

## 2018-2019 Global Leadership Programs for New Jersey Title I Students Evaluation and Analysis Report

Prepared March 21, 2019

### Background

The Global Leadership Programs, a partnership between the World Affairs Council of Philadelphia and Camden County College, brought together almost 200 students and their teachers from five Camden County high schools to simulate real-world global diplomacy and problem solving. Two education programs were offered in 2018-2019: the **Global Summit for High School Students** and **Model United Nations**. All five schools involved— Camden High School, Brimm Medical Arts High, Lindenwold High, Overbrook High, and Winslow High—are in Camden County, and all constitute Title 1 schools with student populations in homes with incomes under the federal poverty level. The World Affairs Council of Philadelphia, along with Camden County College, strives to provide students from low- to moderate-income backgrounds with access to the resources and opportunities needed to learn, grow and successfully contribute to their local and global communities through educational empowerment. This evaluation and analysis report describes the Global Leadership Programs during 2018 and 2019, and reports on outcomes derived through evaluation data gathered from student and faculty participants.

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*“The Global Summit [was] an event that allows teens to participate in solving real world problems. It [was] an all-around fun experience and opens teens’ minds to the world around them.”*

*—Student Participant,  
Brimm Medical Arts School*

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In order to meet program objectives, the World Affairs Council and Camden County College identified the region’s at-risk student populations who would be best served by programs such as the Global Leadership



simulations. The overarching educational goals were to help these students develop the core knowledge and skills required to think critically, understand and solve worldwide geographical, cultural and political issues, lead in a competitive global economy and to successfully participate in the final Model United Nations Conference, including holding leadership positions, researching assigned countries and global issues, writing position papers, drafting and amending resolutions, and debating and defending final policy arguments. After on-site prep sessions with teachers and students, the **Global Summit** was held on June 1, 2018 and simulated an emergency

multinational security conference focused on a nuclear-armed North Korea, and the **Model United Nations Conference** took place on January 17, 2019 with a focus on diplomatic deliberation in cross-cultural problem solving as students worked on “Ending Food Insecurity.”

## Program Evaluation Process and Statistics

Upon the completion of the Global Summit, participating students were administered a post-program survey designed to measure shifts in specific knowledge, skills, behaviors, and values comprising competent global citizenship. Statistically, all students attended this program after receiving teacher invitations, and did so with intentions to further discuss global issues after the conclusion of the programming. One hundred percent (100%) of students also spent a minimum of 3 hours preparing, discussing assigned countries during class time and researching for solutions. In addition to students' preparation, the data collected provides hard evidence of increased knowledge, skill-sets and positive learning outcomes. To further assess program impact and outcomes, as well as obtain additional quantitative and qualitative/verbatim data on program effectiveness, students and faculty members all completed detailed evaluation forms following the program's conclusion.

In 2018, the Council benefited from having the services of an experienced data analyst on staff to review and recalibrate our methods of collecting, analyzing, and disseminating the information from our teachers and students. This staff member was with us for ten months (August 2017-June 2018) by way of the National Institute of Academic Degrees and Quality Enhancement of Higher Education in Tokyo, Japan, and demonstrated a proven ability to conduct quantitative and qualitative data research including identifying the appropriate methodology and data collection to measure the impact of our education programs.

### I. Post-Survey Analysis: Quantitative Highlights

The program helped mold students into **critical thinkers, better communicators** and **collective problem solvers**, especially with regard to their communities: After the program, students reported improvements in their ability to find collective strategies and potential responses, their ability to use evidence to form resolutions, and highlighted an increased capability to make a difference at the community-level.

#### Relationship between learning outcomes and student capabilities/preparation

|           | <i>Ability to find a collective strategy and potential response</i> | <i>Ability to find an evidence based resolution</i> | <i>More capable of making a difference in my community</i> | <i>Better able to find a resolution through cooperation and teamwork</i> |
|-----------|---|---|--|--|
| <i>M</i>  | <b>2.91</b>   | <b>2.97</b>   | <b>3.21</b>  | <b>3.33</b>  |
| <i>SD</i> | <b>0.75</b>   | <b>0.46</b>   | <b>0.81</b>  | <b>.78</b>   |

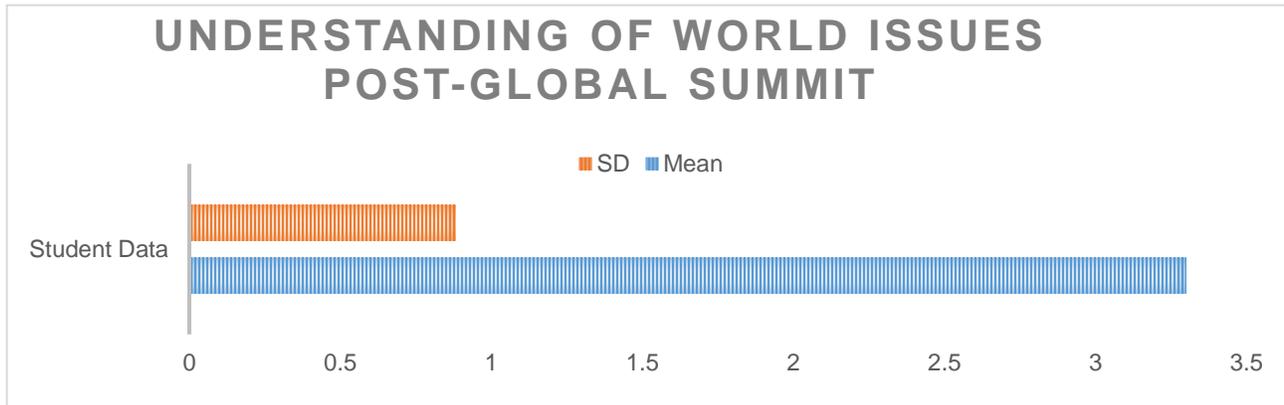
**Scale:** 1: Not able, not helpful

4: Very able, very helpful

M = Mean

SD = Standard Deviation

Students demonstrated a **substantial increase** with regard to **confidence in understanding world issues**, as the average self-report, using the scaling system from above, was 3.30 out of 4 after attending the Global Summit.



Of the 52 students who completed the post-program survey, 42 reported which aspect of the program they most enjoyed. Notably, the majority of students reported their favorite part of the Global Summit was discussing with other student participants about their respective assigned countries—one of the Summit’s primary goals. Other students reported negotiation, debating and reaching goals in their response about the program’s most valuable aspect. Lastly, students enjoyed strategizing and hearing other students’ input.

### Students’ favorite aspects of the programs

|  |           |
|--|-----------|
| Speaking with other students, hearing proposed solutions             | 1         |
| Making agreements with other students                                | 1         |
| Cooperating and sharing ideas  | 2         |
| Developing other country’s strategies                                | 2         |
| Accomplishing goals as delegates                                     | 2         |
| Debating   | 3         |
| Communicating with other students                                    | 3         |
| Speaking as a group  | 4         |
| <b>Negotiation</b>   | <b>6</b>  |
| <b>Discussing with other countries, understanding new viewpoints</b> | <b>18</b> |

## II. Post-Program Evaluation Survey: Faculty Advisors

In addition to student evaluations, faculty advisors were administered a post-program evaluation to assess more holistically how program participation met the goals set forth by the World Affairs Council and benefit students before, during and after the event's completion.

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*"I thought the experience was valuable for my students, and exposing them to other ideas and working with other schools was helpful in getting them to gain perspective."*

*– Faculty Advisor*

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**Subjective learning outcomes** of Global Leadership program participation:

- **One hundred percent** (100%) of faculty advisors reported participation in the Global Summit would **make a difference in the global community**.
- **One hundred percent** (100%) of faculty advisors reported this program would assist students in **analyzing multiple perspectives**.
- **One hundred percent** (100%) of faculty advisors reported this program makes students **more aware** of international issues.
- **One hundred percent** (100%) of faculty advisors believed programs such as the Global Summit and Model United Nations Program would develop students' **problem-solving skills**.

## III. Conclusion

The quantitative and qualitative data produced by the post-survey New Jersey High School Global Leadership Programs group analysis, as well as post-program survey questionnaires and testimonials, unequivocally validate the programs' success in meeting the World Affairs Council's global education and student engagement goals. In its pilot stage, the Global Summit had positive learning outcomes for students which students and faculty advisors alike echoed in their evaluations. Alongside Model United Nations, the Global Leadership programs held at Camden County College continue to assist the World Affairs Council in informing and engaging underserved students, providing a space for productive peer collaboration and setting the stage for tomorrow's global citizens.



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*"The Global Summit was an excellent foreign policy simulation for students to debate and discuss actual issues."*

*–Faculty Advisor,  
Camden High School*

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By the end of the Global Leadership Programs in New Jersey, students were markedly more culturally-competent, gained skills in teamwork, strategizing and research, and felt more confident in their ability to bring these skills back to their community. With participation in the World Affairs Council's education programs, marginalized, at-risk students access secure opportunities to develop the skills to one day become articulate leaders, communicators, and *true* global citizens.