

# DEFINING AND MEASURING GLOBAL COMPETENCE: LESSONS LEARNED MIDWAY THROUGH USF'S GLOBAL CITIZENS PROJECT

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PROJECT

INTERNATIONAL PERSPECTIVES  
on  
UNIVERSITY TEACHING & LEARNING

Orlando, FL | May 30 - June 1, 2018



# THIS SESSION

- Institutional Context
- Challenges & Responses
- Successes
- Summary
- Q&A



# INSTITUTIONAL CONTEXT

- Large, public university
- Office dedicated to global citizenship
- Some funding
- Defining global as a university



## WHAT IT IS:

ABOUT CONNECTIONS AND INTERRELATIONSHIPS



## WHAT IT ISN'T:

DISCUSSING TOPICS IN ISOLATION



## WHAT IT IS:

INTERNATIONAL, GLOBAL, AND INTERCULTURAL



## WHAT IT ISN'T:

ONLY NATION-STATES AND BORDERS



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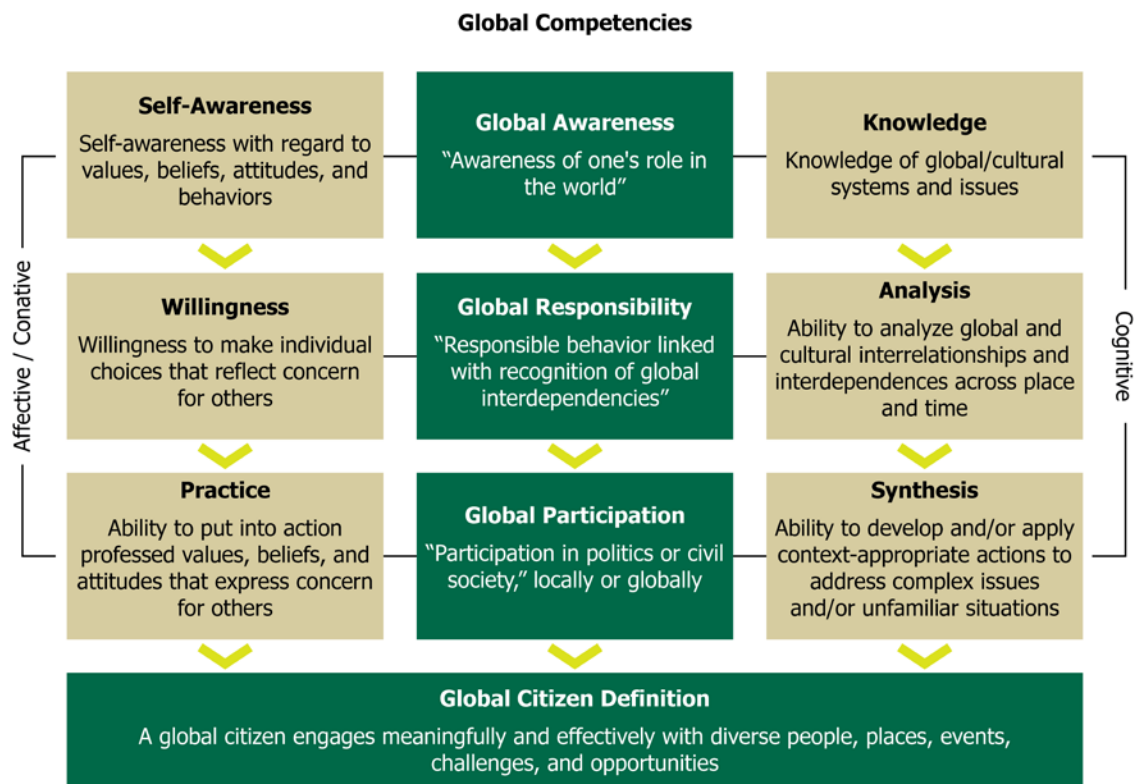
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# GLOBAL CITIZENS PROJECT

## ■ University-wide learning outcomes



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- Faculty Programming
  - Global Citizens Project Certified courses
  - Global Pathways
- Student Programming
  - Global Citizens Award
- Assessment
  - Global Perspective Inventory
  - USF Global Competency Test



# CHALLENGES & RESPONSES

**Challenge #1:** Exhausted “Low-Hanging Fruit” - How do we get more faculty and departments on board?

- **Response:** targeted learning communities
  - targeted pathways for programs that already have the pieces in place.
  - targeted departments/colleges with common core curricula.



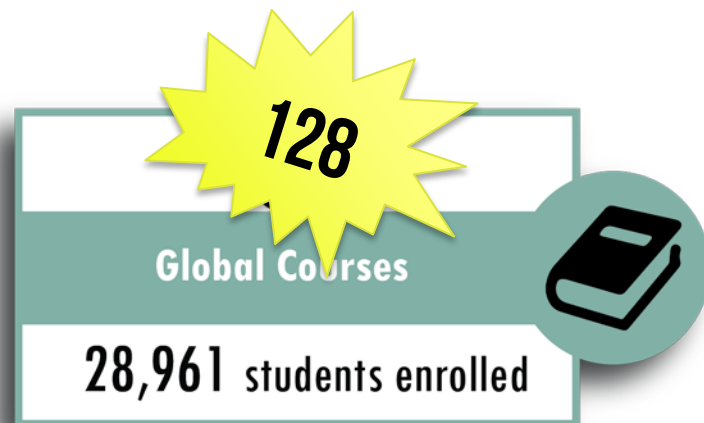
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# SUCCESSSES



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“I am a faculty member in the Department of World Languages and recently completed the GCP faculty fellowship. I’m writing to express my appreciation for an extraordinary program. Kara and Sommer were excellent facilitators and the workshops were incredibly useful in supporting me (and others) in the process of applying for GCP course certification. My support for the GCP definitely increased as a result of this program as I was able to witness first-hand how well organized the initiative was. I wish all new initiatives at USF were handled this way. I believe it would definitely help with faculty buy-in.”

-Nicole Tracy-Ventura, Ph.D.





# CHALLENGES & RESPONSES

**Challenge #2:** Slow Student Completion Rate – how can we help students move through the award more quickly?

- **Response:** developed programming & timelines
  - created in-house activities and events.
  - required students to meet milestones in a timely manner or they are dropped and have to start over.
  - awarded 45 study abroad scholarships – more progress in the award improved chances.



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# SUCCESSES



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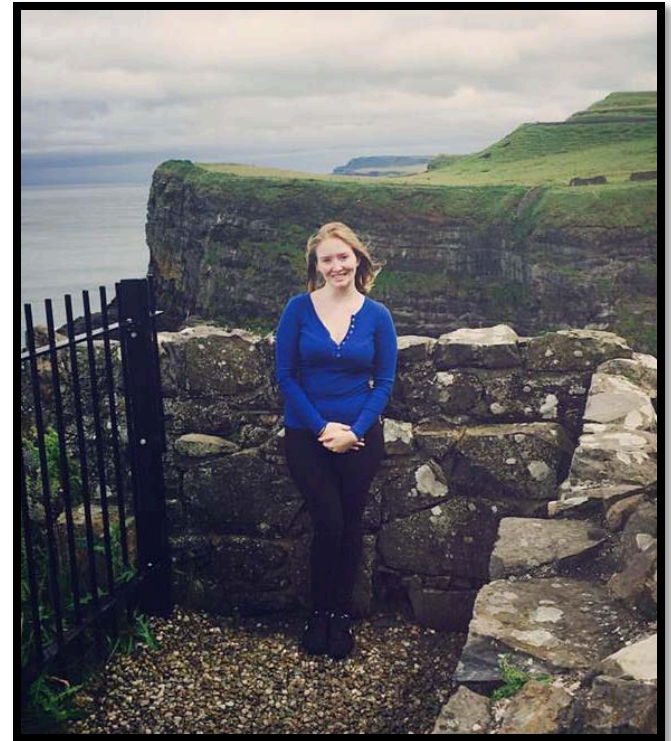
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"The GCP specifically enhanced my ability to explore my worldviews by giving me these lived experiences: exposing me to new people and new cultures, asking me to work and volunteer alongside them, and helping me listen instead of just hear different scholars' and activists' perspectives on global issues. The GCP made it possible for me to study abroad, something I wouldn't trade for any other experience in the world. Taking the time to learn about the world has had an immeasurably positive influence on my life that I don't know if I would have taken the time to delve into had it not been for the motivation of the GCP."

-Jasmine Green



# CHALLENGES & RESPONSES

**Challenge #3:** Commercial Assessments Fell Short – how can we better assess the GCP model?

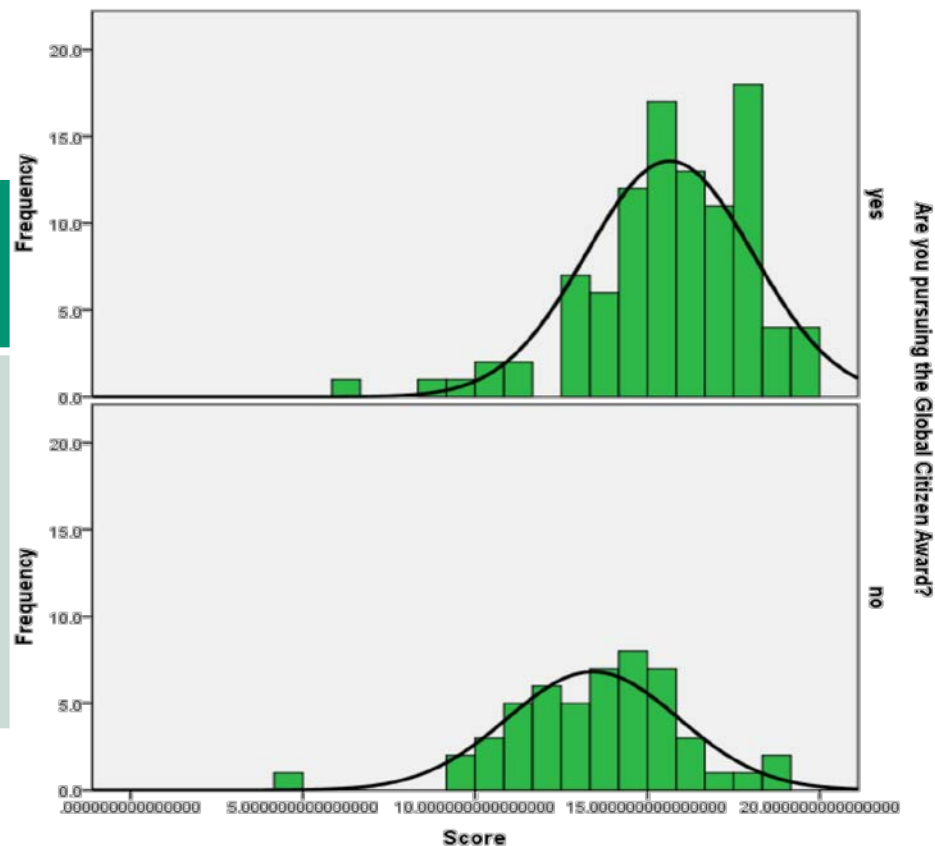
- **Response:** built an assessment that better evaluates our learning outcomes
  - created the Global Competency Test.
  - collaborated with faculty and administrators to choose topics and develop media and questions.

- The Global Competency Test (GCT) assesses Knowledge, Analysis, and Synthesis as grounded in global issues.
- 3 Modules
  - Policy & Impact
  - Culture, Values, & Policy
  - Information Access & Literacy
- Includes infographics and videos
- Approximately 30 minutes to complete each module
- 21 questions per module
- 6 anchor items for equating purposes



## ■ GCT: Policy & Impact

GCA	N	Mean GCT Score	SD	t	C. Alpha
Yes	99	15.64	2.42	$t(148) = 5.28$ $p = 0.000$	0.57
No	51	13.41	2.48		



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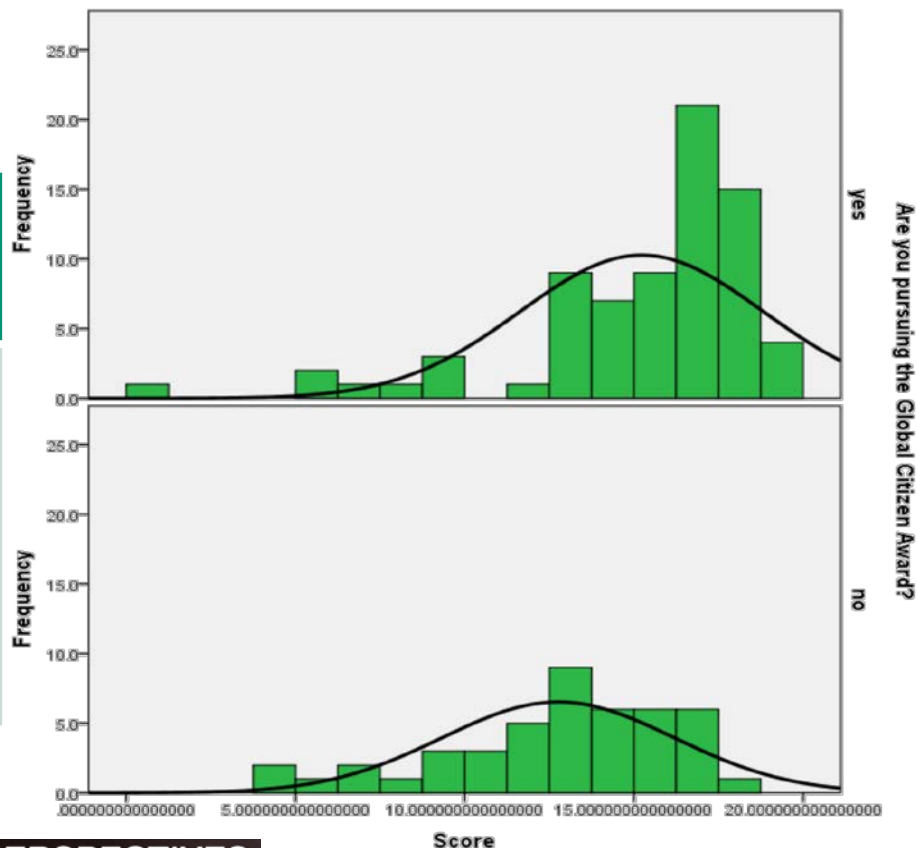
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# SUCCESSSES

- “These topics relate to Global Citizenship because in order to be an effective global citizen, you need to understand these goals and perspectives about these important issues. We need to become self-aware of our surroundings and what is happening around not only your own country, but the world itself. To make a change, we first must understand why the change is necessary.”

## ■ GCT: Culture, Values, & Policy

GCA	N	Mean GCT Score	SD	t	C. Alpha
Yes	74	15.22	3.59	t(117) = 3.69 p = 0.000	0.78
No	45	12.76	3.43		

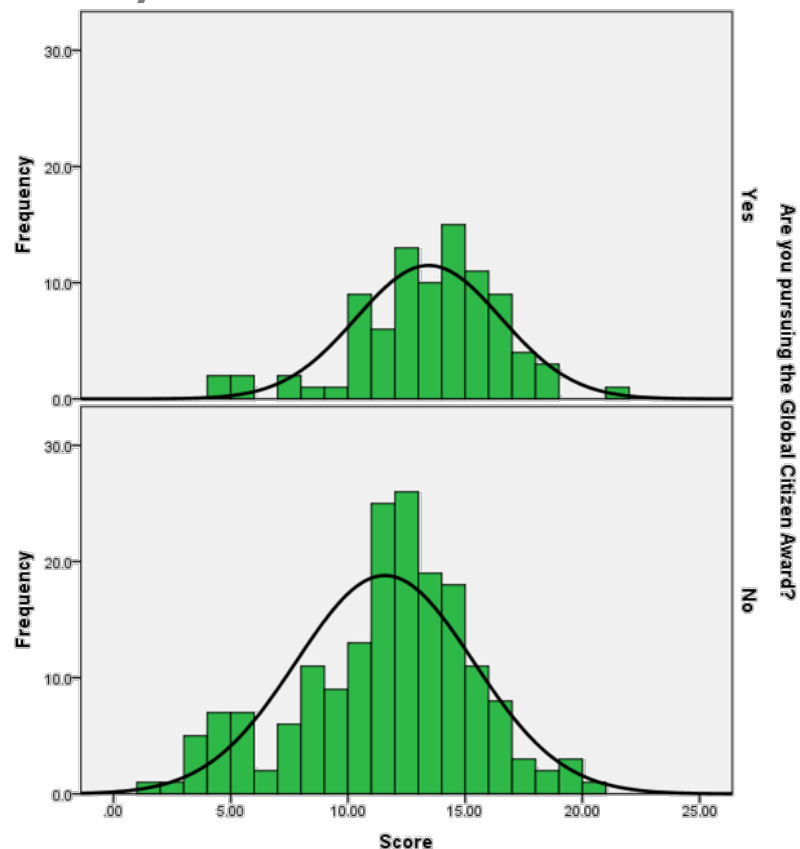


# SUCCESSSES

- “Topics such as paid maternity leave and paid vacation have spill-over effects that can work towards the UN Sustainable Development Goals. For example, paid time off has strong correlations with good health and well-being as well as gender equality in the workplace. I think the segment also highlighted the issues that the US has yet to provide a solution for. This means that there are issues both domestically and globally that need to be faced. With this information, we as global citizens can try to impact our legislators as well as our workplaces to see positive change.”

## ■ GCT: Information Access & Literacy

GCA	N	Mean GCT Score	SD	t	C. Alpha
Yes	89	13.44	3.09	$t(265) = -4.03$ $p = 0.000$	0.68
No	178	11.57	3.77		





# SUCCESSSES

- “These topics definitely relate to global citizenship because these topics are issues that any area in the globe can face. Illiterate farmers from India who were thankfully aided by ITC, could have easily been from another country with low literacy rates. By understanding topics like these, will allow a global citizen to be able to apply this knowledge to other countries and overall benefit everyone.”

# SUMMARY

## Takeaway #1:

- University-wide learning outcomes help ensure everyone is on the same page.
  - involve as many stakeholders as possible in planning and implementation.
  - allow for a broader definition of global so that all across campus can find a place within the program.

# SUMMARY

## Takeaway #2:

- Be flexible – changing the original plan is okay.
  - constantly assess needs and interests of stakeholders and listen to feedback (direct or inferred).
  - adapt to changes and needs of the university and state.
  - continuously think about where and how you fit in the overall environment and make changes as necessary.

## Takeaway #3:

- Learn new skills to create what you need
  - marketing & graphic design
  - video creation and editing
  - Canvas
  - software applications

# SUMMARY

## Takeaway #4:

- Know your goal/purpose, believe in it, and sell it!
  - reflect on and evaluate what you are doing and determine if it is furthering your goal/purpose.
  - consistently inform, educate, and communicate with everyone you meet.
  - adapt to changes on campus.
  - know what is happening on campus, so you can seize opportunities.
  - integrate across campus so everyone knows who you are.





# GLOBAL CITIZENS PROJECT

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