



**Global Citizenship: Best Practices across the Nation Workshop  
March 30-31, 2006  
Lehigh University, Bethlehem, PA 18015**

**Session I: Assessment and Evaluation**

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The 2006 Global Citizenship Best Practices Workshop, held at Lehigh University from March 30-31, 2006, began with an opening session on the assessment and evaluation of university global citizenship programs. Moderated by Dr. MJ Bishop, a professor in Lehigh's College of Education, participants directed questions to a panel of representatives including Natalie Mello (Worcester Polytechnical Institute), Darla Deardorff (Duke University), and Lance Kenney (Villanova University).

Beginning the discussion, panelists were asked what types of institutional pressures they had experienced with their particular Global Citizenship programs. A common issue included meeting certain policies for accreditation, while also satisfying specific major requirements. In assessing study abroad programs, some schools had also felt pressure from the Pennsylvania Department of Education to expose students to multicultural experiences. To prevent some of these institutional and governmental pressures, it was suggested schools articulate specific degree requirements from the

onset, assuring alignment with accreditation standards. In addition, it was suggested that studying abroad should be integrated into the program's curriculum, to ensure that all students would participate in some type of international experience.

In regards to program assessment, Deardorff highlighted the need for goal setting, student assessment, and ongoing dialogue between students and alumni, faculty, and the outside community. According to Mello, faculty members at the Worcester Polytechnical Institute were recruited to evaluate the school's Global Perspectives Program, using a 1-5 scale. The presenters recommended the use of both quantitative and qualitative outcomes assessment measures as a means to verify validity, value and impact of global citizen programs..

Expanding on this point, Deardorff pointed out that different schools will emphasize different aspects of international competency depending on the aims of their individual programs. In one example, Hannah Stewart-Gambino, director of Lehigh University's Global Citizenship program, explained how civic engagement had been a primary objective during the creation of Lehigh's Global Citizenship program. Given the short time span of an undergraduate career, the objectives of Global Citizenship have been to provide students with the tools to think and act with international competency, including this emphasis on personal initiative and agency.

Additionally, several participants explained how globalizing all aspects of the university had influenced faculty recruitment. As Provost Greg Mahler described, interviewers at Kalamazoo now typically ask potential faculty members the question, "How are you going to contribute to internationalism on campus?"

The session ended with a discussion on possible resources for assessment. Participants were advised to make use of resources within their schools, including education and psychology departments, to perform program evaluations. Referring to her Program Logistics Model ([link](#)), Deardorff encouraged participants to ultimately base their assessments on the program's original set of goals. As she had found when examining other examples of Global Citizenship programs, schools most often failed when they lacked plans or used random information collection, instead of individualizing evaluations to their particular objectives. In her findings, schools involving ongoing methods for assessment, service-learning, and performance-based programs were generally considered more appropriate and useful.