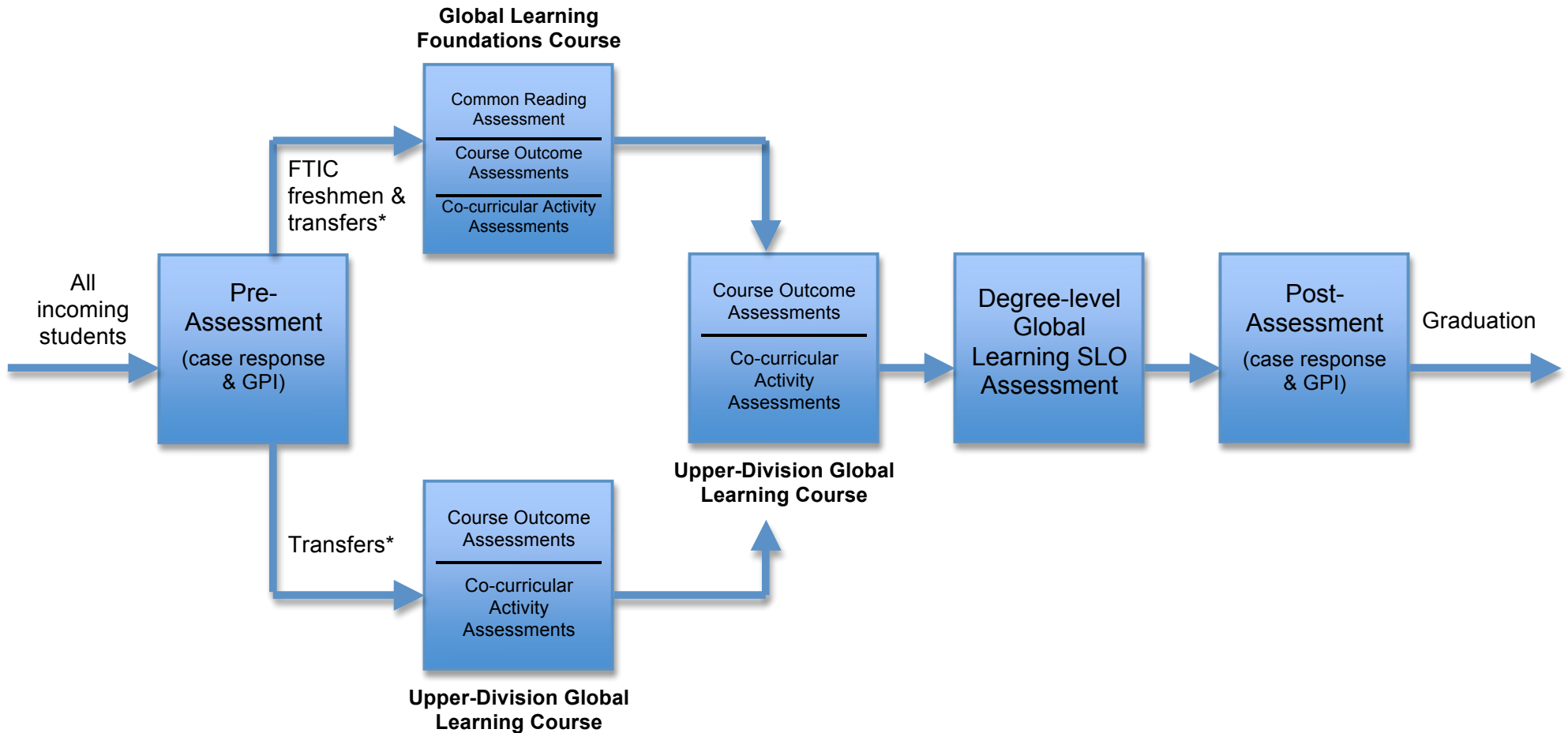




Global Learning for Global Citizenship General Evaluation Model

- **Tie to Global Learning SLOs:** brief explanation of how each program goal supports student learning
- **Program Goal:** program goal designed to support achievement of the global learning SLOs
- **Program Objectives:** measurable, criterion-based objectives designed to support the achievement of each program goal
- **Program Pre-Assessment:** pre-assessment measures for each objective, used for program evaluation
- **Actions to be Implemented:** actions to be implemented in order to achieve each objective
- **Program Implementation Assessment:** assessments used to determine whether the actions are being implemented as planned, the results of which are used to make adjustments to the actions to be implemented during Program Implementation Review
- **Program Post-Assessment:** post-assessment measures for each objective, used during Program Evaluation
- **Program Implementation Review and Program Evaluation:** process used to review program implementation data in order to make necessary adjustments to the actions to be implemented and process used to review pre-post program assessment data in order evaluate the achievement of the objectives and make necessary adjustments to aspects of the QEP to improve student learning.

Global Learning For Global Citizenship Assessment Flow Chart



* If their program allows, transfer students with an AA degree from a Florida public institution may take a global learning foundations course as one of the two courses they need to fulfill their global learning exit requirement.

Global Learning¹ for Global Citizenship²

Student Learning Goals and Outcomes

After having taken a minimum of two (2) global learning courses, FIU graduates will have achieved the following learning goals and outcomes:

GOAL A: Global Perspective

Recognition of one's own perspective³ and the diversity of other perspectives

Students will be able to:

1. detect the distinctive and common qualities between their own perspective and the perspectives of others⁴
2. assemble a multi-perspective analysis of an issue

GOAL B: Global Awareness

Knowledge of local, global, international, and intercultural issues, trends, and systems

Students will be able to:

3. discuss prevailing world conditions associated with local, global, international, and intercultural issues, trends, and systems
4. demonstrate an understanding of the interrelatedness⁵ of local, global, international, and intercultural issues, trends, and systems

GOAL C: Global Engagement

Willingness to engage in local, global, international, and intercultural problem solving

Students will demonstrate willingness to:

5. accept shared responsibility for solving local, global, international, and intercultural problems
6. address local, global, international, and intercultural problems by taking action within the context of their own lives

¹ **Global learning:** "the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world" (Hovland 2006)

² **Global citizenship:** willingness to apply knowledge of interrelated issues, trends, and systems and multi-perspective analytical skills to local, global, international, and intercultural problem solving

³ **Perspective:** ordinarily unexamined assumptions, evaluations, explanations, and conceptions of time, space, causality, etc. (Harvey 1975)

⁴ **Others:** individuals, groups, cultures

⁵ **Interrelated:** reciprocally or mutually connected

Sample Global Learning Course Outcomes and Assessments

Global Learning Student Learning Outcome #1: Students will be able to detect the distinctive and common qualities between their own perspective and the perspectives of others.

Course	Outcome	Assessment Methods:	Minimum Criteria for Success:
Artistic Expression in a Global Society	Students will be able to discriminate between their own perspective and the perspectives of others on how cultures use language, music, and art as a means of artistic expression.	Assessment Activity/Artifact: Short answer questions on what constitutes artistic expression from individual perspective Evaluation Process: Rubric with faculty panel review Sample: 10 or 10% whichever is greater	Students will achieve a 2 or better on a 3-point rubric.
From the Bay to the World	Students will compare and contrast their own perspective and those of others on the interrelationship between humans, oceans and coasts.	Assessment Activity/Artifact: Embedded final exam short answer question Evaluation Process: Rubric: 2-member faculty or TA panel Sample: All students assessed	Students will achieve a 2 or better on a 3-point rubric.
Gaining Global Perspectives	Students will be able to recognize their own and others' perspectives.	Assessment Activity/Artifact: 1. Pre-Post Reflective Assessment: 2. Team Project: Summative team project Evaluation Process: Rubric: 3-member faculty or TA panel Sample: All students will be assessed	1. Students will achieve a 2 or better on the 3-point rubric. 2. Students will achieve a 3 or better on the 5-point rubric.
Global Supply Chains	Students will be able to detect the distinctive and common qualities between their own perspective and the perspectives of others on supply chain issues.	Assessment Activity/Artifact: Case study reports Evaluation Process: A two-member faculty or TA panel using a 4-point rubric Sample: All students will be assessed	Students will achieve a mean rubric score of at least 2.5.
How We Know What We Know	Students will be able to compare and contrast their point of view on a recent news article and perspectives of others on the same article.	Assessment Activity/Artifact: Blog entry Evaluation Process: Three-point rubric; 2-member panel Sample: All students will be assessed	Students will achieve a 2 or better on a 3-point rubric.
International Nutrition, Public Health, and Economic Development	Students will be able to detect the distinctive and common qualities between their own perspective and those of other individuals and cultures concerning the disciplines of nutrition, public health and economic development.	Assessment Activity/Artifact: Debate Evaluation Process: A peer-review evaluation that includes a 5-point rubric Sample: All students will be assessed	Students will achieve a 3 or better on a 5-point rubric.