



**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"> <li>• Annual comparisons of GL course offerings to student enrollment and to projections made in FIU's 5-year QEP Strategic Plan</li> </ul>
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"> <li>• Year-end surveys completed by GL faculty and Student Affairs professionals</li> <li>• Global Perspective Inventory (GPI), Curriculum and Co-Curriculum scales</li> <li>• Student Affairs/OGLI-generated lists of GL co-curricular activities offered per semester</li> </ul>
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"> <li>• GL Faculty/Staff Workshop Evaluations</li> <li>• Focus groups conducted 3-6 months after workshops</li> </ul>
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"> <li>• Case Response Assessment (CRA)</li> <li>• GPI</li> </ul>

**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 21<sup>st</sup> 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"> <li>• CRA</li> <li>• GPI, Cognitive-Knowing and Cognitive-Knowledge scales</li> </ul>
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"> <li>• CRA</li> <li>• GPI, Intrapersonal-Identity and Intrapersonal-Affect scales</li> </ul>
Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.	<ul style="list-style-type: none"> <li>• GPI, Interpersonal-Social Interaction and Interpersonal-Social Responsibility scales</li> </ul>

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

## Significant QEP Developments, AY 2011-12

FIU's QEP developed in a number of important ways during AY 2011-12. These developments were implemented as initially planned in the QEP or in response to AY 2010-11 program goal assessment or changes in institutional context.

**Discipline-Specific GL Courses.** As part of FIU's original plan for achieving Program Goal 1 (see Table 1), approved discipline-specific GL courses were taught for the first time during fall 2011. By June 2012, the Faculty Senate had approved 102 discipline-specific GL courses in 59 of FIU's 61 active undergraduate degree-granting academic programs. The first two GL study abroad courses were also approved during AY 2011-12.

**GL Course Advisement.** The OGLI collaborated with multiple administrative and Student Affairs offices to support student fulfillment of the GL graduation requirement, addressed by Program Goal 1 (see Table 1). To increase GL foundations course enrollment, OGLI staff made presentations at all freshman and transfer orientations on the Modesto Maidique (MMC) and Biscayne Bay (BBC) campuses. A Class Note was added to the PantherSoft online course schedule tagging all GL courses with their implementation dates. GL courses were also highlighted on all Major Maps, a centerpiece of FIU's Graduation Success Initiative. OGLI staff met with advisors in every undergraduate major, tabled on both campuses during major events such as the Week of Welcome, International Education Week, and Diversity Week, and made classroom visits to First-Year Experience courses.

**GL Co-Curricular Activity Development.** Analyses of AY 2010-11 assessments for Program Goal 2 (see Table 2) indicated that faculty and staff needed additional support in order to integrate an increasing number of GL co-curricular activities into the baccalaureate curriculum. The following methods were implemented to meet faculty and staff needs:

- *Revised Faculty/Staff Development:* To provide requested knowledge, skills, and networking opportunities, the OGLI sponsored combined faculty and Student Affairs professional development workshops during AY 2011-12. A committee composed of representatives from the OGLI, the Department of Teaching and Learning, and Student Affairs departments headquartered at both MMC and BBC updated existing workshop content. The Director of the Center for Leadership and Service (CLS) was brought on as a workshop co-facilitator. The Vice President of the Division of Student Affairs encouraged staff attendance.
- *Increased GL Co-Curricular Advertising:* The OGLI worked with Student Affairs to produce a list of GL co-curricular activities offered each semester. The list was distributed to faculty, staff, and students via email, social networking media, and electronic reader boards. This was done to increase participation and apprise faculty of opportunities to brainstorm and collaborate with Student Affairs departments.
- *Implemented New GL Programming Collaborations:* In order to increase connections across reporting lines and model effective collaboration methods, the OGLI led a university-wide initiative commemorating the 10<sup>th</sup> anniversary of the September 11th tragedy, "Unity/Diversity: Reflecting on the Meaning of 9/11." This month-long series of events included art exhibits, musical performances, lectures, discussions, an essay contest, a teach-in, and multid denominational prayers and ceremonies honoring victims and first responders. The OGLI also sponsored two events as part of FIU's International Education Week, coordinated by International Scholar and Student Services (ISSS): a "Global Engagement Fair" at MMC and a talk entitled "Reflections of an FIU Pedro Pan" at BBC. As part of MMC's Diversity Week, coordinated by Human Resources,

the OGLI sponsored a panel discussion on intercultural education and an interactive presentation of a powerful GL pedagogical strategy, "Close Encounters of Three Kinds."

- *Expanded Tuesday Times Roundtable Series:* The first Tuesday Times Roundtable discussion was held at FIU's campus in Tianjin, China in March 2012. This event was sponsored in collaboration with FIU's Chaplin School of Hospitality and Tourism Management. In February 2012 students at the MMC and BBC campuses also attended a new extension of the series, two live teleconference discussions with *New York Times* journalists.
- *Development of FIU's First Global Living/Learning Community:* The OGLI worked with the Center for Leadership and Service, Housing & Residential Life, International Student & Scholar Services, and the Office of Education Abroad throughout AY 2011-12 to plan FIU's first Global Living Learning Community (GLLC). Launching in fall 2012, the GLLC drew 40 applicants for 24 available spots. GLLC activities will address the GL SLOs.
- *New GL Student Organizations:* The OGLI launched two new student organizations in order to increase students' GL engagement and enhance understanding of students' GL needs. Members of "GLOBEd: Students Supporting Global Education" serve as the official representatives of FIU's GL initiative. The group makes presentations at freshmen and transfer orientations, plans and promotes globally focused campus events, assists with the Global Learning Conference, and represents the student body in meetings pertaining to the GL initiative's implementation. "SOS: Students Offering Support" is an international charitable organization that empowers college and university students to raise grades while raising money for development projects. Student leaders tutor their peers in core subjects and use their tutoring fees for outreach trips to Latin America, where the SOS volunteers work on sustainable development projects. The SOS trips will be "Partner Sites" of FIU's Alternative Breaks program.

**GL Faculty/Staff Development.** Respondents to AY 2010-11 assessments for Program Goal 3 (see Table 1) requested the following additions to GL professional development:

- *Additional Workshops on GL Pedagogy:* The second annual FIU Global Learning Conference was extended to a full day with the addition of a morning workshop, "Big Classes? Big Headaches? Strategies for Engaging Students," facilitated by FIU's Dr. Eric Dwyer, Department of Teaching and Learning. On May 18, 2012 the OGLI hosted a full day workshop on Team- Based Learning (TBL) facilitated by Dr. Michael Sweet, Director of Instructional Development in the Center for Teaching and Learning at the University of Texas at Austin.
- *Specialized Student Affairs Workshops:* During spring 2012, the OGLI delivered specialized Student Affairs workshops at MMC and BBC. The workshops featured methods for collaborating with faculty, promoting the GL co-curriculum, and documenting and assessing activities. Resources developed for the workshop were made available on FIU's GL web site, [goglobal.fiu.edu](http://goglobal.fiu.edu).
- *Customized Course Development Workshops:* To address the specific needs of departments and colleges engaging in GL curriculum revision and instruction, the OGLI conducted customized workshops during AY 2011-12 for the Department of Religious Studies, the College of Business, and faculty teaching study abroad courses. A workshop was also held for School of Hospitality and Tourism Management faculty teaching in Tianjin, China in order to provide focused guidance for teaching GL courses in diverse settings.

**GL SLO Assessment.** The OGLI worked with Undergraduate Education (UE) to streamline procedures for administering GL SLO assessments for Program Goal 4 (see Table 1). The following

procedures, aimed at efficiently securing minimum 10 percent samples of each student group, were successfully implemented during AY 2011-12:

- *Incoming Freshmen*: GPI taken by all students attending freshmen orientations at MMC and BBC; CRA taken by one third of students enrolled in a First-Year Experience courses.
- *Incoming Transfers*: GPI taken by all students attending transfer orientations at MMC and BBC; CRA administered by OGLI in courses with large numbers (40+) of incoming transfers.
- *Graduating Seniors*: GPI and CRA taken by one half of all graduating seniors as part of their graduation packet.

**National and International Visibility.** FIU's GL SLOs represent the knowledge, skills, and attitudes called for by policy-makers, politicians, public intellectuals, institutional leaders, and educators across the nation and around the world. The following publications released in AY 2011-12 attest to the importance of FIU's GL initiative:

- *Global Learning for Global Citizenship* was the subject of a feature article in the December 2011 issue of *American Association of Colleges and Universities (AAC&U) News*. AAC&U is comprised of more than 1200 member institutions; AAC&U News has a circulation of over 36,000.
- "Promoting Engagement in Curriculum Internationalization," by Hilary Landorf and Stephanie Doscher, was published in the spring 2012 issue of the *IIE Networker*, the official publication of the Institute of International Education.
- *Global Learning for Global Citizenship* was highlighted as a best practice in student learning assessment in *Measuring and Assessing Internationalization*, a May 2012 publication of NAFSA: The Association of International Educators.

OGLI staff, together with colleagues from leading institutions in international education, also increased FIU's visibility during AY 2011-12 through papers presented at national and international conferences. These included:

- "The Role of Place in Internationalizing the University," presented at the NAFSA Annual Conference and Expo in Houston, Texas. Drs. Landorf and Doscher discussed the primacy and richness of the concept of place with Dr. Susan Jeffords, Vice Chancellor for Academic Affairs, University of Washington, Bothell (UWB) and Dr. Brad Portin, College of Education, UWB.
- "Can An Institution of Higher Education Gain the Necessary Capabilities to Educate Students for Global Citizenship?" presented at the Annual Comparative and International Education Society Conference in San Juan, Puerto Rico. Drs. Doscher and Landorf outlined how elements of the human capability approach have been essential to the success of the development, design, and early implementation of FIU's GL initiative.
- "Engaging Global Citizenship through Institutional Culture and General Education," presented at the Association of International Education Administrators (AIEA) Annual Meeting in Washington, D.C. Drs. Landorf and Doscher, along with Dr. Jason Scorza, Vice Provost for Global Learning at Fairleigh Dickinson University (FDU) and Morrine Omolo, graduate student at FDU, discussed how two very different institutions prepare students for global citizenship through an institutional culture of globally engaged learning in the context of general education.

- “Comprehensive Internationalization: Innovative Ways to Promote Students’ Learning Experience,” presented at the AIEA Annual Meeting in Washington, D.C. Dr. Landorf engaged in a panel discussion with Jonathan Gordon, Director of the Office of Assessment at the Georgia Institute of Technology, and Dr. Dieter Wanner, Associate Provost for Global Strategies and International Affairs at The Ohio State University, concerning viable assessment plans for university-wide GL initiatives.
- “The Stickiness Factor in University-Wide Global Learning Initiatives,” presented at the International Assembly of the 91<sup>st</sup> National Council for the Social Studies Conference in Washington, D.C. In her paper, Dr. Landorf made the evidence-based claim that faculty-led transformational leadership is key to the successful implementation of GL across the curriculum.
- “Education for Global Citizenship: Developing and Assessing Global Learning Outcomes,” presented at the AAC&U Network for Academic Renewal Conference in Seattle, Washington. Dr. Doscher and FIU College of Arts and Sciences Faculty Administrator Leanne Wells explored the development and implementation of GL SLOs, collaborative and cross-curricular pedagogical strategies, and authentic assessment methods at FIU.
- “The Three C’s of a Successful QEP: Coherence, Consistency, and Continuous Improvement,” presented at the SACS-COC Summer Institute on Quality Enhancement and Accreditation in Atlanta, Georgia. Dr. Landorf was invited by SACS Vice President Dr. Mark V. Smith to share methods FIU used to establish strong connections between its QEP’s SLOs, program outcomes, assessments, and continuous improvement strategies.

**Interdisciplinary (IDS) GL Course Administration.** At the request of a majority of deans, the administration of IDS GL courses taught by faculty residing within one college or school was transferred from UE to the corresponding college or school. As of August 2012, colleges and schools administered ten IDS courses and UE continued to administer two IDS courses.

**QEP Budget.** Due to budget cuts across the university, the QEP budget was reduced during AY 2011-12 from the amount projected in the original report (\$707,133) to \$600,038. To accommodate the revised budget, the OGLI decreased graduate assistant support for IDS GL courses from the projected 12 GAs (one GA per IDS GL-designated course) to six GAs (one GA per IDS course with an enrollment of 100 or more) during AY 2011-12.

## **QEP’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2011-12**

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 2011-12:

**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 offered and annual enrollment in these courses to annual student enrollment figures. During AY 2011-12, the requirement applied to all students who entered FIU in fall 2011 and after.

A total of 25,580 seats were filled in 81 GL-designated courses offered during AY 2011-12. Of these seats, 2,902 were filled by FTIC freshmen. This number represented 61 percent of the 4,719 FTIC freshmen that entered during AY 2011-12 (see Table 3). This number 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 that entered FIU in AY 2011-12 filled 6,508 seats in GL-designated courses (see Table 3). This number represented 79 percent of the 8,283 transfer students that entered that year. Considering the 20 percent attrition rate and three-year average graduation rate for these students, FIU is on target for this goal.

AY 2011 - 2012 GL Course Enrollment Totals			
	Number of Students Entering FIU	Number of Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
Freshman	4,719	2,902	61%
Transfer	8,224	6,508	79%

**Table 3: Number of Seats Filled In GL Courses, By Class Status, AY 2011-12**

During AY 2011-12, 45 additional GL-designated courses were also approved. This number exceeded the original QEP report projection of 35 courses to be approved for GL designation during 2011-12. As of June 2012 there were a total of 102 GL-designated courses in the undergraduate curriculum. Analysis revealed that 78 percent (80) of these courses were taught during AY 2011-12. Analysis also revealed that these courses were required as part of the programs of study for 70 percent (43) of the 61 programs offering undergraduate degrees, further evidence that FIU is on target for this goal.

**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 these activities.

- Year-end Surveys:* One hundred and four staff members responded to the QEP Student Affairs survey during June 2012. Seventy-six percent of respondents (79) indicated that they had been worked on a GL activity during AY 2011-12. This was an increase of 14% over AY 2010-11. The majority of respondents who reported not having been involved in developing or implementing a GL activity attributed this to being new to their department, their department being unrelated to global learning, or not having been asked to be involved in GL activities.

Thirty percent of respondents (21) reported that they had collaborated with faculty to develop and/or implement a GL co-curricular activity. Student Affairs professionals initiated 86% percent of these collaborations. Student Affairs professionals reported engaging with faculty in a wide variety of ways. Twenty-four percent brainstormed a new activity with faculty; 52% collaborated to plan the activity; 33% funded the activity; and, 24% reflected on data with faculty for continuous improvement. All 21 respondents described their collaborative experience as meeting or exceeding their expectations.

The 46 Student Affairs respondents who did not collaborate with faculty cited three main reasons for not doing so: their department was unrelated to any courses; they were not asked to collaborate; and, they needed more information about courses.



There were 84 respondents to the QEP Faculty survey during June 2012. All had taught at least one section of either a GL foundations course or a discipline-specific GL course during AY 2011-12. Eighty-three percent (70) of respondents reported that they had been involved in integrating a co-curricular activity that addressed one or more of the GL SLOs into their course. Of the 14 respondents who did not integrate a co-curricular GL activity, the majority attributed this to not having been asked to do so.

Fifteen percent (9) of faculty reported having collaborated with Student Affairs professionals to develop and/or implement a co-curricular activity. Seventy-five percent of these collaborations occurred because Student Affairs professionals contacted the faculty member or because someone else connected faculty with a Student Affairs professional. All faculty reported that collaborations met or exceeded their expectations.

In open-ended comments, faculty expressed a lack of awareness concerning potential GL collaborations with Student Affairs professionals. Several respondents commented that the survey had awakened them to the possibility and motivated them to pursue this avenue for increasing student learning. Faculty expressed a need for information concerning the mission and activities of Student Affairs departments and what activities constitute "co-curricular" GL activities.

- *GPI Curriculum and Co-Curriculum Scales:* One thousand thirty-one graduating seniors took the GPI during AY 2011-12. These students were not subject to the GL graduation requirement, so were considered baseline measures for Program Goal 2. Similar to results from AY 2010-11, the overwhelming majority of graduating seniors reported having participated for two semesters or fewer in GL activities such as events reflecting differing cultural heritages; campus organized discussions on diversity or global affairs; and, study abroad programs.

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

- *Surveys:* Ninety-four faculty and staff attended two-day professional development workshops during AY 2011-12. Post-workshop survey respondents overwhelmingly agreed that the workshops provided the knowledge and skills they needed to revise or develop a GL course or activity. Ninety-eight percent agreed or strongly agreed that the workshop provided them with a better understanding of GL, and all respondents agreed or strongly agreed that they had a better understanding of the GL SLOs. All respondents agreed or strongly agreed that the workshop prepared them to develop assessments for GL course and activity learning outcomes; 98 percent of faculty participants agreed or strongly agreed that they were prepared to develop problem-based themes for their courses; 93 percent of faculty participants agreed or strongly agreed that they were prepared to develop interdisciplinary content for their courses; and, 93 percent of respondents agreed or strongly agreed that they were prepared to develop active learning strategies for their GL course or activity. Specific suggestions for improving workshops included providing more time to develop GL course or activity outcomes; placing greater focus on the global engagement outcome; including students and/or upper-level administrators such as deans; and, including strategies for conducting classroom discussions on sensitive topics.
- *Focus Groups:* Fifty-five faculty members participated in post-workshop focus groups that touched upon a number of themes. In terms of GL pedagogy, participants noted that online learning systems enabled them to effectively facilitate more student discussions. It was noted that class attendance improved as discussion topics became more controversial. It was of some concern that cultural issues might dominate disciplinary content in GL courses. In terms of GL assessment, faculty agreed that multiple choice Readiness Assessment Tests, part of the Team-Based Learning strategy addressed in some of the workshops, enabled them to shift class time away

from content delivery towards application activities. Some faculty noted, however, that multiple-choice questions were inappropriate for assessing complex critical thinking involved in the demonstration of the GL outcomes. Participants praised the usefulness of the GL assessment matrix for encouraging reflection and data-based decision making for continuous improvement. Faculty also requested more support from the OGLI for integrating co-curricular activities into GL foundations courses and more support for facilitating collaborations with Student Affairs staff.

**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 of the QEP’s overall effect on student learning. FIU has developed a five-year plan for program level SLO assessment (see Appendix).

During AY 2011-12, 10% samples of entering FTIC freshmen, CC transfer, and other transfer students took the GPI and CRA as pretests, and 50% of graduating seniors took either the GPI or CRA as baseline measures. Although it is not yet possible to compare these results to previous years’ to determine pretest/posttest learning gains, comparisons are described below in order to ascertain general response trends. AY 2011-12 score averages are also compared to national norms, average scores for students in public doctoral institutions (Braskamp 2012).

**AY 2011-12 GPI Results:** The global awareness SLO indirectly corresponds to the GPI’s Cognitive domain. The Cognitive-Knowing scale in this domain assesses the degree of complexity of respondents’ view of the importance of cultural context in judging what is important to know and value. The Cognitive-Knowledge scale assesses respondents’ degree of understanding and awareness of various cultures and their impact on global society. During AY 2011-12, students’ average scores were above the national norms in this domain, with the exception of FTIC freshmen and seniors who scored below the national average on Cognitive-Knowing (see Table 4). No national norms were available for transfer students. Statistical comparison of these scores to national norms, based on a confidence interval of  $\alpha=.05$ , was not possible because standard deviation information was not available for the national sample. These results were consistent with those from AY 2010-11.

AY 2011-12 GPI Cognitive Domain Results								
Student Status	FTIC Freshmen, No College or AP Credits		FTIC Freshmen, Dual Enrollment Credits		CC Transfers*	Other Transfers*	Seniors	
	FIU	Nat'l Norm	FIU	Nat'l Norm	FIU	FIU	FIU	Nat'l Norm
<b>Knowing</b>	3.28**	3.36	3.38	3.36	3.34	3.54	3.60**	3.66
<b>Knowledge</b>	3.76	3.54	3.82	3.54	4.00	3.91	3.94	3.70

**Table 4: GPI Cognitive Domain Results, By Class Status, AY 2011-12**

\* No national norm information available for transfer students.

\*\* Denotes groups that scored below the average for students attending public doctoral institutions.

The global perspective SLO indirectly corresponds to the GPI’s Intrapersonal domain. The Intrapersonal-Identity scale within this domain assesses the respondent’s level of awareness of their unique identity and their degree of acceptance of ethnic, racial, and gender dimensions of identity.

The Intrapersonal-Affect scale assesses the respondent's level of respect for and acceptance of cultural perspectives different from their own and their degree of emotional confidence when living in complex situations. During AY 2011-12, FIU students scored above the national norm on both scales in this domain (see Table 5). These results were consistent with those from AY 2010-11.

AY 2011-12 GPI Intrapersonal Domain Results								
Student Status	FTIC Freshmen, No College or AP Credits		FTIC Freshmen, Dual Enrollment		CC Transfers*	Other Transfers*	Seniors	
	FIU	Nat'l Norm	FIU	Nat'l Norm			FIU	Nat'l Norm
<b>Identity</b>	4.20	4.09	4.22	4.09	4.40	4.30	4.39	4.22
<b>Affect</b>	3.74	3.69	3.77	3.69	3.92	3.91	3.97	3.90

**Table 5: GPI Intrapersonal Domain Results, By Class Status, AY 2011-12**

The global engagement SLO indirectly corresponds to the Interpersonal domain of the GPI. The Interpersonal-Social Responsibility scale assesses the respondent's level of interdependence and social concern for others. The Interpersonal-Social Interaction scale assesses the respondent's degree of engagement with differing others and their degree of cultural sensitivity when living in pluralistic settings. During AY 2011-12, students scored above the national norm on these scales (see Table 6). Again, these results were consistent with those from AY 2010-11.

AY 2011-12 GPI Interpersonal Domain Results								
Student Status	FTIC Freshmen, No College or AP Credits		FTIC Freshmen, Dual Enrollment		CC Transfers*	Other Transfers*	Seniors	
	FIU	Nat'l Norm	FIU	Nat'l Norm			FIU	Nat'l Norm
<b>Social Responsibility</b>	3.67	3.63	3.74	3.63	3.92	3.85	3.87	3.73
<b>Social Interactions</b>	3.61	3.46	3.64	3.46	3.81	3.78	3.81	3.59

**Table 6: GPI Interpersonal Domain Results, By Class Status, AY 2011-12**

**AY 2011-12 CRA Results:** FIU developed an instrument 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 scored responses using two five-level ("0"-4") holistic rubrics, one for global awareness and one for global perspective. The rubrics' scoring levels, aligned with the levels of Bloom's (1956) Taxonomy of Cognitive Development, are explained in Table 7.

<b>CRA Rubric Scoring Levels</b>			
<b>Score</b>	<b>Cognitive Level</b>	<b>Definition</b>	<b>Behaviors</b>
<b>0</b>	N/A	N/A	Student fails to address prompt or fails to provide evidence of knowledge or skill.
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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.
<b>4</b>	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 (observed in the case) or external (relevant to the purpose).

**Table 7: Explanation of CRA Rubric Scoring Levels**

In the QEP report, FIU determined a rubric score of “3,” which represents the cognitive level of analysis, as the minimum criterion for success on the CRA posttest. Table 8 shows the AY 2011-12 CRA mean score results for global awareness, organized by students’ class status. The percentages of students progressing from application (“2”) to analysis (“3”) levels are also presented.

<b>AY 2011-12 CRA Global Awareness Assessment Results</b>					
<b>GL SLO</b>	<b>Class</b>	<b>Average Score</b>	<b>% of Scores ≥ 2</b>	<b>% of Scores ≥ 2.5</b>	<b>% of Scores ≥ 3</b>
<b>Global Awareness</b>	<b>FTIC Freshmen</b>	1.38	32.5%	11.6%	4.3%
	<b>CC Transfers</b>	1.24	25.5%	9.4%	4.3%
	<b>Other Transfers</b>	1.29	21.7%	10.9%	4.3%
	<b>Seniors</b>	1.37	32.0%	13.9%	5.3%

**Table 8: CRA Global Awareness Assessment Results, AY 2011-12**

Table 9 shows the AY 2011-12 CRA mean score results for global perspective, organized by students’ class status. The percentages of students who scored at or above the application (“2”) and analysis (“3”) cognitive levels for this outcome are also presented. The percentage of students who scored at or above a “2.5” is also presented.

AY 2011-12 CRA Global Perspective Assessment Results					
GL SLO	Class	Average Score	% of Scores ≥ 2	% of Scores ≥ 2.5	% of Scores ≥ 3
Global Perspective	FTIC Freshmen	1.06	18.9%	5.2%	1.5%
	CC Transfers	.80	11.8%	3.5%	.4%
	Other Transfers	1.00	15.4%	5.1%	2.6%
	Seniors	.92	16.0%	6.3%	2.6%

**Table 9: CRA Global Perspective Assessment Results, AY 2011-12**

CRA results from AY 2011-12 were somewhat lower than those of the previous year. FTIC freshmen that entered during AY 2010-11 earned an average CRA global awareness score of 1.62, with 8.7% scoring at or above a “3.” The average global perspective score for these students was 1.28, with 5.22% scoring at or above a “3.” Transfers during that period earned an average global awareness score of 1.59 and global perspective score of 1.10. Of those students, 9.96% scored at or above a “3” on global awareness and 6.43% scored at or above a “3” on global perspective. Seniors during AY 2010-11 earned on average 1.69 on global awareness, with 12.9% scoring at or above “3.” These students scored on average 1.14 for global perspective, with 7.74% scoring at or above “3.” Although overall students’ scores were lower during AY 2011-12, there is a consistent trend over both years that students’ global perspective scores are lower than their global awareness scores.

## Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following QEP developments for AY 2012-13. 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 continue to compare the number of GL-designated courses offered and enrollment in these courses to annual student enrollment figures. The OGLI will deepen its assessment of this goal to include analysis of section, time, and campus location offerings for GL courses, by department, in order to avoid bottlenecks that would hinder timely graduation. The OGLI will work closely with the two remaining academic programs lacking GL courses, Chemistry and Geoscience, and with those academic programs that have not yet offered their GL courses.

**Program Goal 2:** FIU made a great deal of progress during AY 2011-12 in its understanding of faculty and staff needs pertaining to GL co-curricular integration. Since the QEP’s inception, one of the implicit purposes of this goal was to increase collaborations between academic faculty and Student Affairs staff. To that end, FIU has now reconceived of collaboration as a range of partnerships between faculty and staff—all part of a continuum of collaborative behaviors—formed to benefit student learning. FIU has adopted a four-stage continuum (informing, consulting, coordinating, collaborating) and developed methods that enable individual faculty and staff members, and the

institution as a whole, to evolve as a collaborative organization. During AY 2012-13, FIU will implement communication strategies for informing faculty and staff of each other's goals and activities, including [goglobal.fiu.edu](http://goglobal.fiu.edu) web resources; methods for facilitating networking and consulting through OGLI advertisement and purposeful mediation; increased OGLI assistance with and coordination of activities and partnerships; and, strategies for supporting and honoring innovative GL collaborations.

Given graduating seniors' reported low participation in GL co-curricular activities, particularly those involving intense dialogue with diverse others, the OGLI will increase its co-sponsorship and promotion of programming featuring multi-perspective discussions. The OGLI will partner with FIU's Debate Team and the Communication Arts department in 2012-13 to sponsor a four-event Kettering Foundation National Issues Forum series, entitled, "Community Speaks." These events, which tackle complex, controversial issues facing citizens in the 21<sup>st</sup> century, will model strategies for democratic deliberation and will be free and open to the public.

**Program Goal 3:** During AY 2012-13, the OGLI will differentiate professional development workshops to meet the needs of faculty and staff. The OGLI will increase its outreach to faculty by facilitating a GL workshop at FIU's New Faculty Orientation. The OGLI will also expand its menu of offerings to include four regularly scheduled workshop options:

- Two-day course development workshops for faculty and staff developing a new course or activity, or revising an existing course or activity, for GL designation
- One-day workshops for faculty teaching a previously designated GL course
- Half-day workshops for Student Affairs staff wishing to initiate collaborations with GL faculty and/or increase GL faculty and student participation in Student Affairs sponsored GL events
- Individual workshops, often with outside trainers, concerning specific GL pedagogical strategies, e.g. TBL, service learning, discussion strategies, and collaborative instructional technology

In faculty meetings conducted during AY 2011-12, the OGLI found that a significant number of faculty teaching GL-designated courses, faculty who had not originally developed nor revised the course, had not taken a GL professional development workshop. These faculty members were unaware of the need to include the GL components in their courses or had not been prepared by their department to do so. To address this problem, the OGLI will increase its communication efforts with faculty slated to teach GL courses at MMC and BBC prior to the beginning of each semester. The OGLI will also increase its efforts to encourage faculty inheriting GL courses to attend the new one-day workshops, which carry a \$250 stipend. Since high-quality professional development is critical to the ongoing fidelity of implementation for GL courses, the OGLI will work with Academic Planning and Accountability (APA) and the GLCOC to implement the following procedures to assess course fidelity:

- APA will evaluate courses on the same two-year cycle as all other core curriculum courses. APA will use the GL Foundations Course Approval Checklist to evaluate course fidelity through syllabi and completed assessment matrices.
- APA will evaluate discipline-specific GL courses on a three-year cycle commencing with the first semester the courses are taught. APA will use the GL Upper Division Course Approval Checklist to evaluate course fidelity through syllabi and completed assessment matrices.

- APA will submit an annual report of its findings of fidelity to the GLCOC. As outlined in its Faculty Senate approved Policies and Procedures, the GLCOC “may request departments and programs offering GL courses compile a Course Portfolio for specific GL courses. The department or program involved shall provide a portfolio for these courses containing at least the following information: a hard copy of the syllabus, copies of student assignments, samples of student work fulfilling the assignments, a completed assessment matrix, and a student satisfaction-and-response report. The Committee will use these portfolios to assess whether a course meets the requirements for GL designation.”

**Program Goal 4:** Since FIU is not yet able to analyze summative pretest/posttest learning gains for students, it will conduct a formative pretest/posttest study during AY 2012-13. The OGLI will compare GPI gains of a control group, FTIC freshmen who entered FIU during AY 2011-12 and did not complete a GL course during that period, to those of a treatment group, FTIC freshmen who entered FIU during AY 2011-12 and did complete at least one GL course during that period.

Given the two-year FIU trend of low CRA scores for all students, the OGLI will explore the meaning and implications of these results in the context of national post-secondary trends in critical thinking assessment. The OGLI will review assessment results and analyses for such instruments as the Collegiate Learning Assessment (Arum and Roksa 2011). In February 2013, Dr. Stephanie Doscher will present the results of a quasi-experimental study of the validity and reliability of the CRA rubrics at an AAC&U conference, “General Education and Assessment: A Sea Change in Student Learning.” Based on a review of literature and feedback from the national conference, the OGLI will present recommendations that may include a revision of the minimum criterion for success for the CRA.

The OGLI will also work with UE to revise the administration of the CRA for graduating seniors. Out of concern that students’ low motivation may be a threat to the validity of scores, the OGLI proposes to revise testing instructions to include a strong statement encouraging student effort. To control for order effects, the OGLI proposes to counterbalance the two questions on the CRA, such that 50% of students answer the global perspective question first, rather than the question for global awareness. Finally, the OGLI proposes that graduating seniors complete either the GPI or the CRA, but not both, to control for testing fatigue.

## References

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- Bloom, Benjamin S. 1956. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay.
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**Appendix**  
**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)