



Annual Impact Report of
Florida International University's Quality Enhancement Plan
Global Learning for Global Citizenship



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EXECUTIVE SUMMARY

Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP) for Florida International University (FIU). The purpose of the plan is to provide every FIU undergraduate with curricular and co-curricular opportunities to achieve the knowledge, skills and attitudes of global citizenship through global learning (GL).

Beginning in fall 2010, FIU phased in a requirement that undergraduate students take a minimum of two GL-designated courses and participate in integrated GL co-curricular activities prior to graduation. Students take a GL foundations course as part of their core curriculum sequence and a second GL course in the upper division. Students may meet the requirement by taking approved upper division GL courses as electives or, where available, in their major.

Global learning is the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world (Hovland 2006). FIU fosters the knowledge, skills, and attitudes of global citizenship through interdisciplinary exploration of real-world problems in the curriculum and co-curriculum. Through global learning, all FIU undergraduates acquire knowledge of interrelated world conditions, the ability to analyze issues from multiple perspectives, and the willingness to engage in local, global, international, and intercultural problem solving. FIU uses multiple methods to assess these GL student learning outcomes (SLOs) and uses assessment data for continuous improvement of student learning and quality control.

The QEP's success rests on the achievement of four program goals: (1) FIU will provide a sufficient number of GL courses to enable students to meet the GL graduation requirement outlined in the *Global Learning for Global Citizenship* Curriculum Framework; (2) FIU's faculty and Student Affairs professionals will integrate an increasing number of GL co-curricular activities into the baccalaureate curriculum; (3) FIU's Office of Global Learning Initiatives (OGLI) will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning; and, (4) FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education. FIU has developed assessments for each of the program goals. Program goal assessment data is used to identify areas of improvement for the QEP and make adjustments as necessary to enhance student learning.

FIU has committed the financial, human, and physical resources necessary to effectively develop, implement, and sustain its QEP. FIU initially allocated a budget of \$4.11 million to implement the GL curriculum and co-curriculum, maintain the OGLI, provide for significant professional and faculty development, execute a comprehensive communications and public relations campaign, dedicate classroom space and technology to accommodate GL courses, and support co-curricular programs.

Since 2006 FIU has engaged in a broad-based process of developing and implementing its QEP. This process helped the FIU community to realize that there was a gap between the university's founding purposes and the opportunities it provided for a globally oriented education. FIU's QEP bridges this gap. *Global Learning for Global Citizenship* is a university-wide initiative that has been embraced by FIU's students, faculty, administration, Board of Trustees, and the greater FIU community as integral to achieving the institution's founding purposes: education of students, service to the community, and greater international understanding.

Initial Program Goals and Intended Student Learning Outcomes

FIU initially established four QEP program goals addressing students' global learning and the environment supporting global learning. These goals and their corresponding assessments are listed in Table 1.

Initial Program Goal	Assessment
1. FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the <i>Global Learning for Global Citizenship Curriculum Framework</i> .	<ul style="list-style-type: none"> • Annual comparisons of GL course offerings to student enrollment and to projections made in FIU's 5-year QEP Strategic Plan
2. FIU's faculty and Student Affairs professionals will integrate an increasing number of GL co-curricular activities into the baccalaureate curriculum.	<ul style="list-style-type: none"> • Year-end surveys completed by GL faculty and Student Affairs professionals • Global Perspective Inventory (GPI), Curriculum and Co-Curriculum scales • Student Affairs/OGLI-generated lists of GL co-curricular activities offered per semester
3. FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning.	<ul style="list-style-type: none"> • GL Faculty/Staff Workshop Evaluations • Focus groups conducted 3-6 months after workshops
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education.	<ul style="list-style-type: none"> • Case Response Assessment (CRA) • GPI

Table 1: Initial Program Goals and Assessments for FIU's Global Learning for Global Citizenship QEP

FIU also initially established three GL SLOs defining the knowledge, skills, and attitudes of global citizenship in the 21st century. These SLOs and their corresponding assessments are listed in Table 2.

GL Student Learning Outcomes	Assessment
Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	<ul style="list-style-type: none"> • CRA • GPI, Cognitive-Knowing and Cognitive-Knowledge scales
Global Perspective: Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.	<ul style="list-style-type: none"> • CRA • GPI, Intrapersonal-Identity and Intrapersonal-Affect scales
Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.	<ul style="list-style-type: none"> • GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales

Table 2: Intended SLOs and Assessments for FIU's Global Learning for Global Citizenship QEP

Significant QEP Developments, AY 2014-15

FIU's QEP developed in a number of important ways during AY 2014-15. These developments were implemented as initially planned in the QEP or in response to previous years' program goal assessment results or changes in institutional context.

Excellence in GL Graduation Medallion. Seven hundred and ten students enrolled in the GL Medallion program during AY 2014-15, its inaugural year. The OGLI awarded the first GL Medallions to eight students during spring and summer 2015. This graduation honor is awarded to students who complete at least four GL courses, participate in a minimum number of global co-curricular activities, and complete a capstone consisting of one of the following: a presentation of a substantial original research project on a global topic; at least four semesters of study in one foreign language; a long-term study abroad program; or, an international internship. This year's honorees completed internships with the U.S. Department of State, Miami International Film Festival, and L'Oreal; studied abroad in Italy, Cambodia, and the United Arab Emirates; conducted research on the Rukullakta indigenous territory in Ecuador; completed service trips to Nicaragua; volunteered for the FIU Women's Center and CWS Immigrant and Refugee Program; and, led student organizations such as UNICEF@FIU.

Peace Corps Prep Certificate. Two hundred and twenty-five students enrolled in the Peace Corps Prep program during AY 2014-15, its inaugural year. Students can earn the Peace Corps Prep Certificate by completing four GL courses, at least four semesters of one foreign language, and participating in a service-oriented global co-curricular project. Eight students are currently in the process of completing their capstone project. Four students have also participated in campus-based or Washington, D.C.-based Peace Corps internships. Five returned Peace Corps volunteers have visited campus to recruit and advise students, including National Peace Corps Director Carrie Hessler-Radelet. FIU was also awarded a Peace Corps Recruiter, who is based in the Career Services department. During AY 2014-15 there were 16 FIU alumni currently serving in the Peace Corps.

International Internships and Fellowships. The OGLI emphasized the development of international internship opportunities and strategies for the recruitment and placement of FIU students in these positions during AY 2014-15. Partnerships were forged with the following organizations: RESULTS, a Washington, D.C.-based group that advocates for global poverty elimination; BluEnergy, a Nicaragua-based nonprofit implementing renewable energy projects in Latin America; the West Africa Water Supply, Sanitation Hygiene Program (WA-WASH), a USAID-sponsored initiative to increase sustainable access to safe water and sanitation and improve hygiene in West Africa; and, CWS Immigrant and Refugee Program, a Doral, FL-based nonprofit providing settlement services to families recently arrived to the U.S. from Latin America, the Caribbean, Africa, and the Middle East. As a result of these partnerships, seven students were placed as fellows with RESULTS, two as fellows with BluEnergy, two as interns in Ouagadougou, Burkina Faso with WA-WASH, and one as an intern with CWS.

Global Learning Metric. This year the OGLI developed a weighted GL metric to gauge the GL performance of each academic department. The metric is based on the following factors: the number of GL courses offered by the department; the frequency with which GL courses have been taught since receiving GL designation; the number of faculty teaching the courses who have participated in GL course instruction workshops; and, the total number of faculty in a department. The GL metric will be used as a starting point for discussing ways each department can maximize their capacity for providing GL opportunities for all students.

OGLI & Libraries Collaboration

- *GL Librarian:* Reporting to the Head of Information and Research Services at Green Library, GL Librarian Holly Morganelli was hired on August 4, 2015. Morganelli serves as liaison between the Libraries, GL Faculty, and the OGLI. Since hire, Morganelli has attended the 2014 AAC&U Global Learning in College Conference and presented at both the 2015 Annual Conference of the American Library Association (ALA) and the 2015 Southeast Florida Library Information Network Conference; obtained a funding code for GL collection development, surveyed GL faculty needs, and facilitated GL acquisitions; developed a GL LibGuide and LibGuides for four GL courses; served as a liaison and embedded librarian in numerous GL courses; conducted a Tuesday Times Roundtable discussion on the MANGO Languages application; and served on the research team of the Assessment in Action (AiA) study.
- *GL Collection Development:* FIU Libraries purchased 154 GL acquisitions for the Green Library and six GL acquisitions for the Hubert Library during AY 2014-15.
- *GL LibGuide:* The GL Librarian developed and launched an online portal to resources for GL instruction and research during AY 2014-15. Resources are organized according to development of the GL SLOs. The LibGuide also includes resources for online collaborative learning and extending global learning beyond the classroom through social innovation and entrepreneurship.
- *AiA Study:* The OGLI and FIU Libraries were co-principal investigators on a research study funded by a grant from the Association of College and Research Libraries (ACRL). The team also involved the Associate Director of Institutional Assessment. The study explored the influence of instructional collaborations between GL faculty and library faculty on students' information literacy (IL) gains. Five faculty/librarian pairs and 232 students participated in the study. Results presented at the 2015 Annual ALA Conference demonstrated a strong positive correlation between the amount of time and the kinds of efforts invested in planning and implementing the collaboration and students' information literacy gains. Nationally-replicable methods generated from the study include those for adapting the 2015 ACRL IL Framework for instructional use; providing professional development and support for library and academic faculty collaborations; and, using the AAC&U Value Rubrics to assess IL outcomes.

Local, National, and International Visibility. The OGLI uses multiple methods to increase the visibility of its activities and achievements within FIU and on the national and international stage.

GL External Relations Representative: This new position is funded through a cost share between the OGLI (25%) and the College of Education (75%). Chrystian Tejedor serves as the GL liaison for the Communicators Committee; assists with the design of OGLI publications and the goglobal.fiu.edu web site; and, composes press releases and stories for News@FIU. The position has resulted in measurable impacts: 20 stories this past year in News@FIU that feature new GL initiatives, and profiles of students and faculty members whose participation in GL courses and activities have resulted in personal and professional growth; one feature GL story in the FIU magazine; and, the first two articles in Miami Today and the Miami Herald since 2008 that feature GL initiatives. As a result of Mr. Tejedor's efforts, GL initiatives were also featured on the Peace Corps website, in YouTube videos, and on Miami tourism websites such as Hubdin.com and Visit.com.

Staff in the OGLI conducted the following presentations, workshops and colloquia during AY 2014-15,

focusing on current issues in the internationalization of higher education:

- *Assessment:* OGLI Director Hilary Landorf and Associate Director Stephanie Doscher were invited to serve as facilitated discussion leaders on “Assessing Global Learning: Providing Evidence of Effectiveness,” at the American Association of Colleges and Universities (AAC&U) Global Learning in College Conference in Minneapolis, MN (October 2014). They also presented a workshop entitled, “Global Approaches to Global Learning Assessment: Making the Results Meaningful” at the conference. At the NAFSA: Association of International Educators Conference and Expo in Boston, MA (May 2015) Landorf and Adelaide Ferguson, Global Education and International Development Consultant were the co-leaders of a full-day colloquium on “Global Learning Outcomes and Outcomes Assessment for Legal Education.”
- *Organizational Leadership:* Landorf, Doscher, and Harvey Charles, President of the Association of International Education Administrators (AIEA) and Senior International Officer of Northern Arizona University, presented “Strategies for Moving SIOs to the Center of the Leadership Ecosystem” at the AIEA Annual Conference in Washington, DC (January 2015) and at NAFSA. OGLI Coordinator Eric Feldman and Landorf presented a paper on methods for generating consensus and buy-in for internationalization, “Using Democratic Deliberation in an Internationalization Effort in Higher Education,” at the annual conference of the Canadian Association for the Study of Adult Education in Montreal, Quebec (June 2015).
- *Pedagogies:* Doscher and FIU Vice Provost for Student Access and Success Jaffus Hardrick presented a roundtable discussion, “Collaborative Methods for Increasing Minority Students’ Access and Success Through High-Impact Global Learning,” at the AAC&U Annual Meeting in Washington, DC (January 2015). Feldman presented a workshop entitled, “Democracy Requires Information: Fostering Media Literacy for Civic Engagement in College” at the ADP/TDC/NASPA Civic Learning and Democratic Engagement Meeting in New Orleans, LA (June 2015).
- *Online Learning:* Landorf and FIU Assistant Professor of Curriculum and Instruction, Sarah Mathews, presented a paper entitled, “Where Does Global Learning Fit within the Conversation of Massive Open Online Courses and Online Learning?” at the American Education Research Association Annual Conference in Chicago, IL (April 2015) and a roundtable discussion, “Global Learning 2.0: Can Discussions with Difference Make a Difference in an Online Format?” at the International Assembly of the 94th National Council for Social Studies Conference in Boston, MA (November 2014).
- *Community Engagement:* Landorf, Indiana University-Purdue University Indiana (IUPUI) Associate Vice Chancellor for International Affairs Gil Latz, and IUPUI’s Executive Director for Service and Learning Julie Hatcher presented a roundtable discussion on internationalization and community engagement at the AIEA Annual Conference in Washington, DC (January 2015).

The following publications profiled FIU’s *Global Learning for Global Citizenship* initiative during AY 2014-15, signaling its importance to policy-makers, politicians, public intellectuals, institutional leaders, and educators across the nation and around the world:

- “Global Perspectives on Global Citizenship,” by Hilary Landorf and Eric Feldman, a chapter in *Contesting and Constructing International Perspectives in Global Education*, edited by Ruth Reynolds, Deborah Bradbery, Joanna Brown, Kay Carroll, Debra Donnelly, Kate Ferguson-Patrick, and Suzanne Macqueen, published in 2015 by Sense Publishers.

- “Defining Global Learning at Florida International University,” by Hilary Landorf and Stephanie Doscher, an article in *Diversity and Democracy*, published in 2015 by the American Association of Colleges and Universities.
- “Discussions within Online Learning Formats: Are Meaningful Encounters With Difference Possible?” by Sarah Mathews and Hilary Landorf, a chapter in *The State of Global Education: Learning with the World and its People*, edited by Brad Maguth and Jason Hilburn, published in 2015 by Routledge Press.
- “Using Democratic Deliberation in an Internationalization Effort in Higher Education,” by Hilary Landorf and Eric Feldman, an article in the *Proceedings of the 34th Annual Conference of Canadian Association for the Study of Adult Education*, edited by Robert McGray, published in 2015 by the University of Montreal.

QEP’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2014-15

FIU’s QEP Program Goals 1-3 address the environment supporting students’ global learning. The QEP impacted these goals in the following ways during AY 2014-15:

Program Goal 1: FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the *Global Learning for Global Citizenship Curriculum Framework*. In order to determine whether FIU was adequately accommodating all students subject to the undergraduate GL graduation requirement, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures.

One hundred and sixty approved GL courses were available to be offered in AY 2014-15 (fall ‘14, spring ‘15, summer ‘15). Of the 160 GL courses available, 82% or 131 of these were taught during AY 2014-15. A total of 38,502 seats were filled in these courses. Of the total seats filled, 4,469 were filled by first-time-in-college (FTIC) freshmen. This number represented 97.5% of the 4,585 FTIC freshmen that entered during AY 2014-15 (see Table 3). This exceeded the projected 50 percent GL course enrollment needed to signal that FIU was providing a sufficient number of GL-designated courses to enable FTIC freshmen to meet the GL graduation requirement.

Transfer students entering FIU in AY 2014-15 filled 9,735 seats in GL-designated courses (see Table 3). This number represented 110 percent of the 8,844 transfer students entering that year, well exceeding the goal of 75 percent GL course enrollment for incoming transfers.

AY 2014 - 2015 GL Course Enrollment Totals			
	Number of Students Entering FIU ¹	Number of Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4,585	4,469	97.5%
Incoming Transfer	8,844	9,735	110%

¹ Based on enrollment data from July 13, 2015. See <http://opiereports.fiu.edu>.

Table 3: Number of Seats Filled In GL Courses, By Class Status, AY 2014-15

Eighteen additional GL courses were approved during AY 2014-15. Continued interest in the establishment of new GL courses was a very welcome surprise, as the original QEP projected that in order to enable students to meet the GL requirement, there would not be a need to develop additional GL courses past AY 2011-12. Ninety-nine percent or 71 of FIU's 72 undergraduate programs included one or more GL-designated courses in their degree's program of study.

Program Goal 2: FIU's faculty and Student Affairs professionals will integrate an increasing number of GL co-curricular activities into the baccalaureate curriculum. FIU assessed this goal through year-end online surveys of Student Affairs professionals and GL faculty. The OGLI analyzed data from the "Curriculum" and "Co-Curriculum" scales of the GPI to gain further insight into student participation in GL activities.

- *Year-end Surveys:* The AY 2014-15 survey was distributed to Student Affairs directors. The directors compiled data and provided survey responses for their departments. One hundred percent (20) of Student Affairs directors whose departments plan activities involving undergraduate students responded to the survey during June 2015. A total of 267 activities were reported offered, a 32% increase over the number of activities offered during AY 2013-14 and a 76% increase over the number of activities reported during AY 2010-11, the first year of QEP implementation. Departments reported that 31 of these activities were developed and/or implemented in collaboration with a faculty member.

There were 86 respondents to the QEP Faculty survey during June 2015. All had taught at least one section of a GL course during AY 2014-15. Eighty-five percent of respondents reported that they had included a GL co-curricular activity as part of their course, a 14% increase over the previous year.

In nine instances, faculty members reported having collaborated with a Student Affairs professional to develop and/or implement a GL co-curricular activity. In open-ended comments, respondents requested more information about the opportunities available to students and opportunities for faculty to work with Student Affairs professionals.

- *GPI Curriculum and Co-Curriculum Scales:* Five hundred ninety-six graduating seniors took the GPI during AY 2014-2015. The OGLI found that on average, seniors graduating in AY 2014-15 participated in GL co-curricular activities while at FIU 1.03 semesters. There is no statistical significance between AY 2014-15 seniors' participation in GL co-curricular activities and those graduating in AY 2013-14 (1.03 semesters in AY 2014-15 vs. 1.06 semesters in AY 2013-14).
- *GL Medallion Calendar:* With the advent of the GL Medallion, the OGLI has a new source of data to estimate the total number of GL co-curricular opportunities available to students. In addition to the 61 activities on the GL Medallion Events Calendar that were planned or co-sponsored by the OGLI, 13 opportunities were offered by Student Affairs, and 28 were offered by the School of International and Public Affairs.

Program Goal 3: FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning. FIU assessed this goal through post-workshop surveys and through focus groups conducted three to six months after the workshops.

- *Survey:* Seventy-two faculty members attended GL professional development workshops during AY 2014-15. Sixty-six completed post-workshop surveys to determine the extent to which the

workshop prepared them to develop GL course components. One hundred percent agreed that overall the workshop prepared them to teach a GL course. One hundred percent agreed that the workshop gave them a better understanding of the GL SLOs; One hundred percent agreed they were prepared to develop assessments for their GL course; and, ninety eight percent agreed they were prepared to develop problem-based themes for their course. In open-ended responses, the primary request for improvement was to increase the duration of the workshop to cover more content, particularly tangible examples, and to provide time in the workshop for faculty to develop their own course syllabus. Other ideas included more audio/visual content such as videos and iClickers, and to include as a guest facilitator a faculty member who has already taught a GL course.

- *Focus Groups:* Twenty faculty members participated in end-of-semester focus groups to assess the impact of GL professional development on instruction and student learning. Participants reported using a number of innovative approaches to engage students, including journaling, role-play, diverse groupings, and collaborations with other colleges and universities. Digital tools such as Google Earth and Wikis were also used. One faculty member developed a rubric to assess global engagement and uses the web-based iPeer® tool to automate peer assessment. Such tools were cited as especially useful for assessing classes with large enrollment. A recurring theme concerned the perception that GL implementation is more difficult in hard sciences than in the social sciences or humanities. One participant commented that students comfortably grasp science concepts on their own but become overwhelmed when asked to apply these concepts in a global context. Participants were impressed by the range of topics addressed in the Tuesday Times Roundtable (TTR) series and with student participation in TTR events. Overall, a positive perception of GL was consistently expressed. Participants reported some challenges, such as scheduling sufficient time for class discussions in large enrollment classes and finding time to explore new GL resources and strategies during the workday.

Program Goal 4: FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship (GL SLOs) over the course of their FIU education. FIU used the GPI and the CRA as pretest/posttest measures to estimate the QEP's overall effect on student learning. FIU has developed a five-year plan for program level SLO assessment (see Appendix A).

During AY 2014-15, a minimum of 10% of incoming freshman and transfer students took the GPI and CRA as pretests, and a minimum of 10% percent of graduating seniors took either the GPI or CRA as posttest measures. AY 2014-15 GPI score averages were compared to national norms for students in public doctoral institutions (Braskamp 2012), when possible.

AY 2014-15 GPI Results:

AY 2014-15 was the second year that FIU was able to conduct a pretest/posttest study of a cohort of students having entered and graduated under the two-course GL requirement, implemented for FTICs in fall 2010. Using an independent sample t-test, the OGLI found a statistically significant increase (** $p < .01$) in students' average GPI scores for all scales². Likewise, using a pooled paired sample t-test for a subgroup ($n=161$) of students who took the GPI as freshmen in AY 2010-11 or AY 2011-12 and as graduating seniors in AY 2013-14 or AY 2014-15, FIU found a statistically significant increase (** $p < .01$) in students' average scores for GPI Cognitive Knowing, Cognitive Knowledge, Intrapersonal Affect, Interpersonal Responsibility and Interpersonal Social Interaction scales (see Table 4). These

² The GPI Cognitive domain indirectly corresponds to the global awareness SLO; the Intrapersonal domain indirectly corresponds to the global perspective SLO; the Interpersonal domain indirectly corresponds to the global engagement SLO.

findings demonstrate that FIU's *Global Learning for Global Citizenship* is having a significant positive effect on students' global awareness, perspective, and engagement (see Table 4).

Pretest/Posttest GPI Average Score Results ² , AY 2010-2015				
GPI Scales	Independent Sample T-test		Pooled Paired Sample T-test	
	2010-11 FTIC, N=1,719	2014-15 Seniors, N= 596	2010-11 & 2011- 12 FTIC, N=161	2013-14 & 2014-15 Seniors, N=161
Cognitive Knowing	3.08	3.60*	3.25	3.55*
Cognitive Knowledge	3.77	3.98*	3.76	3.93*
Intrapersonal Identity	4.22	4.33*	4.22	4.28
Intrapersonal Affect	3.76	3.87*	3.78	4.92*
Interpersonal Social Responsibility	3.76	3.87*	3.80	3.95*
Interpersonal Social Interaction	3.68	3.82*	3.69	3.84*

*p<.01

Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2015

Using data from the curricular and co-curricular scales of the GPI, the OGLI conducted a regression analysis to determine the relative influence of various GL strategies on students' global awareness, perspective, and engagement (see Appendix B). Increased participation in two strategies were found to be significantly positively correlated (**p<.05) with global engagement: attendance of FIU events or activities reflecting a cultural heritage different from one's own and community service activities.

AY 2014-15 CRA Results: FIU developed two rubrics to directly measure students' global awareness and global perspective. The CRA requires students to respond to two open-ended questions, aligned with the GL SLOs, concerning a complex case study. Trained faculty raters use the two five-level rubrics ("0"- "4") to score student responses. The rubrics' scoring levels, aligned with the levels of Bloom's (1956) Taxonomy of Cognitive Development, are explained in Table 5.

CRA Rubric Scoring Levels			
Score	Cognitive Level	Definition	Behaviors
0	N/A	N/A	Student fails to address prompt or fails to provide evidence of knowledge or skill.
1	Knowledge/ Comprehension	Student can recall and may grasp the meaning of previously learned material.	Student explains, lists, or summarizes common terms, facts, basic concepts, and/or principles stated in the case.
2	Application	Student can use learned material in new and concrete situations.	Student uses previously learned concepts, principles, or skills to explain or summarize the case.
3	Analysis	Student can break down the material into its component parts so that its organizational structure may be understood.	Student identifies parts, relationships among parts, or distinguishes organizational principles involved in the case. Student may recognize unstated assumptions, logical fallacies, or distinguish between facts and inferences.
4	Synthesis/ Evaluation	Student can put parts together to form a new whole and may judge the value of material.	Student produces a scheme for organizing or classifying a set of abstract relations gathered from the case. Student may form judgments based on definite criteria, which may be internal or external.

Table 5: Explanation of CRA Rubric Scoring Levels

Using an independent sample t-test, the OGLI found a statistically significant decrease in students' average CRA global awareness and global perspective scores between the time they entered FIU as FTIC freshmen (2010-11) and when they graduated as seniors (2014-15). For FTIC freshmen who entered in 2011-12 and graduated as seniors in 2014-15, the OGLI found a statistically significant decrease in students' average CRA global perspective scores (see Table 6).

Pretest/Posttest CRA Average Score Results, AY 2010-2015				
	Cohort		Cohort	
	2010-11 FTIC, N=567	2014-15 Seniors, N=1,097	2011-12 FTIC, N=477	2014-15 Seniors, N=1,097
Global Awareness	1.63	1.42*	1.39	1.42
Global Perspective	1.30	.90*	1.08	.90*

*p<.01

Table 6: Pretest/Posttest CRA Average Score Results, AY 2010-2015

Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following QEP developments for AY 2015-16. These will be presented to various stakeholder groups for input and approval, including the QEP Implementation Team, the Faculty Senate GL Curriculum Oversight Committee (GLCOC), and the Office of the Provost. These developments are intended to increase the extent to which FIU achieves its QEP program goals.

Program Goal 1: The OGLI will use the newly developed GL performance metric to help academic department increase their GL capacity. OGLI staff will strategize with department chairs, academic program directors and faculty ways in which they can incorporate more GL opportunities such as developing or revising courses for GL designation and encouraging faculty to attend GL professional development workshops. They will also discuss ways in which academic departments may use their GL performance metric to showcase their GL accomplishments with internal and external audiences.

Program Goal 2: Over the years, the OGLI has found that student leadership and ownership of clubs and activities has a strong impact on the breadth of student participation in available GL co-curricular opportunities. To enhance student leadership and the growth of the participant stream, the OGLI will increase its mentorship of student leaders. The OGLI has made a strategic hire of a graduate student with experience in student organizations and nonprofit management. This GA will develop a number of mentorship methods, including new goal setting routine; productivity monitoring procedures; and, career development activities. In addition, a new student leadership committee for the Peace Corps Prep (PCP) program will be formed to increase the quality of the PCP enrollee experience and the likelihood that enrollees will complete certificate requirements. The leadership committee will be charged with ensuring that PCP enrollees have opportunities to network with one another as well as with returned volunteers and to collaborate on community engagement projects related to Peace Corps service sectors. The GA will provide mentorship to the PCP leadership committee as well as to all GL-affiliated student organizations.

Program Goal 3: In response to workshop survey requests, a new slate of GL professional development events will be offered during AY 2015-16. The fall will feature a three-event GL Brown

Bag Workshop Series addressing the use of FIU's GL rubrics for authentic task assessment; an introduction to culturally responsive instruction; and, global learning through analysis of big data sets. The OGLI will also partner with CAT during the fall to offer a faculty reading group on collaborative learning strategies. In the spring, the OGLI and the College of Arts and Sciences will co-sponsor a day-long symposium on Collaborative Online International Learning (COIL) course design. As a follow-up to the fall Brown Bag introductory workshop, the OGLI will offer a half-day event on culturally responsive instructional strategies.

Program Goal 4: Analysis of AY 2014-15 GPI results demonstrated that some GL strategies have a particularly strong effect on students' learning outcomes. The OGLI will share these results with faculty and Student Affairs staff to encourage increased offerings and participation in such strategies as FIU activities that reflect a cultural heritage different from one's own and community service.

Several issues call into question the validity of conclusions to be drawn from CRA posttest results. Although the OGLI has strong data supporting the reliability, validity, and usefulness of the GL rubrics for performance, considerable evidence indicates that current testing conditions do not allow students an opportunity to demonstrate the true extent of their global awareness and perspective. Students are not required to complete the CRA. If they choose to take the assessment, the case to be analyzed often has little to do with their major program of study. The CRA is generally completed within a 40-50 minute time period, and students do not have any incentive to perform at their best. For these reasons, the OGLI will cease using the CRA as a pre-posttest assessment activity, and instead explore the feasibility of using the GL rubrics for performance assessment within senior capstone courses in multiple disciplines. These higher-stakes, authentic testing situations should yield results that present a valid and more meaningful assessment of student learning.

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**Appendix A
Program-level Student Learning Assessment Plan
AY 2010-11—AY 2014-15**

Academic Year	Class	Method
2010-11	FTIC Freshmen	Pretest
	Other Transfer	Baseline
	CC Transfer	Baseline
	All Transfer	Baseline
	Seniors	Baseline
2011-12	FTIC Freshmen	Pretest
	Other Transfer	Pretest
	CC Transfer	Pretest
	All Transfer	Pretest
	Seniors	Baseline
2012-13	FTIC Freshmen	Pretest
	Other Transfer	Pretest
	CC Transfer	Pretest
	All Transfer	Pretest
	Seniors	Posttest (Pretest = CC & Other Transfers, 2011-12)
2013-14	FTIC Freshmen	Pretest
	Other Transfer	Pretest
	CC Transfer	Pretest
	All Transfer	Pretest
	Seniors	Posttest (Pretest = CC & Other Transfers, 2011-12 & 2012-2013; Pretest = FTIC Freshmen, 2010-11)
2014-15	FTIC Freshmen	Pretest
	Other Transfer	Pretest
	CC Transfer	Pretest
	All Transfer	Pretest
	Seniors	Posttest (Pretest = CC & Other Transfers, 2011-2012; 2012-2013; 2013-14; Pretest = FTIC Freshmen, 2010-11 & 2011-12)


Baseline = students who are not yet subject to the GL graduation requirement
 Pretest = results will be compared to results at graduation (posttest)
 Posttest = results of graduating seniors subject to the GL graduation requirement as FTIC freshmen (Fall 2010 and after) and as CC or Other Transfers (Fall 2011 and after)

Appendix B
Regression Results Examining the Effect of Curricular and Co-curricular Participation on Global Learning Outcomes for Graduating Seniors, 2014-15 (N=560) (Alpha adjusted for Bonferroni correction)

	Cognitive Knowing	Cognitive Knowledge	Intrapersonal Identity	Intrapersonal Affect	Interpersonal Social Responsibility	Interpersonal Social Interaction
Participation in Co-curricular and Curricular Activities						
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	0.063	0.066	0.041	-0.006	-0.03	0.009
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.008	-0.007	-0.053	0.023	-0.029	0.07
58. Community service activities at FIU	-0.022	0.01	0.049	0.017	0.065	0.031
59. Campus organized discussions on diversity issues at FIU	0.014	0.081	0.049	0.009	0.046	0.063
60. Campus organized discussions on international or global affairs at FIU	0.042	-0.033	-0.018	-0.001	-0.011	-0.028
61. FIU Leadership programs that stress collaboration and teamwork	-0.033	0.023	0.01	0.021	0.018	0.016
62. Religious or spiritual activities at FIU	-0.021	-0.008	0.017	-0.024	0.021	-0.008
63. Study/education abroad programs through FIU	-0.074	0.001	0	-0.03	-0.052	0.012
64. Internship programs through FIU	-0.041	-0.034	-0.05	-0.015	-0.073	-0.051
65. Undergraduate research with an FIU faculty member	0.015	0.025	0.036	0.014	0.049	0.013
66. FIU global learning-designated courses	0.011	0.024	0.013	0.024	0.022	-0.007
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.061	0.022	0.027	0.014	0.015	0.041

68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs

0.016 0.032 0.004 0.036 0.002 0.041

 significant at alpha = .05

 significant at alpha = .10