

## **BEYOND BOUNDARIES: PREPARING STUDENTS TO BECOME GLOBAL CITIZENS**

Wake Forest University's Quality Enhancement Plan (QEP) focuses on preparing students to become effective global citizens by increasing their international understanding and intercultural competency. As such, the QEP addresses several challenges related to international education. These include: strengthening intercultural competency programs; improving program assessment; better integrating education abroad programs into advising and the curriculum; systematically approving and overseeing programs; expanding opportunities, with a focus on underrepresented groups; expanding programs beyond Western Europe; and improving intercultural diversity on campus. Specifically, the QEP is divided into two major, interrelated initiatives. Initiative 1 aims to enhance the quality of our international programs; Initiative 2 aims to expand their breadth. Although education abroad constitutes the core of our QEP, our emphasis on developing skills for students to become effective global citizens also includes programs and activities on our campus.

### **INITIAL GOALS AND INTENDED OUTCOMES OF THE QEP**

The ultimate goal of the QEP is to prepare Wake Forest University (WFU) students to become effective global citizens by offering every undergraduate the opportunity to have a meaningful international experience. With over 50% of our students pursuing academic credit abroad,<sup>1</sup> for the past five years we have been annually ranked in the top 15% (and as high as third) among the top 40 doctorate institutions in terms of undergraduate participation in study abroad.<sup>2</sup> Nevertheless, we remain committed not only to increasing this percentage, but also to expanding and enhancing global experiences for all our students.

**Initiative 1:** In recognition of the many benefits that meaningful international experiences entail, the first initiative focuses on enhancing their quality through six established goals:

1. To strengthen international experiences and maximize student learning through improved advising and by introducing a new Intercultural Competency Program.
2. To broaden the international perspective on campus by bringing international students and scholars to campus.
3. To reinforce international experiences through coursework that will provide context and deepen students' knowledge of international developments.
4. To encourage faculty to be an active part of the internationalization of the College by providing stipends and institutional support for course and education abroad development.
5. To institute better mechanisms for approval, oversight, and assessment of international programs by defining clearly the responsibilities of a new Associate Provost for Global Affairs and the Center for International Studies.
6. To develop effective instruments to assess learning outcomes associated with international experiences.

**Initiative 2:** The second initiative aims to increase student participation in international experiences by providing more and varied options through eight established goals:

1. To expand education abroad opportunities by increasing the number of program options, including those that offer divisional credit, major credit, non-traditional locations, and collaborative or exchange relationships.
2. To increase the number of international internships during the academic year and summers.
3. To maximize international research opportunities for students through foundation grants, merit-based scholarships, and university fellowships.
4. To expand opportunities for volunteerism through international service trips and international service-learning courses.
5. To increase opportunities for students to participate in international conferences and activities that enhance their intellectual and global understanding.
6. To provide increased financial support for more students, including underrepresented groups, to participate in education abroad programs.
7. To enhance advising and information access for students interested in education abroad so that their international experiences fit and augment their academic programs.
8. To increase support for faculty to develop international experiences and for international faculty to join or visit WFU.

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<sup>1</sup> Wake Forest University, Office of Institutional Research, *2010-2011 Fact Book* (p. 29).

<sup>2</sup> Institute for International Education Network. (2011). *Open Doors 2011: Report on International Educational Exchange*. Washington, DC.

## SIGNIFICANT CHANGES MADE TO THE QEP AND RATIONALE

Only one significant change was made to the QEP. The Intercultural Development Inventory (IDI) was originally selected as the primary tool for assessing learning outcomes associated with the Intercultural Competency Program (ICP). Experts in the field, however, suggest using assessment measures that are specific to the goals of individual programs rather than relying on standardized instruments.<sup>3</sup> Therefore, WFU opted to develop its own assessment tool tailored specifically to the ICP. Prior to the implementation of this new instrument in Fall 2011, a cultural intelligence (CQ) measure was used to assess changes in intercultural competence. CQ reflects an individual's capability to gather, interpret, and act upon different cues to function and adapt effectively across cultural settings.<sup>4</sup> Unlike the IDI which assesses a respondents' orientation toward cultural differences and their readiness for training,<sup>5</sup> CQ is recognized as a learned process over time with various stages of development<sup>6</sup> and therefore was deemed more applicable to the goals of the ICP.

### DESCRIPTION OF QEP'S DIRECT IMPACT ON STUDENT LEARNING AND GOAL ACHIEVEMENT

Wake Forest University has pursued a variety of goals over the past five years to better prepare our students to become global citizens. The direct impact of our activities on student learning and goal achievement are described below in terms of their impact on the quality of and opportunities for international experiences. Summary tables (reflective of those presented in the QEP) then follow and include our assessment methods and the associated results.

### IMPACT ON QUALITY OF INTERNATIONAL EXPERIENCES

The QEP's first initiative addresses the quality of international experiences. Six goals were established to develop and strengthen programs and processes that provide students with a broader, more informed international perspective. Outcomes from activities associated with these goals support the significant impact of this initiative.

**Goal 1 Achievements:** To strengthen international experiences and maximize student learning, our efforts focused on improving advising and introducing a new Intercultural Competency Program. Activities to strengthen advising included the hiring of an additional study abroad advisor, extended office hours by the advising staff, the implementation of a peer advising program (which doubled in the number of advisors over the past four years), the inauguration of a student ambassador program for our WFU programs, improvements in the format and process for approval of course credit transfer, and meetings by the Center for International Studies (CIS) staff with academic departments, lower division academic advisors, and relevant administrative units which assist with the study abroad process. CIS staff, in consultation with academic departments, also created "study abroad in your major" advising sheets for six majors with other majors in progress.

The pilot for the Intercultural Competency Program (ICP) was launched in Fall 2007 as an elective for students studying abroad. This three-stage sequence of courses focuses on predeparture (Stage I), immersion (Stage II), and reentry (Stage III). Since its inception through Fall 2011, over 250 students enrolled in the first ICP course, with approximately 65 continuing in the second and third courses. For Spring 2012, more than 70 students are projected to complete Stage I. Also, with on-site acculturation courses at our WFU houses in London, Venice, and Vienna qualifying as the immersion course, we anticipate greater continuation through Stage II. Furthermore, in Spring 2012 the reentry course was opened to any student returning from study abroad, regardless of whether he/she had taken the predeparture or immersion courses. Therefore over 30 additional students enrolled in Stage III than in previous semesters.

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<sup>3</sup> Deardorff, D.K. (2009). Implementing Intercultural Competence Assessment. In D.K. Deardorff (Ed.), *The Sage Handbook of Intercultural Competence* (pp. 456-476). Thousand Oaks, CA: Sage Publications, Inc.

<sup>4</sup> Earley, P.C. & Ang, S. (2003). *Cultural Intelligence: An Analysis of Individual Interactions Across Cultures*. Palo Alto, CA: Stanford University Press.

<sup>5</sup> Fatini, A.E. (2009). Assessing Intercultural Competence: Issues and Tools. In D.K. Deardorff (Ed.), *The Sage Handbook of Intercultural Competence* (pp. 456-476). Thousand Oaks, CA: Sage Publications, Inc.

<sup>6</sup> Thomas, D.C. (2006). Domain and Development of Cultural Intelligence: The Importance of Mindfulness. *Group & Organization Management*, 31(1), 78-99.

Assessment results indicate that, on average, students who participated in one or more of the ICP courses "agreed" that the course(s) had a significant impact on their development of intercultural competence. Furthermore, statistical analysis showed that students in Stage I demonstrated significantly greater gains in cultural intelligence (CQ) and better adjustment to the general environment of their host culture than did students who did not take the course (See Figure 1). Also, before and after self-reports from students having completed one or more of the courses indicate significantly greater gains in CQ for those having completed through Stage II or Stage III compared to those having only completed Stage I (See Figure 2). Although students at Stage III indicated less total CQ gains than those at Stage II, their lower self-assessments may suggest that upon reentry and reflection they realized that they still had more to learn about intercultural competence beyond their abroad experience and assessed themselves more rigorously. Nevertheless, given the significantly greater gains compared to Stage I alone, our future efforts will focus on increasing enrollments in these latter courses, as well as the predeparture course.

**Goal 2 Achievements:** To broaden the international perspective on campus we focused on bringing more international students and scholars to WFU. In 2008, a new international admissions counselor was hired. Correlated with the creation of this position, the number of applications from international students increased 100%, with an additional 17% increase the following year and another 19% the year after. Correspondingly, the number of international students matriculating increased almost 30% from 2008-2011.

Since 2007, over 20 international scholars received financial support to visit campus for presentations and/or research. Also, three scholars-in-residence were hosted for a semester or year, including one Fulbright Scholar from Nigeria for 2010-2011.

**Goal 3 Achievements:** To reinforce international experiences for students through their coursework, new courses were developed to facilitate intercultural competence. Among our First-Year Seminars, there was an increase from 13% with an international focus to over 20% during the five-year period from 2008-2012. Concurrently, 67 new courses (with an average of 16-17 per year) having an international focus or foundation were added to the undergraduate curriculum. Included among these were three new international service-learning courses offered abroad.

In 2009, a new minor in African Studies was approved and in 2011, a new WFU semester program in South America was launched. Also, the Language Across the Curriculum program was reinvigorated in 2010 with a new proposal for augmentation with the ICP, adoption by Foreign Area Studies programs, and expansion to the professional schools.

**Goal 4 Achievements:** To encourage faculty to be an active part of the internationalization of campus, funds and support were provided for course and education abroad development. From 2007-2010, nine faculty members received stipends to facilitate the development of new courses with an international focus. Thereafter, funding was shifted to other international activities because of the substantial increase in new international courses being developed without incentives.

To better prepare faculty to lead education abroad programs, a two-day Workshop on Intercultural Skills Enhancement (WISE) was inaugurated in 2009 and has continued on an annual basis. Open to university faculty/staff nationwide with 60-75 attendees annually, participation by WFU faculty has ranged from 7-13 each year.

**Goal 5 Achievements:** To institute better mechanisms for approval, oversight, and assessment of international programs, new administrative positions and processes were created. In 2007, an Associate Provost for Global Affairs was appointed not only to implement the QEP, but also to focus on opportunities for students and faculty across our collegiate university to collaboratively enhance and expand our international endeavors.

In 2008 a Global Advisory Council was established with representation from each of the university's academic units and Student Life. The purpose of the committee is to assist the Associate Provost for Global Affairs in planning and evaluating international initiatives.

Also in 2008, the university's unofficial Study Abroad Committee (SAC) was formally recognized as a standing committee and charged with overseeing and assessing the academic and administrative quality of study abroad programs and advising the Center for International Studies on academic

issues. Accordingly, guidelines for the review of abroad programs were established by the SAC in 2009, with site visits to select locations conducted annually by committee members.

**Goal 6 Achievements:** To develop effective instruments to assess learning outcomes associated with international experiences, a WFU faculty team was tasked in 2009 with researching, designing, testing, and implementing a measurement tool aimed specifically at evaluating the effectiveness of our Intercultural Competency Program (ICP). The new instrument was inaugurated in Fall 2011.

In the interim, another pair of WFU researchers investigated various measures of intercultural competence that might be a better alternative to the originally prescribed IDI. Based on their findings, the cultural intelligence (CQ) measure was used as a tool for not only assessing the ICP, but also the impact of international service trips and research opportunities on students' development of intercultural competency.

In addition to these standardized instruments, qualitative evaluations were solicited from students attending international conferences. Because these sojourns were abbreviated, personal narratives on the impact of these experiences were deemed more valid than a pre- and post-measure of intercultural competence.

## **IMPACT ON OPPORTUNITIES FOR INTERNATIONAL EXPERIENCES**

The QEP's second initiative addresses opportunities for international experiences. Eight goals were established to expand the number and type of programs and support available to students to increase and broaden their participation. Outcomes from activities associated with these goals support the significant impact of this initiative.

**Goal 1 Achievements:** To expand education abroad opportunities, several efforts were undertaken which resulted in an average of eight new programs approved each year from 2008-2011 and a 18.9% increase in the number of students studying abroad from 2005 (n=608) to 2011 (n=723). Included among these efforts were programs that offer divisional and major credit, non-traditional locations, and collaborative or exchange relationships.

To expand opportunities for divisional credit, summer sessions at the WFU houses were targeted. Each summer at least two courses that counted towards divisional credit were offered. To increase opportunities for major credit, a new *Curriculum Integration* initiative was inaugurated in 2008 to integrate study abroad into individual disciplines within the undergraduate curriculum. By 2011, guidelines for students in six disciplines (Chemistry, German, History, Psychology, Religion, and Russian) were developed to better assist them in pursuing their majors while studying abroad.

Although participation in summer programs to "non-Western" locations has not increased over the past five years, a higher percentage of students are choosing "non-Western" destinations for their semester programs with an increase from 12% in 2007-2008 to 18% in 2011-2012. Also, three non-traditional locations for our students were targeted to develop new offerings. In Latin America, a WFU semester program began development in 2008 with the first offering in 2011. Through partnerships with two South American universities, students and a WFU professor spend three weeks in Buenos Aires, then travel to Santiago for the remainder of the semester. In Africa, a new summer program was inaugurated in 2010. This annual program fulfills a requirement for our new African Studies minor but is open to all students regardless of major or minor. Also in 2010, a new summer program began in India. Offered annually, this program consists of a course in Communications, which will be expanded to include a service-learning component in 2012.

Although WFU joined the International Student Exchange Program (ISEP) in 2006, we let our membership lapse in 2008 due to lack of interest among students. Instead, we focused on strengthening relationships with our Atlantic Coast Conference (ACC) partners through an International Academic Collaborative. This initiative identifies and provides opportunities for WFU students to study abroad, typically at nonwestern destinations, through other ACC institutions. Also, since 2007, seven collaborative agreements were signed with universities in Africa, Asia, South America, and Eastern Europe.

**Goal 2 Achievements:** To increase the number of international internships, partner institutions provided meaningful opportunities. For semester programs from 2008-2011, the number of WFU students participating in international internships through Boston University increased 22% (from

40 to 49 students). During summers for this same period, the number of WFU students participating in EUSA's international internship program more than doubled from nine to 22. Also in 2011, a new internship program in Salamanca was created with eight students participating.

**Goal 3 Achievements:** To maximize research opportunities for students, the Richter Scholarships remained a major resource. Over the past five years, funding from the Richter program has ranged from \$80,000-\$132,000 each year with 20-27 students participating annually. A sample survey of recipients indicate a significant increase in Cultural Intelligence (CQ) over the course of their international independent research based on self-report measures of before and after levels of CQ (See Figure 3). In addition to Richter Scholarships, approximately 30 students obtained summer grants averaging \$3500 to support their international research as Reynolds, Carswell, or Gordon Scholars from 2007-2011.

**Goal 4 Achievements:** To expand opportunities for volunteerism, additional international service trips and service-learning courses were offered. The number of service trips increased from three to five annually, adding Belize, Vietnam and Nicaragua to the rotating repertoire of offerings in Brazil, South Africa, India, and Russia. A sample survey of students having participated on these service trips indicate a significant increase in Cultural Intelligence (CQ) over the course of their international sojourn based on self-report measures of before and after levels of CQ (See Figure 3).

Complementing this growth was the development of two service-learning summer courses aimed at providing more international options for students. The first took place in Managua, Nicaragua starting in 2008 and the second in Accra, Ghana starting in 2010. Both offered on an annual basis, the former service-learning component focuses on healthcare and the latter on street children.

**Goal 5 Achievements:** To increase opportunities for students to participate in international conferences and activities, semestral applications are sought and funds awarded. Since 2007, 30 students (ranging from 3-16 annually) received grants to attend conferences or events intended to enhance their intellectual and global understanding. Personal narratives of learning outcomes by attendees following their respective sojourns included such phrases as: more knowledgeable; intellectually challenged; fueled my interest; longing to further explore; and truly inspired.

**Goal 6 Achievements:** To provide increased financial support for more students to study abroad, new scholarships were created starting in 2007. In addition to traditional study abroad scholarships totaling over \$250,000 annually, an additional \$100,000-\$127,500 in Global Citizens Scholarships have been awarded each of the past three years to assist students with international program costs. Also, to insure that underrepresented groups are receiving sufficient funds to make education abroad a reality, a separate fund of \$10,000-\$15,000 was created to provide support beyond the aforementioned scholarships on an as-needed basis. Since 2007, two to three students have received such funding annually. This financial support, coupled with targeted recruitment efforts, has led to an increase in the percentage of minority participants among students studying abroad (from 11.7% in 2007 to 15.5% in 2011). Regarding student-athletes, after a substantial decrease in the number studying abroad from 2007 (n=17) to 2008 (n=7), our targeted response efforts led to annual increases, with over 40% more in 2011 than in 2008. Also, three service trips to Tanzania (2009), Vietnam (2011), and Nicaragua (2011) led to opportunities for seven student-athletes to have international experiences in non-traditional locations.

**Goal 7 Achievements:** To enhance advising and information access for students interested in education abroad, a variety of initiatives were undertaken. In 2006, *WakeAbroad*, a comprehensive website for all study abroad information, was launched. The website serves as the centralized application process for WFU students and enables them to conveniently search the database of all approved study abroad program opportunities. Also, as previously mentioned, a new study abroad advisor position was created in 2007 to assist with the increase in number of students pursuing international opportunities. That same year, a second study abroad fair was fully implemented during the Spring semester to complement the traditional Fall fair. In 2008, the aforementioned peer advising program was created to provide students with more insight and advice via their peers. Also, in 2010 the CIS relocated to larger and more central space, at which time the staff expanded its office hours to better accommodate students. Results of these enhanced advising efforts are partially reflected in student evaluations of pre-departure orientation which have steadily improved to over one-half of the participants rating the sessions as "above average" or "excellent."

**Goal 8 Achievements:** To increase support for faculty to develop international experiences, funding has been awarded for professional development opportunities. As mentioned previously, since 2007, five faculty members have participated in CIEE faculty development seminars which are designed to assist faculty in developing or enhancing international courses at their home schools. In addition, a dozen faculty members have received funds over the past five years to participate in international conferences or activities that further their professional development.

To provide support for international faculty to visit or join WFU, funds have been awarded to host global scholars and international conferences at WFU. Over the past five years, WFU has hosted five international conferences bringing a variety of global scholars to campus. Beyond these short-term guests, recent faculty recruitment has emphasized and targeted candidates of international origin. As a result, the number of full-time international faculty has increased 20% since 2007.

**BEYOND THE QEP: ADDITIONAL GLOBAL INITIATIVES AT WFU**

Over the past five years, three major initiatives beyond the QEP goals have been implemented at WFU to broaden global opportunities and experiences for our students and faculty. The most comprehensive was the development of the Nicaragua Nexus starting in 2007. This endeavor involved not only the initiation of academic programs, research projects, and service opportunities in Nicaragua for students and faculty from across our undergraduate and graduate schools, but also the purchase and establishment of a WFU conference center in Managua. The second initiative involves forays into China which commenced in 2009 with partnerships focused on prospective bridge programs for Chinese high school students matriculating into US universities, a study abroad program for US students, and workshops on US pedagogy for Chinese educators. The third initiative commenced in 2011 to establish an English as a Second Language program for incoming graduate students. A coordinator for this program and for working with our undergraduate international students to hone their English language skills will be hired in the Spring of 2012.

**Summary Table 1: Learning Outcomes Assessment Plan**

| Activity  | Assessment Method                                 | Learning Outcome Goal   | Significant Learning Outcome Results   |
|---|---|---|--|
| International experience  | Cultural Intelligence (CQ) measure                | Intercultural sensitivity increases among students not in the ICP but who studied abroad                            | Non-ICP students showed significant increases in CQ while studying abroad  |
| International experience and Intercultural Competency Program (ICP) | Cultural Intelligence (CQ) measure                | Intercultural sensitivity increases among ICP students who studied abroad relative to non-ICP study abroad students | ICP students showed significant increases in CQ while abroad and significantly greater gains in adjustment and CQ than non-ICP students abroad. Self-reports from ICP students in each phase indicate significant greater gains for students having completed Stages II & III compared to those only completing Stage I.   |
|   | Survey and focus groups of ICP course "graduates" | Qualitative and quantitative insights on ICP and possible enhancements  | Surveys of ICP "graduates" indicated that they felt the courses had a significant impact on the development of their intercultural competence with average ratings (on a scale of 1-5 with 5 being "strongly agree") of 4.0 for INS150, 4.4 for INS151, and 4.1 for INS152. Open-ended responses regarding enhancements were received for the INS150 courses suggesting more practical assignments, more emphasis on national differences, and a more individually focused approach. |

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|--|------------------------------------|--|---|
| Comparison of different programs, including varying length, locale, and program type (study abroad, international internship, research or service) along with student demographics | Cultural Intelligence (CQ) measure | Understanding of relative gains in intercultural competency through student participation in different programs              | Students not at WFU Houses showed greater significant gains in CQ than those at the Houses. Richter Scholars and Service Trip participants indicate significant increases in CQ over the course of their respective international research or volunteerism.   |
|  | Study abroad evaluation            | Identification of strengths of different opportunities with respect to the overall program and the study abroad experience   | Semestral evaluations of students' satisfaction with their study abroad (SA) program, experience and orientation indicated: no significant difference between WFU and affiliates on SA programs; significantly higher evaluations for affiliates on the SA experience, significantly higher evaluations for WFU on SA orientations, and significantly higher evaluations for summer versus semester SA programs and experiences. All ratings on SA programs and experiences for semester, summer, internships, and service-learning averaged above 4 (on a scale of 1-5 with 5 being "excellent"). See Figure 4. <i>[Note: Future evaluations will incorporate student demographics to determine any comparative differences.]</i>              |
|  | Senior survey (upon graduation)    | Insights on effectiveness of different programs on intercultural sensitivity; strengths and weaknesses of different programs | Seniors in 2011 who had studied abroad indicated a significant lower need/desire for additional preparation prior to their overseas experience compared to their 2007 counterparts, thus suggesting that efforts to better prepare students for SA over the first five years of the QEP may have had an impact. <i>[Note: Due to space limitations on the senior survey, questions identifying students' participation in different program types could not be included. Therefore, comparative strengths and weaknesses across programs could not be obtained via this measure.]</i>   |
| Comparison of students with and without an international experience  | Senior survey                      | Differences among students who participated in international experiences compared to those who did not                       | Based on the 2011 senior survey, students studying abroad were significantly different from those not studying abroad on the following measures: Stronger skills in critical thinking, time management, and foreign language; greater participation in internships and leadership training; more likely to complete a thesis, honors course, or capstone course/project, to voluntarily explore topics or seek feedback, to do volunteer work, and to integrate skills and knowledge from different sources and experiences; and more likely to pursue goals towards influencing political structure, developing a meaningful philosophy of life, working for social change, and improving their understanding of other countries and cultures. |

**Summary Table 2: Student Participation Assessment Plan**

| Activity  | Assessment Method   | Performance Goal   | Performance Results  |
|---|---|--|--|
| Participation in international experience                         | Tracking of actual participation, in total and by subgroups | 15% more student participating in international experiences by 2010-2011 | 18.9% increase in students studying abroad from 2005 (n=608) to 2011 (n=723). Percentage of minority participants among students studying abroad increased from 11.7% in 2007 to 15.5% in 2011. Percentage of students going to "non-Western" locations increased from 12% in 2008 to 18% in 2012. |
| New study abroad programs   | Programs approved   | Annual additions of WFU and affiliate programs                           | Over 20 new programs approved over 5-year period with over 75% outside of Western Europe.  |
| New international internships                                     | Participation rates   | Annual increases in the number of students participating                 | Over 60% increase in international internships (both semester and summer) over 5-year period   |
| New international research opportunities                          | Participation rates   | Maximum participation through available funds                            | Over 5-year period, funding for international research ranged from \$80,000-\$132,000 each year with 20-27 students participating annually.  |
| New international volunteer service and service-learning programs | Programs launched   | Addition of WFU programs and sufficient enrollments in each              | Over 5-year period, three new service-learning programs and one new service trip successfully launched   |
| International conferences and seminars                            | Participation rates   | Annual increases in the number of students participating                 | Over 5-year period, more than 30 students participated in international conferences ranging from 3-16 students annually.   |

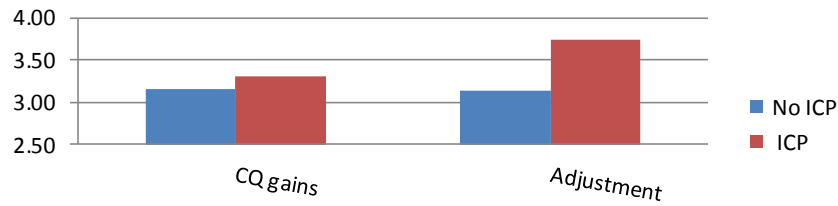
**Summary Table 3: Assessment Plan for Supporting Activities**

| Supporting Activity              | Assessment Method                                       | Performance Goal                             | Performance Results  |
|----------------------------------|---|--|--|
| Faculty training and development | Faculty participation professional development programs | Increase in faculty intercultural competency | Since the start of WISE in 2009, WFU faculty participation has ranged from 7-13 annually; since 2007, five faculty members have participated in CIEE faculty development seminars.   |
| International faculty            | Review of funding                                       | Increased campus presence                    | Since 2007, the number of full-time international faculty has increased 20%; 19 international scholars have visited campus; and three scholars-in-residence have been hosted by WFU. |



|   |  |  |  |
|---|--|--|--|
| International student recruitment                                   | Annual tracking  | Increase in international students   | Applications from international students increased 100% in 2008-2009 with enrollment increasing 72% the following year and 50% the year after.   |
| Curricular connections: First-Year Seminars (FYS) and other courses | Total number of courses with international content                         | Increases in international courses that facilitate intercultural competence                      | FYS with an international focus have increased from 13% to 20% among all FYS offered over the past five years; since 2007, 67 new courses with an international focus or foundation were added with an average of 16-17 per year.  |
| Advising  | Number of staff and student study abroad advisors; study abroad evaluation | Increases in advisors and high satisfaction with pre-orientation sessions.                       | A new study abroad staff advisor position was created in 2007. In 2008, a peer advising program was inaugurated with 8 students (from 19 applications) and has grown to 16 students (from over 40 applications). In 2010, a student ambassador initiative for our WFU programs was established with 14 students initially to 18 students currently. Student evaluations regarding pre-departure orientations steadily improved from 48% of students in 2010 to 50% in 2011 rating the sessions at the above average or excellent levels. Also, orientations for our WFU programs rate significantly higher than those of our affiliate programs. |
| Information access  | Information technology improvements; additional information resources      | Implementation of new information technology/access; implementation of new information resources | In 2007, WakeAbroad (web-based software for study abroad) and an online application were implemented. In 2008, a new CIS webpage, an extensive Spring study abroad fair, and new major-advising sheets were inaugurated. In 2010, a new international bridge page was added to the WFU webpage and a "Wake Forest in the World" map was incorporated into the site. Also in 2010, on-line forms and processes for international students and scholars were implemented.  |
| Quality Control:  |  |  |  |
| Faculty site visits   | Site visit reports   | Regular and standardized visits and reports  | Beginning in 2008, annual site visits and reviews were conducted, alternating yearly between WFU programs and affiliates; in 2009 a new standard guideline for reviews was inaugurated which has been used for WFU programs in Venice and Vienna (with London and Cambridge scheduled for 2012) and for affiliate programs in Spain, the UK, Florence, and Prague.   |
| Regular review of international programs                            | Study Abroad Committee (SAC) reports                                       | Regular and standardized reviews   | The SAC reviewed and approved an average of eight new programs per year since 2008. Also, committee members and CIS staff individually visited and reviewed an average of four study abroad programs annually.   |

**Figure 1: Comparative Impact of ICP (Stage I) during Study Abroad\***



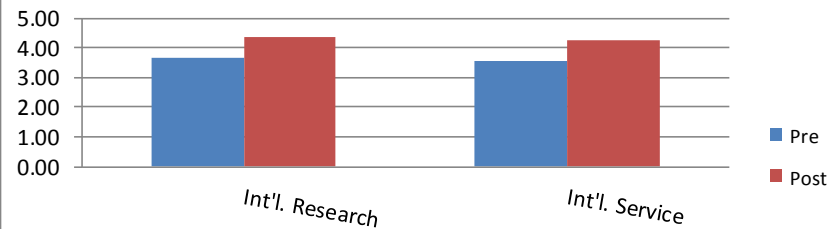
\*Statistical analysis indicated a significant difference between scores for both measures.

**Figure 2: Comparative Gains in Cultural Intelligence (CQ) Across Stages of the ICP\***



\*Statistical analysis indicated significantly greater CQ gains for Stage II and Stage III over Stage I.

**Figure 3: Gains in Cultural Intelligence (CQ) during Abroad Experiences\***



\*Statistical analysis indicated a significant difference between scores for both samples.

**Figure 4: Comparative ratings of satisfaction across differing programs**

