



GLCP Starters-not-completers: Feedback Spring 2012

Public

Name of Assessment GLCP Starters-not-completers: Feedback Spring 2012

Project:

**Name(s) of Person(s)
Responsible for
Assessment Project:**

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Involved in

Assessment Project:

Program, Service, or Event Related to Assessment Project

Global Leadership Certificate Program
 In Fall 2011, the International Center's International Education Office launched a new opportunity for undergraduates called the Global Leadership Certificate Program. International students, study abroad returnees, New Americans, and other students interact in small groups, with an advisor, both in person and through an online community. After an initial 90-minute seminar students establish goals, undertake a series of internationally-focused activities, and write reflection papers about the international and intercultural components of their student experiences. They get feedback on this writing from a program advisor as well as from peers in the program. Reflection allows meaning-making and learning from international and intercultural experiences. Earning the certificate will help students represent how they have developed the knowledge, skills, and sensitivities to be an engaged leader in our interdependent world. In June 2012 the first five certificates were awarded along with international graduation sashes to signify the students' accomplishment.

GLCPreqswPlanner2012

Assessment Project Description

Many students expressed interest in the GLCP upon its introduction. Of those two cohorts of a dozen were formed, one entirely made up of students expecting to graduate in June 2012. Of those who submitted documents and undertook the GLCP, five actually completed the program. We sought to understand why the students who began the program did not complete it.

Unit/Program Specific Goals and Learning Outcomes

Relationship to Think Critically and Solve Problems, Communicate Effectively,


Student Affairs Advance a Plan for Personal, Academic, and Professional Success,
Learning Outcomes: Lead in a Diverse Global Society
Assessment Project Start: 7/1/2012
Assessment Project End: 6/30/2013

Population/Sample

All undergraduate students who submitted the required initial goals matrix and goal-setting worksheet by which they indicated their commitment to the GLCP, who were expecting to graduate from UCSD in spring 2012, and who did not complete the GLCP requirements to receive the certificate.

Type of Assessment: Other: Please enter text below
Other Assessment Type(s): Identification of hurdles to program completion
Assessment Methods: Surveys
Other Assessment Method(s):

Data Collection Tools

A simple Survey Monkey questionnaire was used.
 Survey Monkey GLCP Drop Qs 2012

Data Analysis Methods

Few enough responses that we read all responses and noticed any unanimous or frequently agreed upon responses.

Presentation of Findings

1. What are the key reasons for deciding not to complete the Global Leadership Certificate Program? Please check all that apply in a significant way.

All respondents agreed:

too much other work to do, had to make choices about use of limited time

Other responses selected included:

no longer felt motivated to earn the certificate

already got a job or got into a graduate program

thought there would be more contact with peers; didn't meet others enough

didn't understand the SharePoint site and that hurdle delayed my getting underway

felt disconnected from the group

2. In your opinion, which of these potential ways would improve the program and be more attractive to students?

Unanimous agreement that these would improve:

Establish routines with the group

have more group social opportunities

offer more workshops tailored to the group

more proactively introduce students to each other at start

Moderate agreement that these would improve the program:

set occasional deadlines
set individual deadlines
have more group meetings with content

Moderate agreement that these would NOT improve the program:
increase the number of assignments
form groups with particular academic similarities (ex. major or college)
change the seminar content

Varied opinions whether these would or would not improve the program:
coach more about reflection writing
reduce the number of assignments
stimulate more SharePoint sharing of reflections
assign each advisor fewer students

Progress:

Link Assessment Project in Campus Labs Baseline

Source Name	Project Name
No items to display.	

Summary of Findings

Clear signals that multiple design aspects of the program need attention, specifically the extent of the time commitment, the mechanisms for participants to be put in connection with each other, and the usability failure of the SharePoint site. Agreement suggests more attention is needed to socially engineer opportunities for the participants to interact in substantive ways in person, that their progress through could use more structure, and that the extent of the commitment is a hurdle to completion for some well-intentioned starters.

Impact of Assessment

The design of the program is under review.

Lessons Learned

Only a fraction of the population in question responded; greater effort to get responses might help.

Supplemental Information

Last modified 9/26/2013 at 4:31 PM by [Marlene Lowe](#)
Created 10/12/2012 at 12:03 PM by [Sarah Ross](#)