Pacific Islander	1	0.2%	1.00
Other	14	3.2%	0.27
Age			
Under 18	16	3.7%	0.49
18-21	213	49.4%	0.35
22-25	87	20.2%	0.41
26-30	53	12.3%	0.44
31-40	34	7.9%	0.46
41-50	18	4.2%	0.60
Over 50	10	2.3%	0.75
Primary Language			
English	374	86.8%	0.39
Spanish	48	11.1%	0.52
Armenian	5	1.2%	0.40
Chinese	1	0.2%	-1.00
Korean	1	0.2%	0.83
Russian	1	0.2%	0.50
Tagalog	1	0.2%	0.17

The tables below show the average normalized score disaggregated by gender, ethnicity, age and primary language. As with the tables above, some disaggregated subcategories have fewer than 30 students. Data for these subcategories is not reliable and has been grayed out in the tables below. Grayed out data should not be used as a basis for decision-making. Due to rounding, percentages may not total 100.0%.

The average normalized score across all students assessed was 0.41. This indicates that the majority of students assessed achieved an acceptable or above score and a fair number achieved exemplary. Women had a higher average normalized score than men (0.43 compared to 0.37, respectively), indicating that more women scored "exemplary." With regard to race/ethnicity, White students had an average normalized score of 0.52 and Hispanic students had an average of 0.39. This indicates that more White students achieved an exemplary score than Hispanic students. When combined with the data on primary language, it is likely that among those of Hispanic ethnicity, students who speak Spanish as their primary language performed better than those who speak English as their primary language. There were too few students in the other race/ethnicity categories for comparison.

As mentioned above, older students performed better on the assessment than younger students. Average normalized scores ranged from 0.35 for the 18-21 age group to 0.46 for the 31-40 age group. There were too few students in the under 18 and over 40 age groups for comparison.

Assessment Results by Discipline

The tables below show the assessment results disaggregated by discipline and course. As with the tables above, data for categories with small number of students have low reliability and should not be used as a basis for decision-making. Due to rounding, percentages may not total 100.0%.

	Number of Students Assessed	% of Students Assessed	Acceptable or Above	% Acceptable or Above	Average Normalized Score
TOTAL	431	100.0%	379	87.9%	0.41
BUSINESS					
BUS 1: Introduction to Business	13	3.0%	11	84.6%	0.32
GEOGRAPHY					
GEOG 7: World Regional Geography	11	2.6%	10	90.9%	0.42
HEALTH					
HEALTH 11: Principles of Healthful Living	132	30.6%	112	84.8%	0.32
HISTORY					
HISTORY 86: Introduction to the World Civilization I	28	6.5%	16	57.1%	-0.07
POLITICAL SCIENCE					
POL SCI 2: Modern World Governments	16	3.7%	16	100.0%	0.72
PSYCHOLOGY					
PSYCH 1: General Psychology	128	29.7%	120	93.8%	0.49
PSYCH 41: Life-Span Psychology	65	15.1%	59	90.8%	0.49

	Number of Students Assessed	% of Students Assessed	Acceptable or Above	% Acceptable or Above	Average Normalized Score
SPANISH	38	8.8%	35	92.1%	0.54
SPANISH 3: Intermediate Spanish I	12	2.6%	11	91.7%	0.47
SPANISH 4: Intermediate Spanish II	16	3.7%	14	87.5%	0.53
SPANISH 5: Advanced Spanish I	10	2.3%	10	100.0%	0.62

The largest proportion of students assessed were enrolled in Psychology and Health courses. Together, these two disciplines accounted for 75 percent of students assessed. Thus, the performance of students in these courses strongly affects the overall results of the assessment. Among students assessed in a psychology course, 93 percent achieved acceptable or above and the average normalized score was 0.49. Health sections had 85 percent acceptable or above and an average normalized score of 0.32. The overall average for the entire assessment falls between the scores for these two disciplines: 88 percent achieved acceptable or above and the overall average normalized score was 0.41.

Most disciplines had above 80 percent of students receiving acceptable or above scores, and average normalized scores in the 0.30's and 0.40's. The 16 students in the political science class had the highest percentage of acceptable or above scores (100 percent) as well as the highest average normalized score (0.72), indicating that many of them received an exemplary rating on their written assignment. However, because there were only 16 students, the data is not entirely reliable and must be read with caution.

The only discipline with a negative average normalized score was History (-0.07). This course section also had the lowest proportion of students achieving acceptable or above (57 percent). However, there were fewer than 30 students in the section; thus the results should be read with caution. Similarly, the Business and Geography disciplines also had very few students and their results should be read with caution.

The three Spanish sections had a combined total of 38 students, 92 percent of whom achieved an acceptable or above score. Their average normalized score was 0.54, higher than average.

Analysis by the Instructors

The instructors for all but two of the sections assessed described their students as doing well on the assignment and meeting the benchmark. One section of Health 11 and one section of History 86 did not meet the benchmark, and the instructors for those classes felt that their students were not well prepared for the assessment.

Suggestions for improvement from the instructors included:

- Business 1: More emphasis on “develop solutions”
- Health 11: Consider revamping the library workshop
- History 86: Require an English composition course for those not meeting a minimum writing standard
- Psychology 41: Provide students with a more in-depth consideration of diversity and development throughout the lifespan
- Spanish 3: Incorporate more multicultural concepts and intercultural perspectives that encompass learning about problems and issues that cut across national and international boundaries.

Assessment Results by Criterion

In order to gain a more nuanced understanding of which aspects of the Global Awareness ILO students are excelling at and which ones they are underperforming in, rubric scores were analyzed by individual criteria. The results are presented below.

The three criteria included in the Global Awareness Rubric (Appendix 2) were:

- **Analysis** (analyzes global issues from multiple viewpoints)
- **Articulation** (articulates interconnectedness of local and global issues)
- **Develop Solutions** (develops solutions in response to global concerns and local issues)

As a whole, students performed better on the first criterion (Analysis) than on the second (Articulation) and third (Develop solutions) criteria. Developing solutions seemed to be the most difficult for students, as that criterion had the lowest average rubric score (3.7 out of 5), as compared with 3.9 for the first criterion and 3.8 for articulation, as well as the lowest percentage of students achieving acceptable or above scores.

Criterion	Number of Students Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
1) Analysis	431	392	91.0%	3.9
2) Articulation	431	388	90.0%	3.8
3) Develop Solutions	431	383	88.9%	3.7

Detailed breakdowns for each criterion and demographic group are given below. With regard to ethnicity, while all ethnic groups are listed in the charts, the only two ethnic groups with enough students for analysis were Hispanic and White. Other ethnic groups have been grayed out in the chart. When comparing the performance of Hispanic and White students, for all three criteria Hispanic students had more students achieving an acceptable or above score, while White students achieved a higher overall rubric score. This could be due to White students having stronger writing skills, while Hispanic students have more knowledge about cultural diversity.

With regard to age, students seemed to gain knowledge about global awareness as they become older and learn about the world. In most cases, the average rubric score increased with age, from 3.7 to 4.2 for Analysis, and increasing from 3.6 to 3.8 for Develop solutions.

Criterion #1: Analyze global issues from multiple viewpoints

Criterion #1	Number Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
Total	431	392	91.0%	3.8
Gender				
Female	260	237	91.2%	3.9
Male	171	155	90.6%	3.8

Criterion #1 (cont.)	Number Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
Ethnicity				
Hispanic	354	321	90.7%	3.8
White	34	30	88.2%	4.2
Asian	21	20	95.2%	4.2
Black	5	5	100.0%	4.8
Native American	2	2	100.0%	4.0
Pacific Islander	1	1	100.0%	5.0
Other	14	13	92.9%	3.6
Age				
Under 18	15	15	100.0%	3.8
18-21	202	181	89.6%	3.7
22-25	98	87	88.8%	3.8
26-30	54	50	92.6%	3.9
31-40	32	30	93.8%	4.2
41-50	20	19	95.0%	4.4
Over 50	10	10	100.0%	4.7
Primary Language				
English	367	332	90.5%	3.8
Spanish	48	45	93.8%	4.1
Armenian	5	5	100.0%	4.2
Chinese	1	0	0.0%	1.0
Korean	1	1	100.0%	5.0
Russian	1	1	100.0%	4.0
Tagalog	1	1	100.0%	3.0
Discipline / Course				
BUSINESS / BUS 1	13	13	100.0%	4.2
GEOGRAPHY / GEOG 7	11	10	90.9%	3.7
HEALTH / HEALTH 11	132	118	89.4%	3.7
HISTORY / HISTORY 86	28	18	64.3%	2.9
POLITICAL SCIENCE / POL SCI 2	16	16	100.0%	4.5
PSYCHOLOGY /	193	181	93.8%	4.0
PSYCH 1	128	122	95.3%	4.0
PSYCH 41	65	59	90.8%	4.0
SPANISH /	38	36	94.7%	4.4
SPANISH 3	12	11	91.7%	3.9
SPANISH 4	16	15	93.8%	4.3
SPANISH 5	10	10	100.0%	5.0

Criterion #2: Articulate interconnectedness of local and global issues

Criterion #2	Number Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
Total	431	388	90.0%	3.8
Gender				
Female	260	233	89.6%	3.9
Male	171	155	90.6%	3.8
Ethnicity				
Hispanic	354	318	89.8%	3.8
White	34	29	85.3%	4.0
Asian	21	20	95.2%	4.0
Black	5	5	100.0%	4.4
Native American	2	2	100.0%	4.5
Pacific Islander	1	1	100.0%	5.0
Other	14	13	92.9%	3.7
Age				
Under 18	15	15	100.0%	4.0
18-21	202	178	88.1%	3.7
22-25	98	88	89.8%	3.9
26-30	54	49	90.7%	3.9
31-40	32	30	93.8%	3.8
41-50	20	18	90.0%	4.1
Over 50	10	10	100.0%	4.6
Primary Language				
English	367	328	89.4%	3.8
Spanish	48	46	95.8%	4.1
Armenian	5	5	100.0%	3.8
Chinese	1	0	0.0%	1.0
Korean	1	1	100.0%	5.0
Russian	1	1	100.0%	4.0
Tagalog	1	1	100.0%	4.0
Discipline/Course				
BUSINESS / BUS 1	13	13	100.0%	4.2
GEOGRAPHY / GEOG 7	11	10	90.9%	3.7
HEALTH / HEALTH 11	132	117	88.6%	3.7
HISTORY / HISTORY 86	28	17	60.7%	2.8
POLITICAL SCIENCE / POL SCI 2	16	16	100.0%	4.6
PSYCHOLOGY /	193	178	92.2%	4.0
PSYCH 1	128	121	94.5%	4.0
PSYCH 41	65	57	87.7%	4.0

Criterion #2 (cont.)	Number Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
SPANISH /	38	36	94.7%	4.0
SPANISH 3	12	11	91.7%	3.9
SPANISH 4	16	16	100.0%	4.1
SPANISH 5	10	10	100.0%	4.1

Criterion #3: Develop solutions in response to global concerns and local issues

Criterion #3	Number Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
Total	431	383	88.9%	3.7
Gender				
Female	260	233	89.6%	3.8
Male	171	150	87.7%	3.6
Ethnicity				
Hispanic	354	313	88.4%	3.7
White	34	30	88.2%	3.9
Asian	21	20	95.2%	4.0
Black	5	5	100.0%	4.4
Native American	2	2	100.0%	4.0
Pacific Islander	1	1	100.0%	5.0
Other	14	12	85.7%	3.4
Age				
Under 18	15	14	93.3%	3.9
18-21	202	175	86.6%	3.6
22-25	98	89	90.8%	3.7
26-30	54	46	85.2%	3.8
31-40	32	30	93.8%	3.8
41-50	20	19	95.0%	4.0
Over 50	10	10	100.0%	4.2
Primary Language				
English	367	323	88.0%	3.7
Spanish	48	45	93.8%	4.0
Armenian	5	5	100.0%	3.4
Chinese	1	0	0.0%	1.0
Korean	1	1	100.0%	4.0
Russian	1	1	100.0%	4.0
Tagalog	1	1	100.0%	3.0

Criterion #3 (cont.)	Number Assessed	Acceptable or Above	% Acceptable or Above	Average Rubric Score (out of 5.0)
Discipline/Course				
BUSINESS / BUS 1	13	5	88.9%	2.5
GEOGRAPHY / GEOG 7	11	10	90.9%	3.8
HEALTH / HEALTH 11	132	116	87.9%	3.6
HISTORY / HISTORY 86	28	18	64.3%	2.9
POLITICAL SCIENCE / POL SCI 2	16	16	100.0%	4.3
PSYCHOLOGY /	193	182	94.3%	4.0
PSYCH 1	128	122	95.3%	4.0
PSYCH 41	65	60	92.3%	4.0
SPANISH /	38	36	94.7%	3.8
SPANISH 3	12	11	91.7%	4.0
SPANISH 4	16	15	93.8%	3.8
SPANISH 5	10	10	100.0%	3.6

Comparison of Assessed Students to Overall Student Body

The tables below compare the proportion of students in each disaggregated demographic subgroup with their percentages in the overall college student body. In general, the sample of students assessed reflects the student body at the College, particularly with regard to gender. In terms of race/ethnicity, there were more Hispanic students and fewer White students in the sample than in the student body. For age, there were very few students under 18 in the sample as compared with the student body. However, since the goal was to assess students who are close to completing their programs, it is to be expected that the age of the students sampled will be higher than that of the student body as a whole.

	Number of Students Assessed	% of Students Assessed	% of Fall 2016 Student Body
Total	431	100.0%	100.0%
Gender			
Female	260	60.3%	61.2%
Male	171	39.7%	38.8%
Ethnicity			
Hispanic	354	82.1%	79.3%
White	34	7.9%	10.4%
Asian	21	4.9%	4.3%
Black	5	1.2%	2.6%
Native American	2	0.5%	0.1%
Pacific Islander	1	0.2%	0.1%
Other/Unknown	14	3.2%	1.7%

Age	Number of Students Assessed	% of Students Assessed	% of Fall 2016 Student Body
Under 18	16	3.7%	10.8%
18-21	213	49.4%	35.2%
22-25	87	20.2%	20.7%
26-30	53	12.3%	11.8%
31-40	34	7.9%	10.2%
41-50	18	4.2%	6.4%
Over 50	10	2.3%	4.9%

Conclusion and Future Steps

The 70 percent benchmark for this Institutional Learning Outcome (ILO) was achieved. Thus, Los Angeles Mission College is fulfilling its commitment to teach students to demonstrate global perspectives by generating theoretical and pragmatic approaches to global problems within a disciplinary or professional context.

Based on the assessment sample, those who successfully completed more units at Mission were more likely to achieve an acceptable or above score on the assessment. While 85 percent of those with 15 units or less achieved acceptable or above, 94 percent of those with over 45 units scored acceptable or above.

The Global Awareness Institutional Learning Outcome (ILO) report was discussed during LOAC meetings and at College's annual SLO Summit on Friday, October 27, 2017.

Suggestions for improvement by the instructors included emphasizing the developing solutions aspect of the ILO, providing more in-depth coverage of diversity, and incorporating more multicultural concepts and intercultural perspectives about problems and issues that cut across national and international boundaries. In addition, it is recommended that the College encourage faculty to integrate Global Awareness into more courses in different disciplines, especially when updating or writing new courses, and specifically for Health 8 and Kinesiology Major 101.

Not all disciplines were represented in this assessment, however, since there is a limited number of courses that support the Global Awareness ILO, it is not possible to include a broader range of disciplines in the assessment at this time. Nevertheless, as mentioned above, the College will endeavor to encourage faculty to incorporate concepts relating to global awareness into courses whenever possible. Future assessments will make an effort to consider comparative course enrollment levels as part of the assessment design. For example, if the majority of students at the College are learning about global issues in their Health courses (as is currently the case), then more students should be sampled from those courses.

As a result of this assessment, the College as a whole engaged in deep discussions about whether different assessments rated on a common rubric are comparable to each other, and how differences in normalized scores across disciplines should be interpreted. Also, courses may show the same average score, but the distribution of scores may be vastly different.

Cross-disciplinary norming sessions for working with the common rubric were suggested as a way to standardize what is considered "acceptable." A universal exit assessment administered upon petition for graduation was suggested to assess whether graduates' skill levels rather than attempting to extrapolate based on samples of students enrolled in capstone courses.

However, while a standardized assessment, as has been conducted for the Written Communication and Ethics & Values ILOs, would avoid certain methodological pitfalls, it was also recognized that each discipline and program requires different kinds of skills, and that a universal assessment might have to be too broad to truly assess whether the graduating students has achieved the skills necessary to succeed in the chosen discipline. Individual disciplines are also free to set their own internal benchmarks if they feel the College-wide benchmark is inappropriate for their discipline or program. A mixed approach, such as was conducted for Information Competency, where individual courses completed their own assessments but all students were given a questionnaire to complete in addition, may be a possible compromise.

As the number of sections assessed is based on faculty participation, not all course sections related to the ILO are assessed. It was discussed that we do not know whether students in those courses are attaining the outcomes listed in this ILO, and because of this, we cannot say with certainty that the College as a whole is meeting the benchmark as it could be the case that instructors who felt their students would do poorly on the assessment decided not to participate. In addition, it was also mentioned that this ILO is the only one that students may be able to complete a degree program without being exposed to. However, the large number of students enrolled in Health courses, which are linked to the ILO, indicates that the number of students falling into this category is likely to be quite low, especially since Health is required for all local Associate's degrees, and students attaining transfer degrees will likely have taken other courses with global perspectives in addition.

The College also discussed that the 88% acceptable or above score seemed to be quite high. However, after going over examples of the assignments that were given and listening to participating faculty's explanations of how many of our students are from Latin American countries and truly do have a global awareness that U.S. American-born students lack, the high percentage seemed more reasonable and faculty were convinced that the assessment was authentic and that the majority of our students are developing a global perspective.

Appendix 1: Courses Participating in the Assessment

Course	Number of Sections	Enrolled Students*	Assessed Students
BUS 001: Introduction to Business	1	17	13
GEOG 007: World Regional Geography	1	14	11
HEALTH 011: Principles of Healthful Living	5	204	132
HISTORY 086: Introduction to the World Civilization I	1	28	28
POL SCI 002: Modern World Governments	1	20	16
PSYCH 001: General Psychology	5	149	128
PSYCH 041: Life-Span Psychology	2	108	65
SPANISH 003: Intermediate Spanish I	1	13	12
SPANISH 004: Intermediate Spanish II	1	18	16
SPANISH 005: Advanced Spanish I	1	12	10

* Students who were absent on the day of the assessment or who dropped the course prior to the assessment were not assessed.

Appendix 2: Written Assessments by Course

<p>BUS 001: Introduction to Business</p>
<p>Many USA owned factories that operate outside the USA are operating legally in the foreign country, but would be considered illegal in the USA. Companies often state that they aren't breaking any laws. Based on the above statement discuss the following:</p> <ol style="list-style-type: none"> 1. Why companies go overseas 2. Cultural and/or political issues 3. Is this a trend with many companies? 4. What should a company do in today's global market?
<p>GEOG 007: World Regional Geography</p>
<p>When "building a wall" at the U.S border with Mexico became a major election campaign issue, students were assigned to investigate the pros and cons of erecting a barrier in light of the growing trend of globalization and local diversities. The assessment is based on countries that have considered or implemented this; the impacts on regional and global contentedness; and their identification on a map.</p>
<p>HEALTH 011: Principles of Healthful Living</p>
<p>Students were to choose either the topic of vaccinations or genetically modified foods (GMO) and discuss the pros and cons of the topic and the impact it has globally. Students were required to research the topic and write a three-page summary of their findings.</p>
<p>HISTORY 086: Introduction to the World Civilization I</p>
<p>Seven-eight page written term paper, writing a biographical expose on an assigned historical figure related to the timeframe of the course, with a concentration on how that person affected the social, political, religious, etc. development of the culture they inhabited. Analyze their legacy and/or impact during their lifetime, and future developments in that particular civilization.</p>
<p>POL SCI 002: Modern World Governments</p>
<p>The students were assigned a three-five page essay on the impact of globalization in the world. Students were asked to pick one of the following six questions and give an analytical assessment of the impact of globalization.</p> <ol style="list-style-type: none"> 1. Has globalization gone too far, not far enough, or has it been heading in the wrong direction? 2. Does the global economy reduce or increase global poverty? 3. Does economic globalization lift all boats, or is it a modern form of empire? 4. Are globalization's characteristic interactions and institutions exploitative, and, if so, does this generate moral duties? 5. Do well-off peoples have to give up advantages and luxuries for the benefit of the global poor? 6. What practical challenges and constraints do states and individuals face in responding to their global moral duties?
<p>PSYCH 001: General Psychology</p>
<p>Student were asked to choose a current news article about mental health crises in other countries aside from the United States. In a two-three page essay, students were to demonstrate their understanding of how the global crisis of mental health issues (e.g., depression, drug addiction, PTSD) affects sufferers in their communities and connects to local issues related to mental health in our community. Students were required to describe at least three ways this crisis impacts people on a global level (e.g., culturally, physically, socially). Next, students connected their identified topic to the mental health crises on college campuses in the U.S. (i.e. international students, first generation immigrants, cultural taboos regarding mental health and treatment, ability of college counselors to connect with culturally diverse groups). Finally, students were asked to offer at least one solution to the help address the global crisis of untreated mental health issues (e.g. treatment, education, research, resources, etc.). They also discussed how their solution will positively impact the local crisis of mental health issues in college students.</p>
<p>PSYCH 041: Life-Span Psychology</p>
<p>In a two-three page essay, students were to demonstrate their understanding of how the global crisis of teratogen exposure in other countries during pregnancy both affects sufferers in their communities and connects to local issues related to prenatal health in our community. Students were required to describe</p>

at least three ways this crisis impacts people on a global level (e.g., culturally, physically, socially). Next, students connected their identified topic to prenatal health issues in Los Angeles County and discussed its impact on one of the following:

1. Public health/educational initiatives
2. Cost (financial, emotional, etc.)
3. Support for affected families
4. International travel

Finally, students were asked to offer at least one solution to the help address the global crisis of teratogen exposure during the prenatal period (e.g. treatment, education, research, resources, etc.), and how their solution will positively impact the local crisis of teratogens exposure and prenatal health in LA County.

SPANISH 003: Intermediate Spanish I

In groups, students discussed the cultural and political climate of Latin American politics and compared it to politics in the U.S. Students generated topics relating to language and politics, with each student completing a drawing or list to share with the class on the board. One person from each group explained the drawings for the class.

SPANISH 004: Intermediate Spanish II

Students submit a five-page formal research paper in MLA style using at least three sources on the impact of Spanish as a foreign language in the globalized world, taking into account the present political, economic, social and cultural situation.

SPANISH 005: Advanced Spanish I

Students submit a five-page formal research paper in MLA style using at least three sources on one of two topics: a) the future of Spanish as a living language b) the usage of Spanish language in the USA, taking into account the present political, economic, cultural and social state in the USA as well as in the whole world.

Appendix 3: Rubric

	Analysis (analyze global issues from multiple viewpoints)	Articulation (articulates interconnectedness of local and global issues)	Develop Solutions (development of solutions in response to global concerns and local issues)
Exemplary (5 pts.)	Exemplary analysis of a global issue from multiple viewpoints. Analysis is clear, well thought-out and in-depth and utilizes three or more viewpoints.	Exemplary articulation of interconnectedness of local and global issues. Clearly and thoughtfully illustrates how local and global issues are connected.	Exemplary presentation of solutions in response to global concerns as they relate to local issues. Solutions are well developed, creative, thoughtful and reasonable.
Above Acceptable (4 pts.)	Above acceptable analysis of a global issue from multiple viewpoints. Analysis is clear and well thought-out and utilizes at least two viewpoints.	Above acceptable articulation of interconnectedness of local and global issues. Clearly illustrates how local and global issues are connected.	Above acceptable development of solutions in response to global concerns as they relate to local issues. Solutions are developed, thoughtful and reasonable.
Acceptable (3 pts.)	Acceptable analysis of a global issue from multiple viewpoints. Analysis is clear, but could be better thought-out and in-depth; utilizes three or more viewpoints.	Acceptable articulation of interconnectedness of local and global issues. Illustrates how local and global issues are connected. Could be more clearly articulated.	Acceptable development of solutions in response to global concerns as they relate to local issues. Solutions are developed and reasonable.
Inadequate (2 pts.)	Inadequate analysis of global issue. Analysis lacks clarity and depth; utilizes only one viewpoint.	Inadequate articulation of interconnectedness of local and global issues. Assignment does not clearly illustrate how local and global issues are connected.	Inadequate development of solutions in response to global concerns as they relate to local issues. Solutions lack development and lack reason.
Unacceptable (1 pt.)	Unacceptable analysis of global issue. Lack of analysis, lack of viewpoints.	Unacceptable articulation of interconnectedness of local and global issues. Assignment lacks illustration of how local and global issues are connected.	Unacceptable development of solutions in response to global concerns as they relate to local issues. Solutions are not clearly presented.