

Mission Statement: The Institute for Global Citizenship fosters global citizenship by advancing scholarship, reflection, and ethical action in our local, national, and international communities

Goals and Outcomes										
Impact Target. Increase the attribution of IGC activities to the attainment of four student learning goals, by 2019										
Outcome Target 1. Increase by 25% the proportion of seniors who agree that the activities of the IGC were highly or moderately (3-5 on a 5 point scale) integral to their attainment of the student learning goals at Macalester, by 2019 compared to 2015 baseline (measuring breadth of engagement with IGC; quantity)										
Student Learning Goals	College Wide		IGC-specific		Inputs (defined broadly as contributing programs)	Data source for assessment	Gantt Chart of assessment timeline (annual periodicity noted)			
	Student learning goal statements	Statement of student learning (SSL) outcomes	IGC-attributable targets	IGC-attributable indicators			IGC-led programs	2014-2015	2015-2016	2016-2017
Demonstrate Intercultural Knowledge and Competence	Macalester graduates will have the knowledge, attitudes, skills and self-awareness necessary for interacting, negotiating, communicating and forming relationships with people from diverse backgrounds	1. Engage with ideas and people that challenge their own cultural perspectives 2. Reflect on how their own cultural background may affect their interactions or relationships with others 3. Demonstrate empathy by acting in a supportive manner that recognizes the feelings and perspectives of another cultural group 4. Articulate the complexity arising from interrelationships between various aspects of culture such as language, history, values, politics, religion, practices, and unequal distributions of power and resources 5. Navigate differences by drawing on relevant cultural frames of reference and adapting their perspectives and behaviors accordingly.	70% of seniors will have had a study away experience while at Macalester, by 2019	85% of students who study away will utilize programs on the Macalester recommended list	Semester-long programs; faculty-led short term programs; exchanges; summer and January programs	Existing registration system	2	2	2	2
Make informed choices and accept responsibility	Macalester graduates will be able to analyze, reason about, and describe their own choices, take into account the ethical standards of various communities, and make decisions based on ethical considerations.	1. Discern how their own choices and ethical stances are grouped in larger community values or ethical standards 2. Recognize and compare ethical standards associated with communities different from their own 3. Articulate a well-reasoned choice or ethical stance on an issue, while understanding its limits 4. Anticipate the intended and unintended implications of their choices and ethical stances 5. Respond accordingly to the consequences of their choices and ethical stances	75% of seniors will have completed a structured internship while at Macalester, by 2019	95% of all internships registered will have terms of reference that align with at least one SSL outputs, by 2019	Internship office Study away programs that include internships	Existing registration system GAP: Enhance tracking of internships not completed for academic credit	3	3	3	3
Engage community	Macalester graduates will participate in activities that enrich communities and themselves. They will also integrate and apply their educational experiences to meet community needs and contribute to the common good.	1. Identify distinctive characteristics of communities (e.g. beliefs, history, expectations, assets, strengths, issues, and challenges) 2. Describe interrelationships between local, national, and international issues and how they affect communities 3. Participate in activities that contribute to communities while respecting their distinctive characteristics (e.g. beliefs, history, expectations, assets, strengths, issues, and challenges) 4. Reflect upon their roles, motivations and actions with regard to their involvement within and across communities 5. Work collaboratively within and across communities to achieve a civic aim	85% of the student body will participate in a co-curricular civic engagement activity, non-profit internship, or community-based learning course before graduation, by 2019	95% of all community-based learning courses, scopes of work for off-campus employment, and terms for volunteering and civic leadership programs will align with at least two SSL outputs, by 2019	Bonner Program, Off-campus student employment, volunteering, community-based learning courses; Lives of Commitment; Internship Program	Existing inventory of participation	4	4	4	4
Think critically and analyze	Macalester graduates will be able to apply their critical thinking skills to analyze issues with an open mind, questions their assumptions, and evaluate relevant literature, data, or other sources of information before reaching a conclusion.	1. Questions both stated and unstated assumptions and explore issues from multiple perspectives 2. Gather information (quantitative, qualitative, interpretive, aesthetic, normative) most relevant to an issue 3. Recognize when further information is necessary 4. Synthesize and critique relevant information to formulate defensible conclusions, build upon existing knowledge, or create novel ideas 5. Re-evaluate their own conclusions when considering new information relevant to an issue	75% of the student body will have attended at least one IGC-hosted discussion forums in the past year, by 2019	1. 100% of IGC-hosted discussion fora will align with at least two SSL outputs	International Roundtable, Global Citizenship in the News, Speaker series	Existing inventory of participation	X	X	X	X
Outcome Target 2. Increase by 10% the proportion of activity-based evaluations that are highly favorable (4-5 on a 5 point scale), by 2019 (measuring depth of engagement with IGC; quality)										
Demonstrate Intercultural Knowledge and Competence	Macalester graduates will have the knowledge, attitudes, skills, and self-awareness necessary for interacting, negotiating, communicating and forming relationships with people from diverse backgrounds.	1. Engage with ideas and people that challenge their own cultural perspectives 2. Reflect on how their own cultural background may affect their interactions or relationships with others 3. Demonstrate empathy by acting in a supportive manner that recognizes the feelings and perspectives of another cultural group 4. Articulate the complexity arising from interrelationships between various aspects of culture such as language, history, values, politics, religion, practices, and unequal distributions of power and resources 5. Navigate differences by drawing on relevant cultural frames of reference and adapting their perspectives and behaviors accordingly.	1. Students will integrate their intercultural knowledge and skills into their worldview and personal interactions. 2. Students will demonstrate skills and aptitude to consider various opinions and points of view when exploring current events and social and professional issues 3. Students will seek out diverse information, evidence and opinions when evaluating their position on an issue 4. Students will demonstrate a sense of personal efficacy, knowing that they have power to make change and recognizing that one's personal actions have ethical, professional and public ramifications. 5. Students will demonstrate humility, respect and empathy for others in their work and daily lives.	85% of student evaluations related to programs on the Macalester recommended list for study away will be highly favorable with respect to SSL outputs (4-5 on a 5 point scale), by 2019	Semester-long programs; faculty-led short term programs; exchanges; summer and January programs	Existing student evaluation form, completed upon re-entry at Mac, to be revised to ensure consistency with SSL	2	2	2	2
Make informed choices and accept responsibility	Macalester graduates will be able to analyze, reason, about, and describe their own choices, take into account the ethical standards of various communities, and make decisions based on ethical considerations.	1. Discern how their own choices and ethical stances are grouped in larger community values or ethical standards 2. Recognize and compare ethical standards associated with communities different from their own 3. Articulate a well-reasoned choice or ethical stance on an issue, while understanding its limits 4. Anticipate the intended and unintended implications of their choices and ethical stances 5. Respond accordingly to the consequences of their choices and ethical stances	5. Students will demonstrate humility, respect and empathy for others in their work and daily lives.	85% of student evaluations related to IGC-supported internships, off-campus student employment, volunteering, Bonner, study way will reflect student self-reported growth aligned with SSL outputs (4-5 on a 5 point scale), by 2019	Bonner Program, Off-campus student employment, volunteering, community-based learning courses	Existing program evaluation tools to be revised to ensure consistency with SSL	4	4	4	4
Engage community	Macalester graduates will participate in activities that enrich communities and themselves. They will also integrate and apply their educational experiences to meet community needs and contribute to the common good.	1. Identify distinctive characteristics of communities (e.g. beliefs, history, expectations, assets, strengths, issues, and challenges) 2. Describe interrelationships between local, national, and international issues and how they affect communities 3. Participate in activities that contribute to communities while respecting their distinctive characteristics (e.g. beliefs, history, expectations, assets, strengths, issues, and challenges) 4. Reflect upon their roles, motivations and actions with regard to their involvement within and across communities 5. Work collaboratively within and across communities to achieve a civic aim	1. 85% of evaluations completed by community partners in response to Macalester involvement will be favorable with respect to the SSL (3-5 on a 5 point scale), by 2019 2. 85% of student evaluations on self-reporting learning and growth will be highly favorable (4-5 on a 5 point scale), by 2019 3. 75% of social entrepreneurship projects will continue to yield benefits 3 years after initial student engagement	1. 85% of evaluations completed by community partners in response to Macalester involvement will be favorable with respect to the SSL (3-5 on a 5 point scale), by 2019 2. 85% of student evaluations on self-reporting learning and growth will be highly favorable (4-5 on a 5 point scale), by 2019 3. 75% of social entrepreneurship projects will continue to yield benefits 3 years after initial student engagement	Internships and exploreships; social entrepreneurship (Livelv, Davis, Action Fund)	Existing tools to be revised to ensure consistency with SSL	3	3	3	3
Think critically and engage effectively	Macalester graduates will be able to apply their critical thinking skills to analyze issues with an open mind, questions their assumptions, and evaluate relevant literature, data, or other sources of information before reaching a conclusion.	1. Questions both stated and unstated assumptions and explore issues from multiple perspectives 2. Gather information (quantitative, qualitative, interpretive, aesthetic, normative) most relevant to an issue 3. Recognize when further information is necessary 4. Synthesize and critique relevant information to formulate defensible conclusions, build upon existing knowledge, or create novel ideas 5. Re-evaluate their own conclusions when considering new information relevant to an issue	1. 85% of student participants of the International Roundtable, and other IGC-led discussion fora will evaluate the experience as favorable (3-5 on a 5 point scale), with respect to the SSL, by 2019	1. 85% of student participants of the International Roundtable, and other IGC-led discussion fora will evaluate the experience as favorable (3-5 on a 5 point scale), with respect to the SSL, by 2019	International Roundtable, Global Citizenship in the News, Speaker series	Gap: need to develop activity evaluation(s)	X	X	X	X