

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 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 2010-11

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

GL Foundations Courses. Eleven GL Foundations courses were offered for the first time during fall 2010, as part of FIU's original plan for achieving Program Goal 1 (see Table 1). By June 2011, the Faculty Senate had approved a total of 13 GL Foundations courses. Six of these were newly developed interdisciplinary (IDS) GL Foundations courses, and seven were existing UCC courses revised for GL designation.

Discipline-Specific GL Courses. During AY 2010-11 (fall 2010-summer 2011), the requisite college curriculum committees, the GL Curriculum Oversight Committee (GLCOC), and the Faculty Senate approved 61 GL discipline-specific courses. Thirty-eight of the 61 active undergraduate degree-granting academic programs will offer GL discipline-specific courses beginning in fall 2011, when the GL graduation requirement will be implemented for all students entering during or after that semester.

GL Co-Curricular Activities. Each of the eleven GL Foundations courses taught during AY 2010-2011 included an integrated co-curricular activity, part of FIU's plan for achieving Program Goal 2 (see Table 1). In addition, Student Affairs departments identified 66 programs, activities, and events that were designed to enhance students' achievement of one or more of the GL SLOs.

GL Faculty/Staff Development. The OGLI conducted eight professional development workshops, planned for achieving Program Goal 3 (see Table 1), during AY 2010-11. Participants included faculty developing or revising courses for GL designation and Student Affairs professionals developing or revising activities to address the GL SLOs. Seventy-five faculty and Student Affairs professionals attended these workshops.

GL SLO Assessment. Pursuant to FIU's original plan for Program Goal 4 (see Table 1), FIU commenced its pretest/posttest study of students' global learning during AY 2010-11. The CRA and GPI were administered as a pretest to a ten percent sample of first-time-in-college (FTIC) freshmen entering FIU during AY 2010-11. Ten percent samples of transfer students and graduating seniors also took these assessments to establish baseline measures for these groups.

National and International Visibility. OGLI staff, together with colleagues from leading institutions in international education, raised FIU's visibility as a leader in global learning through presentations at national and international conferences. These included:

- "Breaking Boundaries: Collaborating Across the University(s) to Educate Global Citizens," presented at the annual conference of the Association of International Education Administrators in San Francisco, California. OGLI Director Dr. Hilary Landorf and Associate Director Stephanie Doscher, along with Steven Duke, Director of International Studies at Wake Forest University and Esther Gottlieb, International Education Liaison at The Ohio State University, presented strategies for escaping the "silo mentality" in order to educate university students for global citizenship.
- "The Stickiness Factor in University-Wide Global Learning Initiatives," presented at the 9th National Council for the Social Studies Conference, International Assembly, in Washington, D.C. In this paper, Dr. Landorf makes the evidence-based claim that education faculty-led transformational leadership is the key to stickiness of global learning across the curriculum.

- “The Reluctant Global Citizen: Strategies for Effective Global Learning Faculty Development,” roundtable presentation at the annual meeting of the American Council on Education’s Internationalization Collaborative in Washington, D.C. Dr. Landorf facilitated discussion of professional development strategies that transform those who are reluctant to global learning into global learning advocates.
- “Engaging Faculty and Staff in Global Learning: University-wide Professional Development,” presentation at the Association for American Colleges and Universities Annual Meeting in San Francisco, California. Hilary Landorf, FIU’s Vice President of Student Affairs Dr. Rosa Jones, and Dr. Joan Wynne, Associate Professor of Urban Education, discussed methodologies for assessing institutional needs and strategies for conducting effective interdisciplinary, interdepartmental professional development.

Inaugural Global Learning Conference. Fifty-two faculty and staff members attended this half-day event in April 2011. The conference included a lunch discussion exploring strategies for including diverse perspectives in GL courses and activities; eight “GL Blasts,” 15-minute hands-on demonstrations of GL ideas worth spreading, a la “TED Talks;” and, a closing reception honoring FIU’s GL leaders and celebrating the successful implementation of *Global Learning for Global Citizenship*.

QEP’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2010-11

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 2010-11:

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 2010-11, the two-course GL graduation requirement applied only to FTIC freshmen entering in fall 2010 and after.

As illustrated in Table 3, a total of 6,617 students enrolled in GL Foundations courses during AY 2010-11. Of these, 2,306 (34.9%) students were FTIC freshmen subject to the GL graduation requirement. This number represented 49% of the 4,734 FTIC freshmen students who entered FIU during AY 2010-11. This number effectively meets the projected 50 percent GL course enrollment needed to signal that FIU is providing a sufficient number of GL-designated courses to enable FTIC freshmen to meet the GL graduation requirement.

AY 2010 – 2011 GL Course Enrollment Totals			
	Number of FTIC Freshmen Entering FIU	Number of FTIC Freshmen Enrolled in GL Courses	Percentage of FTIC Freshmen Who Enrolled in GL Course
Freshman	4,734	2,306	49%

Table 3: Number of Seats In GL Foundations Courses Filled By FTIC Freshmen, AY 2010-11

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 estimated the number of GL co-curricular activities offered through year-end 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 seven staff members responded to the AY 2010-11 Student Affairs survey. Sixty-four percent (68) indicated that they had worked on an activity that related to one of the three GL SLOs. Based on the responses provided, it was estimated that Student Affairs conducted 66 GL co-curricular programs, activities, or events during AY 2010-11. Fifty nine percent of these activities reportedly focused on the global awareness outcome, such as global news stories included in each issue of the FIU campus newspaper, *The Beacon*. Ten percent focused on the global perspective outcome. For example, cultural perspectives were infused into the annual Victims' Advocacy training. Thirty percent of reported activities were targeted towards the global engagement outcome. These included the Center for Leadership and Service's Alternative Breaks program and "The Art of Giving" project.

Thirteen percent of GL co-curricular activities were reported to have been part of a GL course. Increasing the quality and quantity of Academic Affairs/Student Affairs partnerships was the predominant suggestion for improvement among survey respondents.

- *GPI Curriculum and Co-Curriculum Scales:* One thousand one hundred ninety-two graduating seniors took the GPI during AY 2010-11. These students were not subject to the GL graduation requirement, so results were considered baseline measures for Program Goal 2 (see Appendix). 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. Responses from entering freshman and transfer students could not be used to measure this goal because these students were new to the university.

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 focus groups conducted three to six months after workshops.

- *Surveys:* Seventy-six faculty and staff attended nine two-day GL professional development workshops during AY 2010-11. Participants overwhelmingly agreed that the workshops provided them with knowledge and skills they needed to revise or develop a GL course or activity. Ninety-eight percent agreed or strongly agreed that they better understood global learning, and all agreed or strongly agreed that they better understood the GL SLOs. Eighty-five percent agreed or strongly agreed that the workshop prepared them to develop assessments for GL course and activity learning outcomes; 94 percent of faculty participants agreed or strongly agreed that they were prepared to develop problem-based themes for their courses; 92 percent of faculty agreed or strongly agreed that they were prepared to develop interdisciplinary content; and, and 96 percent of all 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 spending more time on collaborations between faculty and Student Affairs staff; allowing more time for discussion; and emphasizing from the beginning what Student Affairs participants can gain from the process.
- *Focus Groups:* The OGLI conducted three focus groups during AY 2010-11 with 27 participants. Four faculty members mentioned that Team-Based Learning (TBL), one of the pedagogical

strategies explored in the workshops, saved them time and fostered an interactive environment. TBL was particularly useful for large classes. Participants also found the Backwards Curriculum Design component of the workshop particularly beneficial. In two GL courses, instructors said that they made good use of the common reading, Appiah’s (2006) “The Case for Contamination,” as a springboard for thematic discussions throughout the semester. Others expressed mixed or negative results with the common reading. One participant suggested that all new FIU faculty be given the opportunity to take a GL professional workshop. In terms of OGLI support for GL faculty, participants requested assistance promoting GL courses and funding for Scantron forms and printing expenses.

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 2010-11, 10% samples of entering FTIC freshmen and transfer students took the GPI and CRA as pretests, and 50% of graduating seniors took the assessments as baseline measures. Although it is not yet possible to compare annual results or pretest/posttest gains on these assessments, descriptions of results from AY 2010-11 are reported below in order to determine general response trends. FIU score averages are also compared to national norms, average scores for students in public doctoral institutions (Braskamp 2012).

AY 2010-11 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 one’s 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 2010-11, students’ average scores were above the national norms in this domain, with the exception of FTIC freshmen 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.

AY 2010-11 GPI Cognitive Domain Results						
Student Status	FTIC Freshmen		Transfers		Seniors	
GPI Scale	FIU	Nat’l Norm	FIU	Nat’l Norm	FIU	Nat’l Norm
Knowing	3.08**	3.15	3.30	N.A.*	3.58	3.47
Knowledge	3.77	3.48	3.75	N.A.*	3.92	3.65

Table 4: GPI Cognitive Domain Results, By Class Status, AY 2010-11

* 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 level of awareness of one’s unique identity and degree of acceptance of ethnic, racial, and gender dimensions of one’s identity. The Intrapersonal-Affect scale assesses the level of respect for and acceptance of cultural perspectives different from one’s own and their degree of emotional confidence when living in complex situations.

During AY 2010-11, FIU students scored above the national norm on both scales in this domain (see Table 5).

AY 2010-11 GPI Intrapersonal Domain Results						
Student Status	FTIC Freshmen		Transfers		Seniors	
GPI Scale	FIU	Nat'l Norm	FIU	Nat'l Norm	FIU	Nat'l Norm
Identity	4.22	4.01	4.27	N.A.*	4.42	4.14
Affect	3.76	3.58	3.84	N.A.*	3.96	3.79

Table 5: GPI Intrapersonal Domain Results, By Class Status, AY 2010-11

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, and 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 2010-11, students scored above the national norm on these scales (see Table 6).

AY 2010-11 GPI Interpersonal Domain Results						
Student Status	FTIC Freshmen		Transfers		Seniors	
GPI Scale	FIU	Nat'l Norm	FIU	Nat'l Norm	FIU	Nat'l Norm
Social Responsibility	3.76	3.64	3.71	N.A.*	3.84	3.74
Social Interactions	3.68	3.40	3.73	N.A.*	3.83	3.63

Table 6: GPI Interpersonal Domain Results, By Class Status, AY 2010-11

AY 2010-11 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.

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 (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 2010-11 CRA mean score results for global awareness, organized by students’ class status. The percentages of students scoring at or above the level of analysis (“3”) are also presented.

AY 2010-11 CRA Global Awareness Assessment Results			
GL SLO	Class	Average Score	% of Scores ≥ 3
Global Awareness	FTIC Freshmen	1.62	8.70%
	Transfers	1.59	9.96%
	Seniors	1.69	12.90%

Table 8: CRA Global Awareness Assessment Results, AY 2010-11

Table 9 shows the AY 2010-11 CRA mean score results for global perspective, organized by students’ class status. The percentages of students who scored at or above the level of analysis (“3”) are also presented.

AY 2010-11 CRA Global Perspective Assessment Results			
GL SLO	Class	Average Score	% of Scores ≥ 3
Global Perspective	Freshmen	1.28	5.22%
	Transfers	1.10	6.43%
	Seniors	1.14	7.74%

Table 9: CRA Global Perspective Assessment Results, AY 2010-11

Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following QEP developments for AY 2011-12. These will be presented to various stakeholder groups for input and approval, including the QEP Implementation Team, the 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 employ multiple methods to increase GL course enrollment during AY 2011-12, including enhanced Orientation outreach and Undergraduate Advising. The OGLI will work with the Office of Classroom Management to designate GL courses in PantherSoft Class Notes. The OGLI will also promote GL courses through its web site, social networking sites, listservs, and targeted emails.

Program Goal 2: Student Affairs departments will identify one or more of the GL SLOs to guide programming development during the summer prior to AY 2011-12. Departments will identify GL activities to be implemented during the academic year and designate them as such in advertising and promotion. A list of AY 2011-12 GL activities will be compiled and distributed to all faculty members teaching GL-designated courses through OGLI list-servs and professional development workshops. Campus Life will designate GL activities on its calendars and the OGLI will promote these activities on its web site and social networking sites, as well as through the FIU calendar. The OGLI will also continue to work with Student Affairs professionals to facilitate collaborations that link GL courses with appropriate GL co-curricular activities.

Program Goal 3: During AY 2011-12, the OGLI will assemble a committee to revise professional development workshop content in order to better meet the needs of Student Affairs participants. A Student Affairs professional will begin co-facilitating the two-day professional development workshops. Co-curricular implications for pedagogical strategies used during the workshop will be explicitly discussed. The Division of Student Affairs will make a concerted effort to increase staff participation in GL professional development workshops.

Program Goal 4: The OGLI will collaborate with Undergraduate Education (UE) to ensure that at least 10 percent of incoming freshmen, incoming transfers, and graduating seniors complete the GPI and CRA annually. The OGLI and UE will evaluate current procedures and initiate strategies improve the efficiency and effectiveness of assessment delivery.

References

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- Bloom, Benjamin S. 1956. *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay.
- Braskamp, Larry. (2012). Interpretative Guide and Norms for Global Perspective Inventory (GPI). <http://gpi.central.edu>

**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)