

# International Learning Outcomes Ranking Document<sup>1</sup>

*What knowledge, attitudes, and skills do students need to be world citizens and to succeed in today's global workforce?*

We are asking you to draw upon your international expertise and your knowledge of your institutional culture to identify the most important international learning outcomes for undergraduates graduating from your institution. The following list of learning outcomes has been organized into three categories: knowledge, skills and attitudes. Please use the following procedures to rank the learning outcomes:

**Step One:**

Select either knowledge, attitudes or skills as your table focus for discussion

**Step Two :**

Identify the 5 most important outcomes from the selected category by placing a X within the box in front of those five outcomes.

Rank your top 5 choices by placing a number to the left of the box for the outcomes you deem most important. Please use a 1 to 5 scale, with 5 being the most important item of your five top choices. (Example: 5  A.)

When ranking the outcomes, please keep in mind you are describing what is desirable for students graduating from your institution. You need not consider at what level students should master these outcomes.

**Step Three :**

Share your individual rankings & tabulate.

Discuss the results and prepare to share with the full group.

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<sup>1</sup> Adapted from the American Council on Education/FIPSE Planning Grant  
<http://www.acenet.edu/programs/international/fipse/>

## **Knowledge**

### **A globally competent student graduating from our institution ....**

- A. demonstrates knowledge of global issues, processes, trends and systems (i.e., economic and political interdependency among nations; environmental-cultural interaction; global governance bodies).
- B. demonstrates knowledge of the relationship between local and global issues.
- C. demonstrates knowledge of one's own culture (beliefs, values, perspectives, practices, and products).
- D. demonstrates knowledge of other cultures (beliefs, values, perspectives, practices and products).
- E. understands his/her culture in global and comparative context— that is, recognizes that his/her culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.
- F. understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts.
- G. demonstrates knowledge of world geography and conditions.
- H. understands how historical forces have shaped current world systems.
- I. understands intercultural communication concepts.
- J. understands the nature of language and how it reflects diverse cultural perspectives—that is, understands the way a language organizes information and reflects culture.

## **Skills**

### **A globally competent student graduating from our institution....**

- K. uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
  - L. adapts his/her behavior to interact effectively with those who are different.
  - M. uses a foreign language to communicate—that is, may be able to perform one or more of the following skills:
    - speaks in a language other than his/her first language.
    - listens in a language other than his/her first language.
    - reads in a language other than his/her first language.
    - writes in a language other than his/her first language.
  - N identifies and uses information from other languages and/or other countries—that is, may demonstrate one or more of the skills listed below:
    - uses language skills to enhance learning in other academic areas.
    - uses the study of a foreign language as a window to cultural understanding.
    - uses learning in other academic areas to enhance language and cultural knowledge.
    - can name ways to maintain or improve his/her language skills over time.
    - uses technology to participate in global exchange of ideas and information.
  - O. demonstrates coping and resiliency skills in unfamiliar and challenging situations.
  - P. interprets issues and situations from more than one cultural perspective.
  - Q. is engaged in global issues; plays an active role in community organizations within and beyond campus.
  - R. mediates cross-cultural interactions—that is, facilitates intercultural relations for and between others.
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## **Attitudes**

### **A globally competent student graduating from our institution....**

- S. accepts cultural differences and tolerates cultural ambiguity.
- T. is willing to learn from others who are culturally different from him/her.
- U. is willing to engage in diverse cultural situations.
- V. appreciates the language, art, religion, philosophy and material culture of different cultures.
- W. demonstrates movement from being sympathetic to being empathetic towards people from other cultures.
- X. demonstrates resistance to cultural stereotyping.
- Y. demonstrates an *ongoing* willingness to seek out international or intercultural opportunities.
- Z. displays curiosity about global issues and cultural differences.
- AA. demonstrates an interest in learning or further refining communication skills in a language other than his/her first language.
- BB. is flexible, open to change and seeks personal growth.

**Demographics:** The following identifying information will be used in the aggregate to explain the range of expertise of our subject matter experts when documenting the rating process.

Your Institution:

Your Position:

Your Department/Unit:

Your Primary Cultural/Linguistic Area of Expertise: