

LEARNING WITHOUT BORDERS: INTERNATIONALIZING THE GATOR NATION
University of Florida Quality Enhancement Plan Impact Report

Initial Goals and Intended Outcomes

A significant element of the University of Florida’s mission is to “create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.” While internationalization has been a focus at the University of Florida (UF) for many years, our 2003 SACSCOC self-study reinforced internationalization as an area of strategic importance. UF’s current Strategic Plan, *The Decade Ahead*, makes clear that UF aspires to state, national, and global preeminence and embeds internationalization throughout its seven goals.

Learning without Borders: Internationalizing the Gator Nation (LWB) initiatives seek to improve internationalization at UF to enhance the preparation of its undergraduate students as world citizens. *LWB* was designed to provide students multiple opportunities to develop global awareness and intercultural communication competencies through five major initiatives in the areas of education abroad, curriculum internationalization, campus life, international resources and support, and integrative global learning programming. The goals associated with these initiatives and the strategies utilized to achieve them are shown in Table 1 (next page).

The Internationalization Task Force (ITF) developed student learning outcomes (SLOs) that were consistent with the requirements of Florida Board of Governors *Regulation 8.016, Student Learning Outcomes* which requires all undergraduate programs in the Florida State University System to have student learning outcomes in three domains

- SLO 1: Content. Students identify, describe, and explain global and intercultural conditions and interdependencies.
- SLO 2: Critical Thinking. Students analyze and interpret global and intercultural issues.
- SLO 3: Communication. Students communicate effectively with members of other cultures.

We planned the QEP initiatives to advance student achievement of the SLOs. Figure 2 presents the finalized QEP student learning framework.

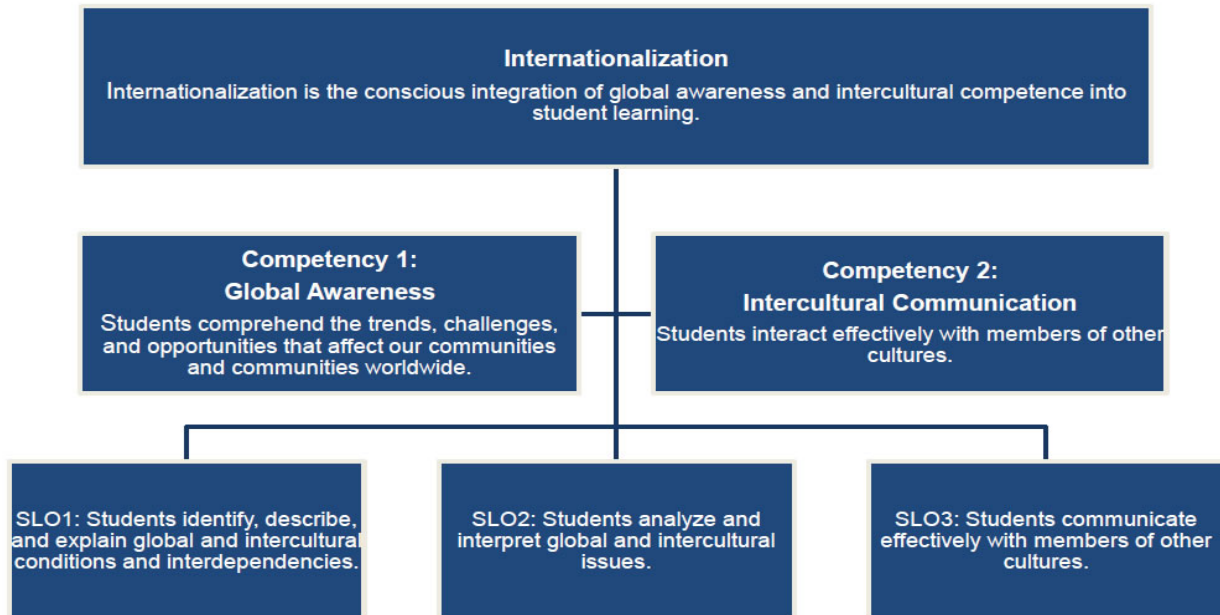


Figure 2. QEP Student Learning Framework.

Table 1. QEP Goals and Strategies to Achieve Them

Goal	Strategies
<p><i>Goal 1: Increase and diversify participation in study abroad programs.</i></p>	<p>Diversify UF’s portfolio of offerings with especial emphasis on the creation on new programs in non-traditional destinations and in disciplines currently underrepresented in study abroad.</p>
	<p>Expand the type of experiences abroad available to students, including the creation of new internship, research, and service-learning abroad opportunities.</p>
	<p>Increase the number of scholarships available to underrepresented students with demonstrated financial need (Pell-grant recipients).</p>
<p><i>Goal 2: Enhance the internationalization of the curriculum.</i></p>	<p>Identify existing courses that address and/or align with the QEP SLOs.</p>
	<p>Support the development or enhancement of international courses.</p>
	<p>Improve faculty professional development in the area of internationalization through workshops that provide tools to internationalize the content of courses and explain how to use the QEP direct and indirect assessments.</p>
<p><i>Goal 3: Internationalize campus life.</i></p>	<p>Support the development and enhancement of co-curricular international and intercultural- focused activities and events in partnership with Student Affairs departments, UF academic units, and student organizations.</p>
	<p>Develop one event that enables and encourages increased interaction between U.S. students and international students.</p>
	<p>Implement a series of lectures with a focus on current international topics and global careers</p>
	<p>Support the development and enhancement of co-curricular international and intercultural- focused activities and events in partnership with Student Affairs departments, UF academic units, and student organizations.</p>
<p><i>Goal 4: Improve international resources and marketing.</i></p>	<p>Support the development, management and implementation of a global calendar and other key electronic engagement platforms at UFIC to share international and intercultural resources and events across campus.</p>
	<p>Establish campus-wide engagement with international events, opportunities and activities via the LWB microsite, LWB social media accounts, UFIC website, UFIC news and events, UF Global Listserv, marketing campaigns, and other applicable electronic platforms.</p>
	<p>Support the development, management and implementation of a global calendar and other key electronic engagement platforms at UFIC to share international and intercultural resources and events across campus.</p>
<p><i>Goal 5: Incentivize international engagement of undergraduate students through the creation of a global distinction program.</i></p>	<p>Create and implement a program by enrolling students representing all eleven degree-granting colleges. From the original plan, this is the <i>International Scholars Program</i>, a medallion program open to all undergraduate students, earned through an academic and co-curricular framework that defines and enhances their global learning journey.</p>

We assessed the overall impact of the initiative with direct and indirect assessments.

- a) Direct assessments - We developed institutional rubrics for each SLO, and faculty use these to measure achievement as evidenced in student work in their international courses.
- b) Indirect Assessments -As an indirect measure of SLOs 2 and 3, UF experts developed the International Critical Thinking (IntCRIT) and International Communication (IntCOMM) Attitudes and Beliefs Survey. Dr. Timothy J. Wilson (2014) developed these surveys under the guidance of Dr. M. David Miller, Professor of Research and Evaluation Methodology. After two pilot administrations and subsequent analysis, 26 items with the highest discrimination levels were selected to comprise the survey. The 12 IntCRIT item discriminations ranged from .612-.696 ($r = .90$). The 14 IntCOMM item discriminations ranged from .538-.692 ($r = .90$). These surveys were used as a study abroad pre- and post- survey, as well as an annual campus climate survey. We also used the international items on the Student Experience in the Research University (SERU) survey, which UF administers biennially. Table 2 shows the program goals and their associated assessments and outputs for each of the planned initiatives.

Table 2. Alignment of QEP Goals with their Associated Assessments

Goals	Assessment	Outputs
Goal 1: Increase and diversify participation in study abroad programs	Indirect Assessment: Pre and Post – IntCRIT and IntCOMM	<ul style="list-style-type: none"> • Number of students by demographics and college • Location and type of program
Goal 2: Enhance the internationalization of the curriculum	Direct Assessment through rubrics (Sampling 500 students per semester)	<ul style="list-style-type: none"> • Number of international courses offered (new and existing) • Number of students by college • Number and type of faculty training sessions • Number of faculty trained
Goal 3: Internationalize campus life		<ul style="list-style-type: none"> • Number of international events • Number of students participating in events
Goal 4: Improve International Resources and Marketing		<ul style="list-style-type: none"> • Number of communication channels • Engagement with communication channels
Goal 5: Incentivize international engagement through the creation of a global distinction program		<ul style="list-style-type: none"> • Number of students enrolled by demographics and college • Number of graduates

Discussion of Changes Made

The evolving needs of the QEP required several modifications. The growth of the programs created under the initiative required staffing adjustments. In 2017 a full-time program assistant and a graphic designer were hired to support the administration and marketing of the QEP. There were also changes in the leadership team. In 2017 a new QEP assistant director joined the team and in early 2019 the associate director left the International Center, and the assistant director assumed these responsibilities. Later in 2019 the QEP offices moved to a newly built area of the International Center, which provided a permanent home as well as added prominence and visibility.

We focused on QEP implementation and refinement for the first three years, and in the final two years we focused primarily on institutionalization of the initiative. Specifically, we shifted our focus from (a) broad marketing to targeting specific audiences; (b) starting programs to consolidating those that work best; and (c) outputs to outcomes and the long-term sustainability of

the initiatives. Other changes were a matter of scope. For instance, our initial plan to provide faculty professional development opportunities expanded in year 4 as we decided not only to increase the number of faculty training opportunities, but to create opportunities for administrators and staff to widen the impact of QEP initiatives.

The QEP's continued integration into the campus required a greater degree of collaboration and co-programming with other units. For instance, the Center for Teaching Excellence and the Center for Instructional Technology and Training facilitated faculty professional development, and the Career Connections Center facilitated workshops for International Scholars Program students.

Office of Global Learning. In 2019, the QEP culminated with the creation of UF's first Office of Global Learning in the International Center. The Provost funded the office through 2022-2023. The Office of Global Learning will oversee institutional initiatives such as curriculum internationalization, faculty and staff professional development, campus events, and assessment. The Office also administers the International Scholars Program and has added a new program coordinator to continue to increase enrollment. QEP study abroad program development and scholarships have been integrated into the administrative structure of the International Center where they will continue to advance the goals of the QEP.

Impact on Student Learning and Achievement of Identified Goals and Outcomes

Goal 1: Increase and diversify participation in study abroad programs

From 2014-2019, UF's undergraduate study abroad participation increased by 36.48%. In the same period, the LWB initiative funded the creation of 20 new study abroad programs on four continents and across eight different colleges and two Area Studies Centers. At least a quarter of the new programs have been created in underrepresented disciplines in study abroad such as Engineering, Public Health, Nursing, and Education, opening opportunities for students in these colleges. The LWB initiative has also expanded the geographic scope of UF's portfolio of offerings by creating programs in less-traditional destinations in Latin America (6), Africa (2), and Asia (1). LWB programs have not only added geographic variety, but they have also afforded a diversification of experiences: 4 of the new programs include service learning, 4 offer internships abroad, and 2 allow students to conduct research abroad. Another area of focus of the QEP has been increasing the ethnic, gender, and economic diversity of the students participating in study abroad programs. By growing the number of offerings in underrepresented disciplines and locations and by making more scholarships available, we have significantly diversified the study abroad population. For instance, while only 4.79% of the participants in all study abroad programs are Black/African American, this demographic constitutes 6.78% of the participants in LWB-funded programs (see Table 3). Hispanic/Latino students are also represented in higher numbers (28.32%) in LWB-funded programs than in study abroad programs as a whole (20.96%). This suggests that the LWB strategies to attract and recruit a larger number of ethnic minorities are succeeding.

Table 3. Study Abroad Participation Disaggregated by Student Demographics

Ethnicity/Race	QEP Study Abroad	UF Study Abroad	UF Undergraduate students
Asian	8.26%	8.38%	6.26%
Black or African American	6.78%	4.79%	9.77%
Hispanic/Latino	28.32%	20.96%	18.58%
American Indian or Alaskan Native	0.29%	0.53%	0.17%
Native Hawaiian or other Pacific Islander	0.59%	0.06%	0.15%
White	50.74%	55.85%	57.83%

The strategy to achieve gender diversification in colleges with a majority male population (e.g. Engineering) has been successful as well. While approximately 67% of UF's study abroad participants are female, the participation of males in LWB-funded programs for engineering majors is 64.71%. The LWB initiative has also increased the economic diversity of the students participating in study abroad programs. Over the last five years, the LWB study abroad scholarship has granted 160 awards in amounts ranging from \$1,500 to \$3,000 to students with demonstrated financial need. All of the awardees of these study abroad scholarships were Pell Grant recipients and most of them were minority students (~31% Hispanic, ~21% Black, and ~16% Asian).

We measured SLOs 2 and 3 through the administration of the IntCRIT and IntCOMM survey to study abroad participants before and after their study abroad experiences. Figure 3 illustrates the pre- and post-survey results for year 5 (2018-2019) and plots the study abroad cohort results against the ratings of randomly selected non-study abroad students.

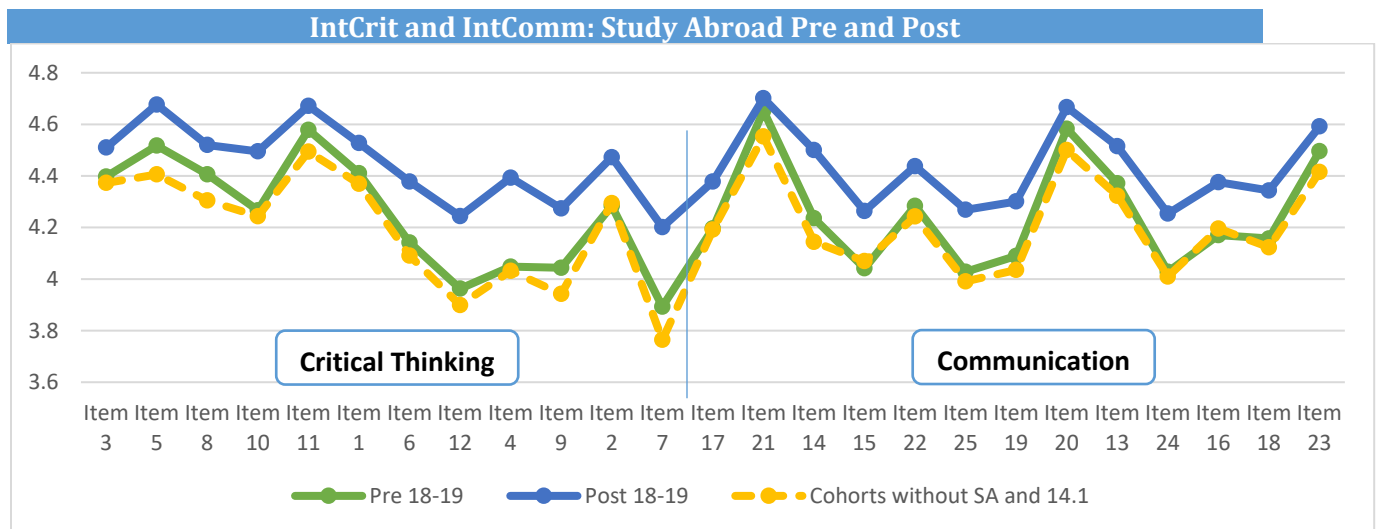


Figure note. 2014 study abroad and first year (14.1) cohort results were removed to strengthen comparison precision.
 Figure 3. Pre- and post-test comparison of 2018-19 IntCRIT and IntComm survey ratings for Study Abroad (SA) and non-SA students

Overall, almost all survey items showed a statistically significant pre- to post- mean increase, suggesting that study abroad experiences positively impacted students' attitudes and beliefs about international critical thinking and communication. Interestingly, student ratings increased most in the areas where most non- and pre-study abroad respondents reported the most difficulty. We see the highest growth in actively learning about different cultural norms (item 7), recognizing how members of other cultures make decisions (item 12) and solve problems (item 9), and knowing how to make effective decisions when placed in different cultural situations (item 12). These findings suggest that an immersive experience abroad is effective in advancing the most difficult and deepest aspects of intercultural learning, such as understanding cultural norms and adapting one's behavior accordingly.

Goal 2: Enhance the internationalization of the curriculum

The LWB initiative has broadened the course options for students in majors without an inherently international curriculum. Through curriculum internationalization grants and the implementation of professional development opportunities for faculty, 59 new or revised international courses have been created in every one of the undergraduate colleges. Thus, students in colleges with a limited number of international courses (e.g., Engineering, Health and Health Professions, Agricultural and

Life Sciences, and Design, Construction and Planning have several new international course offerings. To support faculty in this process, the LWB initiative has organized 42 different workshops reaching 440 faculty members. These workshops have expanded faculty awareness of course internationalization resources, methods, and assessments utilizing the QEP SLO rubrics.

As a direct assessment of student learning, we asked faculty teaching LWB-funded courses to report on student achievement of SLOs 1, 2 and 3 using the QEP institutional rubrics. Between Fall 2015 and Summer 2019, 115 courses implemented QEP rubrics. Data was collected from 84 of them. A total of 8,137 students were assessed in assignments associated with one or more QEP SLO components. The average of the three SLOs in all courses overwhelmingly shows that most students excelled at attaining the learning outcomes: 67.65% of students were rated outstanding, 28.31% satisfactory and 3.21% unsatisfactory (see Table 4).

Table 4. Results from Courses using the SLO Rubrics by QEP Year (N = 84)

2015-2016	Outstanding	Satisfactory	Unsatisfactory	N	N of Courses
Content	73.59%	23.37%	3.03%	1678	15
Critical thinking	66.55%	28.57%	4.88%	1045	13
Communication	86.06%	13.24%	0.69%	229	9
2016-2017	Outstanding	Satisfactory	Unsatisfactory	N	N of Courses
Content	60.30%	34.28%	5.42%	1821	12
Critical thinking	42.74%	53.00%	4.26%	1724	9
Communication	40.76%	46.80%	2.43%	104	4
2017-2018	Outstanding	Satisfactory	Unsatisfactory	N	N of Courses
Content	72.97%	24.26%	2.77%	2090	23
Critical thinking	70.14%	27.20%	2.65%	1969	19
Communication	84.04%	15.05%	0.91%	582	17
2018-2019	Outstanding	Satisfactory	Unsatisfactory	N	N of Courses
Content	66.81%	29.43%	3.76%	2502	31
Critical thinking	69.65%	26.20%	4.15%	2500	31
Communication	78.16%	18.27%	3.57%	1039	27

To make our internationalization efforts more comprehensive, we expanded the QEP professional development to include staff and administrators. We created a conference travel grant program, and awarded 102 grants to faculty and staff to attend education abroad, global learning, and international education trainings and conferences. Seven percent (7%) of the awards were given to administrators (AVPs, Associate Deans, or unit Directors), 32% to faculty teaching international courses or leading study abroad programs, and 61% were dedicated to staff. We made an intentional effort to recruit academic and career advising staff, given their potential to influence students' decisions regarding global learning and international experiential engagement. The impact of this on strategic planning and resource allocation has been widespread. Colleges and units across campus have increased their investment in internationalization through new hires and staff reorganization, acquisition of new resources to increase global engagement (e.g., international job and internship placement search engine), and organization of new international events (i.e., Career Center alumni panels on global careers). This initiative has also strengthened the working relationships between the International Center and numerous units across campus.

Goal 3: Internationalize campus life

Providing students with enough opportunities for international learning and intercultural engagement beyond the classroom has been an essential element of the QEP. The QEP has

supported a total of 72 events on campus (an average of 18 international events per year). These include intercultural encounters between domestic and international students (*Coffee Without Borders*), lectures on global careers (*Global Career Pathways*), and academic lectures on current global topics (*Global Challenges Lecture Series*). In addition, we funded numerous student-led events, and co-sponsored activities with student organizations and other departments and units. The LWB co-curricular events reached over 4,000 students.

Goal 4: Improve International Resources and Marketing

Learning without Borders has maintained a high profile on campus. We engaged a professional advertising agency to develop a microsite, social media accounts, and a student newsletter. In addition to digital advertising, we conducted a marketing campaign that included the display of 45 flagpole banners, two wrapped public buses, ads in the student newspaper, printed materials (cards, flyers) and swag items (t-shirts, pens, etc.). To increase momentum for campus internationalization, the UF International Center developed a new website, listserv, online calendar of events, and newsletter. In year 4, we discontinued the services of the advertising agency and hired a professional graphic designer to support the LWB marketing needs.

Goal 5: Incentivize international engagement of undergraduate students through the creation of a global distinction program.

The International Scholars Program (ISP) was implemented in 2015 as an integrative global medallion program aimed at encouraging global engagement among undergraduate students. At the time of this report, 713 students are enrolled in the program and 163 have already graduated with this distinction. Fifty-four (54) of these graduates have completed the Peace Corps Preparatory program, an additional distinction developed in conjunction with the International Scholars Program for students who seek volunteer for the Peace Corps. The International Scholars program has met the QEP goal of ensuring that students from all eleven undergraduate colleges are represented. The program has become very popular among minority students; the proportion of Hispanic and Asian ISP students to non-minority groups exceeds similar proportions in the overall UF population. Since its implementation the program has grown in size, become more robust in terms of support, student mentoring, and meaningful engagement. We have implemented stricter online guidelines, created new workshops to support ePortfolio development and student career development, and organized ePortfolio showcases to allow graduating students to share their global experiences to the campus at large.

Campus Climate Survey: Summary of Findings 2014-2019

In the fall semesters from 2014-2019 we sent the International Critical Thinking (IntCRIT) and International Communication (IntCOMM) Attitudes and Beliefs survey to a random sample of UF students identified by the University Registrar’s Office. The survey has been sent to a total of 60,500 students across campus and we have received 6,888 completed responses. Mean item responses were compared across years for the same cohort and across cohorts for the same year as shown in Table 5 and Figure 4 below.

Table 5. IntCRIT and IntCOMM Results for Random Samples by QEP Year (N = 6,888)

IntCRIT - IntCOMM by Year		Year Student Enters				
		2014	2015	2016	2017	2018
Year Assessed	2014	14.1				
	2015	14.2	15.1			
	2016	14.3	15.2	16.1		
	2017	14.4	15.3	16.2	17.1	
	2018		15.4	16.3	17.2	18.1

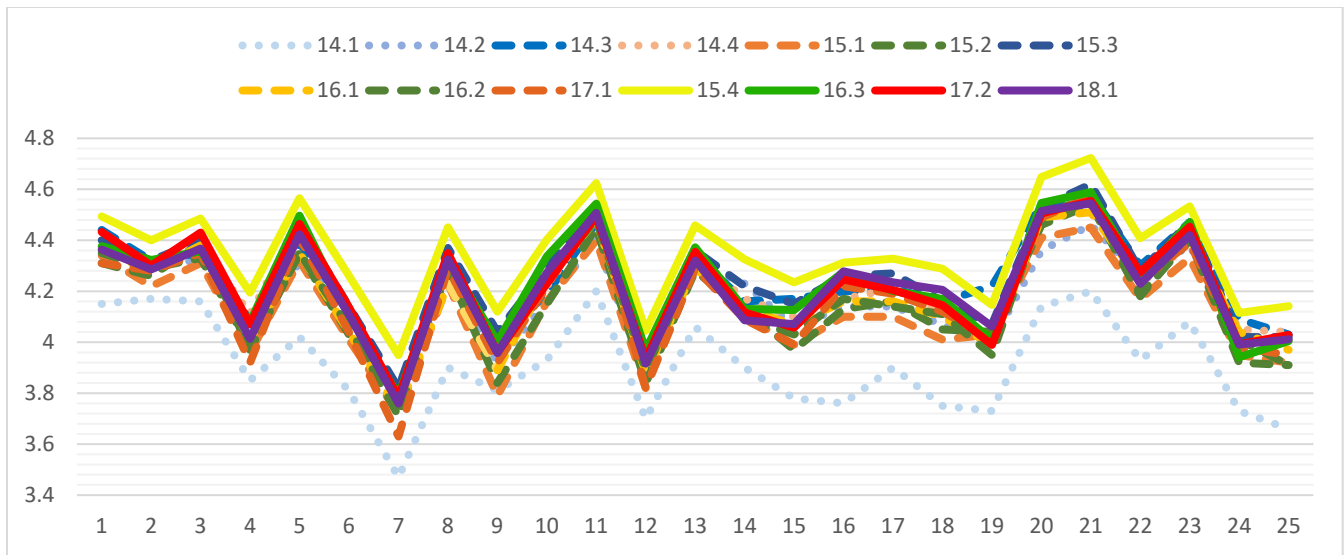


Figure note. Each label is named as “Year of Entry. Current Year”. For example, “14.1” denotes the 2014 cohort in their 1st year, and “15.2” denotes the 2015 cohort in their 2nd year.

Figure 4. Graph of IntCRIT and IntCOMM Results by Cohort and Year.

A longitudinal data examination revealed that mean ratings increased each year and reached their highest in the 4th year of the 2015 cohort (15.4). In 2018-19 the 16.3 and 17.2 cohorts also showed mean increases compared to cohorts 16.2 and 17.1 respectively. We also observed that the 2015 mean scores started at higher value. This trend suggests that UF students develop higher international communication and critical thinking skills as they advance through their degree program. Additionally, it seems that incoming students are entering the institution with a higher level of competence.

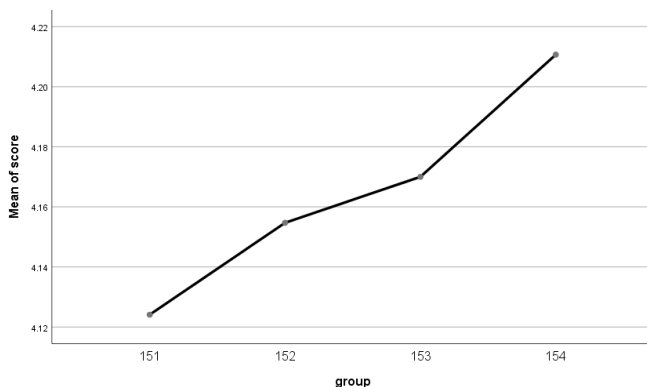


Figure 5. Trend Analysis of Cohort Differences.

We investigated this further with a trend analysis for the 15.1, 15.2, 15.3 and 15.4 cohorts (see Figure 5). We first confirmed equality of variances based on a non-significant test of homogeneity of variance. Next we conducted an omnibus ANOVA which yielded a nonsignificant result ($F(3,2041)=2.236, p=.082$), so we did not conduct pairwise comparisons. We did find a significant increasing linear trend (other quadratic and cubic trends were not statistically significant). The effect size (partial η^2) was also negligible (0.003).

Because we found no significant difference in scores among the cohorts (although we expect to find statistically significant differences in the future), for the remainder of this analysis we combined the ratings of all the cohorts.

The IntCRIT IntCOMM surveys measure two major factors, Critical Thinking and Communication, in which survey ratings range from 1 to 5. Overall we found that UF students obtained high scores (above 4 for both factors), but performed slightly better in Communication ($M = 4.24$) than in Critical Thinking ($M = 4.13$). The two lowest critical thinking components were reasoning and solution finding, while production was the lowest component in the communication factor. In order to understand better observed gaps in student learning we not only looked at

performance in individual components and items, but we also disaggregated the survey data by gender and ethnicity. To capture the gender effect, we conducted an ANOVA on 25 items of the survey (0.05). We found that most of the survey items (19) show significant gender differences. Among all 19 significant items, women perform better than men in all items but three. This finding, although outstanding for a campus survey, seems to correlate with the higher degree of interest that women at UF show towards pursuing global engagement. For instance, approximately 67% of study abroad participants and about 79% of the students enrolled in the International Scholars Program are women.

To check for rating differences by ethnicity, an ANOVA was used on 25 items ($\alpha = 0.05$) (see Figure 6). Since there were more than two categories within ethnicity/race, multiple comparison procedures were performed to find pairwise differences using the Holm-Bonferroni p-value adjusting method. Across all items except item 1, Hispanic students performed significantly better than White students. The difference between Hispanic and White students for the Judgment and Reasoning components (Critical Thinking factor) was the only common significant difference. In all Communication components as well as in some Critical Thinking items, Hispanic/White rating differences as well as Asian/Hispanic differences were common. The Asian/Hispanic ratings difference was the second most frequent difference among all items. The question with the greatest variability across subgroups was item 19, *I often ask questions about culture to members of other cultures*) with nine significant differences.

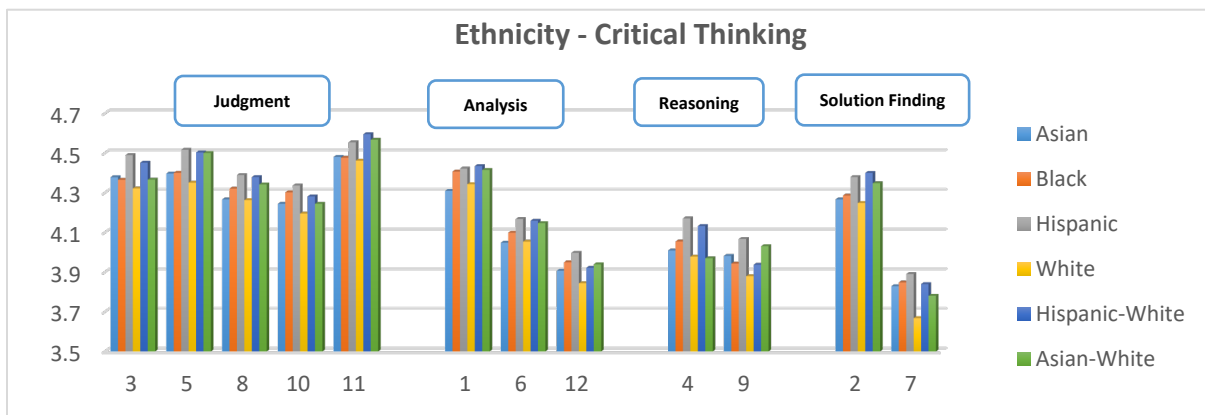


Figure 6. ANOVA Results for Critical Thinking by Ethnicity.

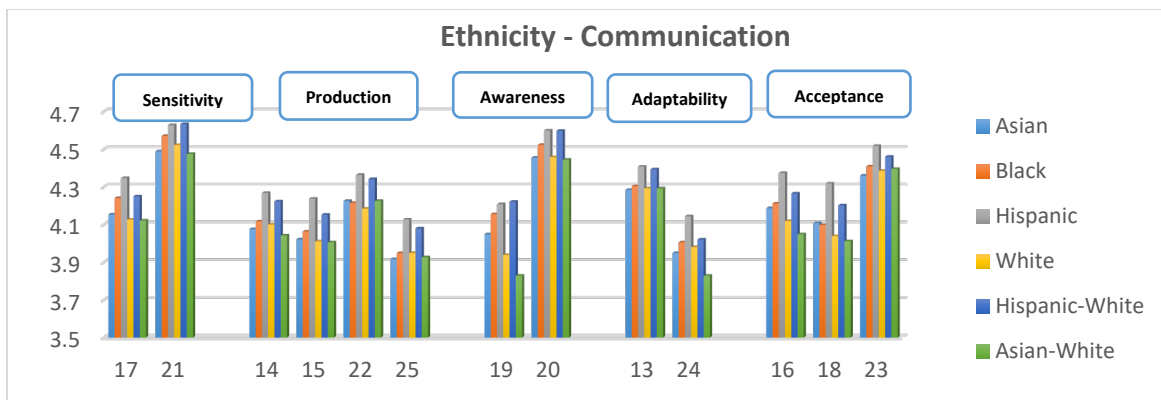


Figure 7. ANOVA Results for Communication by Ethnicity.

Overall, the ethnicity data showed differences in beliefs and attitudes towards international communications and critical thinking (see Figure 7). Tasks such as asking questions (item 19), doing homework with international students (items 16 and 18), or discussing international issues (item 24) were not embraced with the same ease by students of different ethnic backgrounds. We have started to discuss this information with faculty so that they can adapt class activities accordingly.

Reflection

Overall, we believe that the QEP has made a difference on the UF campus. It has led to an enormous growth in capacity. From new and now well-established programmatic offerings to stronger partnerships around campus, the internationalization landscape at UF has changed since 2014. The initiatives started under the QEP have been integrated into the administrative structures of the university, and, thanks to continued institutional support, they will continue to transform the institution for the next four years. The continuous assessment of QEP initiatives has allowed us to experiment with different internationalization strategies and identify the most effective approaches to marketing, diversification of the study abroad population, and professional development. This learning process has been invaluable, and the lessons learned will help us as we move forward.

The assessment tools have given us actionable information that we use for continuous improvement. The IntCRIT and IntCOMM survey data in particular have revealed gaps in student learning. We have used this data to prepare a series of pedagogical recommendations. The new Office of Global Learning has initiated a series for faculty designed around the survey-identified needs. One is an international virtual exchange course to help faculty connect UF students with students abroad and engage them in collaborative projects. We believe that this will be an effective way to strengthen students' intercultural communication skills, especially regarding interaction with different others, an area where students feel least confident. Two new faculty training programs, the Global Learning Institute and the Study Abroad Leadership Program, will also leverage survey data to suggest teaching methods and class activities that target identified gaps.

In addition to our internal learning process, the QEP also allowed UF to join the national conversation about internationalization with renewed vigor. The university was able to leverage this initiative in its application for NAFSA's Paul Simon Award for Comprehensive Campus Internationalization, the world's largest organization devoted to international education. In 2018, UF was honored with this prestigious award. The LWB initiative and its focus on the internationalization of the campus experience was one of the core efforts recognized by this distinction: <http://ufic.ufl.edu/documents/InternationalizingTheCampus%20NAFSAMagazine-UFSection.pdf>.

The QEP has allowed us to engage in deep campus-wide discussions about internationalization and stimulated the development of a strong framework for the expansion and integration of internationalization across the institution. This process has also allowed us to advance our culture of assessment. The QEP has produced valuable assessment tools, such as the course rubrics and the IntCOMM and IntCRIT surveys, that provide a strong and durable foundation for continued improvement.

QEP Leadership Team: Leonardo Villalón, Dean, University of Florida International Center; Matthew Jacobs, Director, Graham Center; Mary Kay Carodine, Assistant Vice President, Student Affairs; Timothy Brophy, Director, Institutional Assessment, and SACSCOC Liaison; Paloma Rodriguez, Director, Office of Global Learning; Susanne Hill, Executive Director, University of Florida International Center