

## Quality Enhancement Plan Impact Report

Original Executive Summary  
*Global Learning for Global Citizenship*

*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.

Beginning in fall 2010, FIU is phasing in a requirement that undergraduate students take a minimum of two global learning courses and participate in integrated global learning co-curricular activities prior to graduation. Students will take a global learning foundations course as part of their core curriculum sequence and a second global learning course in the upper division. Students may meet the requirement by taking approved upper division global learning 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 will foster 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 will 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 will use multiple methods to assess these global learning student learning outcomes (SLOs) and use 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 global learning courses to enable students to meet the global learning 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 global learning 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 will be 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 has allocated a budget of \$4.11 million to implement the global learning 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 global learning courses, and support co-curricular programs.

Since fall 2006 FIU has engaged in a broad-based process of identifying the topic of its QEP and developing and designing its components. This process has helped the FIU community to realize that there is a gap between the founding purposes of the University and the educational opportunities provided for global learning. The implementation of FIU's QEP will bridge 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 greater community as integral to achieving the founding purposes of the institution: education of students, service to the community, and greater international understanding.

## Initial Program Goals and Intended Student Learning Outcomes

FIU established four program goals for its QEP. These address students' global learning (GL) and the environment supporting GL. Program goals and corresponding assessments are listed in Table 1.

Initial Program Goal	Assessment
1. FIU will provide a sufficient number of GL-designated courses to enable students to meet the GL curriculum requirement outlined in the <i>Global Learning for Global Citizenship Curriculum Framework</i> .	<ul style="list-style-type: none"> <li>• Annual comparisons of GL course offerings to student enrollment and to projections made in FIU's five-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 of GL faculty and student affairs professionals</li> <li>• Global Perspective Inventory (GPI) Co-Curriculum scale</li> </ul>
3. FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered GL.	<ul style="list-style-type: none"> <li>• Post-workshop surveys</li> <li>• Focus groups conducted 3-6 months after workshops</li> </ul>
4. FIU students will gain proficiency in the knowledge, skills, and attitudes of global citizenship over the course of their FIU education.	<ul style="list-style-type: none"> <li>• Case Response Assessment (CRA)</li> <li>• GPI</li> </ul>

**Table 1: Initial Program Goals and Assessments for FIU's Global Learning for Global Citizenship QEP**

FIU established three graduation-level GL SLOs defining the knowledge, skills, and attitudes of global citizenship in the 21<sup>st</sup> century. These SLOs and their corresponding assessments are listed in Table 2.

GL SLOs	Assessment
Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.	<ul style="list-style-type: none"> <li>• CRA</li> <li>• GPI Cognitive-Knowing and Cognitive-Knowledge subscales</li> </ul>
Global Perspective: Students will demonstrate the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.	<ul style="list-style-type: none"> <li>• CRA</li> <li>• GPI Intrapersonal-Identity and Intrapersonal-Affect subscales</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 subscales</li> </ul>

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

## Initial Actions to Be Implemented

FIU's QEP charged the OGLI with leading all actions to be implemented as part of *Global Learning for Global Citizenship*. The QEP committed the University and the OGLI to providing GL to all students through a two-course GL graduation requirement. The plan called for First-Time-in-College (FTIC) freshmen students starting summer B 2010 or later to take at least one GL foundations course in the University Core Curriculum (UCC) and one GL discipline-specific (formerly "upper division") course within the context of their major program of study. Transfer and re-admitted students starting fall 2011 or later were to take either one GL foundations and one discipline-specific course or two discipline-specific courses, depending on the number of credits with which they entered and whether they had already met UCC requirements. This graduation requirement has been implemented as planned. The QEP also called for five actions to be implemented to support students' GL:

- **GL Course Approval:** The QEP stipulated that GL proposals follow the standard Faculty Senate course review and approval process. Two new committees were formed for this purpose. The Global Learning Curriculum Committee (GLCC) was developed to review and recommend interdepartmental and/or inter-college, team-developed GL courses for approval. The Ad-Hoc Global Learning Curriculum Oversight Committee (AHGLCOC) was created to perform final evaluation of GL foundations and discipline-specific courses. This action was amended in April 2011 when the Faculty Senate voted to make the AHGLCOC a standing committee, renamed the Global Learning Curriculum Oversight Committee (GLCOC). The responsibilities of the GLCC were folded into those of the GLCOC in November 2012. The GLCOC was also charged with triennial review of all GL courses, as originally planned in the QEP. Triennial review ensures that courses are taught with fidelity over the long term, and this action has also been implemented as planned.
- **GL Faculty and Staff Development:** Professional development workshops were already being piloted at the time of QEP submission. The QEP called for the OGLI to provide workshops to enable faculty and staff to design courses and activities addressing the GL SLOs and the Faculty Senate requirements for GL course designation. GL courses must include: GL course learning outcomes, assessments, active learning strategies, diverse content and readings, and, in the case of GL foundations courses, an integrated co-curricular activity, interdisciplinary content, and the common reading. The only revision to this action occurred in fall 2012 when, in response to results of program goal assessments, the GLCOC voted to end the common reading requirement for GL foundations courses.
- **GL Co-Curricular Opportunities:** The QEP called for GL faculty and student affairs staff to develop co-curricular GL activities addressing the GL SLOs and the content and themes of GL foundations courses. With the OGLI's assistance, this activity has been implemented as planned.
- **Publicize GL Opportunities:** External Relations had already successfully integrated the QEP into FIU's public branding campaign, *Worlds Ahead*, at the time of QEP submission. Other publicity methods proposed in the plan included a GL certificate, an internal advertising campaign, and undergraduate advisor outreach. These actions have been implemented as planned, with the proviso that the GL certificate was implemented as a GL graduation medallion in order to allow students of all majors to earn the credential.
- **Support for GL:** Initially, the QEP envisioned that the Division of Research and the University Graduate School would dedicate resources to support GL-related research grants. This action was revised in spring 2013 when the OGLI launched the GL Faculty Fellowship program. Fellowships fund research collaborations between faculty or staff and undergraduate students and cultivate GL instructional models that combine research with active learning strategies.

Over the years, FIU has continuously improved upon the initial actions set forth in its QEP. Additional actions have been undertaken as well, and FIU has dedicated the human, physical, and financial resources needed to support these new actions. New human resources include a full-time Coordinator for co-curricular activities hired in fall 2012, an additional graduate assistant for data management hired in fall 2012, an External Relations Account Executive for communication and public relations hired in fall 2014, and a graduate assistant for co-curricular guidance hired in fall 2015. Two extra office spaces were added to accommodate these personnel. In spring 2013, then Provost and Executive Vice President Douglas Wartzok extended the OGLI budget through AY 2019-20. This extension recognized GL as a signature feature of FIU's curriculum and co-curriculum. The OGLI will continue to provide the administrative, research, and communication functions necessary to sustain and expand GL throughout the University over the long term. Notably, FIU's BeyondPossible2020 Strategic Plan, under the leadership of Provost Kenneth G. Furton, designates *Global Learning for Global Citizenship* as the centerpiece of internationalized undergraduate education at FIU.

### **QEP's Impact on Student Learning and the Environment Supporting Student Learning**

This section details the results of FIU's QEP program goal assessments, AY 2010-11 through AY 2014-15. In addition it details efforts to improve the planned activities and expand upon them in order to enrich all students' GL.

**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*.**

FIU ensures that all students are able to fulfill the GL graduation requirement without having to take excess credit hours. FIU created a five-year plan to meet this goal. Based on projected student enrollments, the plan outlined the number of GL foundations and discipline-specific courses that each department would need to make available to students. It also projected the percentage of seats that FTICs and transfers would need to fill in order for these courses to signal adequate flow. The OGLI analyzes these data each year to determine whether students have access to a sufficient number of GL courses to enable timely graduation.

**Results**

The QEP's five-year plan stipulated that FIU would need to develop at least 95 GL courses by the end of AY 2011-12. This objective was reached. Since then, faculty members have continued to submit courses for GL designation. Sixty-five additional courses have been approved, bringing the total number of GL courses available as of December 1, 2015 to 160. Ninety-three of these courses are offered in multiple sections and over half of the total courses are offered at least once per year. All GL courses are offered at least once every two years, as stipulated by the GLCOC Policies and Procedures. Seventy of FIU's 72 undergraduate departments offer one or more GL courses. All departments include required and elective GL courses as part of their undergraduate programs of study, known as "Major Maps."

Orientations and Major Maps advise students to take GL courses early in their undergraduate careers to avoid bottlenecks. FIU annually compares the number of seats filled in all GL courses by FTIC and transfer students entering within the previous year to the total number of FTIC and transfer students entering during that same time period. FIU determined benchmark figures of 50 percent FTIC enrollment and 75 percent transfer enrollment in GL courses to signal timely progress toward graduation. Enrollments have well exceeded these benchmarks every year since the QEP was implemented. Seats filled in GL courses by FTICs have ranged from 63% in 2011 to 81% in 2013, and seats filled by entering transfer students have ranged from 80% in 2011 to 91% in 2014.

**Continuous Improvement**

FIU has developed multiple new methods to ensure that students continue to meet the GL graduation requirement in a timely fashion. In AY 2010-11 the OGLI collaborated with Undergraduate Education to produce advising videos for incoming FTICs and transfers. To inform students of their progress toward graduation, the OGLI worked with the Office of Classroom Management and Academic Advising Technology in AY 2011-12 to notate GL courses in online class schedules and Panther Degree Audits.

In spring 2012 departments petitioned the GLCOC to add GL designations to minors and certificates in order to market courses to students. The GLCOC added criteria for these to its Policies and Procedures in AY 2012-13. The first GL designated minor in International Communication and the first GL certificate in African and African Diaspora Studies were both approved in spring 2013.

Increasing numbers of students have chosen to take more than the minimum two GL courses required. In AY 2014-15 FIU graduated 828 students who had taken four or more GL courses. Many students want to chart a custom GL path specific to their personal and professional aspirations. To accommodate these students' needs and to increase integrative learning and career success, the OGLI launched the **Excellence in Global Learning Graduation Medallion** in fall 2014. This honor is conferred upon students who complete at least four GL courses; participate in a range of globally focused co-curricular activities, such as attending moderated discussions and leading student organizations; and, complete a capstone consisting of one of the following: an original research project and presentation on a global topic, four semesters of study in one foreign language, a semester or more study abroad program, or, an international internship. Students showcase their accomplishments in an e-portfolio that includes a multimedia presentation of their GL experiences and an integrative reflection. Nine hundred and twenty four students have enrolled in the program; 17 students have been awarded the GL Medallion to date, and 15 more are slated to receive the Medallion at the next conferral ceremony in May 2016.

To support students' interest in international service careers, the OGLI launched the **Peace Corps Prep program (PCP)** in AY 2014-15 through a formal partnership with the National Peace Corps. FIU's PCP students complete four GL courses, four semesters of one foreign language, and participate in a service-oriented global co-curricular project. Two hundred sixty-one students have enrolled in FIU's PCP program, recognized by the national PCP coordinator Clayton Kennedy as a model of excellence for Peace Corps preparation among the 40 institutions of higher education that have initiated such programs.

Per the initial actions to be implemented and GLCOC Policies and Procedures, GL courses are reviewed every three years to ensure that they maintain fidelity to GL course outcomes, assessments, global content, and active learning strategies. As of December 1, 2015, 74 courses have been reviewed. Forty-nine of these were approved for continuation without need of revision. Eighteen were remanded for revision and were later approved. Five courses are pending review of revisions. The GL designation was removed from two courses in the Department of Politics and International Relations because the GLCOC found that they were no longer being taught with fidelity to GL components. The department declined to revise these courses, preferring instead to submit other courses for GL designation.

### **Program Goal 2: FIU's faculty and student affairs professionals will integrate an increasing number of GL co-curricular activities into the baccalaureate curriculum.**

The OGLI uses year-end online surveys of student affairs professionals to estimate the number of GL co-curricular activities available. The surveys ask directors to describe GL co-curricular offerings and to report whether staff collaborated with faculty to develop and/or implement the activities. Faculty surveys are used to estimate the extent to which co-curricular activities are integrated into GL courses. Co-curricular integration is a required component of GL foundations courses. The OGLI actively encourages and supports co-curricular integration in discipline-specific courses, as well. FIU defines co-curricular activities as those engaging students with the community outside the classroom. These activities range from local and international volunteering, service learning, and field research programs to on-campus student organizations, films, performances, exhibitions, speakers, discussion series, and videoconference events. The OGLI analyzes data from the GPI Co-Curriculum scale to gauge student participation in GL co-curricular activities.

#### **Survey Results**

One hundred percent of directors respond to the student affairs survey each year. During AY 2014-15, directors reported offering 248 GL activities. This was up from 63 reported offerings in AY 2010-11—a 294% increase. In AY 2014-15, 78 of 91 (85%) faculty survey respondents reported having included a GL co-curricular activity as part of one or more of their GL courses. Survey respondents include faculty teaching both GL foundations and discipline-specific courses.

#### **GPI Results**

The GPI Co-curricular scale asks students to report the number of semesters they participate in the following while at FIU: cultural events or activities, community service, campus organized discussions on diversity issues or on international or global affairs, leadership programs stressing collaboration and teamwork, and religious or spiritual activities. The OGLI conducted an independent sample t-test comparing AY 2014-15 graduating seniors' (n=561) average rates of participation in these activities to those of AY 2010-11 graduating seniors (n=1,177). The OGLI found a statistically significant increase in students' participation in campus organized discussions of international or global affairs at FIU. The OGLI is particularly pleased with this finding as it signals that students recognize the value of the signature co-curricular discussion activities it sponsors, described below.

#### **Continuous Improvement**

In addition to student affairs and faculty efforts, the OGLI has undertaken a variety of actions to increase the number of GL co-curricular activities available to students:

- **GL Discussion Series:** Increased participation in discussions with diverse others positively correlate to increases in students' GL (Braskamp & Engberg, 2011). In 2010 the OGLI launched its signature weekly Tuesday Times Roundtable (TTR) series. Faculty, staff, and community members on the Modesto A. Maidique (MMC) and Biscayne Bay (BBC) campuses, and at the Tianjin site, moderate these open discussions of international, intercultural, and global issues and the New York Times supports lunch at these events. Faculty integrate TTRs into courses by

offering participation credit, holding class at discussions, or having students respond to TTR recordings archived on the GL website (goglobal.fiu.edu). Over the years, 3,591 students have attended MMC TTRs, drawing 39 students on average, and 701 have attended at BBC, with an average of 15 students attending each session. The OGLI also partners with the FIU Debate Team to host multiple deliberative democracy events per year, supported by a grant from the Charles F. Kettering Foundation. In addition, the OGLI facilitates the international Connecting Countries Videochat series and connects Peace Corps Prep students to in-country and returned Peace Corps volunteers via in-person and videoconference events.

- **GL Student Organizations:** The OGLI began sponsoring and advising new student organizations in AY 2011-12. Members of *Students Offering Support* tutor peers in core subjects and use proceeds for service learning trips to Latin America. The FIU chapter of *GlobeMed* educates FIU students on health equity and social justice issues and partners with Escuela de la Calle to provide lifesaving health care and social services in Guatemala with the participation of FIU student interns. *Students for Great Ape and Wildlife Conservation* promotes protection efforts locally and globally. The OGLI started conducting GL professional development workshops for all student organization leaders and residence advisors (RAs) in AY 2013-14. These enable students to develop their own events focused on the GL SLOs.
- **GL in Housing and Residential Life:** Housing requires all RAs to plan at least one GL event per month for residents. Since fall 2012, the OGLI has co-sponsored the Global Living/Learning Community (GLLC) with student affairs partners in housing and the Center for Leadership and Service (CLS). Thirty-five domestic and international students participate in the GLLC each year. Program components include a three-day orientation retreat, bi-monthly community meetings featuring guest speakers and social events, local community service, participation in the annual Student Leadership Summit, and a group global citizenship project.
- **GL Student Engagement Grants:** The OGLI co-sponsors the Global Civic Engagement Student Advisory Board with CLS. The board provides advisement and mini-grant awards for student-led community service projects with a global focus. Sixty-three projects have been funded in the amount of \$30,000 over the past three years, made possible by a grant from Wells Fargo.

**Program Goal 3: FIU's OGLI will provide high-quality faculty and staff development workshops designed to advance interdisciplinary, problem-centered global learning.**

The OGLI provides workshops to all faculty members developing GL course proposals or teaching existing GL courses. Professional development is also provided to staff members developing GL co-curricular activities. High-quality professional development is defined as that which enables participants to develop courses and activities that address the GL SLOs and adhere to the GLCOC requirements for GL courses. FIU assesses the quality of workshops through two methods: post-workshop surveys and focus groups conducted three to six months after workshops are completed.

**Survey Results**

Five hundred thirty six faculty and staff members have attended 76 GL professional development workshops between summer 2009 and December 1, 2015. Survey respondents overwhelmingly concur that the workshops provide high-quality professional development. On average over the past six years, faculty and staff have agreed or strongly agreed on Likert-scale items that the workshops: help them understand the meaning of GL (96%), help them understand the GL SLOs (98%), prepare them to assess the GL SLOs (94%), prepare them to develop problem-based themes for their courses (95%), prepare them to teach interdisciplinary content (93%), and, prepare them to design active learning strategies (95%).

In open-ended responses, participants consistently praise the workshops' hands-on nature. They value the opportunity to experience active learning strategies with colleagues from other disciplines and across the academic/student affairs divide. The most common suggestions for improvement have been to lengthen the duration of workshops and to provide additional GL professional development opportunities.

**Focus Group Results**

One hundred eighty seven faculty and staff members have attended focus group sessions between AY 2010-11 and December 1, 2015. These 90-minute discussions allow participants to give

detailed feedback concerning the workshops' impact on practice. They also involve reflection upon the opportunities and challenges involved with implementing GL across the curriculum and co-curriculum. Thematic analysis of responses has led the OGLI to four major conclusions concerning GL professional development. First, the backward curriculum design method enables thorough GL integration (Wiggins and McTighe, 2005). Faculty members frequently comment that the workshops' use of backward design helps them infuse GL throughout the course syllabus rather than in isolated units or modules. Second, GL workshops promote authentic assessment and continuous improvement. Faculty report that the workshops enable them to plan meaningful tasks, and they attribute frequent review of results with the OGLI through each semester's assessment reporting process with motivating ongoing course improvement. Third, faculty members want more ideas for GL active learning strategies. New GL teaching strategies are often cited as the workshops' most useful takeaway. Participants consistently agree that Team-Based Learning (TBL) in particular fosters student engagement and shifts class time away from content delivery towards active learning. The fourth conclusion is that faculty members want more strategies for conducting meaningful GL discussions. Participants report using TBL and web-based platforms to increase time for discussions in GL courses. They observe that students are reluctant to bring up controversial subjects on their own but are willing to actively engage when faculty members initiate discussions.

### ***Continuous Improvement***

Over the years, the OGLI's GL professional development offerings have evolved in the following ways to meet changing faculty and staff needs and their recommendations for improvement:

- **Annual Global Learning Conference:** The OGLI's first professional development innovation was to launch the FIU Global Learning Conference in 2010, which grew from a half-day to a day-and-a-half day event in 2014. Sessions showcase powerful GL strategies demonstrated by FIU faculty and students across the curriculum and co-curriculum. All conferences are filmed and archived on the GL website. Conferences have included "GL Blasts," 12-minute pedagogy presentations à la TED Talks; student panels; hands-on workshops; and, keynote speakers.
- **Dedicated Student Affairs GL Workshops:** During AY 2010-11, student affairs staff and faculty attended the same two-day professional development workshops. The first day was dedicated to exploring the GL SLOs, authentic assessments, active learning strategies, and diverse content; the second day was a writing workshop for developing GL course outcomes and syllabi. Student affairs participants found the first day more relevant to their work and also encountered significant challenges scheduling two days away from their offices. In AY 2011-12 student affairs staff began attending the first day only. In response to further requests for differentiation, the OGLI offered dedicated student affairs GL workshops beginning in AY 2012-13.
- **One-day GL Workshops:** AY 2012-13 also saw the addition of the OGLI's course instruction workshops for faculty and graduate assistants assigned to teach existing GL-designated courses. The OGLI also provides one-day department-specific workshops upon request and workshops for faculty teaching dual enrollment GL courses in high schools.
- **GL Brown Bag Workshops:** The OGLI began offering specialized lunchtime workshops on GL strategies in AY 2013-14. These address topics such as TBL, methods for facilitating successful student teams, culturally-responsive instruction, and performance assessment using FIU's GL rubrics.
- **Online GL Workshop:** The OGLI's latest innovation is an on-demand GL course instruction workshop, available to all faculty and staff through FIU Online. Launched in September 2015, this active workshop is directed towards distance learning faculty, online success coaches, instructional designers, and adjuncts unable to attend campus-based workshops. Content includes all that is addressed in campus-based events—and more.

### **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 uses the Global Perspective Inventory (GPI) and its institutionally developed Case Response Assessment (CRA) performance task as part of its longitudinal study of the QEP's effect on student learning. FIU delivers these assessments annually as pretests to minimum 10% samples of incoming FTIC and transfer students and a minimum sample of 10% of graduating seniors. FIU



performs statistical analyses to estimate the extent to which the QEP influences students' development of the GL SLOs during the time between which they enter and graduate from FIU.

During the development of its QEP, the OGLI conducted an extensive survey of instruments that could be used to assess the GL SLOs. The Office identified the GPI survey as the indirect instrument best aligned with the theoretical framework underlying the SLOs (Braskamp, Braskamp, and Engberg, 2014). To determine the instrument's construct validity, the OGLI delivered a table of specifications survey to internal and external experts. These experts were asked to evaluate the extent to which each GPI item aligned with the GL SLOs. The GPI's Cognitive scale was found to correspond with global awareness, the Intrapersonal scale with global perspective, and the Interpersonal scale with the global engagement SLO.

The OGLI did not find any instruments that could be used to directly assess students' global knowledge and skills. The University developed two rubrics in-house to assess global awareness and perspective. The rubrics' five scoring levels ("0"- "4") are aligned with the levels of Bloom's (1956) Taxonomy of Cognitive Development. As part of its longitudinal study of students' GL, the OGLI developed the CRA, which requires students to produce a written analysis of a complex global problem portrayed in case study. The CRA's two question prompts are aligned with the global awareness and perspective SLOs. Trained faculty raters use the two rubrics to directly measure the extent to which the SLOs are demonstrated in responses. The OGLI conducted a study to determine the validity and reliability of scores yielded from these rubrics, described below.

### **GPI Results**

Academic year 2013–14 was the first in which the OGLI was able to analyze a student cohort that had entered and graduated under the two-course GL requirement. Using an independent sample t-test, the OGLI found a statistically significant increase ( $p < .01$ ) in student scores for all GPI subscales in AY 2013-14 (Florida International University, 2014). In AY 2014-15, the OGLI again found statistically significant increases ( $p < .01$ ) for all subscales, shown in Table 3 below.

The OGLI also conducted a paired sample t-test for a subgroup ( $n=161$ ) that took the GPI as FTICs in either AY 2010-11 or AY 2011-12 and again as seniors in either AY 2013-14 or AY 2014-15. The OGLI pooled students in these years in order to obtain a more representative sample of the population. In this subgroup, FIU found a statistically significant increase ( $p < .01$ ) in students' average scores for all GPI subscales except Intrapersonal Identity (see Table 3, below). Taken together, these results strongly indicate that FIU's *Global Learning for Global Citizenship* initiative is having a significant positive effect on students' global awareness, perspective, and engagement.

Beginning in AY 2013-14 the OGLI was also able to conduct regression analyses to explore the influence of participation in activities surveyed as part of the GPI Co-curriculum scale on the global awareness, perspective, and engagement of graduating seniors who had entered and graduated under the GL requirement. Results of the AY 2013-14 analysis ( $n=1045$ ) showed that increased participation in two GL strategies was significantly positively correlated ( $*p < .05$ ) with increases in students' proficiency in all three GL SLOs. These strategies were: intensive classroom dialogue among students with different backgrounds and beliefs and attendance of FIU events or activities reflecting a cultural heritage different from one's own. Results of the AY 2014-15 analysis ( $n=560$ ) showed a similar positive correlation between attendance at FIU cultural events and students' global engagement. In addition, the AY 2014-15 analysis found a significant positive correlation between participation in community service activities and increased global engagement. Finally, in AY 2014-15 increases in global awareness were found to be positively correlated with participation in courses that include materials/readings on race and ethnicity issues.

GPI regression analysis results provide solid support for the GL work in which FIU has been engaged as part of its QEP. Diverse content and readings are required as part of all GL courses. Discussions of pedagogical strategies that encourage open dialogue about difference are a major part of every OGLI GL professional development workshop. Approximately 30% of the GL activities reported by student affairs directors are culturally focused, and, the Center for Leadership and Service offers all GL faculty members a database of local organizations seeking volunteers in order to support service integration in GL courses.



Pretest/Posttest GPI Average Score Results, AY 2010-15				
GPI Subscales	Independent Sample T-test		Paired Sample T-test	
	2010-11 FTIC, N=1,719	2014-15 Seniors, N= 596	2010-11 & 2011-12 FTIC, N=161	2013-14 & 2014-15 Seniors, N=161
Cognitive Knowing	3.08	3.60*	3.25	3.55*
Cognitive Knowledge	3.77	3.98*	3.76	3.93*
Intrapersonal Identity	4.22	4.33*	4.22	4.28
Intrapersonal Affect	3.76	3.87*	3.78	4.92*
Interpersonal Social Responsibility	3.76	3.87*	3.80	3.95*
Interpersonal Social Interaction	3.68	3.82*	3.69	3.84*

**Table 3: Pretest/Posttest GPI Average Score Results, AY 2010-15**

\*p<.01

### CRA Results

The OGLI's study of its GL rubrics yielded ample evidence that they produce valid, reliable scores reflecting students' global awareness and perspective (Doscher, 2012). The study also demonstrated that GL courses significantly contribute to students' proficiency in the GL SLOs. The OGLI's quasi-experimental study utilized a pretest/posttest nonequivalent group design comparing learning gains of students enrolled in two GL foundations courses with those of students enrolled in two similar non-GL UCC courses. All students were given parallel pretest/posttest CRA tasks at the beginning and end of the semester, the same tasks used for the QEP. Multiple linear regression was used to ascertain the rubrics' ability to discern average learning gains of the GL vs. non-GL students.

The rubrics were found to yield highly reliable scores. Among scorers using the global awareness rubric, inter-rater agreement was high on both the pretest (.89,  $p<.0001$ ) and the posttest (.95,  $p<.0001$ ). Inter-rater agreement among scorers using the global perspective rubric was also high for both the pretest (.92,  $p<.0001$ ) and posttest (.91,  $p<.0001$ ). In terms of the scores' validity, post hoc regression analyses revealed significant interactions between students' pretest scores and completion of a GL course. This crossover interaction supported the finding that the rubrics could be used to detect learning differences between students enrolled in GL vs. non-GL courses, as well as differences within groups of students enrolled in GL courses. On average, students in GL courses who scored above 1.728 on the global awareness pretest earned significantly higher global awareness posttest scores than were predicted for students in non-GL courses. Students who scored below 1.728 on the pretest did not experience these gains. Similarly, on average, GL students who scored above a .533 on the global perspective pretest experienced significantly higher posttest gains than were predicted; not so for students who scored below that level on the pretest. These results support the contention that FIU's GL courses contribute to students' proficiency in the GL SLOs.

Using the CRA task as part of the longitudinal pretest/posttest study of student learning, the OGLI found a statistically significant decrease in students' average global awareness and global perspective scores between the time they entered FIU as FTICs in AY 2010-11 and when they graduated as seniors in AY 2014-15 (see Table 4). The OGLI also pooled AY 2010-11 and AY 2011-12 FTICs and AY 2013-14 and AY 2014-15 seniors for a paired sample analysis. Scores decreased for this subgroup (n=75), although these decreases were not found to be significant (see Table 4). The subgroup sample is too small to draw valid conclusions from the results.

Pretest/Posttest CRA Average Score Results, AY 2010-2015				
GL SLOs	Independent Sample T-test		Paired Sample T-test	
	2010-11 FTIC, N=357	2014-15 Seniors, N= 1,221	2010-11 & 2011-12 FTIC, N=75	2013-14 & 2014-15 Seniors, N=75
Global Awareness	1.79	1.41*	1.72	1.56
Global Perspective	1.47	1.02*	1.26	1.22

**Table 4: Pretest/Posttest CRA Average Score Results, AY 2010-2015**

\*p<.01

## **Continuous Improvement**

The OGLI has found the GPI to be an extremely useful instrument for facilitating continuous improvement. Item analysis allows the OGLI to work with students, faculty, and staff in targeted ways to continue to increase students' proficiency in the GL SLOs. Results have led the OGLI to provide individual guidance to GL Medallion and PCP students to participate in globally focused service activities and FIU cultural events. They have prompted the Office to revise the content and teaching strategies demonstrated in course instruction workshops. The data allow the OGLI, as well as faculty, staff, and student stakeholders, to see the direct impact of their efforts on increased student learning.

With regard to the use of the CRA for longitudinal study of student learning, practical issues call into question the validity of conclusions to be drawn from results. The CRA involves a 40-50 minute writing task in response to a case study, about which students may have little or no prior knowledge. The case to be analyzed may have little to do with seniors' major program of study. Seniors are not required to take the CRA, nor do they have any incentive to perform at their best. For these reasons the GLCOC recommended in spring 2015 that the OGLI discontinue the use of the CRA beginning in AY 2015-16. Given the strong evidence that the rubrics can detect valid differences in students' global awareness and perspective (Doscher, 2012), the OGLI continues to provide professional development to faculty using these instruments for course-level assessment.

## **What We Have Learned**

From the outset, FIU fully embraced the SACS requirement to engage in a broad-based process of determining the topic and developing and designing the elements of the *Global Learning for Global Citizenship* QEP. We have found this process to be critical to the success of our initiative. Over the course of 18 months between August 2008 and February 2010, the OGLI engaged hundreds of stakeholders in the development of a shared vision for change. This included a conception of what success would look like, i.e. our GL program goals and SLOs, and how FIU would make this vision a reality, i.e. the actions to be implemented. When pushback was encountered, whether it concerned the particular focus of the SLOs, the number of GL requirements, or the overall breadth of the proposed initiative, the OGLI learned that points of contention were best addressed head-on through dialogue, differentiated activities, and continuous improvement. The OGLI has also found that the most effective method of maintaining and continuing to expand buy-in for the QEP has been to begin every professional development workshop with a discussion of our initial research questions: "What should global citizens know and be able to do?" and "How should FIU help students develop the knowledge, skills, and attitudes of global citizenship?" By engaging new faculty and staff in this discussion, FIU continues to coalesce our shared vision of GL. Within the context of this broad-based process, we also allow every stakeholder the opportunity to determine how he or she will uniquely contribute to our shared vision.

In addition to the large numbers of FIU faculty, student affairs staff, and student leaders the OGLI engages to provide GL, an ever-widening circle of FIU stakeholders have taken ownership of GL. For example, FIU Libraries independently hired a dedicated GL Librarian in fall 2014. Libraries also reached out to the OGLI to conduct a research study during AY 2014-15 exploring the influence of instructional collaborations between GL and library faculty on students' information literacy and the GL SLOs. This study was funded by a grant from the Association of College and Research Libraries. The GL Librarian has developed and disseminated a GL Library Guide, an online portal to GL resources, and subject matter liaisons are embedded in numerous GL courses. In addition, numerous community organizations have stepped forward to facilitate TTRs, hire FIU students as interns to work on globally focused projects, and work with students in the Global Living/Learning Community. Every group that has engaged with FIU's GL initiative has had a part in shaping the direction of the QEP's development. Through these expanded GL partnerships initiated outside the OGLI, FIU has learned that successful curricular and co-curricular reform requires a cultural change in the institution, one that prizes networked collaboration and mutually reinforcing activities over siloed, hierarchical roles and responsibilities.

FIU has also found that continuous communication is foundational to sustaining and improving the quality and impact of its GL activities. Communication with internal and external stakeholders has become a central function of the OGLI. The Office has re-designed its website twice to improve usability, and the OGLI's External Relations Account Representative uses web analytics to edit the

site regularly. Visited by 35,000+ unique individuals per year, the GL website is an up-to-date resource for students, faculty, staff, and community members to connect with GL courses, activities, and professional development. The OGLI's Director, Associate Director, and Coordinator also regularly exchange ideas with GL colleagues globally through publications, conference presentations, and workshops. In August 2015, OGLI Director Hilary Landorf and Associate Director Stephanie Doscher were invited to publish in the Association of American Colleges and Universities' *Diversity and Democracy* magazine their research-based definition of the term "global learning" and how it's used to provide GL for all FIU students. In December 2015, *Global Learning for Global Citizenship* was selected to receive the prestigious 2016 Institute for International Education (IIE) Andrew Heiskell Award for Internationalizing the Campus. The IIE Network will feature the initiative as a best practice in international education in its many publications and field development activities. These contributions to the field and others are documented in the OGLI's annual QEP Impact Reports, which are published at [goglobal.fiu.edu](http://goglobal.fiu.edu) along with stories of GL's transformational effect on our stakeholders' teaching, learning, research, service, and career success.

Finally, FIU has learned that meaningful curricular and co-curricular reform requires a backbone organization to help diverse stakeholders work together. The OGLI is a coordinating infrastructure with dedicated staff members that plan, manage, and sustain the provision of GL for all students. The OGLI uses technology, communication, data collection, and reporting to facilitate continuous improvement of actions implemented university-wide. The OGLI is the backbone organization for GL at FIU. With the advancement of student learning as its primary directive, the Office has advanced GL as an institutional priority for FIU and has contributed significantly to the field of GL in higher education. The OGLI credits the SACS QEP development, implementation, and evaluation process with providing a foundational framework for enabling FIU to significantly increase the quality of student learning within all undergraduate degree programs.

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