



**Annual Impact Report of  
Florida International University's  
Office of Global Learning Initiatives**



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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.

## Program Goals and Intended Student Learning Outcomes

The Office of Global Learning Initiatives (OGLI) directs its efforts toward achieving four program goals addressing students' global learning and the environment supporting global learning. These goals and their corresponding assessments are listed in Table 1.

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

**Table 1: OGLI Program Goals and Assessments**

FIU has also established three global learning (GL) student learning outcomes (SLOs) defining the knowledge, skills, and attitudes of global citizenship in the 21<sup>st</sup> century. These SLOs and their corresponding assessments are listed in Table 2.

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

**Table 2: GL SLOs and Assessments**

## Significant OGLI Developments, AY 2015-16

FIU's OGLI developed in a number of important ways during AY 2015-16. These developments were implemented to address FIU's *BeyondPossible2020* strategic plan, previous years' program goal assessment results, and changes in institutional context.

**2016 Andrew Heiskell Award for Internationalizing the Campus.** In March 2016 the Institute of International Education (IIE) honored *Global Learning for Global Citizenship* with its Andrew Heiskell Award for Internationalizing the Campus. Conferred at the Institute's annual Best Practices Conference in Davis, California, the award recognized FIU's global learning initiative for its innovations in advancing curriculum development, fostering international opportunities, and creatively integrating international students into university life.

**Comparative and International Education Society (CIES).** In June 2016 the OGLI became home to the Office of the Executive Director (OED) of CIES, the largest and oldest of 47 comparative and international educational societies in the world. This development gives FIU faculty and students direct access to a global network of more than 3,000 academics, practitioners, university students, research institutes, multilateral agencies, government departments and non-governmental organizations involved in the field of international education. OGLI Director Hilary Landorf became CIES' Executive Director, and the organization committed more than \$400,000 over the next three years to fund the OED at FIU. This includes support for three graduate student interns, two graduate assistants, and a post-doctoral fellow, Mariusz Galczynski, who came to FIU from McGill University to serve as Managing Director.

**Excellence in GL Graduation Medallion.** Twenty-seven students were awarded the GL Medallion during AY 2015-16, bringing the total number of program alumni to thirty-five, a 338 percent increase over the previous AY's alumni total. Program enrollments continued to increase at an average rate of 43 per month, which was consistent with the prior year's average. This pace demonstrated steady growth but still permitted the OGLI to provide interested participants with individualized mentorship and advisement. Of this year's Medallion honorees, eighteen studied abroad as a capstone experience. Significant Medallion student engagement opportunities included two exclusive knowledge exchanges with international visitors sponsored by Global Ties Miami and multiple avenues for helping refugees with resettlement, including a bike drive and assistance with apartment set up. This year also saw 134 activities and events offered for Medallion credit.

**Peace Corps Prep Program.** A committee of six undergraduate members was established to improve and expand Peace Corps Prep (PCP) during AY 2015-16, the program's second year at FIU. The committee provided guidance for PCP's strategic direction and outreach to students, local nonprofits, and national Peace Corps recruiting staff. The OGLI also co-sponsored the second Transformation Contest with the Steven J. Green School of International and Public Affairs (Green School) and the College of Communication, Architecture and the Arts. A panel of five FIU faculty and staff selected the three top entries among dozens of students who submitted poems, sculptures, photos and paintings representing a transformative global experience. OGLI Coordinator Eric Feldman accompanied the three winners to Washington, D.C. for a 36-hour introduction to international development careers in the Capitol. The students—Nannette Boza, Maria Pulido-Velosa, and Victoria Mendez—visited the Peace Corps, the U.S. State Department, Oxfam, and FHI360. These student leaders also participated in a meet-and-greet with Rep. Ileana Ros-Lehtinen and were given a tour of FIU's new Washington, D.C. headquarters. At the conclusion of AY 2015-16, there were sixteen FIU alumni currently serving in the Peace Corps.

This total was consistent with that of the previous AY, improving FIU's ranking on the list of highest volunteer-producing Hispanic Serving Institutions from eighth to sixth.

**Student Internships and Fellowships.** The OGLI continued to grow the number of globally-focused internship opportunities available to FIU students and provided enhanced services for successful internship placement, including career coaching and resume review. New partnerships were forged with Global Ties Miami, which contracts with the State Department to organize international visitor exchanges; the Alliance for Global Justice, a think-tank and advocacy group; and, *Prospectiva*, a Brazil-based public policy consultancy. Forty-eight students received globally-focused internship placements during AY 2015-16 as a result of proactive relationship building and robust student consultation.

**GL Research Fellowships.** The OGLI awarded two research fellowships to faculty during AY 2015-16. "Training in Social Determinants of Health as a Strategy for Global Learning" is a project directed by Dr. Barbara Roller of the Herbert Wertheim College of Medicine (HWCOM). In this pilot program, faculty from HWCOM, the School of Education and Human Development, and the Honors College are engaging selected Honors students in workshops exploring the social determinants of health. Students will then apply their knowledge as volunteers in the NeighborhoodHELP Education and Pipeline Programs. The project will measure the extent to which workshops increase students' global awareness and engagement and improve clients' learning and health. Students will present their research at national conferences.

In their collaborative project, "Regime Consolidation and Development Policies in Revolutionary Iran," Dr. Eric Lob of the Department of Politics and International Relations and his graduate assistant, Hatim Bukhari, are examining how revolutionary states like the Islamic Republic consolidated power after the fall of the former regime. Through interviews and archival research in Iran, Dr. Lob and Mr. Bukhari are contextualizing the case of the Construction Jihad, helping to explain the success of the Iranian revolution and the state's internal and external development policies. Their research will be integrated into the GL course CPO 4057, Political Violence and Revolution, wherein students will compare and contrast Iran's revolutionary outcome with other revolutionary states.

**Professional Development.** The OGLI instituted a new approach to professional development during AY 2015-16. Rather than holding a single day conference, the OGLI worked to make workshops accessible to more faculty by scheduling opportunities throughout the year. In addition to GL Course Instruction workshops, the OGLI sponsored or co-sponsored the following during AY 2015-16:

- *GL Brown Bag Workshops:* These 75-minute events, facilitated by GL faculty and staff, feature a hands-on demonstration of a powerful GL strategy that can be implemented across the curriculum. This year Stephanie Doscher, OGLI, delivered a workshop on the use of FIU's GL rubrics to evaluate performance-based assessments; Andrea Adelman, School of Education and Human Development, introduced faculty to culturally-responsive instruction; Jennifer Gebelein, School of Environment, Arts and Society, demonstrated how in-course big data analysis can lead to community-based problem solving.
- *Culturally-Responsive Instruction Workshop:* As a follow-up to her GL Brown Bag event, Andrea Adelman presented a three-hour skill-building workshop for 24 faculty members.
- *Collaborative Online International Learning (COIL) Symposium:* Co-sponsored with the College of Arts, Sciences and Education's Online & Web Management department and the Green

School, this day-long event drew 45 attendees and was facilitated by the Director of the SUNY COIL Center, Jon Rubin. Nine faculty attendees are currently working on developing COIL courses. Two faculty members from the School of Education and Human Development and Matthew Hagood, Director of Media Technology Services, went on to attend the annual SUNY COIL Conference in New York City during spring 2016. The Education faculty will also participate in the grant funded Multi-State COIL Project with colleges and universities in the U.S. and Mexico during AY 2016-17. As part of the project they will develop two hybrid COIL courses with Mexican partners and teach them during spring 2017.

- *Center for the Advancement of Teaching (CAT) Book Group:* The OGLI sponsored a faculty book group during fall 2015, *Collaborative Learning Techniques in the College Classroom*.

**Go Global Score.** This year the OGLI completed a GL program review of every academic department that offers undergraduate degrees. We assigned each department a GoGlobal Score based on: the number of GL courses offered by the department; the frequency with which GL courses have been taught since receiving GL designation; the number of faculty teaching the courses who have participated in GL course instruction workshops; and, the total number of faculty in a department. The College of Arts, Sciences and Education topped the list with the Department of Teaching and Learning earning the highest Go Global Score; the Green School had five departments in the top 10 list, and CASE was close behind with four departments on this top list. OGLI Director Hilary Landorf made “house calls” to many of the department chairs to discuss ways they could maximize their capacity for providing GL opportunities for all students.

**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 and workshops. The OGLI focused its efforts on reaching senior internationalization officers and others grappling with the following “hot” topics in the field:

- **Assessment:** OGLI Director Hilary Landorf, Associate Director Stephanie Doscher, and Dawn Michele Whitehead, Senior Director for Global Learning and Curricular Change at the American Association of Colleges and Universities (AAC&U) were invited to give a pre-conference workshop on “*Integrating Global Learning for All: Essential Global Learning Outcomes*,” at the annual AAC&U Conference in Washington, D.C. (January 2016). Landorf, Doscher, and Jennifer Robertson, Executive Dean, Poinciana Campus at Valencia College were invited to present a preconference workshop, “*The Three C’s of Global Learning Assessment: Coherence, Consistency, and Continuous Improvement*,” at AAC&U’s Global Learning in College Conference in Ft. Lauderdale, FL. (October 2015).
- **Definition of Global Learning:** Landorf, Whitehead, and Hilary Kahn, Assistant Dean of Strategic Collaborations and Director of the Center for the Study of Global Change at Indiana University presented “*A Research-Based Definition of Global Learning*,” at the annual conference of the Association of International Education Administrators (AIEA) in Montreal, Canada (February 2016). Landorf and one of her doctoral students in the School of Education and Human Development, Lauren Bahia Simons-Lane, presented “*Reviving the Meaning of Global Learning*,” at the International Assembly of the National Council for the Social Studies Conference in New Orleans, LA (November 2015).

- **Strategic Planning for Internationalization:** Landorf gave two plenaries on strategic planning this past year. She presented “*Best Practices for Internationalizing the Campus,*” at the Institute of International Education’s Annual Best Practices in Internationalization Conference in Davis, CA (March 2016) and “*Internationalizing the General Education Curriculum,*” at the American Council on Education’s Internationalization Collaborative in Montreal, Canada (February 2016).
- **Co-Curricular Engagement:** OGLI Coordinator Eric Feldman presented a session, “Promoting international internship participation and reflection through a global distinction program” at the annual Global Internship Conference in Boston, MA (June 2016). Feldman also hosted a live Webinar titled “Democracy Requires Information: Fostering Media Literacy for Civic Engagement in College: Revised and Expanded Version” on February 11, 2016 as part of the NASPA: Student Affairs Administrators in Higher Education’s Live Briefing Series.

The following publications profiled FIU’s global learning initiative during AY 2015-16, 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 *Disrupting Adult and Community Education: Teaching, Learning, and Working in the Periphery*, edited by Robert Mizzi, Tonette Rocco, and Sue Shore, published in 2016 by SUNY Press.
- “The Definition and Practice of Global Learning in Higher Education,” by Hilary Landorf and Eric Feldman, a chapter in *Theory and Practice of Adult and Higher Education*, edited by Victor Wang, published in 2016 by Information Age Publishing.

## **OGLI’s Impact on Student Learning and the Environment Supporting Student Learning, AY 2015-16**

The OGLI’s Program Goals 1-3 address students’ global learning and the environment supporting global learning. The OGLI impacted these goals in the following ways during AY 2015-16:

**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 during AY 2015-16, FIU compared the number of GL-designated courses taught and annual enrollment in these courses to annual entering student enrollment figures. One hundred and seventy approved GL courses were available to be offered in AY 2015-16 (fall ‘15, spring ‘16, summer ‘16). Of the 170 GL courses available, 81% or 137 of these were taught during AY 2015-16. A total of 40,705 seats were filled in these courses. Of the total seats filled, 4,109 were filled by first-time-in-college (FTIC) freshmen. This number represented 91.0% of the 4,519 FTIC freshmen that entered during AY 2015-16 (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 2015-16 filled 9,132 seats in GL-designated courses (see Table 3). This number represented 107.0 % percent of the 8,609 transfer students entering that year, well exceeding the goal of 75 percent GL course enrollment for incoming transfers.

AY 2015 - 2016 GL Course Enrollment Totals			
	Number of Students Entering FIU <sup>1</sup>	Number of Students Enrolled in GL Courses	Percentage of Students Entering Who Enrolled in GL Course
FTIC	4519	4109	91.0 %
Transfers	8609	9132	107.0 %

**Table 3: Number of Seats Filled In GL Courses, By Class Status, AY 2015-16**

Twelve new GL courses were approved during AY 2015-16. 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-seven percent or 70 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 "Curriculum" and "Co-Curriculum" scales of the GPI, and records kept through the GL Medallion events calendar.

- *Year-end Surveys:* The AY 2015-16 survey was distributed to Student Affairs directors. The directors compiled data and provided survey responses for their departments. One hundred percent (18) of Student Affairs directors whose departments serve undergraduate students responded to the survey during June 2016. Two departments that reported during previous years to Student Affairs (Student Health Services, MMC and BBC campuses) are no longer part of the Division. A total of 247 activities were reported offered during AY 2015-16, comparable to the number offered (248) during AY 2014-15.

There were 91 respondents to the QEP Faculty survey during June 2015. All had taught at least one section of a GL course during AY 2015-16. Seventy three percent of respondents reported that they had included a GL co-curricular activity as part of their course. In open-ended comments, respondents expressed a desire for more information about Student Affairs departments, activities available to students, and ways Student Affairs professionals can collaborate with faculty to extend and enrich courses.

- *GPI Curriculum and Co-Curriculum Scales:* One thousand and fifty three graduating seniors took the GPI during AY 2015-2016. The OGLI found that on average, seniors graduating in AY 2015-16 participated in GL co-curricular activities while at FIU 1.08 semesters. There is no statistically significant difference between the rate of participation of AY 2015-16 seniors in GL co-curricular activities and that of seniors graduating in AY 2014-15 (1.03 semesters).
- *GL Medallion Events Calendar:* In addition to 47 activities planned or co-sponsored by the OGLI, 40 activities were offered by the Green School and 13 were offered by other units in the institution.

**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

<sup>1</sup> Based on enrollment data from August 1, 2016. See <https://opiereports.fiu.edu>.

six months after the workshops.

- *Survey:* Thirty-five faculty members attended GL professional development workshops during AY 2015-16. Twenty-two completed post-workshop surveys, the results of which are used to determine the extent to which participants perceive the workshop as having prepared them to develop GL courses. Ninety-eight percent of respondents agreed that the workshop prepared them to teach a GL course. One hundred percent agreed that the workshop gave them a better understanding of the GL SLOs and prepared them to develop assessments and problem-based themes for their course. In open-ended responses participants praised the workshop's interactive nature and the modeling of active and team-based learning strategies. The primary suggestions for improvement were to make the session slightly longer and to provide time to work on syllabus development.
- *Focus Groups:* Thirty faculty members participated in end-of-semester focus groups to assess the long-term impact of GL professional development on instruction and student learning. Participants reported using a number of innovative approaches to engage students, including role-playing, skits, group work, reflections, the Pecha-Kucha presentation format, community service, digital tools such as Google Earth and students' own smartphones, and writing assignments in blog format. Faculty members who implemented co-curricular activities in their GL courses reported that these experiences encouraged a willingness to entertain other perspectives. A recurring theme was that self-reflection assignments were an effective way to assess student progress towards meeting the GL course learning outcomes. One faculty member used a personal manifesto to evaluate the extent to which her students will act as engaged global citizens. Faculty commented that many students come in with poor writing skills and that they make tremendous gains in writing over the duration of the course. Participants reported some challenges, such as difficulty in assessing the global engagement outcome. One attendee commented that the motivated students "get" the global learning outcomes, but that less motivated students may not achieve these outcomes. Overall, attendees had a positive perception of GL and felt that even if students do not retain as much content from their course as desired the students become more reflective and willing to take action to solve local and global problems.

**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 as a pretest/posttest measure to estimate the OGLI's overall impact on student learning.

***AY 2015-16 GPI Results:***

Using an independent sample t-test, the OGLI found a statistically significant increase (\*\* $p < .01$ ) in students' average GPI scores for all scales<sup>2</sup>. Likewise, using a paired sample t-test for a subgroup ( $n=267$ ) of students who took the GPI as freshmen and seniors, FIU found a statistically significant increase (\* $p < .05$ ) in students' average GPI scores for all scales (see Table 4). These findings demonstrate that the OGLI's work is having a significant positive effect on students' global awareness, perspective, and engagement (see Table 4).

<b>Pretest/Posttest GPI Average Score Results, AY 2010-2016</b>
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<sup>2</sup> 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.

GPI Scales	Cohort		Paired Sample	
	2010-11 FTIC, N=1,719	2015-16 Seniors, N= 1,190	2010-14 FTIC, N=267	2015-16 Seniors, N=267
<b>Cognitive Knowing</b>	3.08	3.54**	3.38	3.58**
<b>Cognitive Knowledge</b>	3.77	4.03**	3.78	3.98**
<b>Intrapersonal Identity</b>	4.22	4.36**	4.23	4.30*
<b>Intrapersonal Affect</b>	3.76	4.02**	3.79	3.99**
<b>Interpersonal Social Responsibility</b>	3.76	3.91**	3.79	3.87*
<b>Interpersonal Social Interaction</b>	3.68	3.86**	3.67	3.82**

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

**Table 4: Pretest/Posttest GPI Average Score Results, AY 2010-2016**

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 A). Intensive classroom dialogue among students with different backgrounds and beliefs was found to be significantly positively correlated with all three GL SLOs. This finding is consistent with recent research (Braskamp and Engberg, 2011; Glass & Braskamp, 2012) that concludes that meaningful encounters of difference contribute significantly positively to students' development of the attributes of global citizenship.

In addition, increased attendance of events or activities reflecting a cultural heritage different from one's own was found to be significantly positively correlated with both global perspective and global engagement, while an increase in attendance at events or activities reflecting one's own cultural heritage significantly positively influenced the perspective consciousness aspect of global perspective. Participation in global learning courses and in campus-organized discussions on international or global affairs were found to be significantly positively correlated with global awareness.

## Use of Results to Facilitate Continuous Improvement

Based on program goal assessment results, the OGLI proposes the following developments for AY 2016-17. 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 will increase the extent to which the OGLI will be able to achieve its program goals and contribute to FIU's *BeyondPossible2020* performance metrics:

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

**Program Goal 2:** Student Affairs Directors and departmental programming leads will be invited to attend GL professional development workshops during AY 2016-17. During the workshops, Student Affairs staff will become more familiar with the process of global learning so that they may develop events and opportunities that support GL SLOs. They will also be introduced to multiple avenues for communicating with GL faculty and students to increase attendance and participation in GL co-curricular activities. The OGLI will also collaborate closely with the new Assistant Director of FIU's AshokaU Changemaker initiative, who will be housed in the Center for Leadership and Service.

**Program Goal 3:** Six 75-minute "GL Brown Bag" workshops will be presented during AY 2015-16. The workshops will feature powerful collaborative GL strategies applicable across the curriculum and, in many cases, co-curriculum. An institution-wide Call for Proposals will be issued and presenters will receive a \$500 stipend for presenting the workshop. The OGLI will also collaborate with the AshokaU Changemaker Initiative Faculty Fellow to create professional development opportunities for faculty who wish to integrate social innovation and entrepreneurship content and projects in their courses. AY 2015-16 will also see the commencement of the Technology Fee Grant-funded "Collaborative Online International Learning (COIL) Expansion Project." Led by the OGLI and Media Technology Services, the project's goal will be to develop at least 10 new hybrid COIL courses and 4 COIL Partnership Agreements with international institutions per year. Finally, faculty, staff, and students will have the opportunity to participate in the Institute of International Education's Best Practices Conference, which will be held at FIU during March 2017.

**Program Goal 4:** Analysis of AY 2015-16 GPI results demonstrated that meaningful classroom discussions among students with diverse backgrounds and beliefs have a significantly positive effect on students' global awareness, perspective, and engagement. Other curricular and co-curricular strategies were also found to have a strong positive effect on students' GL course outcomes. The OGLI will share these results with faculty, administrators, student clubs, and Student Affairs staff to encourage increased offerings and participation in such strategies as FIU activities that reflect various cultural heritages and campus organized discussions on international affairs. The OGLI will also call on the international network of scholars and practitioners involved in the CIES to engage in virtual and face-to-face discussions with FIU students on global topics of interest.

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**Appendix A**  
**Regression Results Examining the Effect of Curricular and Co-curricular Participation on Global Learning Outcomes for Graduating Seniors, 2015-16,**  
**(N=1053) (Alpha adjusted for Bonferroni correction)**

	<b>Cognitive Knowing</b>	<b>Cognitive Knowledge</b>	<b>Intrapersonal Identity</b>	<b>Intrapersonal Affect</b>	<b>Interpersonal Social Responsibility</b>	<b>Interpersonal Social Interaction</b>
<b>Female (Male and Other)</b>	0.027	-0.057	-0.053	0.012	0.098	0.006
<b>Hispanic (Non-Hispanic)</b>	-0.010	0.081	-0.008	0.060	0.020	-0.037
<b>International (Non-International)</b>	-0.079	0.239	-0.104	-0.026	-0.074	-0.033
<b>Non Pre-Professional (Pre-Professional)</b>	0.030	-0.019	-0.025	-0.038	-0.003	-0.060
<b>Type of Admission (Other Transfer)</b>						
Community College Transfer	-0.014	0.023	-0.057	-0.017	0.036	-0.047
First Time in College	0.018	-0.083	-0.171	-0.067	-0.099	-0.166
<b>Participation in Co-curricular and Curricular Activities</b>						
56. Events or activities sponsored by groups at FIU that reflect your own cultural heritage	-0.040	0.008	0.049	-0.016	0.032	-0.029
57. Events or activities sponsored by groups at FIU that reflect a cultural heritage different from your own	0.031	0.035	-0.002	0.050	0.008	0.073
58. Community service activities at FIU	0.029	-0.005	-0.003	-0.011	0.031	0.010
59. Campus organized discussions on diversity issues at FIU	-0.030	0.003	0.000	-0.016	0.014	0.002
60. Campus organized discussions on international or global affairs at FIU	0.046	0.077	0.002	0.013	0.016	0.016
61. FIU Leadership programs that stress collaboration and teamwork	-0.029	0.010	-0.004	0.002	0.027	0.002
62. Religious or spiritual activities at FIU	-0.020	-0.024	0.019	-0.007	0.042	-0.002
63. Study/education abroad programs through FIU	-0.042	0.046	0.009	0.012	-0.022	0.041
64. Internship programs through FIU	-0.027	-0.013	-0.004	-0.023	0.001	-0.020
65. Undergraduate research with an FIU faculty member	-0.021	0.004	0.002	-0.014	-0.020	0.007
66. FIU global learning-designated courses	0.037	-0.021	0.000	0.022	-0.008	0.001
67. Courses at FIU that include materials/readings on race and ethnicity issues	0.035	0.021	0.020	0.033	0.012	0.025

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

0.043	0.040	0.012	0.045	0.020	0.042
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significant at alpha = .05

significant at alpha = .10