Quality Enhancement Plan: GLOBAL CITIZENS PROJECT
2015-2016 Annual Report

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I. EXECUTIVE SUMMARY

The QEP is a comprehensive five-year plan to globalize the USF undergraduate experience in order to provide students with opportunities to learn and practice global competencies. Three programmatic goals define the QEP – Global FKL (globalizing General Education courses), Global Pathways (globalizing the Majors), and Global Citizen Award (an undergraduate award to encourage students to engage in global experiences). Supporting programming in the areas of professional development and assessment are also central to the plan.

The primary focus of 2015-2016 was the development and piloting of the content, processes, and procedures supporting the three QEP goals, including professional development and assessment. Below is a summary of 2015-2016 accomplishments in each of these areas.

Global FKL (General Education)

• Established criteria and process for globalizing general education courses
• Fourteen general education courses were recertified by the General Education Council as meeting the new global criteria, another seven proposals are under review

Global Pathways (the Majors)

• Established the criteria and process for globalizing degree programs
• Established the criteria and process for globalizing (non-general education) courses
• Five programs are in the process of globalizing
• Nine courses were certified as Global Citizens courses by the Undergraduate Council, another eight proposals are under review

Global Citizen Awards

• Established the criteria for completing award requirements and the process for documenting completion, including developing the Canvas organization to manage the award
• Recruited 179 students to pursue the award
• Awarded $109,455 in study abroad scholarships to 42 students

Professional Development

• Designed and launched professional development programming, including Global Course Enhancement Cohorts, Global Pathway Learning Communities, stand-alone workshops, one-on-one consultations, and other activities
• Designed informational print materials specific to professional development programming and for general use

Assessment

• Conducted assessment needs analysis
• Launched the Global Perspective Inventory to establish baseline data
• Began development of an in-house assessment instrument specific to GCP learning outcomes
The work completed in 2015-2016 lays the foundation for meeting the 2020 QEP performance targets.

### 2015-2016 QEP Performance Dashboard

<table>
<thead>
<tr>
<th>Category</th>
<th>2016</th>
<th>2020 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad Scholarships</td>
<td>42</td>
<td>282 Scholarships</td>
</tr>
<tr>
<td>Global Citizen Awards</td>
<td>179</td>
<td>500 Students</td>
</tr>
<tr>
<td>Global Pathways</td>
<td>5</td>
<td>47 Degree Programs</td>
</tr>
<tr>
<td>Global Citizens Courses</td>
<td>9</td>
<td>150 Courses</td>
</tr>
<tr>
<td>Global FKL Courses</td>
<td>14</td>
<td>100 Courses</td>
</tr>
</tbody>
</table>

*Completed* | *In Progress*
II. INTRODUCTION

USF’s 2015-2020 Quality Enhancement Plan (QEP), the Global Citizens Project, is a comprehensive five-year plan to globalize the USF undergraduate experience in order to provide students with opportunities to learn and practice the essential global competencies defined by the USF community (Fig. 1). Three programmatic goals define the plan – Global FKL (general education), Global Pathways (the majors), and the Global Citizen Award. Supporting programming in the areas of professional development and assessment are also central to the plan.

Figure 1. Conceptual Framework of the Global Citizens Project

As a requirement for reaffirmation of University accreditation, the QEP was submitted to and successfully reviewed by the Southern Association of Colleges and Schools Commission on Colleges in spring 2015. Implementation of the five-year plan began in summer/fall 2015. This report addresses the first year of implementation, summer 2015 through spring 2016. The primary focus of the 2015-2016 year was developing and piloting the content, structures, processes, and procedures supporting the three QEP goals as well as establishing the necessary infrastructure and personnel.

III. INFRASTRUCTURE AND PERSONNEL

Implementation began with the establishment of the Global Citizens Project (GCP) office. Although not originally planned, it was determined that a physical office space housing the GCP team was needed to foster collaboration and to provide a known location where students and faculty could seek assistance and support. SVC 2049, formerly the Office of Orientation, was selected as an appropriate location, and the space was renovated in summer 2015 (Fig. 2).
The GCP team consisting of a director, administrative specialist, and four graduate assistants was expanded to include the following new positions and individuals:

a. Professional Development Specialists (start date: August 2015)
   • Kara Fulton, Ph.D. in Applied Anthropology, USF
   • Sommer Mitchell, Ph.D. candidate in Government and International Affairs, USF

b. Assessment Specialist (start date: October 2015)
   • Bruce McCollaum, Ph.D. candidate in Educational Research Methodology at University of North Carolina – Greensboro

c. Assistant Director (start date: January 2016)
   • Nicole West, Ph.D. in Higher Education Administration, USF

d. Graduate Assistant (start date: May 2016)
   • Kaniqua Robinson, Ph.D. candidate in Applied Anthropology, USF

Finally, the QEP Steering Committee, which was appointed in June 2013 to spearhead the planning and development of the QEP, renamed itself the GCP Steering Committee and serves in an advisory capacity to the Global Citizens Project in addition to selecting course proposals for funding and certifying Global Pathways.

IV. PROGRAMMATIC GOALS

Three programmatic goals of the QEP provide students with a global undergraduate experience. The first goal, Global FKL (general education), is to provide students with an introduction to global competencies through the FKL General Education curriculum. This is accomplished by infusing the learning outcomes of the GCP into key areas of general education via existing global FKL dimensions. Specifically, all general education courses in the core areas of Social and Behavioral Sciences, Humanities, Fine Arts, and Human and Cultural Diversity in a Global Context (n=100 or 64% of all general
education courses) are required to address either the FKL Human and Cultural Diversity dimension, the FKL Global Context dimension, or both dimensions.

The second goal of the QEP, Global Pathways, is to provide students with opportunities to practice and apply global competencies in the context of their discipline of study. To accomplish this, academic departments are invited to work with the GCP team in a faculty learning community to globalize the majors, thereby creating ‘Global Pathways.’

The third goal of the QEP is to provide students with opportunities to reinforce the global knowledge and skills they acquire through general education and their degree programs. To accomplish this, the Global Citizen Award was created to encourage students to engage in a variety of globally focused curricular and co-curricular experiences. Achievement of the award is noted on students’ official transcripts and recognized at the Center for Leadership and Civic Engagement’s Celebration of Leadership Awards program. Students who earn the award also receive a graduation cord to wear during commencement.

Progress related to each of these goals is reported below.

a. Global FKL (General Education)

During fall 2015, the criteria and process for globalizing general education courses were established and approved by the General Education Council (GEC). The new global criteria were integrated into the existing recertification process that all general education courses undergo every five years. During spring 2016, 14 general education course recertification proposals were submitted by the academic departments, and reviewed and approved by the GEC using the new global criteria.

Seven courses were recertified for the FKL Human and Cultural Diversity dimension.

• AMS 3700 Racism in American Society
• GEY 3625 Sociological Aspects of Aging
• HUM 2210 Studies in Culture: The Classical through Medieval Periods
• IDH 3100 Arts & Humanities Honors
• LAH 2020 Latin American Civilization
• SPC 3301 Interpersonal Communication
• WST 3311 Issues in Feminism

Five courses were recertified for the FKL Global Context dimension.

• GEO 2200 Introduction to Physical Geography
• MUH 3016 Survey of Jazz
• SPC 2608 Public Speaking
• STA 2122 Social Science Statistics
• SYD 3700 Race and Ethnic Relations

Two courses were recertified for both global FKL dimensions.

• SPC 3710 Communication and Cultural Diversity
• WOH 2022 Global History since 1750

Another seven global course recertification proposals were under review by the GEC at the close of the spring 2016 semester.
b. Global Pathways (the Majors)
During fall 2015 the initial criteria for globalizing a degree program and certifying it as a Global Pathway were developed with the input of faculty from three departments/programs: Interdisciplinary Social Sciences, Women’s and Gender Studies, and Aging Studies. During spring 2016 the Global Pathway criteria were piloted with two departments: Communication and Geosciences (Environmental Science and Policy program). Based on the results of the pilot and consultations with departments considering developing a Global Pathway in the future, revisions to the requirements for certification as a Global Pathway were modified in an effort to accommodate the variability in degree programs and to streamline the certification process. The revised Global Pathway criteria are as follows: 1) two global degree program learning outcomes aligned with the GCP learning outcomes, 2) global certification of two courses required for the major (ideally one at the introductory level and one at the upper level), 3) development or documentation of one global high-impact practice (study abroad/away, undergraduate research, or service learning), and 4) collaboration on one global co-curricular event in partnership with a unit in Student Affairs.

During fall 2015 the criteria and process for certifying (non-general education) undergraduate courses as Global Citizens courses were also established and approved by the Undergraduate Council. The new global criteria were integrated into the existing online course proposal system used by the Undergraduate Council. Certified Global Citizens courses receive the GCPC course attribute in Banner and can count towards requirements for the Global Citizen Award. In spring 2016 the following nine Global Citizens courses were certified by the Undergraduate Council, using the new global criteria:

- AMH 3342 Globalization and U.S. Culture
- EDF 2085 Intro to Diversity for Educators
- EDG 3775 Cybersecurity and the Everyday Citizen (pending SCNS approval)
- GEY 4104 Healthy Global Aging
- HUM 3309 Intro to Food Studies
- ISS 4935 Seminar in the Social Sciences
- ITT 4531 Italian Food in Film
- LIN 4721 Second Language Acquisition
- REL 3308 World Religions

Of the nine courses certified, four are required for majors, one is a service-learning course, one is a research-designated course, and one is an FKL Capstone course. Another eight global course certification proposals were under review by the Undergraduate Council at the close of the spring 2016 semester.

c. Global Citizen Award
Requirements for the Global Citizen Award were initially drafted in fall 2014 and piloted in spring 2015. After consultation with the GCP Steering Committee, the requirements were revised during summer 2015. Effective fall 2015, the requirements for the Global Citizen Award were:

- attend a Starting Your Adventure Workshop, which outlines the philosophy and requirements for the award,
- attend eight on-campus global events and submit a reflective essay for each event within seven days of attendance,
- complete two globally focused activities from the following list:
  - two foreign language courses (intermediate level or above),
  - two Global Citizens courses,
- a study abroad/away experience (one week minimum),
- active participation in the Global Citizens Living Learning Community,
- 90 hours of community service or service learning,
- 90 hours of internship, or
- 90 hours of undergraduate research
• submit a culminating reflection assignment synthesizing all global experiences completed.

During fall 2015 and spring 2016 the criteria and logistics for completing each award activity were established in collaboration with the Office for Undergraduate Research, Career Services, Education Abroad, the Office of Community Engagement and Partnerships, and the Center for Leadership and Civic Engagement. These collaborations yielded documents to guide students through the steps necessary to obtain pre-approval of and credit for completing the globally focused activities of their choice.

A Canvas organization to manage the Global Citizen Award was created. The evidence and process for documenting completion of award activities were finalized and posted using modules in Canvas. Prompts for the reflective essays specific to the various award activities were drafted and uploaded to Canvas as ‘assignments.’ A module was also created to notify students of upcoming on-campus events. Finally, a Canvas quiz was developed to help students map out their plan for earning the award.

During AY2015-2016, the GCP offered 38 Starting Your Adventure Workshops to 294 students, yielding 179 students actively pursuing the Global Citizen Award. Eighty-five on-campus global events were pre-approved and advertised to students via Canvas (40 events in fall 2015 and 45 events in spring 2016). In fall 2015, 22 students attended 11 of the 40 advertised events and in spring 2016, 119 students participated in 34 of the 45 the advertised events. Students are required to complete an event reflection within seven days of each on-campus global event they attend. Table 1 presents a selection of student responses to the spring semester events.

Table 1. Sample of Student Responses to Global Events

<table>
<thead>
<tr>
<th>RISE To Her Level - CLCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>“This event has definitely enhanced my ability to explore my worldview.”</td>
</tr>
<tr>
<td>“It opened my eyes to new situations that people face every day.”</td>
</tr>
<tr>
<td>“This event gave me the information to use as a segue into making a difference for the future.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sandra Cinto: Site Specific Installation - USF Contemporary Art Museum</th>
</tr>
</thead>
<tbody>
<tr>
<td>“This connection between humanity and nature is prevalent in this painting of rushing water, and is also prevalent in many daily sights and feelings, once a closer look is taken.”</td>
</tr>
<tr>
<td>“If more people would take the time to expand their horizons and look to art for inspiration, perhaps environmental issues across the globe would fade away into the setting sun.”</td>
</tr>
<tr>
<td>“Seeing the natural world represented in such a beautiful - imperfect, but yet still beautiful way - affirmed my belief that environmental issues are important and need to be addressed.”</td>
</tr>
<tr>
<td>“I think this encouragement of self-awareness is greatly helpful to taking steps towards creating a more connected and compassionate world.”</td>
</tr>
</tbody>
</table>
**Caio Reisewitz Lecture - Institute for Research in Art**

“This event greatly changed the way I think about waste in our environment. I was shocked how much of our earth is covered by landfills, etc…”

**Can Human Rights be International? - International Studies Society**

“After hearing Mr. Luongo explain the power of fearmongering, I feel like I have a much better understanding of how complex and diverse of an issue it really is.”

“I think that I am now better equipped to engage in a respectful and productive debate on important issues the world is facing today in hopes of reaching a conclusion we can all be proud of.”

As part of their participation in the Global Citizen Award, students indicate which two globally focused activities they intend to complete. Table 2 shows a breakdown of the activities indicated by students in 2015-2016.

<table>
<thead>
<tr>
<th>Globally Focused Activity</th>
<th>Option #1</th>
<th>Option #2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service</td>
<td>63</td>
<td>5</td>
<td>68</td>
</tr>
<tr>
<td>Foreign Language Coursework</td>
<td>41</td>
<td>12</td>
<td>53</td>
</tr>
<tr>
<td>GCP Coursework</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Internship</td>
<td>14</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Living Learning Community</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>31</td>
<td>89</td>
<td>120</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>5</td>
<td>40</td>
<td>45</td>
</tr>
</tbody>
</table>

The Global Citizens Living Learning Community (GC-LLC) provides residential students with an opportunity to immerse themselves in a yearlong exploration of issues related to global citizenship. During the 2015-2016 academic year, 29 students were housed in the Holly-G Apartments. Each month several GC-LLC events (Global Cinema Nights, guest speakers, field trips, etc.) were offered around the following monthly themes: Globalization and International Experiences, Arts and Artifacts, International Business and Human Rights, Culture Shock, Music and Dance, Religion/Spirituality, and Environment. In addition to the monthly events, students in the GC-LLC were also actively engaged in service events, including CHARGE! and Stampede of Service, both sponsored by USF’s Center for Leadership & Civic Engagement (CLCE). GC-LLC students also participated in the iBuddy program sponsored by the Office Multicultural Affairs.

As an incentive to recruit more students to participate in the Global Citizen Award program, and because all of the students in the pipeline were still working towards earning the award, students were given the opportunity to interview for a GCP Study Abroad scholarship. Forty-two (42) students were awarded a total of $109,455 in GCP Study Abroad scholarships, with individual scholarships ranging from $2,500-$3,756 for travel to 12 distinct locations, including China, Costa Rica, Dusseldorf, Florence, Ghana, India, Ireland, Japan, London, Morocco, Paris, Prague, Spain, St. Lucia, and Vietnam. These students studied abroad during summer 2016 and will work with the GCP in a variety of positions (i.e., peer mentors, liaisons, student association members, and student assistants) during AY2016-2017 as the first cohort of GCP student leaders.
A pre-departure social was hosted (in conjunction with the Global Citizens Club) at the end of the spring 2016 semester for GCP Study Abroad scholarship recipients; thirty-seven (37) students attended. This event provided students with the opportunity to meet other students who were going to study abroad during the summer and to connect with fellow students who would be traveling to the same destinations. Students were provided with information packets that contained international travel tips and resources for documenting their time abroad. In addition, three students were loaned GoPro video cameras and asked to capture footage of their experiences in China, Costa Rica, and London. Each student also received a GCP backpack and a Rocky stuffed animal and were asked to post pictures using the hashtags, #rockyisaglobalcitizen and #usfgcp.

V. PROFESSIONAL DEVELOPMENT

To support faculty and academic departments in the globalization of courses and programs, professional development programming and informational print materials were created, piloted, and revised during 2015-2016. The programming developed and launched in 2015-2016 includes Global Course Enhancement Cohorts, Global Pathway Learning Communities, stand-alone workshops, one-on-one consultations, and other activities. The Global Course Enhancement Cohorts were developed to provide support to faculty in the global redesign of their individual courses. Through an application process, faculty are selected by the GCP Steering Committee to participate in the cohort and receive $1400 in funding to support their participation. Each cohort meets five times over the funded semester with the expectation that they submit a completed proposal shortly after the last meeting. To date, 15 faculty from the following departments were funded and participated in the course enhancement cohorts:

- College of Arts & Sciences
  - Anthropology
  - Chemistry
  - Communication
The Global Pathway Learning Communities were created to bring faculty members from several departments together in a collaborative space to develop their degree programs as Global Pathways. This programming was created in fall 2015 in collaboration with faculty from the departments of Sociology, Women’s and Gender Studies, and Aging Studies, and partner offices, including the Academy for Teaching and Learning Excellence (ATLE), USF Library, Education Abroad Office, Office for Undergraduate Research (OUR), Office for Community Engagement and Partnerships (OCEP), and Office of Multicultural Affairs (OMA). The programming was piloted in spring 2016 with faculty from Communication and Geosciences. Staff from OUR, OCEP, Education Abroad, and OMA presented at the meetings of the learning community during the pilot semester to support faculty and enhance communication among departments and offices across USF. Inter-office collaboration is expected to continue in future semesters.

To reach more faculty, a stand-alone global course enhancement “Getting Started” workshop was developed. It was designed to introduce the Global Course Certification process to faculty. The workshop was offered three times during spring 2016 and had a total of 27 faculty participants. Faculty walked out of the workshop having started the process of aligning their course with the GCP learning outcomes. Based on faculty feedback and questions, the one-hour workshop was expanded to a two-part workshop series, entitled “Let’s Certify,” as well as a “Building a Global Citizens Assignment” workshop. Additionally, information sessions were developed to help faculty determine if course certification is the right path for their course. The goal of the modified programming is to support more faculty interested in certifying courses outside of funded opportunities.

The professional development specialists also work with faculty in a one-on-one setting on FKL General Education and non-general education courses. These sessions are individualized based on faculty need. The professional development specialists conducted 41 one-on-one faculty consultations in 2015-2016.

In collaboration with the Academy of Teaching and Learning Excellence and the Common Reading Experience committee, the professional development specialists created a book club for faculty and staff to discuss the CRE selection for 2016-2017, *The Other Wes Moore*. The book club is designed to discuss global themes and how to incorporate the book into courses and programming. The first book club session, geared toward all faculty and staff, had 11 participants from 10 departments. The second
book club session, geared toward instructors teaching Academic Foundations, had 5 participants from 4 departments.

Significant efforts were directed at developing informational print materials that could be used in the professional development programming as well as elsewhere. The centerpiece of all professional development print materials is the Global Course Enhancement: What It Is & What It Isn’t infographic (Fig. 3). Other print materials and infographics used to support the Global Course Enhancement Cohorts include:

- Global Citizens Course Certification Pieces
- Course Objectives vs. Student Learning Outcomes
- Writing Global Student Learning Outcomes
- Backwards Design
- Process Chart
- Distributed Practice
- Activities Supporting Student Learning Outcomes
- Problem-Based Assignments

These materials, as well as others not listed, were designed to provide faculty wishing to pursue Global Citizens Course certification with the information necessary to successfully globalize their courses. Print materials were also created for the Global Pathway Learning Communities, including a curriculum map template for departments to document their global curriculum.

To assist the Undergraduate Council in the review of Global Course Certification proposals, a Resource Packet for Reviewing GCP Certification Proposals was also created. This packet includes Global Course Enhancement: What It Is & What It Isn’t, Checklist for Reviewing GCP Certification Proposals, and a GCP Certification Proposal Form Online Output. Similarly, a checklist for reviewing global recertification proposals was created for the General Education Council, in addition to Building Your FKL Recertification Proposal for faculty recertifying general education courses.

### VI. ASSESSMENT

In fall 2015, an assessment needs analysis was conducted. The first step of an assessment needs analysis is to identify the types of inferences and decisions that will be made from the assessment results. Consequently, the purpose and proposed uses of assessment were fully developed in order to guide validity efforts. The next step in this process is to clearly define the construct in regards to a measurement perspective. Therefore, the GCP student learning outcomes were researched and operationalized for assessment purposes. The next step taken was to research and operationalize the GCP initiatives: the Global Citizen Award, GCP Certified Courses, and Global Pathways. Lastly, the type of
reporting information needed was determined so that an analysis model could be constructed. The results of the assessment needs analysis are as follows:

- The assessments need to clearly measure the student learning outcomes and link back to the GCP initiatives.
- The assessments need to clearly evidence change in the student learning outcomes.
- Consequently, a time-series design with a rolling baseline was determined to be an appropriate analysis model.

The GCP has chosen the Global Perspective Inventory (GPI) as a main measure of GCP student learning. An extensive investigation into the GPI was conducted. The investigation focused on the following:

- Conceptual model
- Development
- Factor structure
- Response format
- Performance standards
- Validity efforts
- Reliability analysis

The GPI was developed by Braskamp, Braskamp, and Merrill (2010). The GPI is designed to measure post-secondary students’ degree of global perspective taking and has been used by many higher education institutions for assessment purposes. The GPI is comprised of 72 items and has 3 sections: Global Perspective Taking, Campus Experiences, and Demographic Data. The main psychological construct the GPI measures is Global Perspective Taking, which is comprised of 6 sub-scales: knowing, knowledge, identity, affect, social responsibility, and social interaction. The Campus Experiences construct is comprised of 3 sub-scales: curricular, co-curricular and community. Braskamp, Braskamp, and Merrill (2010) have conducted studies to establish the face validity, concurrent validity, and construct validity of the GPI. These efforts have shown moderate validity. The GPI also has established test-retest reliability as well as internal consistency (Table 3). The GPI shows moderate reliability.

Table 3: GPI Structure and Reliability

<table>
<thead>
<tr>
<th>Scale</th>
<th>Aspect</th>
<th>Sub-Scale</th>
<th>Test-Retest Reliability</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Perspective Taking</td>
<td>Cognitive</td>
<td>Knowing</td>
<td>0.67</td>
<td>0.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Knowledge</td>
<td>0.59</td>
<td>0.77</td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td>Identity</td>
<td>0.66</td>
<td>0.74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Affect</td>
<td>0.59</td>
<td>0.73</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>Social Responsibility</td>
<td>0.73</td>
<td>0.73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Interaction</td>
<td>0.58</td>
<td>0.70</td>
</tr>
<tr>
<td>Campus Experiences</td>
<td>Curricular</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Co-curricular</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Community</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Demographic Data</td>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
The GPI is a suitable measure for the GCP purposes, however; it has some limitations in regards to the type of information it can provide. Thus, as part of the GCP assessment plan, an in-house assessment will also be developed to work in tandem with the GPI.

There is an IRB on the GCP’s use of the GPI. In fall 2015, the assessment specialist assumed the role of study coordinator for the GPI, and the IRB Continuing Review was completed and approved. The IRB was also amended to reflect changes in the compensation plan. In spring 2016, in order to prepare the GPI for release to students, the following tasks were completed:

- Three forms of the GPI, New Student form, General Student form, and the Study Abroad form, were purchased.
- Changes to recruitment materials were made to reflect the new compensation plan.
- Compensation items were selected and purchased.
- Changes to the information and format of GCP web pages regarding the GPI were made.
- A reporting arrangement was set up with Iowa State, owner of the GPI.
- A working relationship with the Office of Orientation was established for recruitment of incoming students.

Full launch of the GPI will occur in 2016-2017.

A simple assessment of student readiness was also created for students pursuing the Global Citizen Award. At the beginning of their participation in the Global Citizen Award program, students were asked to indicate where they believed they were in their journey to becoming a global citizen with regard to the six GCP learning outcomes (Self-Awareness, Willingness, Practice, Knowledge, Analysis, Synthesis). Answer choices include: (1) Just starting out, (2) \(\frac{1}{4}\) of the way there, (3) \(\frac{1}{2}\) way there, (4) \(\frac{3}{4}\) of the way there, and (5) Essentially there. Although these data were obtained from self-reported responses, it provides an estimation of students’ level of readiness with regard to each of the GCP learning outcomes. Data related to these responses are summarized in Table 4.

Table 4. Self-reported Student Readiness related to GCP Learning Outcomes (by frequency and percentage)

<table>
<thead>
<tr>
<th></th>
<th>Just starting out (1)</th>
<th>(\frac{1}{4}) of the way there (2)</th>
<th>(\frac{1}{2}) way there (3)</th>
<th>(\frac{3}{4}) of the way there (4)</th>
<th>Essentially there (5)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>18 (15%)</td>
<td>40 (33%)</td>
<td>36 (30%)</td>
<td>20 (17%)</td>
<td>6 (5%)</td>
<td>120</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>4 (3.3%)</td>
<td>18 (15%)</td>
<td>50 (41.7%)</td>
<td>31 (25.8%)</td>
<td>17 (14.2%)</td>
<td>120</td>
</tr>
<tr>
<td>Analysis</td>
<td>24 (20%)</td>
<td>25 (21%)</td>
<td>53 (44%)</td>
<td>12 (10%)</td>
<td>6 (5%)</td>
<td>120</td>
</tr>
<tr>
<td>Willingness</td>
<td>12 (10%)</td>
<td>24 (20%)</td>
<td>34 (28.3%)</td>
<td>33 (27.5%)</td>
<td>17 (14.2%)</td>
<td>120</td>
</tr>
<tr>
<td>Synthesis</td>
<td>18 (15%)</td>
<td>38 (31.7%)</td>
<td>43 (35.8%)</td>
<td>17 (14.2%)</td>
<td>4 (3.3%)</td>
<td>120</td>
</tr>
<tr>
<td>Practice</td>
<td>6 (5%)</td>
<td>28 (23.3%)</td>
<td>42 (35%)</td>
<td>31 (25.8%)</td>
<td>13 (10.8%)</td>
<td>120</td>
</tr>
</tbody>
</table>
The results in this table show a basic trend in how students rate their readiness in regards to the GCP learning outcomes. The majority of students gave a rating between 2 (1/4 of the way there) and 4 (3/4 of the way there). Fewer students gave themselves a rating of 1 (Just starting out) or 5 (Essentially there). These findings suggest that at the beginning of their participation in the Global Citizen Award program, the majority of students believe they have already made some progress towards becoming a global citizen, but do not see themselves as novices or experts.

Along with the deployment of the GPI, the creation of an in-house GCP assessment began in fall of 2015. To inform the development of the in-house GCP assessment, existing external assessments were investigated and their factor structures, response types, and psychometric properties were examined and compared. The strengths and limitations of the various assessments were determined. Several measurement limitations and concerns were identified.

- None of the existing assessments use the same conceptual model of the GCP.
- Self-report, likert-type items are predominantly used. These types of items have some well-known issues in measurement:
  - Response biases, such as social desirability and avoidance of extreme responses
  - Difficult to capture change
- None of the existing assessments are capable of linking GCP student learning outcomes to GCP initiatives.

These findings along with the assessment needs analysis shape the assessment approach that the GCP will use to evaluate the program and assess student learning.

It was determined that USF faculty would be involved in the creation of the assessment. Our goal is to recruit 10 faculty to write items and 5 faculty to review the items. In order to facilitate this, an assessment proposal was developed. The assessment proposal is a validity tool for assessment creation. Before items can be developed, the assessment context must be fully documented. The assessment proposal contains the following elements:

- The purpose of the assessment
- The areas of focus for the assessment
- The target population
- Statements of task parameters
- Uses of the assessment
- Intended format
- A construct developmental model
- A program model

The assessment proposal ensures that all of the contributors to the creation of the assessment have the full information necessary to create a psychometrically sound assessment. Faculty will be recruited to develop and review items in fall 2016. After the review process is complete, the assessment will be piloted in the spring of 2017. The planned release date of the assessment is the fall of 2017.
VII. MARKETING, RECRUITMENT, AND COMMUNICATION

A number of activities were initiated to continue marketing the Global Citizens Project, recruit students to participate in the Global Citizen Award program, and better manage communications with students pursuing the Global Citizen Award. In an effort to distill the message of global citizenship for students and to develop a consistent brand for the Global Citizen Award, the GCP developed “Explore. Connect. Participate.” as a marketing tagline (Fig. 4). This phrasing was incorporated into a variety of marketing materials, including workshops, banners, posters, flyers, and GCP website pages.

![Global Citizens Project](image)

Figure 5. Sample Marketing Piece

A student focus group was conducted in spring 2016 to gain insight regarding appropriate uses of social media to reach USF students. Based on student input, GCP profiles were created and/or updated on Facebook, Twitter, Wordpress, and Instagram. In addition, weekly announcements were posted on these social media sites to advertise on-campus global events. Students who participated in the focus group also suggested the use of the hashtags, #rockyisaglobalcitizen and #usfgcp.

A primary student recruitment method for the GCP has been tabling at various campus events, including iBuddy Kick-off, Education Abroad Welcome Back BBQ, Education Abroad Fair, International Festival, 9th Annual Spanish Festival & Expo, Stampede to Success, Bulls Unite Day, and 15 Engagement Expos during the fall 2015 and spring 2016 FTIC Orientation. In addition, the Director of the GCP delivered 13 presentations during the fall 2015 FTIC Orientation Family program and student leaders from the Office of Orientation presented to all cohorts of incoming first-year students.

In spring 2016, the GCP implemented Talisma, a Customer Relations Management (CRM) software program in collaboration with Academic Information Systems. Talisma will be used to enhance the efficiency and consistency of communicating with students who are pursuing the Global Citizen Award and enable GCP staff to initiate strategic recruiting campaigns to increase participation in the Global Citizen Award program.
VIII. PUBLICATIONS AND PRESENTATIONS

The GCP was featured in the article, “The Ascent of Global Learning,” by Chris Connell in *International Educator*, the magazine of NAFSA. The GCP was also featured in the article, “‘Glocalizing’ the Campus to Advance Global Learning,” written by GCP director Karla Davis-Salazar and published in *Liberal Education*, the flagship journal of AAC&U. The GCP team presented the following workshops and papers at regional and national conferences:

‘Glocalizing’ Your Campus: From Aspiration to Implementation. Global Learning in College Conference of the Association of American Colleges and Universities, Ft. Lauderdale, FL. (K. L. Davis-Salazar) [Plenary]

Promoting Global Competencies in Undergraduate Students. The 35th Annual Conference on the First-Year Experience of the National Resource Center for the First-Year Experience and Students in Transition, Orlando, FL (K. L. Davis-Salazar, M. Heath, J. Lauther, and K. Morgan)

Global Citizenship as a Meaningful Framework for General Education in Increasingly Diverse University Communities. General Education and Assessment Conference of the Association of American Colleges and Universities, New Orleans, LA (K. L. Davis-Salazar and N. M. West). [Sequenced workshop]


The GCP also presented at the following USF events:

Being a Global Leader at USF and Beyond. USF’s 2016 Leadership Challenge, University of South Florida, Tampa, FL. (K. L. Davis-Salazar) [Keynote]

iCan, iWill, iBelong: Finding My Place as a Global Citizen. DIOE’s 13th Annual Diversity Summit, University of South Florida, Tampa, FL. (N. Nachabe)

iCan, iWill, iBelong: Finding My Place as a Global Citizen. OMA’s 2016 Intercultural Student Leadership Conference, University of South Florida, Tampa, FL. (N. Nachabe)

Global Village: Bringing Global Issues into the Classroom. ATLE’s Celebration of Teaching, University of South Florida, Tampa, FL. (K. A. Fulton and S. Mitchell)

Teaching Students to Write (In Your Discipline). ATLE’s Summer Teaching Symposium, University of South Florida, Tampa, FL. (K. A. Fulton and S. Mitchell)
IX. 2016-17 OBJECTIVES

Global FKL (General Education)
• Implement the process for certifying FKL Capstone and FKL Writing Intensive courses
• Increase the number of global general education courses

Global Pathways
• Increase the diversity of participating departments and colleges
• Increase the number and diversity of Global Citizens certified courses

Global Citizen Award
• Graduate the first cohort of Global Citizen Award recipients
• Increase student participation in and completion of the Global Citizen Award program
• Develop programming for students pursuing the Global Citizen Award
• Train and utilize the first cohort of GCP student leaders (peer mentors, liaisons, student association members, and student assistants)
• Articulate the Global Citizen Award with other global distinction programs at local community and state colleges

Professional Development
• Develop a 30-minute informational session for FKL recertification
• Create a workshop on designing Global Citizens Assignments
• Offer the recently designed “Go Global” workshop

Assessment
• Analyze 2016 GPI New Student data
• Recruit general students and study abroad students to complete the GPI
• Develop in-house assessment instrument in collaboration with faculty

Marketing, Recruitment, and Communication
• Raise campus awareness of and familiarity with the Global Citizens Project
• Hire a graduate assistant to assist with development of GCP marketing strategies & materials
• Increase numbers of social media interactions (Facebook, Twitter, Instagram)