Assessing Outcomes for a Global First-Year Seminar Course

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First-Year Seminar Learning Outcomes

- Requirements, FTFT must enroll
- 1. Life skills
- 2. Academic success skills
- 3. Campus & community connections
- 4. Foundations for Global Learning

*U. S. News & World Report* lists us one of the top FYP programs for seven years running.
Activities & Assignments

- Learning styles
- Personality assessment
- Service learning
- Speech
- Group research project
- Career research paper
- Students that complete the course have a 9% higher rate of retention
Traditional Seminar

- Content is a challenge
- Some students need more than others
- Five faculty wanted “more” content
- Two of the faculty saw Dr. Erik Peterson present at the American Democracy Project Conference in 2007
The Coming Seven Revolutions

1. Population
2. Resource Management
3. Technology
4. Knowledge/Information
5. Economic Integration
6. Conflict
7. Governance
Greenberg of Pace University in *History Teacher* (2008-05) noted the difficulty in getting American students interested in global connections.
Fall 2007

- I did a pilot using The Coming Seven Revolutions as a teaching tool/vehicle
- I had to make it personal for the students, how will the 7 affect your career, 5 years, 15 years, 25 years
Population

- Total enrollment Fall 2008: 2386
- Pools of data, not matched
- Pre-test, skills self-report: N = 768
  - KSU 1101: N = 634
  - KSU 2290 (global focus): N = 134
- Post-test, skills, self-report: N = 658
  - KSU 1101: N = 531
  - KSU 2290: N = 124
WWW.

- CSIS.org (Center for Strategic International Studies)
- 7reves.org
- Epsilen.com
Self-report Survey Data

- Time management skills
- Budgeting skills
- Academic skills
- Knowledge of campus resources
- Knowledge of gen ed requirements
- Opinions on global issues
- No statistical significance, which is significant
Conclusion From No Significance

- We can spend less time on meeting course learning outcomes and spend more time on:
  - Global learning
  - Service learning projects
  - Career development projects
After reading *Three Cups of Tea* and taking the course those in special topics had more compassion for those living in the Middle-East

Significance: .004
KSU 2290

- Text: *Annual Edition of Global Issues*, a very “foreboding” text on population, on resource management, on conflict, etc.
After All the Exposure

- “Should the U.S be more actively involved in world affairs? Females said yes,
- Significance at .026
- Sprecher et al. *Sex Roles*, 2007-04, females are more compassionate
Any Guesses Why...

- After a semester of all this material very little impact on view of the future???

- Why????
Fall Semester 2009

- Collaborate with statistics professor
- Matched pre and post test respondents
- Smaller data set, 400-500
- More than self-report
Fall 2009

- Compare course evaluations and ask them their satisfaction with the course
- A themed seminar using The American Democracy Project
- Assess course satisfaction across seminar topics and learning communities
Beyond the Classroom

- Collaboration among students across continents
- They are going to make the critical decisions
- Gibson (2008, *Roepper Review-03*) says this needs to begin with teacher training in K-12
Your Classes

- Use the handout to consider how you can incorporate the Seven Revolutions into your course