



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 2012-13

FIU's QEP developed in a number of important ways during AY 2012-13. 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.

OGLI Budget Extended through AY 2017-18. Originally planned to eclipse at the end of AY 2014-15, the OGLI's budget was extended by Provost and Executive Vice-President Douglas Wartzok and Associate Vice-President for Academic Affairs Tonja Moore through AY 2017-18. This extension will allow the OGLI to continue to provide necessary administrative and communication functions for all aspects of the QEP. It will enable the office to coordinate GL courses and activities across departments and divisions, and it will give the OGLI time to conduct the longitudinal research necessary to determine the extent of the QEP's value added benefits to the university.

GL Minor and GL Certificate. In response to requests from academic department chairs in the Colleges of Arts and Architecture and Arts and Sciences, the Faculty Senate Global Learning Curriculum Oversight Committee adopted policies and procedures for the approval of GL-designated Academic Minors and GL-designated Academic Certificates. Proposed GL Academic Minors and Certificates must adhere to existing university requirements, and all courses comprising the minor or certificate must have previously been approved for GL designation.

GL Co-Curricular Activity Development.

- *National Issues Forums:* The OGLI partnered with the FIU Debate Society, supported by a grant from the Charles F. Kettering Foundation, to host two to three student-focused deliberative democracy events per year.
- *New GL Student Service Organization:* Students Offering Support (SOS) improves the quality of education in Miami and Latin America through local tutoring programs and international service projects. During AY 2012-13, SOS raised \$5,816.87 plus travel expenses needed to implement a two-week orphanage renovation project in Cusco, Peru.
- *New GL Leadership and Service Collaborations:* The OGLI partnered with FIU's Center for Leadership and Service on two projects: the Global Living Learning Community, which involved 32 residents, and the Global Civic Engagement Student Advisory Board, which funded and advised student-led community service projects with a global focus or impact. Eight projects totaling \$1,956.47 were funded during spring 2013.
- *Support for Globally-Oriented Student Organizations:* The OGLI encouraged GL through student organizations by serving as the official advisor to two groups, Students for Great Ape Conservation and GlobeMed, and by training students to incorporate GL outcomes into their events and activities.

National and International Visibility. The following publications profiled FIU's *Global Learning for Global Citizenship* initiative during AY 2012-13, signaling its importance to policy-makers, politicians, public intellectuals, institutional leaders, and educators across the nation and around the world:

- "The 'I' in FIU," by Elizabeth Redden, a feature article published in the February 20th, 2013 issue of *Inside Higher Ed*.

- “Global Learning for Global Citizenship,” by Hilary Landorf and Stephanie Doscher, a chapter in *Human Development and Capabilities: Re-imagining the University of the 21st Century*, edited by Alejandra Boni and Melanie Walker and published in April 2013 by Routledge Press.
- “Assessing Global Learning: Lessons from the Field,” by Landorf and Doscher, one of three in-depth institutional case studies included in the May 2013 NAFSA publication, *Improving and Assessing Global Learning*, edited by Madeleine Green.

OGLI staff, together with colleagues from FIU and leading institutions in international education, also increased FIU’s visibility by presenting the following components of the GL initiative at national and international events:

- *Organizational Leadership*: OGLI Director Hilary Landorf and Associate Director Stephanie Doscher explored their use of collective impact methodology at the annual conferences of the following professional societies: the Coalition of Metropolitan and Urban Universities in Chattanooga, TN; the Association of International Education Administrators (AIEA), in New Orleans, LA (with Dr. Maryam Rab, Fatima Jinnah Women University, Pakistan); the American Association of Colleges & Universities (AAC&U), in Atlanta, GA (with Janie Valdes, FIU, and Dr. Vicky Owles, Miami Dade College); and, the Comparative and International Education Society, in New Orleans, LA. Landorf and Doscher also presented a half-day workshop on collective impact for senior internationalization leaders at the NAFSA Annual Conference in St. Louis, MO.
- *Assessment*: Landorf described tools FIU uses to assess undergraduates’ global citizenship in “Encounters with Difference Make a Difference: Assessing the Development of Global Citizenship,” a presentation at the National Council for the Social Studies International Assembly in Seattle, WA. Landorf also presented “Outcomes Assessment of International Education: Promising Practices” at the annual NAFSA Annual Conference in St. Louis, MO, with Dr. Jenifer Cushman, Juniata College, and Amy Henry, Georgia Institute of Technology. Doscher presented results of a quasi-experimental comparative study to estimate the validity and reliability of FIU’s GL rubrics in “Developing Valid Rubrics for Assessing Global Awareness and Global Perspective” at the AAC&U General Education and Assessment Conference in Boston, MA.
- *Collaboration*: Doscher and Dr. Beverly Dalrymple, Director of FIU’s Center for Leadership and Service, discussed strategies used to break down the ‘silo’ mentality between university divisions in “The Collaborative Continuum: Encouraging a Range of Academic/Student Affairs Partnerships to Benefit Student Learning” at the AAC&U Student Success and the Quality Agenda Conference in Miami, FL.
- *Global Learning Curriculum Reform*: Doscher and Dr. Eric Bishop-von Wettburg, Assistant Professor in FIU’s Department of Biological Sciences, described the process of revising a combined undergraduate and graduate course in population genetics for GL designation in “Mock Trial Pedagogy for Engaged Global Learning in STEM Courses” at the AAC&U Next Generation STEM Learning Conference in Kansas City, KS. Landorf and Dr. Joan Wynne, Associate Professor in FIU’s Urban Education Program in the College of Education, led a one-day workshop on training trainers to facilitate campus-wide GL curriculum reform at AIEA’s Regional Global Learning and Teaching Institute in Indianapolis, IN. Landorf and Dr. Moses Shumow, Assistant Professor in FIU’s School of Journalism and Mass Communication, discussed methods for mentoring undergraduates’ primary research and using data to foster

engaged global learning in “Mapping Immigrant Media: Information Communities, Civic Engagement, and Democracy” at the AAC&U Student Success and the Quality Agenda Conference in Miami, FL.

Advancement. The OGLI received outside funding to support two of its GL co-curricular initiatives. A \$2,000 gift from the Cynthia & George Mitchell Foundation will further the mission of the SOS student organization, and a generous grant from The Kettering Foundation will fund professional development and capacity building related to the National Issues Forum program.

QEP’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2012-13

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 2012-13:

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 thirty approved GL courses were available to be offered in AY 2012-13 (fall ‘12, spring ‘13, summer ‘13). This number includes 31 courses approved during AY 2012-13. 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 2011-12. Sixty-two percent (42) of FIU’s 67 undergraduate programs included one or more required GL-designated courses in their degree program of study.

Of the 130 courses available, 117 GL courses were taught during AY 2012-13. A total of 33,534 seats were filled in these courses. Of the total seats filled, 4,465 seats were filled by first-time-in-college (FTIC) freshmen. This number represented 96% percent of the 4,632 FTIC freshmen that entered during AY 2012-13 (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 2012-13 filled 8,714 seats in GL-designated courses (see Table 3). This number represented 109% percent of the 8,010 transfer students entering that year, well exceeding the goal of 75 percent GL course enrollment for incoming transfers.

AY 2012 - 2013 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
FTIC	4,632	4,465	96%
Incoming Transfer	8,010	8,714	109%

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

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 OGLI distributed the AY 2010-11 and AY 2011-12 Student Affairs surveys to all employees in the division. This resulted in duplicate responses for many survey items, making estimation of the number of GL co-curricular offered cumbersome and inaccurate. To remedy this problem, the AY 2012-13 survey was only distributed to Student Affairs directors. The directors compiled data and provided survey responses for their department.

One hundred percent (23) of Student Affairs department directors responded to the survey during June 2013. Nineteen directors presided over departments that worked directly with undergraduate students. Of these, 84% of departments (16) responded that they implemented GL co-curricular activities during AY 2012-13. A total of 146 activities were reported offered. Departments reported that 29 activities were developed and/or implemented in collaboration with a faculty member. Seven activities were associated in some way with a GL course.

There were 83 respondents to the QEP Faculty survey during June 2013. All had taught at least one section of a GL course during AY 2012-13. Seventy-eight percent of respondents (65) reported that they had included a GL co-curricular activity as part of their course.

Three faculty members reported having collaborated with a Student Affairs professional to develop and/or implement a GL co-curricular activity. In open-ended comments, several faculty members expressed that it was difficult for them to include a co-curricular experience in online courses or in course sections with large enrollments.

- *GPI Curriculum and Co-Curriculum Scales:* Four hundred eighty-nine graduating seniors took the GPI during AY 2012-2013. These students were not subject to the GL graduation requirement; therefore, these survey results were considered baseline measures for Program Goal 2. Nevertheless, the OGLI found that in comparison to AY 2011-12 graduating seniors, the AY 2012-13 seniors scored significantly higher on the Curriculum scale. This scale measured the number of courses students reported having taken that involved intensive dialogue with people of different backgrounds and beliefs, study abroad, undergraduate research, or internships. These results suggest that the QEP may be providing a value-added benefit in terms of engagement for all students, not just those subject to the GL requirement.

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.

- *Surveys:* Fifty-seven faculty and staff members attended GL professional development workshops during AY 2012-13. Post-workshop survey respondents overwhelmingly agreed that the workshops provided them with the knowledge and skills they needed to revise or develop a GL course or activity. Ninety-one percent concurred that the workshop provided them with a better understanding of global learning in general, and 93 percent felt that they had a better understanding of the GL SLOs. The majority of respondents also agreed or strongly agreed that they were prepared to develop the required components of a GL-designated course: GL course and activity learning outcome assessment (89%); problem-based themes (88%); interdisciplinary course content (84%); and, active learning strategies (91%). Specific suggestions for improving workshops included providing more examples of GL course learning outcomes and assessments from a variety of subject areas; allowing more time for exploring GL pedagogical issues;

streamlining the presentation of GL theory; and, including strategies for conducting classroom discussions on sensitive topics.

- *Focus Groups:* Forty-seven faculty members participated in post-workshop focus groups. Focus group discussions touched upon a number of themes. Participants commended the OGLI's professional development workshops for helping them determine potential GL aspects of their courses. Many stated that the workshops also helped them realize the potential of GL pedagogy for enhancing student learning in all their courses. Participants discussed various creative approaches to student learning assessment, including: debates; role-playing; online media such as Wikis; and, peer editing workshops. Faculty also addressed concerns surrounding the discussion of global topics, expressing interest in methods for increasing students' feeling of safety and sensitivity to diversity. It was observed that although students are often reluctant to bring up controversial subjects on their own, they engage actively when faculty members initiate such discussions. Faculty also explored the suitability of adjusting pedagogy and content to address moral and ethical issues. A number of focus group participants praised the usefulness of the GL assessment matrix for encouraging reflection and data-based decision making for continuous improvement of their courses. They requested more support from the OGLI for completing the matrices, designing co-curricular activities, and coordinating 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 to estimate the QEP's overall effect on student learning. FIU has developed a five-year plan for program level SLO assessment (see Appendix).

During AY 2012-13, 10% samples of incoming freshman and transfer students took the GPI and CRA as pretests. Six percent of graduating seniors took either the GPI or CRA as baseline measures, as these students were not subject to the GL graduation requirement. Although it is not yet possible to estimate learning gains by comparing seniors' posttest results to freshman and transfer students' pretest results, AY 2012-13 data are discussed below in terms of general response trends. AY 2012-13 GPI score averages are also compared to national norms for students in public doctoral institutions (Braskamp 2012), when possible.

AY 2012-13 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 2012-13, FTIC freshmen and transfer students' average scores in the Cognitive domain were above national norms. Transfer students' results were consistent with those of AY 2011-12. However, whereas the AY 2011-12 FTIC freshmen average score for the Cognitive-Knowing scale was below the national norm, the average FTIC freshman scale score was above the norm during AY 2012-13. As in the previous year, seniors also scored below the national average on the Cognitive-Knowing scale (see Table 4). Standard deviation information was not available for the national sample; therefore, statistical comparison of FIU FTIC freshmen and senior student averages to national norms was not possible. National norms are not available for transfer students.

GPI Cognitive Domain Results, AY 2011-12 & 2012-13										
Student Status	FTIC Freshmen			CC Transfers*		Other Transfers*		Seniors		
GPI Scale	FIU 11'-12'	FIU 12'-13'	Nat'l Norm	FIU 11'-12'	FIU 12'-13'	FIU 11'-12'	FIU 12'-13'	FIU 11'-12'	FIU 12'-13'	Nat'l Norm
Knowing	3.28**	3.42	3.36	3.34	3.38	3.54	3.39	3.60**	3.52**	3.66
Knowledge	3.76	3.80	3.54	4.00	3.91	3.91	3.94	3.94	3.98	3.70

Table 4: GPI Cognitive Domain Results, By Class Status, AY 2011-12 & 2012-13

* No national norm information is 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 2012-13, FIU students scored above the national norm on both scales in this domain (see Table 5). This is consistent with results from AY 2010-11 and AY 2011-12.

GPI Intrapersonal Domain Results, AY 2011-12 & 2012-13										
Student Status	FTIC Freshmen			CC Transfers*		Other Transfers*		Seniors		
GPI Scale	FIU 11'-12'	FIU 12'-13'	Nat'l Norm	FIU 11'-12'	FIU 12'-13'	FIU 11'-12'	FIU 12'-13'	FIU 11'-12'	FIU 12'-13'	Nat'l Norm
Identity	4.20	4.25	4.09	4.40	4.35	4.30	4.35	4.30	4.43	4.22
Affect	3.74	3.81	3.69	3.92	3.83	3.91	3.83	3.91	3.97	3.90

Table 5: GPI Intrapersonal Domain Results, By Class Status, AY 2011-12 & 2012-13

* No national norm information is available for transfer students.

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 with 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.

FIU students scored above the national norms in this domain during AY 2012-13 (see Table 6). Again, these results were consistent with those from AY 2011-12.

GPI Interpersonal Domain Results AY 2011-12 & 2012-13										
Student Status	FTIC Freshmen			CC Transfers*		Other Transfers*		Seniors		
	FIU 11'-12'	FIU 12'-13'	Nat'l Norm	FIU 11'-12'	FIU 12'-13'	FIU 11'-12'	FIU 12'-13'	FIU 11'-12'	FIU 12'-13'	Nat'l Norm
GPI Scale										
Social Responsibility	3.67	3.81	3.63	3.92	3.87	3.85	3.79	3.87	3.89	3.73
Social Interaction	3.61	3.71	3.46	3.81	3.79	3.78	3.76	3.81	3.81	3.59

Table 6: GPI Interpersonal Domain Results, By Class Status, AY 2011-12 & 2012-13

* No national norm information is available for transfer students.

AY 2012-13 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 score 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.

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 7: Explanation of CRA Rubric Scoring Levels

In the original 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 a comparison of AY 2011-12 and AY 2012-13 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.

CRA Global Awareness Assessment Results, AY 2011-12 and 2012-13									
GL SLO	Class	Average Score		% of Scores ≥ 2		% of Scores ≥ 2.5		% of Scores ≥ 3	
		'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13
Global Awareness	FTIC Freshmen	1.38	.92	32.50	13.90	11.60	3.10	4.30	.41
	CC Transfers	1.24	.95	25.50	10.90	9.40	2.60	4.30	.36
	Other Transfers	1.29	1.06	21.70	16.70	10.90	4.60	4.30	.00
	Seniors	1.37	1.30	32.00	29.10	13.90	11.70	5.30	2.75

Table 8: CRA Global Awareness Assessment Results, AY 2011-12 and 2012-13

Table 9 shows a comparison of AY 2011-12 and AY 2012-13 CRA mean score results for global perspective, organized by students’ class status. The percentages of students progressing from application (“2”) to analysis (“3”) levels are also presented.

CRA Global Perspective Assessment Results, AY 2011-12 and 2012-13									
GL SLO	Class	Average Score		% of Scores ≥ 2		% of Scores ≥ 2.5		% of Scores ≥ 3	
		'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13	'11-'12	'12-'13
Global Perspective	FTIC Freshmen	1.06	.76	18.90	4.40	5.20	1.20	1.50	.21
	CC Transfers	.80	.71	11.80	4.70	3.50	1.10	.40	.00
	Other Transfers	1.00	.71	15.40	3.00	5.10	1.50	2.60	.00
	Seniors	.92	.95	16.00	13.60	6.30	5.70	2.60	1.90

Table 9: CRA Global Perspective Assessment Results, AY 2011-12 and 2012-13

CRA results from AY 2012-13 were lower than those of the previous year (See Tables 8 and 9). AY 2012-13 FTIC freshman and transfer students earned lower CRA global awareness and global perspective average scores, on average, than their AY 2011-12 counterparts. Seniors’ CRA global awareness and global perspective average scores remained relatively stable between AY 2011-12 and AY 2012-13. The distribution of CRA scores above “2,” “2.5,” and “3” also decreased in AY 2012-

13. FTIC Freshmen scores showed the largest decreases. However, AY 2012-13 seniors' average scores and score distribution were higher than those of FTIC freshman and transfer students, suggesting that undergraduates' attainment of global awareness and global perspective are improving as they progress through FIU.

Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following QEP developments for AY 2013-14. 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 taught and annual enrollment in these courses to annual entering student enrollment figures. We will pay close attention to anticipated state-mandated changes to the core curriculum to ensure that FIU continues to offer a sufficient number of GL courses to enable all undergraduates to meet the minimum two-course graduation requirement. The OGLI will work with the two academic programs lacking GL courses, Chemistry and Geoscience, to enable faculty from these disciplines to revise courses for GL designation. The OGLI will also consult with the three academic programs that did not offer their department's GL course in AY 2012-13—Bioengineering, Physics, and Portuguese—to determine whether there is a need for additional support or revision.

Program Goal 2: In response to faculty calls for support, during AY 2012-13 the OGLI focused on providing co-curricular and curricular programming and professional development involving meaningful conversations of difference. This yielded positive results in terms of student engagement. AY 2012-2013 graduating seniors scored significantly higher than their AY 2011-2012 counterparts on the GPI's Curriculum scale, suggesting that students are increasingly engaged in activities that involve intensive dialogue concerning diversity. This finding is particularly consequential in light of recent national research on undergraduate student development, in which it has been found that "encounters with difference make a difference" in global perspective taking (Braskamp and Braskamp 2013). The OGLI will continue to direct programming towards this area in AY 2013-14. We will also begin to use data from the GPI's Curriculum scale as an indirect measure of the extent to which FIU is providing high-quality GL professional development (Program Goal 3).

To facilitate student ownership of GL programming and encourage students to become more intentional in their global learning, the OGLI will conduct GL development workshops with student groups and in student housing residences during AY 2013-14. This initiative will mirror the processes and procedures used in our successful faculty and staff development workshops.

Program Goal 3: The OGLI will revise the agenda and content of its one-day workshops for faculty teaching GL courses. The workshop will continue to address the required components for GL courses, but these will be organized and addressed according to the Backwards Curriculum Design model. Greater emphasis will be placed on methods for integrating authentic assessment and diverse, interdisciplinary course content. Discussion of GL theory will be minimized, and participants will have more opportunity to discuss syllabi. Course materials will be revised to include an annotated model GL syllabus and matrix. To address increasing faculty requests for support when teaching online or web-assisted GL courses, the OGLI will engage other units providing appropriate professional development (FIU Online, University Technology Services, Center for the Advancement of Teaching)

in order to coordinate services. To accommodate the growing number of GL courses that are being taught to high school students for college credit (“dual enrollment”), the OGLI will offer GL faculty development workshops at designated high school locations. These workshops will be team-taught with FIU faculty with appropriate subject-matter expertise.

FIU Libraries has stepped forward to provide additional support to GL faculty and students. The OGLI and FIU Libraries developed a four-part strategic plan to be launched in AY 2013-14. The plan encompasses four components: the hiring of a full-time GL Librarian to serve MMC and BBC GL faculty and students; embedding librarians in large, research-oriented GL courses; adding a “GL Resource Request” line to the Libraries’ online Poseidon materials request form; and, launching an online LibGuide featuring frequently-used GL research resources for use across the curriculum.

Program Goal 4:

FIU began administering pretest assessments of the GL SLOs to incoming freshmen in fall 2010. In spring 2014 we will have the opportunity to gather posttest data from a sizeable sample of graduating seniors who entered the university subject to the GL graduation requirement (see Appendix). The OGLI is looking forward to analyzing summative pretest/posttest learning gains for these students.

The OGLI will also work with Undergraduate Education (UE) to examine the characteristics of incoming FTIC freshmen. Factors such as students’ GPA, SAT, and date of entry will be included in data analysis to determine correlations that may account for decreases in baseline GPI and CRA scores during AY 2012-13. The OGLI will also provide GL professional development training for the First Year Experience course instructors whose students are selected to take the CRA and coordinate with UE to ensure that assessment conditions are conducive for students to demonstrate their best effort. In addition, the OGLI, UE, and the Provost’s office will collaborate to implement strategies to increase the percentage of seniors taking GL SLO assessments.

During AY 2013-14, GL-designated dual enrollment courses are being offered for the first time to Miami-Dade County public high school students. The OGLI will analyze pretest assessment scores of students who enroll in FIU with GL dual enrollment credits.

In spring 2013, graduate Advertising and Public Relations students took on FIU Global Learning as their capstone project client for their final course, PUR 6806, Integrated Communications Planning. Results of the students’ mixed methods research clearly demonstrated that undergraduates want to bring their GL experience to the attention of future employers. The OGLI will work with Career Services during AY 2013-14 to assist graduating seniors in highlighting their GL achievements on resumes and in job interviews. In addition, the offices will collaborate to determine methods of communicating FIU’s GL initiative to local, regional, national, and international employers.

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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)