

**University of Florida Quality Enhancement Plan (QEP):
Learning without Borders: Internationalizing the Gator Nation**

DRAFT
**Institutional Assessment Plan
2015-2016**

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Mission

As a comprehensive, very-high research, public AAU institution, the University of Florida mission reflects the importance of preparing graduates for success in a global society:

...We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit...

...These three interlocking elements – teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life...¹

The development of the five-year Quality Enhancement Plan (QEP) “[Learning without Borders: Internationalizing the Gator Nation](#),” was a key component of the 2014 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Accreditation process, whereby UF defined one area of strategic importance to focus on that is essential to its mission and future success - internationalization.

The QEP initiatives support the mission of the University of Florida by providing undergraduate students with opportunities to develop global awareness and intercultural communication competencies. These competencies are defined by learning outcomes in content, critical thinking and communication.

Introduction

An interdisciplinary committee of university faculty and administrators, the University of Florida Internationalization Task Force (ITF), was assembled in 2011 and charged with the task of developing the Quality Enhancement Plan. The ITF was structured to be broadly representative, and membership invitations were extended to the university's 16 colleges. The university's model of constituent participation in institutional initiatives is *participation by representation*, and the ITF was intentionally designed so that its members would represent all university constituents in the development process. The University of Florida International Center leadership and staff also assumed a central role in engaging the campus in this initiative.

In summer 2014, a QEP Leadership Team was formed to act as a decision-making body on the process and implementation of the QEP initiatives. The UF International Center (UFIC) and its Dean assumed responsibility and management of the QEP. UFIC created the office of Undergraduate Academic Programs that includes a Director to oversee day-to-day leadership and implementation and an Assistant Director to administrate programming. The office employs a half-time Graduate Student Assistant from the College of Education's PhD program in Research and Evaluation Methods who is responsible for the QEP assessment activities.

The five key initiatives of the QEP are as follows:

1. **Study Abroad:** In partnership with colleges, academic units and faculty, develop and strengthen UF study abroad program offerings and scholarships in strategic ways to increase participation in study abroad, particularly among underrepresented students.

¹ UF Mission Statement: <https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx>.

2. **Curriculum Enhancement:** In partnership with colleges, academic units and faculty, develop new and enhance existing international course offerings.
3. **Campus Life:** In partnership and co-sponsorship with Student Affairs departments, UF academic units and student organizations, support the development and enhancement of co-curricular international and intercultural-focused activities and events. This includes creating opportunities for meaningful intercultural engagement between international and US students. QEP resources are utilized to support the associated costs of international speaker events which includes implementation of the UFIC Global Challenges and International Career Pathways Speaker Series.
4. **International Resources and Marketing:** Support the development, management and implementation of a global calendar and other key electronic engagement platforms at UFIC and through the The Agency-UFIC campaign to share international and intercultural resources and events across campus.
5. **International Scholars Program:** Perhaps the most important initiative and all-encompassing of the QEP purpose, the International Scholars Program is a campus-wide medallion program open to all undergraduate students that provides an academic and co-curricular framework to define and enhance their global learning journey at UF.

The Undergraduate Academic Programs office, in collaboration with the QEP Leadership Team, “implement these initiatives, assess their effectiveness annually, analyze the results of these assessments, and revise the initiatives as needed base on this analysis.”²

The QEP leadership team has established the following programs goals for 2015-16:

Study Abroad

1. Increase study abroad participation by 5%
2. Increase study abroad participation by 3% among underrepresented students
3. Monitor QEP-funded study abroad programs to ensure they address QEP student learning outcomes (SLOs)

Curriculum Enhancement

1. Support the development or enhancement of 8-10 courses, and identify existing courses which address and/or align with the QEP SLOs.
2. Monitor existing QEP-funding international courses to ensure they address QEP SLOs.

Campus Life

1. Increase co-curricular globally-focused opportunities for students by enhancing and/or developing at least 8 campus events in collaboration and co-sponsorship with UF units, and organizing at least 8 events as part of the Global Challenges and International Career Pathways Speaker Series, with a total target of 2000 participants.
2. Develop one event that enables and encourages increased interaction between U.S. students and international students.

International Resources and Marketing

1. Establish campus-wide engagement with international events, opportunities and activities via the LWB microsite, LWB social media accounts, UFIC website, UFIC new and events, UF Global Listserv,

² Quality Enhancement Plan (QEP), p.4: <http://qep.ua.ufl.edu/Data/Sites/23/media/qep/1-21-14-final-qep-with-cover-for-the-web-rev2.pdf>.

The Agency-UFIC campaign, and other applicable electronic platforms. Note: 2015-16 will be a baseline year for this goal. Next year, we can set a reasonable % by which we want the level of engagement to increase.

International Scholars Program

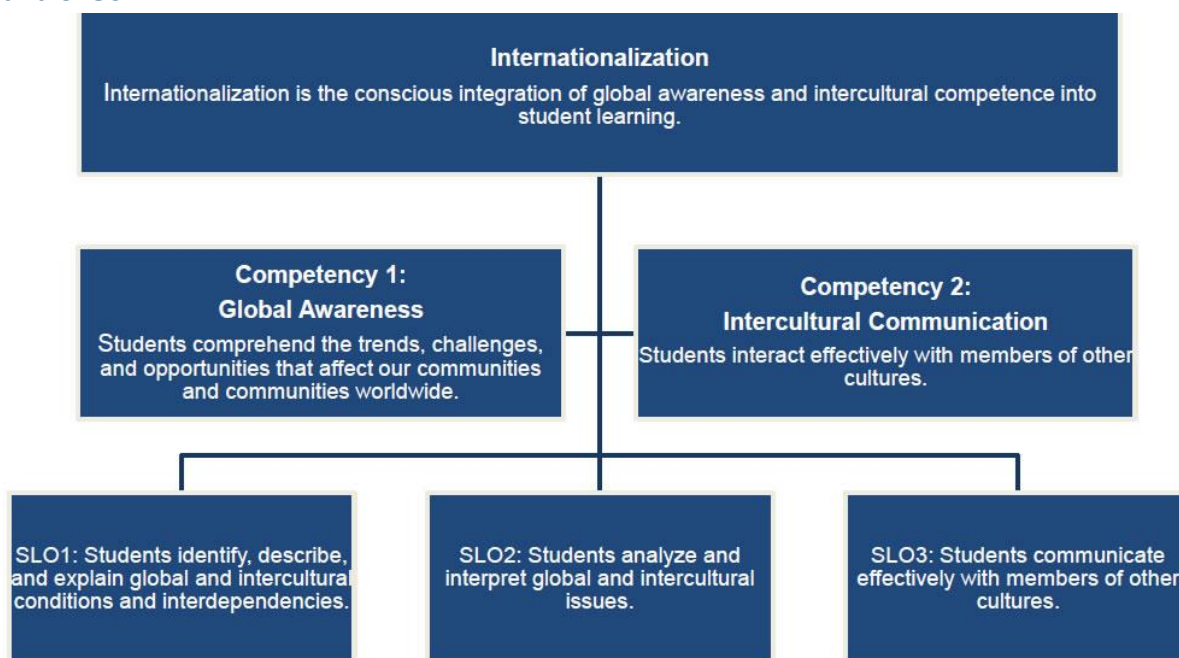
1. Enroll 100 students into the International Scholars Program representing all eleven degree-granting colleges. Note: This is also a baseline year. Last year's goal of developing the program and launching it in the Fall has been achieved.
2. Monitor their participation and progress in the program.

Student Learning Outcomes

The ITF used the competencies, Global Awareness and Intercultural Communications, to design university-wide student learning outcomes (SLOs) that were consistent with the requirements for Florida Academic Learning Compacts. The State of Florida Board of Governors has mandated that all baccalaureate programs in the state public universities develop Academic Learning Compacts (ALCs) for each degree program that include student learning outcomes in three areas: (1) content knowledge, (2) critical thinking, and (3) communication. SLOs were developed to be desirable, measurable, and achievable by all undergraduate students.

Figure 1 presents the finalized student learning framework for internationalization that served to guide and structure the planning of the new initiatives and assessments for the QEP. The guiding definitions and SLOs were the basis for all further planning of the QEP. All remaining elements of the plan were developed to meet the student learning outcomes.³

Figure 1. Student Learning Framework for Internationalization at UF: Definitions, Competencies and SLOs



Assessment Map

The ITF considered a variety of assessment methods and instruments appropriate for measuring the institutional outcomes relative to the scope of the QEP, its initiatives and the SLOs. The assessment map includes three assessment types: 1) direct assessment to measure student learning, 2) indirect assessment to measure student attitudes beliefs and behaviors, and 3) output assessment that count student participation in initiatives, courses developed, events, training sessions, and so on.

Direct assessment: Course-embedded assessments to measure SLO1, SLO2 & SLO3

- An institutional rubric with performance indicators is used to measure the QEP SLO achievement in international courses. These courses represent an identifiable and growing group of QEP

³ QEP, pgs. 14-15: <http://qep.aa.ufl.edu/Data/Sites/23/media/qep/1-21-14-final-qep-with-cover-for-the-web-rev2.pdf>.

grant-awarded course offerings. Courses are on-campus, online and/or offered in UF faculty-led study abroad programs.

Indirect assessment: Surveys to measure SLO2 and SLO3

- The IntCRIT and IntCOMM survey is administered to a representative sample consecutively across each class level to measure changes in attitudes and beliefs (See survey in Appendix B)
- The IntCRIT and IntCOMM survey is administered pre and post to students participating in QEP-developed Study Abroad Programs, and students awarded study abroad scholarships.
- The Student Experience in the Research University (SERU) survey is administered by the Office of Institutional Planning and Research biennially to all undergraduate students in the spring semester of odd-numbered years. SERU data has been collected in 2009, 2011, 2013 and 2015 and so on. The results of SERU items with an international and intercultural response focus are reviewed and analyzed biennially. (See SERU global response items in Appendix A). Table 1 presents the Assessment Map for the QEP. The map aligns the Student Learning Outcomes with the direct and indirect assessments selected to measure the QEP outcomes.

Outputs: Products, events and services that lead to outcomes

- Outputs are linked to each of the five components of the QEP. They are tracked and reported on an annual basis and include, for example, the number of students enrolled in Learning without Borders programming, number of international courses developed, number of study abroad programs developed, and number of students attending international events.

Table 1. QEP Assessment Map

SLO Category	QEP Student Learning Outcome	Direct Assessment	Indirect Assessment
SLO1: Content	Students identify, describe, and explain global and intercultural conditions and interdependencies.	Assignment-embedded rubric	
SLO2: Critical Thinking	Students analyze and interpret global and intercultural issues.	Assignment-embedded rubric	IntCRIT & IntCOMM Survey; SERU
SLO3: Communication	Students communicate effectively with members of other cultures.	Assignment-embedded rubric	IntCRIT & IntCOMM Survey; SERU

Assessment Cycle

The assessment cycle for the QEP is annual. Each year of implementation consists of a UF Fall, Spring and Summer semester. The QEP Leadership Team meets monthly. Assessment data are collected and coalesced throughout each QEP year. The previous year’s data are analyzed and evaluated in early Fall semester of each QEP year. This analysis, and the associated outcomes and outputs are provided to the UF Office of Institutional Assessment in the form of an annual report by November 1st of each Fall term. A final five-year impact report of the QEP is submitted to SACSCOC for accreditation purposes.

Table 2 presents the Assessment Cycle for the QEP by semester and assessment activities. It also identifies the key periods the QEP Leadership Team will analyze the results of assessments, assess the effectiveness of initiatives, and revise initiatives and assessment as needed based on this analysis.

Table 2. Assessment Cycle for the QEP through 2019

Analysis and Interpretation: August-September
 Improvement Actions: Completed by September-October
 Dissemination: Completed by November

QEP Year & Semester	Assessment Type/Instrument					Outputs # of students, events, courses, trainings, etc.
	Direct		SERU	Indirect		
	Curriculum Enhancement Course-embedded	Study Abroad Course-embedded			Cohort sample IntCRIT & IntCOMM	Pre and Post-Study abroad IntCRIT & IntCOMM
QEP Year One (baseline)						
Fall 2014				116 freshmen	Pre: 67 Post: ___	X
Spring 2015			X			X
Summer 2015						x
QEP Year Two						
Fall 2015	X			500 freshmen & 500 sophomores	X	X
Spring 2016	X					X
Summer 2016	x	x				x
QEP Year Three						
Fall 2016	X	X		500 freshmen, 500 sophomores, 500 juniors	X	X
Spring 2017	X	X	X			X
Summer 2017	x	x				x
QEP Year Four						
Fall 2017	X	X		500 from each class level	X	X
Spring 2018	X	X				X
Summer 2018	x	x				x
QEP Year Five						
Fall 2018	X	X		500 from each class level	X	X
Spring 2019	X	X	X			X
Summer 2019	x	x				x

Methods and Procedures

In this section we address the selection of courses that use the institutional rubric to measure QEP SLOs in an embedded assignment, faculty expectations, and the data collection procedures. We also address the QEP SLOs relationship to the General Education International (N) designation SLOs. Finally, the indirect assessment data collection procedures are summarized.

The QEP SLOs were broadly defined to plan and assess *all* QEP initiatives, including academic and non-academic initiatives. As indicated in the Assessment Map section, the ITF developed a comprehensive institutional rubric with performance indicators for direct assessment of QEP SLO achievement in coursework. Figure 2 presents the QEP institutional rubrics for each SLO.

Figure 2. QEP Institutional Rubrics

CONTENT: Students identify, describe, and explain global and intercultural conditions and interdependencies. (SLO 1)					
Assignment: _____			Date: _____		
Student Name: _____			Term: _____		
College: _____			Course: _____		
SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0	Points
Concepts/Principles (____) Points	Consistently and effectively demonstrates sophisticated understanding of the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, and beliefs and practices.	Usually demonstrates understanding of the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Rarely or never understands the complexity of factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Not Applicable To Assignment or Course	
Terminology (____) Points	Consistently recognizes and effectively utilizes important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Usually identifies and implements important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Rarely or never understands important and relevant terminology regarding intercultural and global issues in the appropriate environmental context.	Not Applicable To Assignment or Course	
Methodologies (____) Points	Consistently comprehends and effectively utilizes diverse and appropriate methodologies for understanding complex intercultural and global issues.	Usually comprehends and utilizes diverse and appropriate methodologies for understanding intercultural and global issues.	Rarely or never comprehends and utilize diverse and appropriate methodologies for understanding intercultural and global issues.	Not Applicable To Assignment or Course	
Total Points: _____					
Comments:					

CRITICAL THINKING: Students analyze and interpret global and intercultural issues. (SLO 2)

Assignment: _____ **Date:** _____

Student Name: _____ **Term:** _____

College: _____ **Course:** _____

SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0	Points
Judgement (____) Points	Effectively and consistently makes logical and informed judgments when encountering diverse intercultural and global situations.	Usually makes logical and informed judgments when encountering diverse intercultural and global situations.	Rarely or never makes logical and informed judgments when encountering diverse intercultural and global situations.	Not Applicable To Assignment or Course	
Analysis (____) Points	Logically and consistently analyzes alternate points of view, recognizing important differences or similarities of cultural points of view regarding global issues.	Usually analyzes alternate points of view, recognizing some differences or similarities of cultural points of view regarding global issues.	Rarely or never analyzes alternate points of view, recognizing some differences or similarities of cultural points of view regarding global issues.	Not Applicable To Assignment or Course	
Reasoning (____) Points	Comprehensively and effectively utilizes inductive and deductive reasoning skills to draw appropriate conclusions about intercultural and global issues.	Usually utilizes inductive and deductive reasoning skills to draw conclusions about intercultural and global issues.	Rarely or never utilizes inductive and deductive reasoning skills to draw conclusions about intercultural and global issues.	Not Applicable To Assignment or Course	
Solution Finding (____) Points	Comprehensively and effectively evaluates possible solutions (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Usually evaluates possible solutions (for example, contains thorough explanation, but lacks insight) by including the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Rarely or never evaluates possible solutions (for example, contains cursory, surface level explanation) and fails to include to any significant degree the following: history of problem, logic/reasoning, an examination of feasibility of solution, and weighs impacts of solution in regards to intercultural and global issues.	Not Applicable To Assignment or Course	

Total Points: _____

Comments:

COMMUNICATION: Students communicate effectively with members of other cultures. (SLO 3)

Assignment: _____

Date: _____

Student Name: _____

Term: _____

College: _____

Course: _____

SLO Components	Outstanding 3	Satisfactory 2	Unsatisfactory 1	Not Applicable 0	Points
Sensitivity (____) Points	Effectively and consistently exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive Intercultural situations.	Usually exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Rarely or never exhibits sensitivity, comprehends cultural differences, and navigates appropriately in various sensitive intercultural situations.	Not Applicable To Assignment or Course	
Production (____) Points	Effectively and consistently understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Usually understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Rarely or never understands how to communicate (verbal and non-verbal) effectively in intercultural and global contexts.	Not Applicable To Assignment or Course	
Awareness (____) Points	Effectively and consistently recognizes and explores intercultural communication differences (verbal and non-verbal).	Usually recognizes and explores intercultural communication differences (verbal and non-verbal).	Rarely or never recognizes and explores intercultural communication differences (verbal and non-verbal).	Not Applicable To Assignment or Course	
Adaptability (____) Points	Effectively and consistently explores and adapts multiple cultural perspectives into their own world view.	Usually explores and adapts multiple cultural perspectives into their own world view.	Rarely or never explores and adapts multiple cultural perspectives into their own world view.	Not Applicable To Assignment or Course	
Acceptance (____) Points	Effectively and consistently expresses and fosters openness to other cultural views, differences, and opinions.	Usually expresses and fosters openness to other cultural views, differences, and opinions.	Rarely or never expresses and fosters openness to other cultural views, differences, and opinions.	Not Applicable To Assignment or Course	

Total Points: _____

Comments:

Course selection and Faculty expectations

Course selection: International courses and Study Abroad courses

- Faculty members who receive QEP course development grants agree to embed the QEP institutional rubric into their course.
- Colleges, academic departments and associated faculty members who receive QEP study abroad development grants agree to embed the QEP institutional rubric into at least one study abroad course.

Faculty expectations

- Faculty members teaching coursework that incorporate the QEP institutional rubric will attend two training sessions on course internationalization, the process of embedding the QEP SLOs, and data reporting.
- Faculty members must identify at least one course assignment to be used for assessment of the QEP SLOs.
- Faculty members may make appropriate adaptations to the institutional rubric SLO components (the row definitions by scale) to align with their respective discipline.
- Faculty members will measure only those SLOs components under content, critical thinking and communication that directly align to their course content.
- Faculty members must submit the adapted rubric, copies of final course syllabi and the assignment(s) used to complete the institutional rubric prior to the course being taught.
- Upon the close of each semester a course is taught, faculty members are required to report aggregate data to the Undergraduate Academic Programs office by a specified deadline. This data includes number and % of students who scored “Outstanding”, “Satisfactory”, or “Not Satisfactory” for each SLO component used in the course.

Data Collection and Analysis

Faculty enter the rubric data into the university’s course management system. The data is acquired by the Undergraduate Academic Programs office where it is analyzed. The results are compiled and provided to the UF Office of Institutional Assessment as one component of the annual report.

The QEP SLOs and General Education International (N) designation SLOs

In year one (Fall 2014-Summer 2015), the QEP Leadership Team worked to finalize the structure of the International Scholars Program (ISP), a major academic initiative of the QEP. A set of initial ISP course options were identified, drawn from new and revised international courses selected for development through QEP course development grants.

It became evident in this process that establishing a clear relationship between the QEP SLOs and the General Education International SLOs was essential to programmatic sustainability, outcome achievement and student success. Table 3 presents the current QEP SLOs and the General Education International SLOs alongside each other.

Table 3. QEP SLOs and Gen Ed International SLOs

SLO Category	QEP SLOs Definition	Gen Ed International SLO Definition ⁴
Content	Students identify, describe, and explain global and intercultural conditions and interdependencies.	Identify, describe, and explain the values, attitudes and norms that shape the cultural differences of peoples who live in countries other than the United States. Identify, describe, and explain the roles of geographic location and socioeconomic factors on the lives of citizens in other countries.
Critical Thinking	Students analyze and interpret global and intercultural issues.	Analyze and evaluate their own cultural norms and values in relation to those held by citizens in other countries.
Communication	Students communicate effectively with members of other cultures.	Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the general education subject area*.

*General education subject areas at the University of Florida are composition, diversity studies, international studies, humanities, mathematics, physical and biological sciences, and social and behavioral sciences.

Given the QEPs institutional-wide placement and its international learning focus, the QEP Leadership Committee concurred after review that the Gen Ed International SLOs align directly with the broadly defined QEP SLOs, as defined above.

Faculty members who teach international courses which embed the QEP institutional rubric may opt, but are not required, to submit a request through the Academic Approval Tracking system to add an International (N) designation to their course. However, all (N) designated courses *are* options in the International Scholars Program. Other international course offerings, including new courses and existing courses from across colleges, will be strategically selected for inclusion in the International Scholars Program. These courses, both (N) and not (N), will be revised and/or developed to assess the QEP SLOs *if* their faculty choose to participate in the Curriculum Enhancement initiative.

Indirect Assessment Data Collection

The results of indirect assessments will be compiled and provided to the UF Office of Institutional Assessment as one assessment component of the annual report.

IntCRIT and IntCOMM survey

- *Cohort sample (500 each consecutive class):* The survey is administered annually by multiple avenues to obtain a representative sample from each consecutive class. Some of these avenues include First Year Florida students, “What is the Good Life” students, ISP international courses, Gatortime bulletin, randomized sample list, and promotion via student listservs.
- *Pre and Post-Study Abroad sample:* The survey is administered to all study abroad students who are recipients of Study Abroad Scholarships. It will also be administered to all students participating in study abroad programs developed and supported by the QEP Study Abroad initiative.

⁴ General Education Academic Assessment Plan

SERU

- The results of SERU items with an international and global response focus are reviewed and analyzed biennially.

Program Review and Approval Process

The size and scope of the University of Florida faculty and student body requires that institutional programs be reviewed and approved by representative academic bodies. Two university committees, the QEP Leadership Team and the Academic Assessment Committee⁵, collaborated on the review and approval of this plan. The QEP Leadership Team may revise this plan as necessary to maximize the value of the assessment for the university, and the Academic Assessment Committee maintains responsibility to review and approve any modifications.

Assessment Oversight

QEP Leadership Team			
Name	Dept. Affiliation	Email Address	Phone Number
Leonardo Villalón, Dean, UF International Center	UF International Center	lvillalon@ufic.ufl.edu	273-1536
Matthew F. Jacobs, Director, Undergraduate Academic Programs, UF International Center	UF International Center	mjacobs@ufic.ufl.edu	273-4439
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Mary Kay Carodine, Assistant Vice President, Student Affairs	Division of Student Affairs	marykays@ufsa.ufl.edu	392-1265
Cynthia Tarter, Assistant Director, Undergraduate Academic Programs, UF International Center	UF International Center	ctarter@ufic.ufl.edu	294-3334

⁵ UF Academic Assessment Committee membership: <http://fora.aa.ufl.edu/University/JointCommittees/Academic-Assessment-Committee>

Appendix A. 2013 SERU Response Items with a Global and Intercultural Focus

Part I: Academic Engagement, Time, Student Development, Campus Climate, Satisfaction, and Evaluation of the Educational Experience

Academic and Personal Development

Please rate your level of proficiency in the following areas when you started at this institution and now.

- Foreign language skills
- Ability to understand international perspectives (economic political, social, cultural)

Similarly, please rate your abilities now and when you first began at this university on the following dimensions.

- Ability to appreciate, tolerate and understand racial and ethnic diversity
- Ability to appreciate cultural and global diversity

Evaluation of the Educational Experience - Freshmen and Sophomores Only

Were the following factors very important to you in deciding on your major?

- Complements desire to study abroad
- Provides international opportunities

Part II: Your Background and Personal Characteristics

Background/Personal Characteristics

Which of the following have you done in the past year to meet college expenses?

- Decided against study abroad

Part III: Academic Experience & Globalization

Undergraduate Academic Experience

Have you completed or are you now participating in the following activities at UF?

- Courses that involve themes related to diversity or global learning
- Living-learning programs
- Any UF study abroad, including summer study abroad
- Study abroad program affiliated with another college or university
- Traveled abroad for a service learning, volunteer, or work experience
- Traveled abroad for cross-cultural experience or informal education
- Traveled abroad for recreation
- Enrolled in a course with an international/global focus
- Obtained a certificate/minor/major with an international/global theme (e.g., in Latin American Studies)

While attending the University of Florida, how frequently have you engaged in the following?

- Interacted with students from outside the U.S. in class (e.g., through section discussions, study groups or class projects)
- Interacted with students from outside the U.S. in social settings (e.g., in clubs or student organizations, or in informal settings)

Part III: Community and Civic Engagement

Activities

Indicate the way in which you have been involved in the following activities or organizations this academic year. (Campus-based activities and organizations)

- Advocacy association (e.g., Amnesty International, Living Wage Advocacy, Sierra Club)
- Community service club (e.g., Special Olympics Volunteers Club, Habitat for Humanity)
- Other campus-based club or organization
- Community Service & Leadership

What was the focus of the organization where you did this community service? (Select all that apply.)

- International issues
- Thinking about your participation in all forms of community service, which includes service through clubs, courses, and one-time events, please estimate how many total hours of service you completed this academic year.

To what extent have you been involved in the following community-focused experiences during this academic year?

- Study abroad or other internationally-based experience

In the classroom, how often have you been asked to:

- Appreciate the world from someone else's perspective
- Interact with someone with views that are different from your own

Outside the classroom, how often do you:

- Appreciate the world from someone else's perspective
- Interact with someone with views that are different from your own

Part III: Student Life and Development

Perceptions and Institutional Climate

How often have you gained a deeper understanding of other perspectives through conversations with fellow students because they differed from you in the following ways?

- They were of a different nationality than your own

Part III: Items of Special Interest to University of Florida

Global Wildcard Response Items

Please rate your level of agreement with the following statements.

- I am open to different cultural ways of thinking in any international context.
- I consider different perspectives before making conclusions about the world.
- I do not feel threatened when presented with perspectives from outside the U.S.
- I feel uncomfortable in situations outside my cultural experiences.
- I prefer to socialize with people from my culture.
- In a global context, I can reflect on the impact of my decisions.
- In a global context, I understand how cultural beliefs and values influence decision making.
- It is important to know about my cultural values.
- Some cultures are better than others.
- I feel comfortable discussing international issues.

Appendix B. IntCRIT and IntCOMM Survey

Internationalizing the Gator Nation

Instructions

Dear Students,

This survey is conducted by the University of Florida International Center (UFIC) Undergraduate Academic Programs team. As part of its efforts to develop a quality educational experience for its students, UF has decided to focus on internationalization of the learning experience for the undergraduate population through a strategic initiative known as Learning Without Borders: Internationalizing the Gator Nation. In order to understand student progress in global awareness and intercultural communication, we are attempting to survey UF undergraduate students from various academic disciplines.

The survey focuses on your personal views of **global awareness and intercultural communication**.

The survey will take about **5 minutes**. Your responses will be held in confidence, and your identity will never be revealed. Only the evaluators or survey administrators, Dr. Matthew Jacobs, Ms. Cynthia Tarter and Mr. Ren Liu, will have access to the individual survey responses. All reporting of data will be done in the aggregate without identification of individual respondents. Your participation will assist the University of Florida in becoming a global campus that fosters students' exposure to various cultural concepts, ways of thinking, and communication styles in order to be better prepared for the global workforce.

If you have any questions about the survey, please contact Ren Liu at AcademicPrograms@ufic.ufl.edu.

Thank you for your participation.

Please respond to each of the following questions.

1. What is your sex?

- Female (1)
- Male (2)
- Other (3) _____

2. What is your primary college affiliation? If you have multiple affiliations, choose your primary college affiliation.

- Agricultural and Life Sciences (1)
- Business Administration (2)
- Dentistry (3)
- Design, Construction and Planning (4)
- Education (5)
- Engineering (6)
- Fine Arts (7)
- Health and Human Performance (8)
- Journalism and Communications (9)
- Law (10)
- Liberal Arts and Sciences (11)
- Medicine (12)
- Nursing (13)
- Pharmacy (14)
- Public Health and Health Professions (15)
- Veterinary Medicine (16)
- Don't know/ Undeclared (17)

3. What category best describes your major?

- Agriculture (1)
- Business and Management (2)
- Education (3)
- Engineering (4)
- Fine or Applied Arts (5)
- Foreign Languages (6)
- Health Sciences (7)
- Humanities (8)
- Social Sciences (9)
- Mathematics or Computer Sciences (10)
- Physical or Life Sciences (11)
- Undeclared/ Unknown (12)

4. What is your current class designation?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)

5. How do you describe yourself? (Select one or more responses)

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- International Student

6. International Experience

	Yes	No
1. Have you ever taken a UF course focused on international issues?	<input type="radio"/>	<input type="radio"/>
2. Have you ever participated in a study abroad program?	<input type="radio"/>	<input type="radio"/>
3. Do you intend to study abroad?	<input type="radio"/>	<input type="radio"/>

Critical Thinking

Please respond to each of the following questions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I consider different perspectives before making conclusions about the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am able to manage when faced with multiple cultural perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am open to different cultural ways of thinking in any international context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can make effective decisions when placed in different cultural situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Knowing about other cultural norms and beliefs is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am able to think critically to interpret global and intercultural issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I actively learn about different cultural norms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Understanding different points of view is a priority to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I can recognize how different cultures solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I can contrast important aspects of different cultures with my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Knowing about other cultural beliefs is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I am able to recognize how members of other cultures make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication

Please respond to each of the following questions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. I demonstrate flexibility when interacting with members of another culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am confident that I can adapt to different cultural environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I am able to communicate effectively with members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I like working in groups with students from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I feel comfortable in conversations that may involve cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. When working on a group project, I enjoy collaborating with students from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I often ask questions about culture to members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I enjoy learning about other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I appreciate members of other cultures teaching me about their culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I am able to interact effectively with members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I appreciate differences between cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I feel comfortable discussing international issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I can clearly articulate my point of view to members of other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We thank you for your time spent taking this survey.
Your response has been recorded.