

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 2013-14

FIU's QEP developed in a number of important ways during AY 2013-14. 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. This honor will be 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: substantial original research project and presentation on a global topic; four semesters of study in one foreign language; study abroad; or, international internship.

Peace Corps Prep Certificate. A Memorandum of Cooperation has been brokered between the OGLI and the National Peace Corps. The Peace Corps Prep Certificate program entitles FIU to offer an enhanced academic and service-based program to prepare students for entry into the Peace Corps or other positions in international development. Students can earn the Peace Corps Prep Certificate by completing four GL courses, four semesters of one foreign language, and participating in a service-oriented global co-curricular project.

Professional Development for Student Leaders. The OGLI delivered a series of workshops to train student leaders to incorporate GL outcomes in events and activities. Workshops were open to all student organizations and resident assistants. The OGLI also implemented a practicum internship program for Higher Education Administration master's degree and other graduate students. Graduate practicum interns serve in the OGLI for one semester and focus on a particular GL project while shadowing and providing feedback on the broader scope of OGLI operations.

OGLI & Libraries Collaboration

- *GL Librarian:* Reporting to the Head of Information and Research Services at Green Library, the newly hired GL Librarian will serve as liaison to the OGLI and GL faculty. The position also involves coordinating and supporting library faculty in meeting the needs of GL students, as well as assisting university faculty to develop and teach GL courses.
- *GL Collection Development:* FIU Libraries added a required item ("Is this material for a QEP [Global Learning] course?") to its Poseidon Faculty Materials Request form to determine GL collection needs. During AY 2013-14, 14% of materials requests were for use in a GL course.
- *Assessment in Action (AiA) Grant:* The OGLI is serving with FIU Libraries as co-principal investigator on a grant from the Association of College and Research Libraries (ACRL). The study explores the influence of instructional collaborations between GL and library faculty on students' information literacy.

National and International Visibility. OGLI staff, together with colleagues from FIU and leading institutions in international education, increased FIU's visibility by making presentations via conferences, workshops, and webinars. The OGLI focused its efforts on reaching senior internationalization officers and others grappling with the following "hot" topics in the field:

- *Assessment:* In collaboration with Madeleine F. Green, Senior Fellow, Association of International Educators (NAFSA) and International Association of Universities, OGLI Director Hilary Landorf presented best practices in GL assessment gleaned from case studies conducted at FIU, Juniata

College, and Georgia Institute of Technology at the American Association of Colleges and Universities' (AAC&U) Global Learning in College conference in Providence, RI (October 2013) and, accompanied by Jenifer Cushman, Dean of the Ohio University Zanesville campus, at the Association of International Education Administrator's conference in Washington, D.C (February 2014). Landorf also presented "Faculty-driven Assessment in Curriculum Internationalization Initiatives" at the 58th Annual Comparative and International Education Society conference in Toronto, Canada (March 2014). OGLI Associate Director Stephanie Doscher and Dr. Landorf led a preconference workshop, "Assessing Student Learning Outcomes of Curriculum Internationalization" at the NAFSA annual conference in San-Diego, CA (May 2014). They also gave NAFSA webinar, "Making Data Come Alive: Diverse Methods for Engaging Stakeholders in Meaningful Assessment" (April 2014). Participants from over 70 institutions participated in the webinar. In collaboration with Dr. Sarah Matthews (FIU), Landorf presented an interactive session on performance-based GL assessment using the FIU-developed case study, "The Problem with Hoodia," at the 93rd annual conference of the National Council for the Social Studies (NCSS) in St. Louis, MO (November 2013).

- *Organizational Leadership*: Landorf explored the use of collective impact as a framework and methodology for leading internationalization initiatives at the NCSS 93rd annual conference International Assembly in St. Louis, MO (November 2013).
- *Pedagogies*: Together with the Executive Director of FIU's Center for Leadership and Service Beverly Dalrymple and Assistant Professor of Communication Arts Dr. Daniel Blaeuer (FIU), OGLI Coordinator Eric Feldman presented a workshop entitled "Democratic Dialogue for Civic Engagement in Co-curricular Activities" at the NASPA: Student Affairs Administrators in Higher Education Civic Learning & Democratic Engagement Conference in Miami, FL (June 2014). Doscher and Landorf examined disciplinary strategies for implementing place-based pedagogy in GL courses and activities at the AAC&U Global Learning in College Conference, in Providence, RI (October 2013).

The following publications profiled FIU's *Global Learning for Global Citizenship* initiative during AY 2013-14, signaling its importance to policy-makers, politicians, public intellectuals, institutional leaders, and educators across the nation and around the world:

- "Using Democratic Deliberation in an Internationalization Effort in Higher Education," by Hilary Landorf and Eric Feldman, a chapter in *International Adult Education on the Periphery: Politics, Practicalities, and Possibilities in a Changing World*, edited by Robert Mizzi, Tonette Rocco and Susan Shore, to be published in late 2014 by SUNY Press.
- "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 Jeremy Hilburn, to be published in 2014 as part of the *Citizenship, Character and Values Education* series by Routledge Press.

QEP's Impact on Student Learning and the Environment Supporting Student Learning, AY 2013-14

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 2013-14:

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 forty six approved GL courses were available to be offered in AY 2013-14 (fall '13, spring '14, summer '14). Of the 146 GL courses available, 84% or 123 of these were taught during AY 2013-14. A total of 37,555 seats were filled in these courses. Of the total seats filled, 4,784 were filled by first-time-in-college (FTIC) freshmen. This number represented 110% of the 4,354 FTIC freshmen that entered during AY 2013-14 (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 2013-14 filled 7,956 seats in GL-designated courses (see Table 3). This number represented 94 percent of the 8,512 transfer students entering that year, well exceeding the goal of 75 percent GL course enrollment for incoming transfers.

AY 2013 - 2014 GL Course Enrollment Totals			
	Number of Students Entering FIU¹	Number of Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4,354	4,784	110%
Incoming Transfer	8,512	7,956	94%

Table 3: Number of Seats Filled In GL Courses, By Class Status, AY 2013-14

Fifteen additional GL courses were approved during AY 2013-14. 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 2013-14 survey was distributed to Student Affairs directors. The directors compiled data and provided survey responses for their departments. One hundred percent (19) of Student Affairs directors whose departments plan activities involving undergraduate students responded to the survey during June 2014. Of these, 100% of departments responded that they implemented GL co-curricular activities during AY 2013-14. A total of 203 activities were reported offered, a 34% increase over the number of activities offered

¹ Based on enrollment data from June 23, 2014. See <http://opiereports.fiu.edu>.

during AY 2012-13. Departments reported that 33 of these activities were developed and/or implemented in collaboration with a faculty member.

There were 90 respondents to the QEP Faculty survey during June 2014. All had taught at least one section of a GL course during AY 2013-14. Seventy-one percent of respondents reported that they had included a GL co-curricular activity as part of their course.

Nine 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 expressed strong support for co-curricular integration. Common impediments to implementation were lack of time to organize and information about the resources available via Student Affairs and community organizations.

GPI Curriculum and Co-Curriculum Scales: One thousand ninety-five graduating seniors took the GPI during AY 2013-2014. The OGLI found that on average, seniors graduating in AY 2013-14 participated in GL co-curricular activities while at FIU 1.06 semesters, which is a significantly higher rate ($p < .01$) than seniors graduating in AY 2012-13 (1.06 semesters in AY 2013-14 vs. .87 semesters in AY 2012-13).

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:* Ninety-four faculty members attended GL professional development workshops during AY 2013-14. All completed post-workshop surveys to determine the extent to which the workshop prepared them to develop GL course components. Ninety-four percent agreed that overall the workshop prepared them to teach a GL course. Ninety-nine percent agreed that the workshop gave them a better understanding of the GL SLOs; 95% agreed they were prepared to develop assessments for their GL course; and, 96% 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. Other ideas included providing access to materials prior to the workshop and insights from colleagues who have already gone through the process of teaching a GL course for the first time.
- *Focus Groups:* Thirty-eight faculty members participated in end-of-semester focus groups to assess the impact of GL professional development on instruction and student learning. Participants cited integration of specific teaching strategies as the most positive result of workshop attendance. They also cited the GL web site and the annual FIU GL Conference as particularly beneficial sources of teaching strategies. While participants said that some isolated GL content and activities existed in their syllabi prior to professional development, they said that the revision process helped them integrate GL throughout the course and provided a structured framework for assessment. Participants expressed a need for a separate workshop on GL assessment. A recurring theme concerned the perception that GL implementation in hard science courses is significantly more difficult than in the social sciences or liberal arts. One science instructor commented that students comfortably grasp pure science concepts but become overwhelmed when asked to apply these concepts in a global context. Faculty in all sessions reported that they are integrating GL into their non GL-designated undergraduate and graduate courses. One faculty member reported applying it to their private nutritional counseling practice. Although the perception of GL was consistently positive in all sessions, faculty cited lack of time as the main barrier to implementation, e.g. scheduling class discussions and locating new GL resources and strategies for students.

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 2013-14, 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 2013-14 GPI score averages were compared to national norms for students in public doctoral institutions (Braskamp 2012), when possible.

AY 2013-14 GPI Results:

AY 2013-14 was the first 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 paired sample t-test for a subgroup (n=74) of students who took the GPI as freshmen and seniors, FIU found a statistically significant increase (**p<.01) in students’ average scores for GPI Cognitive Knowing, Cognitive Knowledge, Intrapersonal Affect, and Interpersonal Social Responsibility scales (see Table 4). These 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 2010-2014				
GPI Scales	Cohort		Paired Sample	
	2010-11 FTIC, N=1,719	2013-14 Seniors, N= 1,095	2010-11 FTIC, N=74	2013-14 Seniors, N=74
Cognitive Knowing	3.08	3.56**	3.13	3.63**
Cognitive Knowledge	3.77	3.98**	3.74	3.92*
Intrapersonal Identity	4.22	4.34**	4.21	4.29
Intrapersonal Affect	3.76	3.99**	3.71	4.01**
Interpersonal Social Responsibility	3.76	3.88**	3.75	3.94**
Interpersonal Social Interaction	3.68	3.84**	3.70	3.82

**p<.01, *p<.05

Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2014

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). Two strategies were found to be significantly positively correlated with all three GL SLOs: intensive classroom dialogue among students with different backgrounds and beliefs and participation in events or activities reflecting different cultural heritages. Increased attendance of events or activities reflecting one’s own cultural heritage was found to be significantly negatively correlated with global awareness, while courses that include materials/readings on race and ethnicity issues significantly positively influenced this outcome. Outside the classroom, participation in community service activities was a significant positive

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.

influence on global engagement.

Several findings called for more research. While campus organized discussions on international or global affairs were found to positively influence both global awareness and engagement, discussions on diversity issues negatively correlated with their global perspective. Most interestingly, study abroad was significantly negatively correlated with GPI subscale scores associated with all three GL SLOs.

AY 2013-14 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 (2013-14). Using a paired sample t-test for a subgroup (n=15) of students who took the CRA as both freshmen and seniors, FIU found an decrease in students' average CRA scores for both outcomes, but these decreases were not statistically significant (see Table 6).

Pretest/Posttest CRA Average Score Results, AY 2010-2014				
	Cohort		Paired Sample	
	2010-11 FTIC, N=357	2013-14 Seniors, N=1,221	2010-11 FTIC, N=15	2013-14 Seniors, N=15
Global Awareness	1.79	1.41**	1.82	1.43
Global Perspective	1.47	1.02**	1.30	1.17

**p<.01

Table 6: Pretest/Posttest CRA Average Score Results, AY 2010-2014

Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following QEP developments for AY 2014-15. 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. The OGLI will consult with the three academic programs that did not offer their department's GL course in AY 2013-14—Bioengineering, Portuguese, and French—to determine whether there is a need for additional support or additional courses to be revised for GL designation. The OGLI will also work with the one academic program lacking GL courses, Chemistry, to try to enable faculty from this discipline to revise courses for GL designation.

Program Goal 2: The OGLI will work with faculty who have not yet incorporated co-curricular activities into their GL courses to enable them to do so. Given the success of the GL development workshops initiated last year with student groups and in student housing residences, the OGLI will continue to conduct workshops with these groups in 2014-15. As part of the GL Graduation Medallion and Peace Corps Prep Certificate programs, the OGLI will launch an online system to track student participation in GL co-curricular activities.

Program Goal 3: Responding to participants' repeated requests to increase the duration and content of the GL professional development workshops, the OGLI will extend them by an hour. Workshops will feature at least one additional pedagogical strategy and devote more time to exploring the use of GL rubrics for direct performance assessment of students' global awareness and perspective.

Additionally, the OGLI will offer specialized GL professional development workshops during 2014-15:

- *GL in Science, Technology, Engineering, and Mathematics (STEM):* The OGLI will offer a workshop to help STEM faculty employ GL content, pedagogies, and assessment activities that develop students' capacities to apply pure science concepts in global problem-solving contexts.
- *GL Pedagogies:* The OGLI will offer a full-day Team-Based Learning workshop, facilitated by Dr. Anne Braseby, Faculty Development Specialist in the Center for Teaching and Learning at the University of Texas at Austin. The OGLI will also offer a workshop focused on using case studies for problem-based learning, and another on the use of active learning strategies in online GL courses.
- *GL Assessment:* The OGLI will offer at least one workshop on designing and analyzing data from performance-based GL assessments.

The OGLI will deepen its collaboration with FIU Libraries during AY 2014-15. Libraries will analyze Poseidon course requests from AY 2013-14 for GL collection development. The OGLI will direct faculty to contact the GL Librarian to support development of GL course content. The office will also recruit faculty to participate in the ACRL AiA study, provide GL professional development to participating librarians, and work with the AiA team to analyze results and prepare conclusions for presentation at the 2015 American Library Association conference.

Program Goal 4: Analysis of AY 2013-14 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 intensive classroom dialogue among students with diverse backgrounds and beliefs; course materials and readings on race and ethnicity issues; co-curricular dialogues on international and global affairs; diverse cultural events; 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. Presently, 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 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.

References

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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, 2013-14 (N=1045)

	Cognitive Knowing (GA)	Cognitive Knowledge (GA)	Intrapersonal Identity (GP)	Intrapersonal Affect (GP)	Interpersonal Social Responsibility (GE)	Interpersonal Social Interaction (GE)
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-.048**	-.019	-.023	-.005	-.015	-.027
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	.038*	.037	.047*	.032	.024	.054**
58. Community service activities at FIU	.012	.000	-.004	.013	.059***	-.002
59. Campus organized discussions on diversity issues at FIU	-.019	-.007	.004	-.059**	-.016	-.006
60. Campus organized discussions on international or global affairs at FIU	.025	.082***	.013	.035	.050*	.026
61. FIU Leadership programs that stress collaboration and teamwork	-.042**	.012	-.003	-.029	.011	.007
62. Religious or spiritual activities at FIU	-.019	-.001	.014	-.000	.011	.005
63. Study/education abroad programs through FIU	-.076***	-.009	-.004	-.055**	-.060**	-.024
64. Internship programs through FIU	-.031	.020	.007	-.003	.017	.000
65. Undergraduate research with an FIU faculty member	-.002	-.011	.016	-.009	-.006	-.022
66. FIU global learning-designated courses	.044***	.016	-.022	.024	-.004	.008
67. Courses at FIU that include materials/readings on race and ethnicity issues	.038**	.029	.005	.012	-.013	.001
68. Courses at FIU that include opportunities for intensive dialogue among students with different backgrounds and beliefs	.038**	.016	.023	.051***	.045***	.062***

*p<.1 , **p<.05 , ***p<.01

 = Significant positive effect

 = Significant negative effect