

Technology-Assisted Student Global Engagement in/outside the Classroom

*The Reinvention Collaborative National Conference
Breakout Session: Curricular and Co-Curricular Integration
November 9, 2018*

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*Special thanks to the
dedicated colleagues
who have devoted
time and expertise to
our assessment
processes this
academic year:*

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Executive Summary

The [University Center for International Studies \(UCIS\)](#) furthers the University of Pittsburgh's commitment to academic excellence, impactful community engagement, and diversity and inclusion as the premier site driving Pitt's international and global engagement. As one of three distinctive University Centers, our mission is to internationalize the campus by awarding area and thematic studies credentials, creating and facilitating study abroad and experiential learning opportunities, supporting international research and institutional collaborations, and providing international programming as outreach to the Pittsburgh metropolitan area, Western Pennsylvania region and the tristate area. The UCIS Academic Affairs unit awards interdisciplinary undergraduate and graduate certificates that complement students' major(s), allowing them to gain expertise on a region of the world or a transnational theme by taking language courses and content courses from multiple disciplines.

In recent years, an increasing number of U.S. colleges and universities are recognizing the need to develop global competence among students across all disciplines to prepare them to thrive in a globalized workforce and contribute to the nation's economic competitiveness and security. According to Darla Deardorff (2007), outcomes assessment of international education is a burgeoning field that will continue to grow; thus, institutions must "pay attention to key assessment principles which include an integrated, intentional, well-supported and sustainable assessment plan" (52). This project relies on key characteristics of effective assessment models to simultaneously track and enhance students' development of global competence.

In August 2017, inspired by cutting-edge theory on the future of career development, and inspired by the AAC&U Global Learning VALUE Rubric and the LEAP initiative, UCIS developed and launched [myPittGlobal](#)—a student-centered initiative that (1) incentivizes student enrollment, retention and completion of one or more international studies certificates, (2) encourages students to personalize, track, reflect and report on their global learning by curating their global experiences at home and abroad; and (3) provides data on students' engagement in high-impact practices (HIPs) inside and outside the classroom. This initiative adopts a competency-based approach global learning and aims to personalize students' engagement with international studies programs and co-curricular activities. myPittGlobal advances several strategic priorities for the University of Pittsburgh, as outlined in [The Plan for Pitt](#) and [Embracing the World: A Global Plan for Pitt](#), namely goals to "Advance Educational Excellence" and "Cultivate Global Ready Students."

Our innovations in global learning, earned UCIS one of eight International Research and Studies Grant awarded by the U.S. Department of Education in 2017. The \$300,000 grant will support "Gamification and Reflection: An Innovative Technological Model to Enhance and Assess Postsecondary Students' Global Competence," a three-year collaborative research study by experts in the University Center for International Studies (UCIS), Institute for International Studies in Education (IISE), and School of Education at the University of Pittsburgh (Pitt). The project will evaluate and assess the impact of myPittGlobal to enhance and continually assess global competence of undergraduate students in international education programs.

This project addresses three fundamental challenges in global learning and international studies programs, including: 1) enrollment and retention in international education programs of students from diverse disciplinary backgrounds, particularly underrepresented STEM and pre-professional fields; 2) engagement and participation rates in internationally focused co-curricular and extracurricular activities; and 3) students' development of seven UCIS-specified global competencies.

This research project also furthers two of our four strategic objectives for international studies and global engagement. First, it underscores our student-centered approach to international education when providing new digital technologies to enhance the integration of curricular and co-curricular experiences. Secondly, it convenes a distinguished team of experts—Dr. Belkys Torres, Dr. Mike Lovorn, Dr. Jean Ferketish, Dr. Marzia Cozzolino and Dr. W. James Jacob—to advance research with real-world global impact. This three-year project will drive Pitt toward new heights as we rely on the findings to grow our international studies certificates, study abroad programs and local-global engagement opportunities. Our colleagues around the nation will also benefit from this cutting-edge work, as we leverage our networks and develop a coordinated approach to sharing our research with academic institutions and associations across the United States and the world.

This initial report offers preliminary findings from the pilot year (academic year 2017-2018) of our federally-funded research project, entitled “Gamification and Reflection: An Innovative Technological Model to Enhance and Assess Postsecondary Students' Global Competence.”

UCIS Mission & Goals

Since 1968, UCIS has been a leader in international and global studies in the United States. UCIS currently hosts three US Department of Education Title VI National Resource Centers (NRC) and Education Foreign Language and Area Studies Fellowship sites at the Asian Studies Center (ASC), the European Studies Center (ESC) and the Center for Russian and Eastern European and Eurasian Studies (REEES). UCIS is also home to African Studies Program (ASP), Center for Latin American Studies (CLAS), the Global Studies Center (GSC), Study Abroad Office (SAO), Office of International Services (OIS), The Nationality Rooms and Intercultural Exchange Programs (NRIEP), and Global Operations Support (GlobalOps).

As one of three distinctive university centers on the University of Pittsburgh's Oakland Campus, UCIS has a much broader institutional purpose than most academic departments. Our goals reflect our mission to serve as the hub for comprehensive internationalization efforts across the university. We aim to:

1. Prepare globally capable students toward lives of impact
2. Promote and support opportunities for international & interdisciplinary research and collaboration for Pitt faculty
3. Initiate and strengthen programs and activities that further the University's global plan
4. Serve as the international interface for the institution
5. Engage with local, regional and global communities to share international expertise

UCIS Joint Academic Affairs & Assessment Committee

Evaluation efforts are led annually by the UCIS Joint Academic Affairs and Assessment Committee, comprised of representatives from each center/program (see detailed list in sidebar) and chaired by the associate director for international programs at UCIS. The UCIS Joint Academic Affairs and Assessment Committee provides leadership and assistance in developing and overseeing a program of evaluation and feedback to enhance institutional effectiveness.

Other responsibilities of the committee include:

- Developing and recommending UCIS-wide assessment policies;
- Developing assessment procedures that meet accepted standards for data collection and analyses;
- Reviewing assessment procedures for consistency with goals and objectives;
- Examining the results of assessment activities and recommending improvements
- Evaluating the progress of UCIS in implementing assessment activities;
- Striving to ensure that assessment information is not misused; and
- Monitoring the effects of assessment to ensure that assessment results are used in subsequent planning activities.

In the past few years, this committee has acknowledged that successful assessment requires a long-term process that should lead not only to improvements in programming and services, but also to continual enhancements to student learning. With this in mind, UCIS embarked upon an in-depth evaluation of our assessment tools and processes and has collaborated with experts across the university, as well as with external consultants, to respond to emerging trends in international education and the changing paradigm of outcomes assessment.

Academic Credentials: Certificates, Related Concentrations, Bachelor's in Philosophy

UCIS awards over 200 academic credentials per year (similar to the College of General Studies). **Students seeking to internationalize their curriculum can complement their major with a Related Concentration,**

Certificate or Bachelor of Philosophy, which focuses on a particular region of the world or global issue (<http://www.ucis.pitt.edu/main/academic-credentials>).

UCIS undergraduate and graduate credentials allow students in any major—from sciences and professional disciplines to languages and other liberal arts—to enhance their program of study without extra tuition cost and with little to no increase in their overall course

International Studies Certificates	Conferred AY 17-18
African Studies	21
Asian Studies	24
Bachelor of Philosophy	2
Eastern European Studies	1
European and Eurasian Studies	6
European Union Studies	3
Global Studies	54
Latin Am Social & Public Policy	5
Latin American Studies	18
Russian & East European Study	15
Russian Studies	5
Transatlantic Studies	1
West European Studies	24

load.

Each certificate program or related concentration is distinct, and many of them offer several tracks for students to consider. Generally, the requirements for most certificates include the completion of 15-18 credit hours of area/thematic studies courses (some of which may be satisfied through the completion of general education requirements), two or three years of college-level foreign language study, and engagement in high-impact educational practices, such as participating in a study abroad program, interning or volunteering in organizations with local-global connections, or completing a capstone course, capstone project, or e-portfolio.

In AY 17-18, UCIS International Certificates or Related Concentrations were conferred as detailed in the chart above.

Competency-Based Global Learning

The increasing importance of the proposed study topic for higher education institutions throughout the nation contributes to the likelihood that the results will be used by other researchers and programs with similar objectives. Our recent [benchmarking report on global learning](#) identifies several key challenges facing campus-wide international education programs at U.S. universities, such as increasing student awareness and interest in these programs; enrolling and retaining students from underrepresented STEM and pre-professional fields whose schedules have limited flexibility; engaging students in experiential learning activities outside of the classroom; and determining how to measure program effectiveness through “assessment of global awareness as a functional skill” (5).

Given the ubiquitous presence of social media and online gaming in the lives of today’s undergraduates, many institutions are interested in harnessing current technologies—including gamified digital platforms, such as Sutable, and e-portfolio platforms with social sharing and blogging capabilities—to appeal to a diverse range of students and achieve desired educational outcomes. The proposed impact study will provide valuable information on the capacity of such innovative technological approaches to address widespread challenges in the field of international education.

To align with emerging trends in the field of international education in the United States, UCIS has recently adopted a learner-centered approach to student learning outcomes assessment and program evaluation that privileges competency-based learning. All of our academic credentials are structured to assist undergraduate and graduate students build competency in three core areas and seven competencies.

When developing new student learning outcomes and rubrics, the [UCIS Global Learning & Engagement Rubric](#) prioritizes three fundamental areas of students’ intellectual and personal growth: knowledge, skills and awareness. Within each area, our academic programs offer students the tools necessary to achieve 5 levels of mastery in 7 global competencies (see Appendix 1 for the UCIS Global Learning & Engagement Rubric):

1. Global and/or regional expertise
2. Interdisciplinary connections

3. World & heritage language proficiency
4. Collaboration & communication
5. Diverse perspectives
6. Civic & global engagement
7. Career & professional development

To better personalize students' experiences with this competency-based learning, UCIS developed a new model utilizing innovative technologies to enhance and continually assess global competence of students in international education programs. This initiative, named **myPittGlobal**, combines a gamified digital platform (Suitable)—tracking and incentivizing student engagement in an integrated set of curricular, co-curricular, and extracurricular global learning experiences—with an electronic portfolio (e-portfolio) system designed by UCIS to curate students' self-reflection on their learning. **myPittGlobal** also provides tools for students to calendar advising appointments and contact professional advisors as needed.

myPittGlobal



Launched in Fall 2017, this new initiative is a one-stop-shop that integrates students' curricular achievements with study abroad, civic and global engagement, and professional development opportunities. myPittGlobal offers our 500+ undergraduate and graduate students a series of online tools to access and track their progress in building global competence and completing a UCIS certificate.

Professional advisors provide personalized assistance to connect students' experiences to specific global competencies from the UCIS Global Learning and Engagement Rubric. New online tools enable students to adopt a gamified approach toward competency tracking and completion via the Suitable platform. More substantive web-based portfolios guide students toward self-reflection and analysis of their curricular experience with regional/area/global studies and co-curricular experiences with global engagement at home and abroad.



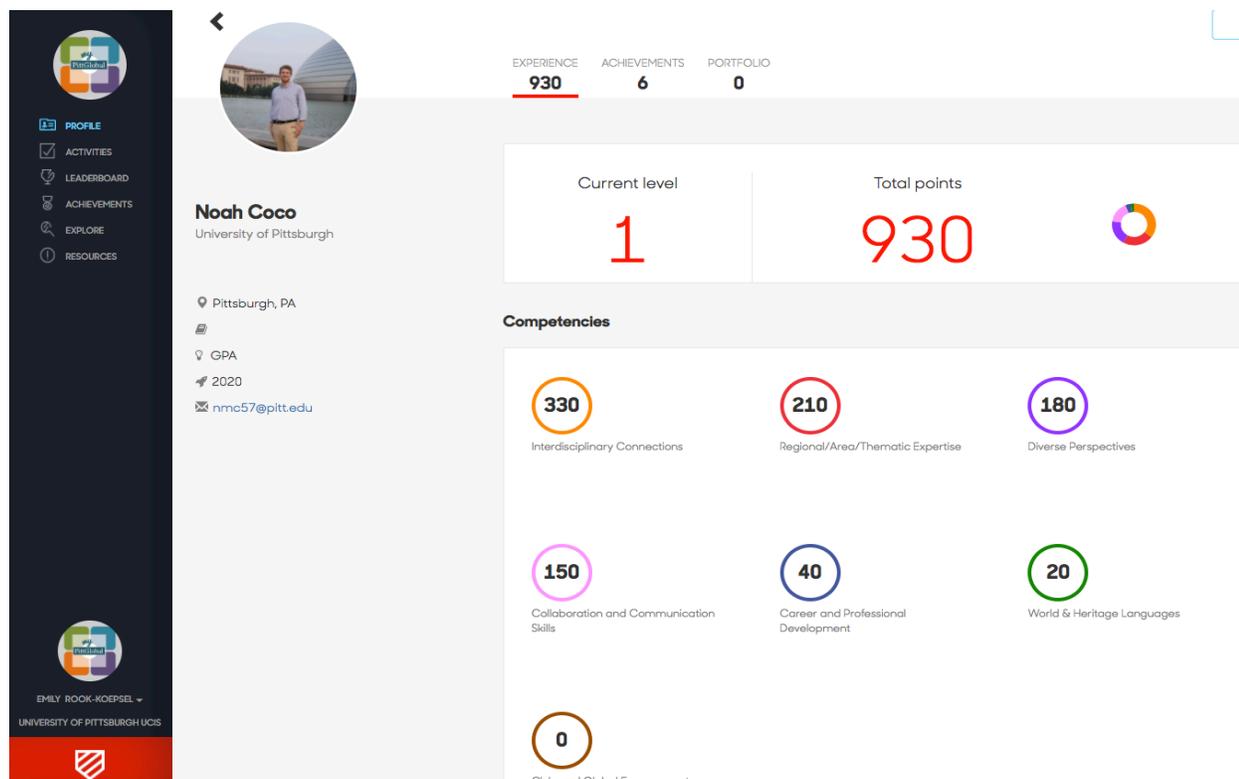
First, students gain direct access to professional advisors (via online schedulers and e-mail) who help plan their curricular and co-curricular experiences on campus and abroad. **Individualized in-person advising sessions are designed to help students think critically about their course selection, study abroad options and professional development opportunities** that help students internationalize their chosen major(s) and minor(s) with minimal added course load and no financial burden.



Second, myPittGlobal provides students an **online dashboard and mobile app to track courses and study abroad experiences that count toward UCIS certificate completion, check-in at events/lectures/advising meetings, join groups, and add activities to the UCIS events calendar via an app or web platform (Suitable)**. The more students engage with myPittGlobal, the more they are rewarded for their participation. Students may earn VIP access to high-profile lectures, meetings, or dinners with invited guests; gain preferred access to professional networking opportunities or funding competitions; connect with alumni and/or

peer mentors; and customize outside the classroom experiences. Like many current lifestyle mobile apps, this gamified platform allows students to “play” their way toward success, as it rewards them for achieving milestones in global learning and progressing through five levels of difficulty while featuring top performers on leaderboards. Users are not only able to access international studies curricular requirements, complete co-curricular experiences and log their progress in real time, but also to learn from their peers’ experiences in the process.

Table 1.1: Student Global Competency Digital Scorecard



All students enrolled in UCIS credential programs have Sutable accounts, through which they can earn points on an online scorecard for activities such as completing curricular requirements, engaging in high-impact educational practices, and participating in approved extracurricular activities. Users accumulate points and move up to progressively higher levels of each competency as defined in the UCIS Global Learning and Engagement Rubric (the gamified aspect of the Sutable platform). Levels 1 through 4 in Sutable correspond to levels of achievement outlined in the UCIS rubric, while level 5 is highly aspirational and achieved by students who have surpassed expectations of our academic programs and curated unique experiences and opportunities to develop their global professional identity. **A digital global competency scorecard tracks students’ progress in completing a UCIS academic credential while achieving varying levels of mastery of the 7 global competencies. Students can share the digital scorecard (a co-curricular transcript of sorts) with prospective employers and graduate schools via a unique URL that students manage and keep for life** (see Table 1.1).

Finally, myPittGlobal offers **students administrative access to self-design their own e-portfolio** (see Table 1.2). Students can curate their unique web-based portfolio

that they manage for life. The e-portfolio is completed in consultation with a professional advisor and prompts students toward meaningful reflections that connect their experiences inside and outside the classroom, at home and abroad. The e-portfolio functions as a multimedia CV and challenges students to tell their own stories about engaging with the world in ways that prepare them for job interviews and/or graduate school (see Appendix 2 for a sample listing of students' e-portfolios).

Table 1.2: Student E-Portfolio Homepage

myPittGlobal COMPASS: AY 2017-18 Program Evaluation and SLO Assessment

In the past two years, we have launched the [myPittGlobal COMPASS](#) (Competency & Program Assessment) project to restructure our assessment tools and processes. Our aim has been to (1) develop new student learning outcomes that better align with our goal to prepare globally capable students; (2) establish an external-facing global learning and engagement rubric for students, advisors and faculty to reference during course selection, development and evaluation; and (3) create tools for program and services evaluation that align with our competency-based approach. Below are the tools and resources developed to assist with the pilot phase of data collection and analysis of myPittGlobal in AY 17-18.

This year, each center's/program's AY 17-18 program evaluation centered on Global Competency #5 and #6 in the UCIS Global Learning Rubric. Our aim was to discern how well our academic programs aid students in gaining insight in one of three fundamental areas: Global Awareness and Engagement. To that end, **this report explores how well UCIS academic programs assist students to: (GC#5: diverse perspectives) Reflect on how attitudes and beliefs are different from those of other cultures and communities; and (GC#6: civic and global engagement) Demonstrate sustained participation in local-**

global civic engagement, with reflective insights or analysis about the aims and accomplishments of one's actions.

Direct Measures of Success: e-Portfolio, Digital Scorecard and Curriculum Vitae

e-Portfolio Evaluative Scale

In AY 17-18, UCIS designed and implemented the [e-Portfolio Evaluative Scale](#) as a guide and norm for faculty reviewers' assessments of students' final year capstone project; the e-portfolio (see Appendix 3). This tool is aligned with UCIS's Global Learning & Engagement Rubric, which details the seven global competencies students work to achieve while completing an undergraduate international certificate. This scale has been adapted from the Global Learning VALUE Rubric developed by the Association of American Colleges & Universities (2009). The scale is broken down into relevant program competencies arranged into three focus areas: 1) Knowledge; 2) Skills; and 3) Awareness and Engagement. E-portfolios are also evaluated in the additional focus area: 4) Professional Identity. While the completion of the e-portfolio was optional for graduating students, over 30 undergraduates chose to curate their own e-portfolio this year. (see Appendix 2 for a sample listing of students' e-portfolios).

The scoring guides are designed to allow e-portfolios to earn up to 3 points for each of the four levels in a competency for a cumulative total of 12 points. Point values for each level are described below:

- 1 point = Far below competency (Demonstrates only basic relevant knowledge or skills; much room for growth.)
- 2 points = Nearing competency (Demonstrates stronger relevant knowledge or skills; some room for growth.)
- 3 points = Meets competency (Demonstrates complete and comprehensive relevant knowledge or skills.)

Points for each competency are added and totaled at the bottom of each focus area, and again at the bottom of the evaluative scale. The following scale is used to determine the overall quality of a students' e-portfolio:

Table 2.1: E-Portfolio Rating Rubric Scorecard

	Poor	Developing	Proficient-Superior
Total Points for the E-Portfolio	≤ 59 points	60-84 points	≥ 85 points

During this pilot year, we asked faculty reviewers in each center/program to focus their evaluative efforts on GC#5 and GC#6 as described in section #3) Awareness and Engagement of the e-Portfolio Evaluative Scale (see Appendices 7-12 for a program-specific breakdown of the findings).

Student Global Competency Digital Scorecard

We can now collect new quantitative data on student's curricular and co-curricular participation through the Sutable platform's digital scorecard (see Table 1.1). Student's improved level of mastery of each of the 7 global competencies is numerically reflected on the scorecard. Points are awarded after every

activity and/or course completion. The level of the activity and its associated competencies determines how many points students receive per completion. Students earn points in each competency that is attached to the activity/course equal to the number of points awarded for the activity's Level. Total points awarded will be the sum of all points gained in each competency. Table 2.2 represents a breakdown of the points awarded at each Level.

Table 2.2: Student Global Competency Digital Scorecard Rating

Level	Activity Type	Points Awarded
Level 1	Event & Advising Attendance	10
Level 2	Content Courses	20
Level 3	Language Courses	50
Level 4	High Impact Practice (study abroad, research project, internship, service-learning)	75
Level 5	Aspirational Accomplishment (publication, conference pres., secured a job, chartered a new club)	150

For example, a Level 2 activity with 3 competencies would earn students 20 points in each competency, effectively rendering 60 points total for that activity/course. Ideally, students completing a UCIS credential should reach at least Level 3 (minimally 50 points) in each of the 7 competencies.

During this pilot year, we asked reviewers in each center/program to focus their evaluative efforts on GC#5 and GC#6 as described in section #3) Awareness and Engagement of the UCIS Global Learning & engagement Rubric (see Appendices 7-12 for a program-specific breakdown of the findings).

The fundamental challenge during this pilot year was encouraging graduating students to consistently engage with the platform (through active scanning of QR codes at UCIS events and self-reporting course completion and other accomplishments). As graduating students were not required to consistently report their progress on the platform, very few actually met the expected Level 3 achievement in each competency. The other challenge was that the self-reporting mechanism for course completion was a new feature made available in January 2018. So, few graduating students saw the benefit of self-reporting course completion at such a late stage of their UCIS certificate program. As of fall 2018, all current and newly-enrolled undergraduate students will be required to consistently track their progress. They will also receive a series of incentives for their participation. Finally, while the Sutable platform is available to undergraduate and graduate students, this year we focused our efforts on the undergraduate population as the graduate populations' needs are more nuanced and complex. We hope to spend AY 18-19 engaging our graduate students and solicit their feedback on how/whether the Sutable platform can add value to their experiences with a UCIS certificate program.

Curriculum Vitae

Given graduate students' limited engagement with the Sutable platform, we rely on their curriculum vitae for evidence of **their sustained participation in local-global civic engagement, with reflective**

insights or analysis about the aims and accomplishments of one's actions. Students' CVs should be able to provide examples of professional service, teaching experiences, conference presentations and publications related to the regional/area/thematic expertise of their chosen UCIS academic program. (see Appendices 7-12 for a program-specific breakdown of the findings).

Indirect Measures of Success: Graduating Student Surveys and Focus Groups

Graduating Student Surveys

We relied on an exit survey, administered annually to all students with conferred certificates, as an indirect measure of GC#5 and GC#6. It is a comprehensive online questionnaire that aids in outcomes assessment as well as program evaluation. The questionnaire is divided into multiple sections to capture participants' experiences in the following categories: Foreign Language Study, Study Abroad, Academic Services, Career Awareness and Preparedness, and Cultural Competency (*see Appendix 4 for detailed examples of the undergraduate and graduate exit surveys*).

All undergraduate and graduate students who completed a certificate program in AY 17-18 received multiple e-mail invitations to participate in the online exit survey hosted on the Qualtrics Insight platform.

We received nearly 40 undergraduate responses and 20 graduate responses in AY 17-18. The less than optimal response rates to both the exit surveys and focus groups underscores a unique challenge; namely, our ability to incentivize student participation in these important assessment processes. This study is prompting our team to consider modifications to our scheduling practices and incentives when soliciting student feedback.

For the purpose of this study, the UCIS Assessment Committee focused on two key questions (see sidebar) regarding the program's ability to encourage students to participate in international coursework and co-curricular activities. We also analyzed responses to questions gauging students' perceived cultural competency before and after completing a UCIS credential (see Appendices 7-12 for a program-specific breakdown of the findings).

Student Focus Groups

We have developed and implemented a series of focus group questions meant to garner indirect measures of student success at varying stages of international certificate completion. These questions were designed to address the following concerns: How well does UCIS's dual approach (Suitable plus e-portfolio) measure students' achievement of the seven targeted global competencies? What are students' and program administrators' experiences with this new system and what benefits and/or drawbacks do they perceive? And how can the information gathered on student learning through the new assessment system be used to improve and further develop internationally oriented curricular, co-curricular, and extracurricular programming?

All undergraduate and graduate students who completed a certificate program in AY 17-18 received multiple e-mail invitations to volunteer for the focus group discussions. Two sessions were facilitated by John Radzilowicz of the Center for Teaching and Learning; 6 students participated in the focus groups, making the data collected helpful, though not fully representative of the graduating cohort. (see Appendix 5 for the complete Focus Groups Summary Report). We are considering varying options to incentivize larger student participation in coming years.

Responses to questions GC5 and GC6 directly align with, and encouraged respondents to expound upon, the exit survey questions #25 and #31 described in the section below. So, this study focused on the overall conclusions provided by the evaluator from the Center for Teaching and Learning. According to Radzilowicz:

*Once again in conducting interviews for UCIS, it is clear that the **program has had a powerful impact on students**. They have a strong respect and affection for the staff and faculty, and they mention this often.*

*Many of these **students see the program as very important in their academic career and in their future employment**. Some even describe it as life changing and believe it will have a major and lasting influence on their future career plans. Almost all said it greatly broadened their thinking. Many also said that these programs were a defining moment in their time at Pitt.*

Their suggestions are clearly offered as ways of making something they see as already very strong, become even better. Their enthusiasm for the program was palpable during the focus groups.

Recommendations

Our research team has been working closely and strategically with an external evaluator, James Jacob, and Pitt's UCTL to conduct formative evaluations of the newly-developed assessment instruments and proposed research processes, including stakeholder focus groups and the online survey. Our objective here has been to identify the strengths of our proposed plan of action and to implement any needed adjustments to ensure timely and high-quality achievement of our overarching project objectives.

Key Survey Questions

Q25. How did participating in the certificate program encourage you to:

- * Participate in international or intercultural activities in campus
- * Attend guest lectures outside the classroom
- * Take classes that you would not have otherwise taken

Q31. Rate level of competence:

31.1-2 Before/now I am comfortable interacting with people whose beliefs, values, and worldviews differ from my own

31.7-8 Before/now I actively explore topics related to my certificate focus outside of the classroom

Key Focus Group Questions

GC5: In your experience, what is the importance of thinking about and being able to discuss an issue from different cultural perspectives?

GC6: Has your certificate program encouraged you to think about your role as a global citizen? If so, how has the certificate program helped you gain skills that will enable you to effect change?

In March 2018, our external evaluator performed a two-day campus visit to conduct interviews with the Vice Provost for Global Affairs, directors of the six area studies centers and programs (African Studies, Asian Studies, European Studies, Global Studies, Latin American Studies, Russian and Eastern European Studies), the UCIS Academic Affairs Committee, and the research team. The external evaluator also conducted two undergraduate student focus group sessions and developed the student satisfaction survey we are currently administering to all students enrolled in any international studies certificate program. The student satisfaction survey includes 5 multiple choice questions, 3 Likert scale and two open ended questions to gather demographic data, as well as data on students' experience in their program. The external evaluator was also tasked with reviewing our project scope, the e-portfolio evaluative rubric, the UCIS global learning and engagement rubric, and focus group questions.

The complete formative assessment report (see Appendix 6) is relevant to this study, as some key challenges and recommendations therein are further supported by our own study of each UCIS academic program (see Appendices 7-12 for a program-specific breakdown of the findings). Given our internal study, as well as the results of the formative evaluation of myPittGlobal, UCIS proposes to adopt the following recommendations for improvement, as per Dr. Jacob's report (see p.11-13, Appendix 6).

1. **Each UCIS Unit Should Have an Assigned myPittGlobal Focal Person.** In order to see the full implementation and potential of myPittGlobal throughout UCIS, a focal person should be designated to oversee myPittGlobal for each unit.
2. **Potential for Optimal Data Gathering, Integration, and Dissemination.** myPittGlobal has the potential to better personalize the educational experience Pitt students have. The platform has the ability to gather data based upon students' decisions and looking at how those decisions correlate with their interests, certificate/degree needs, and career goals. This data collection can be done in such a way so as to help students achieve their various personal goals.
3. **Include 21st-Century Workforce Skills Training in the Platform.** During students' experience at UCIS and with their respective certificate programs, they need to be well versed in job finding skills of curriculum vitae/resume development, interview techniques, and networking strategies. Critical in this skills development is how to market themselves with the necessary 21st-century workforce competencies. Some of these include a video introduction as a part of the online CV/resume, integration with LinkedIn, etc.
4. **Ensure myPittGlobal Can Keep Pace with Technology Advances.** Technology continues to change at a far more accelerated rate than what higher education institutions are able to traditionally keep up with. This recommendation is included to help ensure UCIS is able to develop a platform that includes the latest technologies available, as well as remain adept to adjust as technologies inevitably do (Jacob and Gokbel 2018).
5. **End Goal to Offer Global Credential for All Students at the University of Pittsburgh.** Each student needs to participate in the myPittGlobal Platform in order to have this end goal come to fruition where all Pitt students obtain a Global Credential. This credential does not yet exist, but with the

myPittGlobal digital platform, can be developed over time. Ideally, this Global Credential should translate easily to a student's CV/resume and online LinkedIn profile.

6. **The Positive Power of Peer Mentors.** myPittGlobal can also help link users with peers, faculty members, and alumni with similar interests. There is simply no leverage at the present where this exists, but there certainly could be. It would be ideal to somehow build into the myPittGlobal experience the power of peer and alumni mentoring. Peers (of similar age, backgrounds, and career path interests) have such a huge influence in terms of mentoring and serving as positive role models for students. This is one of the most important latent areas that needs to be integrated into the myPittGlobal experience.