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Assessing Honors Internationalization: A Case Study of Lloyd International Honors College at UNC Greensboro

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CHAPTER FIFTEEN

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INTRODUCTION

Lloyd International Honors College (LIHC) of the University of North Carolina at Greensboro (UNC Greensboro) is a useful example of the reimagining of a traditional honors program into an honors college with an international focus.[1] The process of becoming an internationally focused honors college, which began in 2006, was part of the university's strategic goal of internationalizing its curriculum, student body, faculty, and culture. It has involved an extended process of program development; campus-wide partnership building, specifically in conjunction with the university's International Programs Center (IPC) and Global Engagement Quality Enhancement Plan (QEP); and iterative assessment. This

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chapter outlines the internationalization of the honors college as it is embedded in an iterative assessment process. In doing so, it highlights the implementation of international programs and structures at the university and in the honors college, defines the assessment framework the university and honors used to guide their internationalization efforts, discusses specific assessment measures and outcomes, and considers future directions.

INTERNATIONALIZATION OF THE UNIVERSITY AND HONORS

In *Mapping Internationalization on U.S. Campuses*, Laura M. Siaya, a research associate at the American Council on Education (ACE), and Fred M. Hayward, former senior associate at ACE, observed how the internationalization of U.S. universities in the late twentieth century impacted not only their international programs through study abroad and international admissions but also cultural perspectives and diversity of thought across university campuses. The shift toward a stronger international focus at UNC Greensboro began in the late 1980s when the university assessed its international education efforts and took steps to increase student participation in study abroad, the number of degree-seeking international students, and opportunities for faculty to teach and engage in research abroad. The Office of International Programs (OIP; later renamed the International Programs Center or IPC) was established in January 1992 to help achieve these goals. The university's 2009–2014 Strategic Plan further established internationalization as one of its primary goals and emphasized that the university would "foster internationalization by being a university where students, faculty, and community integrate teaching, research, and service into a global context characterized by international and intercultural experiences and perspectives" (Pynes et al. 9).

The internationalization of honors at UNC Greensboro is directly connected to the broader process and context of the internationalization of the university. In 2006, the honors program became the Lloyd International Honors College (LIHC) through a planned gift from alumna Ms. Rebecca Lloyd. The new honors college would have an explicit international focus, and existing

campus resources would be leveraged in support of its new inter-national mission. Curricular and programmatic changes aimed to infuse the rigorous academics of the traditional honors experience with a new focus on enhancing students' global awareness and engagement as well as their intercultural knowledge and compe-tence. LIHC adopted the definition of intercultural knowledge and competence as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interac-tion in a variety of cultural contexts."[2]

The transition from honors program to LIHC led to significant changes in the honors curriculum. The honors program had two twelve-credit curriculum tracks: University Honors (often called General Education Honors) and Honors in the Disciplines (honors within a major). As part of the conversion to LIHC, administrators adapted the two curriculum tracks. University Honors was trans-formed into International Honors, and Honors in the Disciplines continued its focus on major-related honors work and became known as Disciplinary Honors. Eligible students could complete International Honors or Disciplinary Honors or fulfill the require-ments of both programs and then graduate with Full University Honors.

In the new International Honors track, students were required to complete thirteen credit hours of honors coursework as well as a substantial study abroad experience to demonstrate proficiency in a second language. A new one-credit course, Honors Colloquium,[3] required for all first-year students, provides an introduction to the academic expectations of honors, global awareness, intercultural competence, and preparation for study abroad. (See Appendix 1 for a current syllabus.) In addition to Honors Colloquium, Interna-tional Honors students enroll in at least twelve credit hours of other honors courses that satisfy general education requirements. When possible, these courses offer international perspectives on global issues, such as sub-Saharan Africa and the World, which examines environmental sustainability issues in sub-Saharan Africa, and Lit-erary Cartography, which uses literature to remap and reconsider the global perspectives of cities like Florence, Italy, and London,

England. Several honors courses provide the opportunity to travel abroad, such as Literary London or History and Art in St. Petersburg, Russia, which includes travel through Estonia, Poland, and Russia. Some on-campus honors courses offer opportunities for international collaboration. For example, through participation in a Collaborative Online International Learning (COIL) initiative with American University of Beirut, honors students in Human Rights for Whom? engage with students from across the Middle East through a video-conferenced classroom. Reflecting on the nature of the course and COIL classes more generally, the course instructor, Alexandra S. Moore, along with her co-author, Sunka Simon, write in their introduction to *Globally Networked Teaching in the Humanities: Theories and Practices*, "Globalization as an institutional and student-centered priority aims to teach students to think in nuanced ways about their own multilayered, shifting global contexts and to recognize the value and viability of worldviews different from their own" (2).[4]

The required study abroad experience is another cornerstone of the International Honors track. While most students study abroad in their sophomore or junior years, students may study abroad at any time except during their first year at the university. The learning abroad experience should last for at least one full semester although several short-term experiences may be substituted when a semester-long experience is not feasible. The Honors Council, which is the curriculum and advisory body of the honors college, defined three characteristics of honors-approved study abroad experiences. A study abroad experience should provide:

1. sufficient intellectual content so that students engage in critical and reflective thinking before, during, and after the time that they are engaged in cultures different from the cultures that they grew up in. The level of intellectual content should be equivalent to at least six semester hours of academic credit and should include ethnographic study of the cultures in which they are immersed.

2. a level of immersion in a culture other than their own that gives students culturally transforming experiences. (Those

experiences should result in students going beyond culture shock and coming to terms with cultures different from the ones that they grew up in.)

3. a transnational character that adds to the cross-cultural nature of the experience almost always requiring the student to travel and spend significant time beyond U.S. borders.[5]

To defray the costs of study abroad, the honors college used the Lloyd gift and an additional gift from the Flow family, a local philanthropic family who support the goal of study abroad, to provide travel grants of $1,100 to all students who study abroad for a semester. Students who enroll in summer programs receive a lower amount. Along with the university's participation in the Washington-based International Student Exchange Program (ISEP)[6] and IPC's bilateral exchange agreements with more than one hundred international universities, which offer UNC Greensboro students the opportunity to spend a semester abroad at a cost equivalent to a semester on the home campus, these grants make study abroad cost-effective for students.
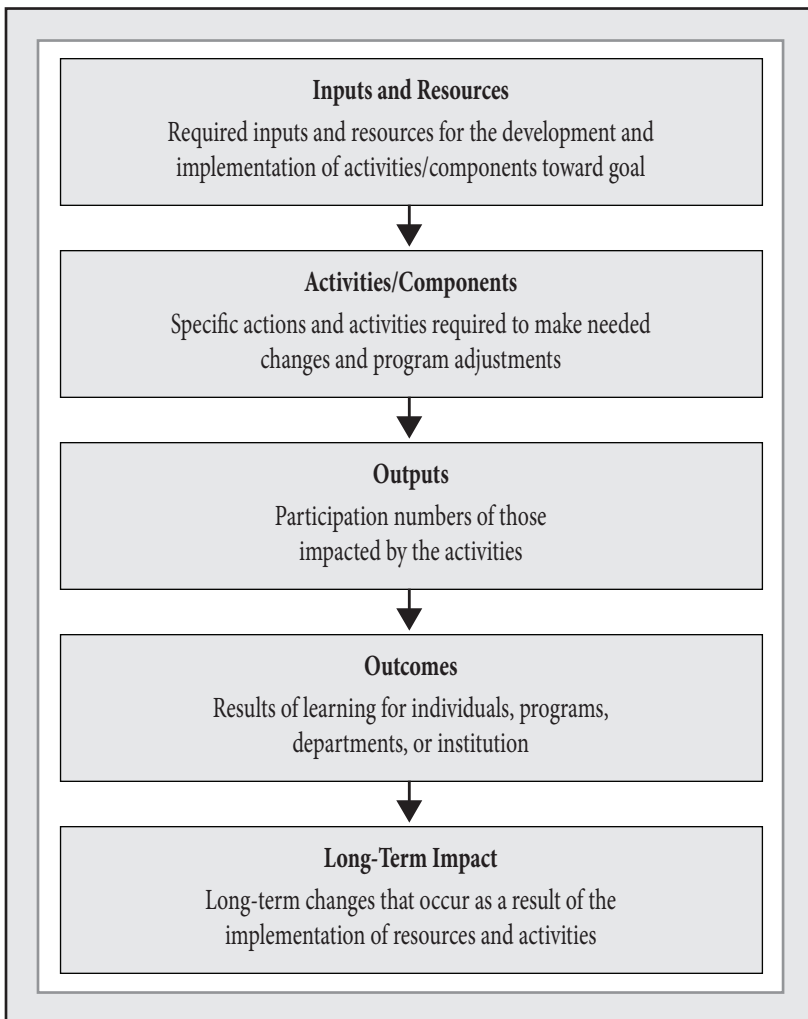
DEVELOPMENT OF AN ASSESSMENT FRAMEWORK

In *Assessing and Evaluating Honors Programs and Honors Colleges: A Practical Handbook*, Rosalie Otero, former Associate Dean of the University of New Mexico Honors College, and Robert Spurrier, Director Emeritus of the Oklahoma State University Honors College, define *assessment* as "the systematic, ongoing, iterative process of monitoring a program or college to determine what is being done well and what needs improvement" (5). Identifying assessment models early helps guide data collection and analysis, not only by ensuring alignment of program development toward specific goals and learning outcomes, but also by ensuring assessment models work to inform program development. The university's initial assessment model was based on achieving certain participation goals, such as reaching a specific number of students studying abroad within a certain time period. Administrators assumed students would achieve desirable learning outcomes

through the process of participation, and that learning model was appropriate during this period.[7]

Later, the university and LIHC implemented a program logic model of assessment, adapted from Darla K. Deardorff's Program Logic Model for Internationalization.[8] (See Figure 1.) In *Demystifying Outcomes Assessment for International Educators: A Practical Approach*, Deardorff writes that "the logic model is useful not only

FIGURE 1. DEARDORFF'S PROGRAM LOGIC MODEL FOR INTERNATIONALIZATION

Inputs and Resources
Required inputs and resources for the development and implementation of activities/components toward goal

↓

Activities/Components
Specific actions and activities required to make needed changes and program adjustments

↓

Outputs
Participation numbers of those impacted by the activities

↓

Outcomes
Results of learning for individuals, programs, departments, or institution

↓

Long-Term Impact
Long-term changes that occur as a result of the implementation of resources and activities

for providing a road map for clarifying intended outcomes but also serving as an analytical tool that leads to lasting change within the program or organization" (54). LIHC followed two program logic models, each with a particular focus: a growth model from 2006–2015 and a student learning outcomes model from 2015 to the present. These models helped LIHC develop a robust, international honors program and evaluate the impact of its programming on students in honors and potentially across the university as a whole.

To avoid inherent assessment challenges, Deardorff highlights the need to define common terms in the assessment model. Figure 1 diagrams the relationship between each of these terms. In terms of definitions, *goals* are considered the broad, macro expectations about what students will do or know at the completion of a program while *outcomes* are the concrete, specific statements of student learning and performance connected to the goals. In terms of assessment, *goals* are too broad to be usefully measurable while *outcomes* are the measurable aims of assessment. As defined by the model, *outcomes* measure the results of learning by individuals, programs, departments, or institutions. *Objectives* differ from *outputs*, which provide only the number of those impacted by the activity. *Activities* are the opportunities or actions individuals might engage in, such as curricula, study abroad experiences, and student-focused research, that are created by the *inputs* and *resources* that have been developed to meet specific goals. We have come to view *inputs*—from the allocation of university funds to create the offices and programs that support the internationalization initiatives to the administration and faculty buy-in supporting these structures—as equally and intimately entwined with *outputs*, *learning outcomes*, and *long-term impact*.

From our own implementation of Deardorff's program logic model, we understand the vitality of each of these components in the creation of a sustainable and vigorous honors program. Early in the internationalization of the university and honors, *outputs* (participation numbers) were often used as the primary measure of program success. The growth of and student participation in internationalization activities served initially to demonstrate

their success. Once growth had been achieved, we then shifted to a learning outcomes model that focused on Deardorff's *outcomes* and *long-term impact* to assess program success. A transition to a learning outcomes model was required to understand more significantly the impact of internationalization initiatives, align activities to goals, and envision future goals.

ASSESSMENT OF UNIVERSITY AND HONORS INTERNATIONALIZATION EFFORTS

With the adoption and implementation of Deardorff's Program Logic Model for Internationalization, the university—and especially honors—moved through a growth model from 2006–2015 and a student learning outcomes model from 2015 to the present. The following sections discuss each of these models and how they provided direction and assessment frameworks for more fully implementing the goals of internationalization.

Program Logic Model for Growth: Implementation and Assessment

From the early 1990s to the early 2000s, the goal of internationalization at UNC Greensboro was growth: increasing the number of students who participated in a substantial study abroad experience; increasing the number of international students on campus, especially degree-seeking students; and increasing faculty access to international research and teaching opportunities. To assess these initial internationalization goals, OIP/IPC used Deardorff's program logic model. Deardorff's model acknowledges the relationship between *inputs and resources* in order to create the needed *activities* to produce *outputs*, the desired participation in those activities.

As *inputs and resources*, these activities were supported through developing bilateral agreements with international universities as well as using existing resources such as the International Student Exchange Program (ISEP). Funding was generated through combining and increasing existing financial resources into an endowment to support students and faculty. The resources to

support the functions of OIP/IPC, specifically international admissions and study abroad, were vital to reaching its goals. *Outputs*, measured by the number of participants engaged in particular *activities*, were used to show that goals were met; however, *outcomes*—measurements of student learning—and *long-term impact* remained outside of the immediate aims of the internationalization process during this period.

The *UNCG Strategic Plan 2009–2014* made internationalization one of UNC Greensboro's primary goals and called for a university-wide assessment of internationalization on campus. In 2010, the Provost designated an Internationalization Taskforce (ITF), comprised of faculty, the Associate Provost of International Programs, and the Dean of Lloyd International Honors College, to review the state of internationalization on campus. To complete a thorough review and explore how other campuses had internationalized, UNC Greensboro participated in the American Council on Education's (ACE) Internationalization Laboratory.[9] Seeking to build on several other multi-campus programs, the ACE Internationalization Laboratory included Promising Practices in International Education and Global Learning for All.[10]

The assessment results acknowledged that UNC Greensboro had clear goals and institutional structures designed to move toward the goal of becoming a global university. In addition, the assessment highlighted the roles of LIHC and IPC in positioning the university for the twenty-first century and their robust learning, research, and service initiatives. Through the campus-wide assessment process and engagement in the ACE Internationalization Laboratory, the taskforce proposed five student learning competencies that all students on campus should develop by the time they graduate.

A graduating student has:

1. a knowledge of the timely global issues and their historical roots that affect local, national, regional, and global communities;

2. a knowledge of basic human rights in the global context and the impact of the world's diversity on them;

3. an understanding that one's own culture exists among many diverse cultures and is therefore open to seeking and experiencing new ways of thinking and engaging diverse cultural situations;

4. the ability to use diverse cultural frames of reference and alternative perspectives to think critically and solve problems; and

5. the ability to perform in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts.

Four of these learning competencies were adopted, and assessment processes were implemented in conjunction with the university's Global Engagement QEP 2014–2019. (See Appendix 2.) Marking the university's longstanding commitment to global learning, the Global Engagement QEP aimed to deliver the necessary knowledge, skills, and disposition for effective engagement in the world community in the twenty-first century.[11] The Global Engagement QEP was "premised on the belief that our students live and work in an emergent global, social, political, economic and cultural order." In the university's internationalization timeline, the Global Engagement QEP marked a significant development in the infusion of global and intercultural practices across the campus. In addition, the Global Engagement QEP functioned to move the university and honors from a growth-oriented model to a student learning outcomes model. The Global Engagement QEP initiatives would come to underpin all high-impact practices, including curricular and co-curricular activities.

During the long university-wide process of internationalization, LIHC played a prominent role in establishing goals, and it mirrored the university's movement from a growth model to a student learning outcomes model. In coordination with the Global Engagement QEP, the college focused on assessment of the outcomes and long-term impacts of internationalization and its student development initiative—mainly, taking intentional action through a combination of performance, deliberate improvisation, and directed play.[12]

In the transition from an honors program to an international honors college, the central goal remained to develop and offer internationally focused and globally aware courses and programming. During the initial growth-focused phase, LIHC's primary aim was to develop specific curricular and programmatic initiatives around internationalization that would increase student activity and participation. In terms of Deardorff's model, administrators prioritized the first three phases of the program logic model (inputs/resources, activities, and outputs) toward full implementation of the initiatives. The assessment of these initiatives focused on the inputs of financial and human capital to ensure the stability and sustainability of the initiatives. Student and faculty participation (outputs), especially where specific goals were set, remained the primary measurable outcomes. Growth and participation would demonstrate the success of the initiatives. Outcomes, the fourth phase of Deardorff's model, were outsourced to individual instructors. Honors courses were redesigned to maintain their core academic rigor while also making global connections with course content in ways that not only exposed students to new knowledge but also led them to thinking in broader, global ways. Because study abroad became a requirement, students would directly experience different cultures and, ideally, become immersed in diverse cultural ways of being outside of their previous experiences. We assumed that by developing these structures for students and increasing participation in them, students' global knowledge and competence would increase.

During the 2005–2006 academic year, honors program enrollment totaled around five hundred students, yet only twenty-six percent of honors students enrolled in honors courses that year. In moving to an International Honors College, a goal was set to increase both honors enrollment and direct student activity in honors. The Provost and Honors Dean established admissions and enrollment goals annually based on available resources. The shift from a program to an international college increased the visibility of honors at UNC Greensboro, and the new International Honors College received a significant increase in applications from new first-year students. Anecdotal evidence showed that the international focus

and study abroad requirement were central to students' decision to attend the university and participate in LIHC. From 2006 to 2008, the college received an average of 150 applications and confirmed a new class of 100 to 130 students each year. By 2010, the class of new students was capped at approximately 210 students even though the number of applications reached up to 900 in subsequent years. As a consequence, the college became increasingly selective as its reputation grew. Total honors enrollment in International Honors and Disciplinary Honors exceeded one thousand students (Table 1). At these levels, the honors college's resources and travel grant funds, established from part of the Lloyd gift as well as partnerships with IPC, reached the upper limit for continued, long-term sustainability.

In addition to establishing increased enrollment and participation goals, LIHC set goals to increase honors students' participation in approved study abroad experiences. Based on available travel grant funds, the honors college planned to send one hundred students abroad each academic year. Leveraging the structures already implemented in the university's internationalization process, LIHC partnered with IPC to send students abroad on long-term study abroad exchanges and honors-approved, faculty-led summer programs. During the first year as the International Honors College in 2006–2007, two students studied abroad on honors-approved programs. The goal of sending over one hundred students abroad was reached during the 2012–2013 academic year (Table 2).

Meeting these enrollment and study abroad goals, while also creating courses and programming around international issues and cultural perspectives, led to increased student engagement in all aspects of the college from admission to graduation. Judging by the numbers (outputs), the honors college had created a vibrant, active community of students.

TABLE 1. INTERNATIONAL HONORS COLLEGE ACTIVE STUDENT ENROLLMENT, 2005–2012

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
562	623	748	950	865	901	972	1021

Program Logic Model for Student Learning Outcomes: Implementation and Assessment

In 2015, LIHC recognized that the previous institutional goals of growth and the establishment of programmatic and curricular initiatives had been met or exceeded, and it shifted from a growth to a student learning outcomes assessment model. This shift coincided with a transition in the honors college's leadership. Dean Jerry Pubantz, professor of political science, had laid the groundwork and created the structure of LIHC. Dr. Omar Ali, who was a newly named Carnegie Foundation North Carolina Professor of the Year and historian, brought methodological innovations and a further commitment to diversifying LIHC's students, faculty, and staff based on establishing pedagogical and organizational direction informed by a developmental cultural-performatory approach.

In assessing student learning outcomes, LIHC worked closely with the Global Engagement QEP and used its recommended competencies adopted from the work of the 2010 Internationalization Taskforce and the ACE Internationalization Laboratory. *Competencies* are defined as a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts, and *outcomes* are considered the measurable results of learning for individuals, programs, departments, or institutions. The Global Engagement QEP hypothesized that more curricular and co-curricular strategies and activities targeted at infusing global and intercultural practices would lead to a greater likelihood that students would attain the knowledge, skills,

TABLE 2. HONORS STUDENTS' PARTICIPATION IN STUDY ABROAD, 2006–2013

	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12	2012–13
Summer	0	0	0	3	16	16	20
Fall	0	4	11	15	23	20	30
Spring	2	24	27	45	46	50	48
Full Year	0	3	8	9	7	9	6
Total	2	31	46	72	92	95	104

and attitudes necessary to become globally engaged. Four student learning outcomes (SLOs) were selected as relevant to the global learning needed throughout one's life. (See Table 3.)

The assessment plan measures growth in terms of these SLOs over time, beginning with entrance to the university and culminating with graduation. The direct and indirect measures used to assess the SLOs include

1. the Global Engagement QEP rubrics and writing prompts;

2. the Intercultural Communication Competency toolkit, which includes the Intercultural Development Inventory®;

3. study abroad and course reflections; and

4. exit surveys of graduating seniors.

A discussion of each measure and available assessment results follows.

First, to test the QEP hypothesis using direct measures, campus experts in assessment and global learning designed a writing prompt and rubric that would serve as its primary assessment instrument. (See Appendix 3.) The Global Engagement Rubric was adapted from three Association of American Colleges & Universities (AAC&U) *Valid Assessment of Learning in Undergraduate Education* (VALUE)[13] rubrics focusing on Ethical Reasoning, Intercultural Knowledge and Competence, and Global Learning. Each student learning outcome in the plan is represented by a row of the rubric.

UNC Greensboro is in the midst of gathering representative cross-sectional writing samples for three specific student cohorts—first-year students, juniors, and seniors—at three touch points: years one, three, and five of the plan. In years three and five—along with the writing samples—students are asked to complete a short survey that indicates the number and types of Global Learning Opportunities they have experienced. At the end of years one and three, trained faculty used the rubric to analyze a representative sampling of the student responses to the writing prompt. Subset scores for each of the four individual QEP SLOs were recorded so that the percentage of students at each level at the touch points could be compared (e.g., the percentage of freshmen and seniors who have reached

"Capstone" level). UNCG's Office of Assessment, Evaluation, and Research Services (OAERS) analyzes the data in the summer, and in the fall the OAERS presents its analysis to the Global Engagement Implementation Advisory Committee for evaluation.

TABLE 3. Global Engagement QEP Student Learning Outcomes, Competencies, and Capstone Evaluation Standards

Global Engagement Student Learning Outcomes	Student Learning Competencies (Knowledge, Attitude, or Skills)	Evaluation
Students will explain environmental, historical, political, and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework.	Knowledge: Problem Solving	As a capstone, students should identify, explain, analyze, and evaluate why the relationships among contributing factors (e.g., environmental, historical, social, economic, political, and/or cultural) are important to understanding an issue.
Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context.	Knowledge: Ethical Reasoning	As a capstone, students should identify, explain, analyze, and evaluate relationships between/among two or more competing ethical perspectives on a global issue
Students will demonstrate a willingness to engage in diverse cultural situations.	Attitude: Cultural Openness	As a capstone, students should recognize the value of reciprocally engaging in diverse cultural situations and be able to develop meaningful relationships within those contexts.
Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural, and/or multicultural contexts.	Skills: Communication	As a capstone, students should consistently demonstrate the ability to communicate in a culturally informed manner based on understanding of cultural differences in verbal and/or nonverbal communication.

In year five of the plan, the same procedure will be used, but the timeline will be shortened to facilitate the completion of the impact report. At this time, data collection has started for this assessment process, but preliminary analysis is incomplete. Some preliminary marking, however, of the Global Engagement writing prompt using the rubric is available for 2016–2017. (See Figure 2.)

These results provide a snapshot of students with freshman and junior status and are not pretest-posttest analysis. Yet, the results were initially surprising in that first-year students were generally higher in two of the SLO categories than junior respondents. The Global Engagement QEP hypothesized that the culture and reputation of the university have shifted through internationalization so that matriculating students may select and attend UNC Greensboro with greater awareness in these areas. This area, however, warrants future analysis, especially because we will compare these results with later data and the IDI pretest-posttest analysis described below.

FIGURE 2. PERCENTAGE OF STUDENT SCORES MEETING SLO EXPECTATIONS FROM THE GLOBAL ENGAGEMENT QEP WRITING PROMPT, 2016–2017
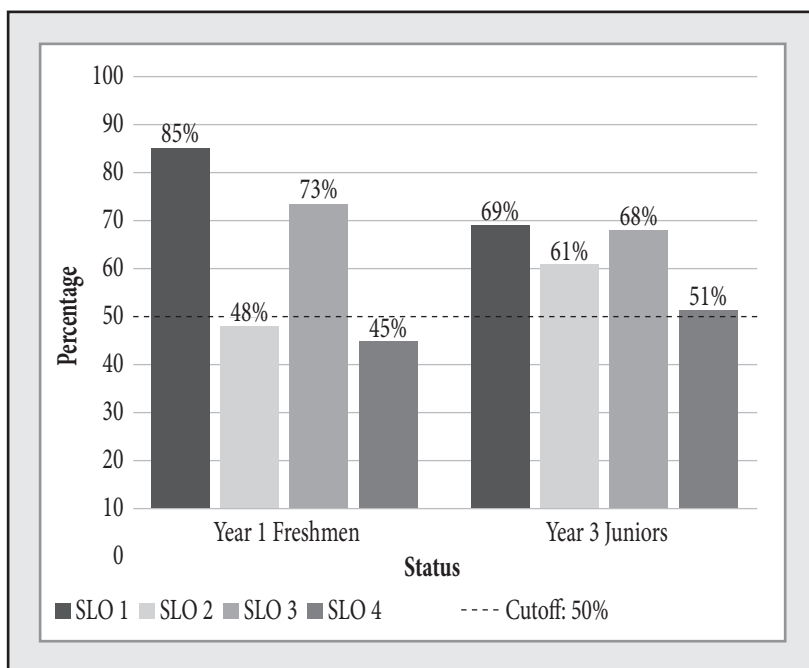
Second, the Global Engagement QEP developed the Intercultural Communication Competency (ICC) toolkit for faculty, staff, and students. The ICC toolkit included intercultural workshops and the Intercultural Development Inventory® (IDI). The IDI, a fifty-item questionnaire, assesses intercultural competence, defined as the capability to shift cultural perspectives and appropriately adapt behavior to cultural differences and commonalities. Group profiles, which combine individual IDI results into a larger profile, help students understand the theory behind the IDI and provide strategies to improve their intercultural competence. Building on the work of the sociologists and communication studies scholars, Milton J. Bennett and Janet M. Bennett, the intercultural workshops and IDI were used as learning resources for developing cross-cultural skills, enhancing self-direction and social responsibility, understanding diverse cultures, and developing an ability to value diversity.[14]

Individual IDIs are administered during undergraduate students' first year at the university and again at graduation. All first-year students in LIHC participated in the intercultural workshop and received feedback from group-evaluated IDIs. Analysis of IDI pretest-posttest results will be used to measure internationalization, specifically, the knowledge, skills, and attitudes developed by honors students. As of the writing of this chapter, the Global Engagement QEP had just started receiving posttest IDI data, and the pretest-posttest statistical analysis will be completed once an adequate number of participant responses are received. Using the IDI instrument as an analytic tool for measuring learning outcomes, we hope to find that the curricular and co-curricular strategies and activities both in honors and across campus have helped students gain a greater understanding of cultural difference, moving from a monocultural mindset to an intercultural mindset, and have provided developmental strategies for individuals when confronted with cultural differences.

A third student learning outcomes assessment opportunity is provided in three one-credit study abroad courses offered by IPC, which LIHC has included in the International Honors curriculum. The Study Abroad for Global Engagement courses focus on

1) Pre-Departure; 2) Field Experience; and 3) Re-entry Reflections and Applications. They provide a framework for assessing learning derived from the intense preparation for study abroad, reflections on experiences while abroad, and re-entry activities designed to unpack their experiences. These practices provide in-depth self-understanding for students as part of operating in diverse cultural environments as well as preparing these students for potentially transformative and impactful experiences when studying abroad. While abroad, students write biweekly responses to developmentally appropriate prompts based on the length of time at their host university. These responses are currently being analyzed using the Global Engagement QEP rubric to assess the four SLOs.

Finally, in seeking to assess the impact of our curricular and co-curricular programs, we administer a brief survey to graduating seniors. (The survey is included in Appendix 4.) The students respond to questions regarding their global engagement, intercultural competence in communication, and the impact of their LIHC experience. The most recent survey results are summarized in Figures 3A–C and 4. Students reported significant gains in global engagement and intercultural competence in communication during their undergraduate years (see Figures 3A–B). Notably, eighty-four percent of students agreed or strongly agreed they increased their global engagement and intercultural competency as a result of their participation in LIHC (see Figure 3C).

While we acknowledge the limitations of this type of survey, the results suggest that our programming has made a substantial contribution to our internationalization goals. The responses demonstrate its impact on student development, specifically students' positive changing perceptions of themselves as engaged and competent across borders and cultures.
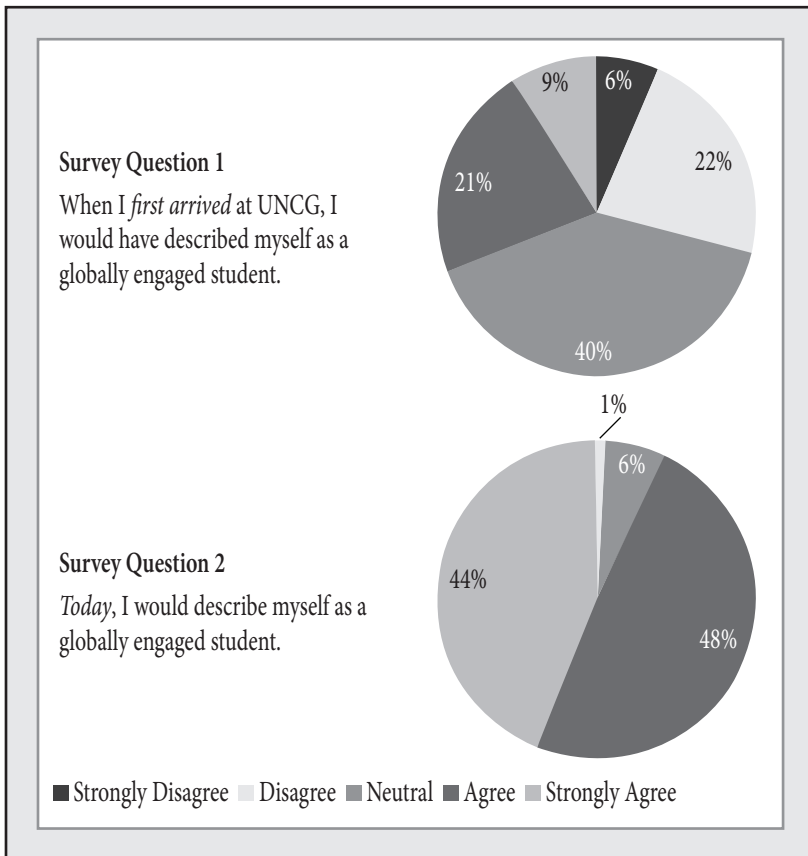
Students had mixed responses to the final question related to the impact of performance, improvisation, and play on their communication skills in terms of their social and emotional intelligence for greater global competency (see Figure 4). Because it is a relatively new initiative, many graduating students may have had limited experience with workshops and other programs focused

on this pedagogy. Also, International Honors students would have more likely participated in these programs than students focused on honors in their major. As a whole, these responses provide rich directions for further efforts to assess the impact of LIHC curricular and co-curricular programming.
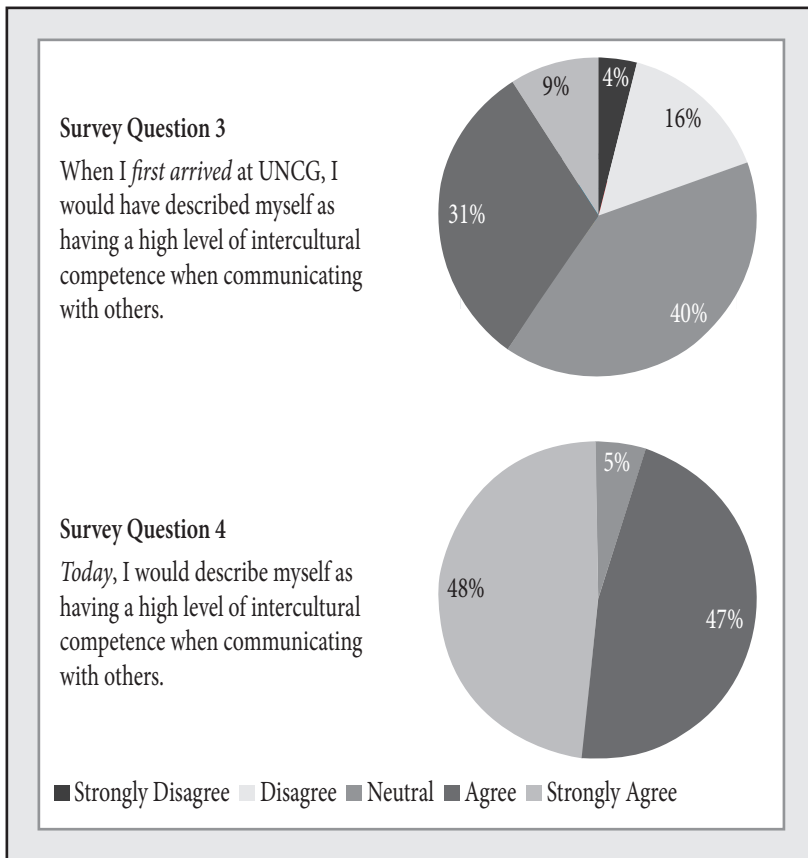
LESSONS LEARNED AND FUTURE DIRECTIONS

In the initial shift from an honors program to an international honors college, LIHC focused on globalizing its curriculum and increasing its enrollment and study abroad participation.

FIGURE 3A. GRADUATION SURVEY RESULTS FOR SPRING 2018: GLOBAL ENGAGEMENT

Survey Question 1

When I *first arrived* at UNCG, I would have described myself as a globally engaged student.

9% 6% 22% 21% 40%

Survey Question 2

Today, I would describe myself as a globally engaged student.

1% 6% 44% 48%

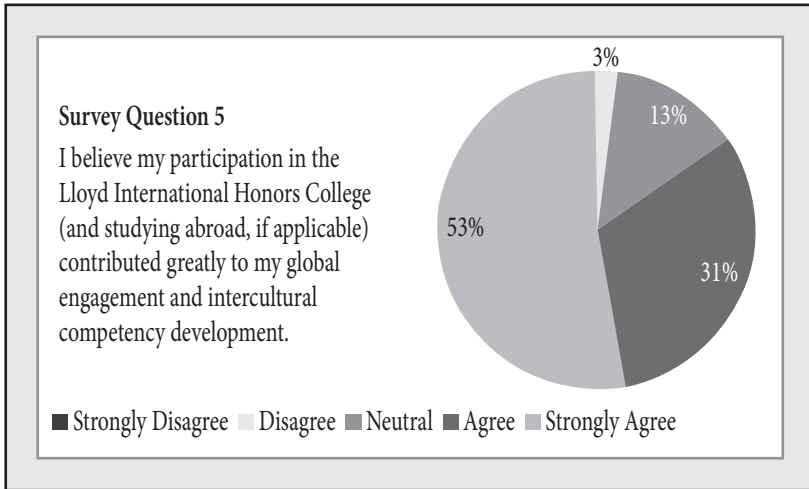■ Strongly Disagree ▫ Disagree ▪ Neutral ■ Agree ▪ Strongly Agree

Assessment focused on measuring participation in international-ization initiatives with the belief that participation would inherently lead to learning outcomes. While Deardorff suggests that program design should include learning outcomes assessment from the start, we believed that international content was being adequately conveyed in our courses and student learning would be measured in this context. The framework of the Global Engagement QEP and the collaboration with ACE Internationalization Laboratory, how-ever, provided a broader understanding of learning outcomes that were then adopted in LIHC.

FIGURE 3B. GRADUATION SURVEY RESULTS FOR SPRING 2018: INTERCULTURAL COMPETENCE IN COMMUNICATION

Survey Question 3

When I *first arrived* at UNCG, I would have described myself as having a high level of intercultural competence when communicating with others.

Survey Question 4

Today, I would describe myself as having a high level of intercultural competence when communicating with others.

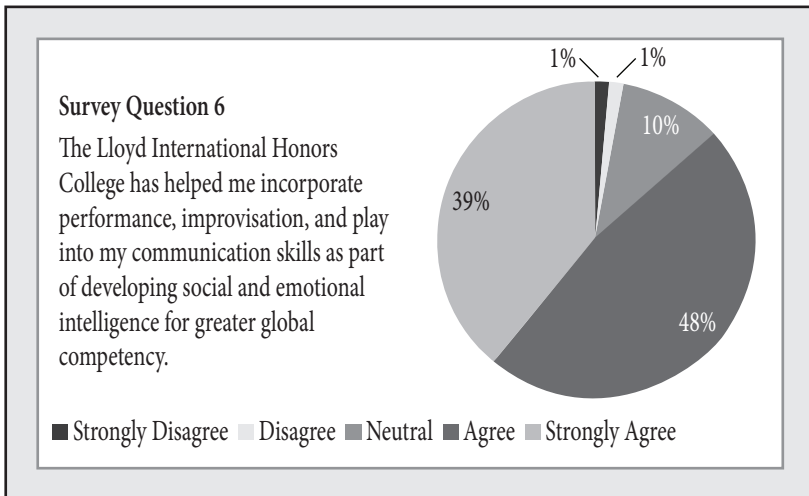■Strongly Disagree □ Disagree ■Neutral ■Agree □Strongly Agree

In making the transformation from an honors program to an international honors college, we used Deardorff's Program Logic Model to recognize the relationships of inputs and resources to the

FIGURE 3c. GRADUATION SURVEY RESULTS FOR SPRING 2018: LIHC PARTICIPATION, GLOBAL ENGAGEMENT, AND INTERCULTURAL COMPETENCY

Survey Question 5

I believe my participation in the Lloyd International Honors College (and studying abroad, if applicable) contributed greatly to my global engagement and intercultural competency development.

3%
13%
31%
53%

■ Strongly Disagree ☐ Disagree ■ Neutral ■ Agree ■ Strongly Agree

FIGURE 4. GRADUATION SURVEY RESULTS FOR SPRING 2018: PERFORMANCE, IMPROVISATION, AND PLAY

Survey Question 6

The Lloyd International Honors College has helped me incorporate performance, improvisation, and play into my communication skills as part of developing social and emotional intelligence for greater global competency.

1%   1%
10%
48%
39%

■ Strongly Disagree ☐ Disagree ■ Neutral ■ Agree ■ Strongly Agree

larger goals of internationalization toward outputs, learning out-comes, and long-term impact on students, faculty, and the university as a whole. This understanding has allowed honors to prioritize certain directions of growth and think more critically about its pro-grammatic requirements, such as the international experience. We have implemented deeper reflective processes in the hopes of help-ing students gain a greater understanding of themselves in global and cultural contexts.

The transformation is not just about policy changes from above but has involved genuine partnerships that have created lasting cultural change. Strong commitment from university leadership, supported by passionate faculty and staff across the campus, has led to transformational change in the honors college and solidified its standing as a signature campus program, attracting highly qualified students who express a commitment to global engagement and life-long learning. The LIHC model shows how adopting an assessment framework that is embedded into an iterative assessment process can guide the work with other units on campus as well as enhance an honors program's ability to provide an experiential curriculum, serve as a leader for other areas, and strengthen the university's profile. These successes in turn have contributed to the LIHC's pos-itive, long-term impact on student development and readiness for our emerging twenty-first-century world.

NOTES

[1]The University of North Carolina at Greensboro was founded in 1891 and currently has 16,000 undergraduate students, of whom approximately 1,000 are in the Lloyd International Honors College (LIHC). LIHC began as an honors program in 1947 and became an honors college with an international focus in 2006.

[2]LIHC used the definition of intercultural knowledge and com-petence that the university's Global Engagement QEP had adopted from Janet M. Bennett (95–110).

[3]Honors Colloquium, initially named Proseminar, was intro-duced in 2006 as part of a plan to create a stronger first-year

experience that enculturated students to honors and international issues. The course was initially conceived as an introduction to a life of the mind, liberal education, and critical thinking as well as to global and cultural perspectives. In adopting best practices for introductory courses, the curriculum passed through many iterations in which it became more strongly aligned with the goals of global awareness and intercultural competence. In 2010, the course was renamed Honors Colloquium and carried a course description as an "introduction to a liberal education in a global context, to cultural self-awareness . . . and to methods for ownership of one's own education." As LIHC shifted to a learning outcomes model and adopted a more specific curriculum for student development in the context of performative pedagogy while maintaining its focus on global perspectives, a new iteration of Colloquium was implemented. See the syllabus for the Honors Colloquium Course in Appendix 1.

[4]See Moore and Sunka. In this text, Moore provides a description of the honors course, Human Rights for Whom?, which involved students from UNC Greensboro and American University of Beirut.

[5]For guides to preparation and outcomes of study abroad, see Duke; Vande Berg et. al., 3–28. For long-term study abroad impact on honors alumni, see Mulvaney. Readers can also find this work in Chapter 16 of this volume.

[6]With costs of study abroad in mind, UNC Greensboro used ISEP exchanges in order to make the study abroad experience more financially feasible for as many students as possible. The ISEP exchange structure allows students to pay tuition and fees to their home institution and swap spots with a student from another ISEP university. For additional information, see the ISEP website, <https://www.isepstudyabroad.org>.

[7]See Michael Vande Berg et al. for a discussion about the assumptions regarding learning and study abroad.

[8]Darla K. Deardorff's *Demystifying Outcomes Assessment for International Educators: A Practical Approach* and "A Matter of Logic?" provide, along with John A. McLaughlin and Gretchen B. Jordan's "Using Logic Models," useful explanations and guidelines for implementing logic models.

[9]See the American Council on Education's ACE Internationalization Laboratory website for additional information and ongoing projects: <https://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx>. Also see ACE-supported Resources for Internationalization: <https://campusinternationalization.org>.

[10]In addition to UNC Greensboro, seven other institutions participated in the 2010 ACE laboratory: Case Western Reserve University in Ohio, Richard Stockton College of New Jersey, Shepherd University in West Virginia, Universidad del Turabo in Puerto Rico, the University of Alaska Anchorage, the University of the Pacific in California, and Valparaiso University in Indiana.

[11]For further discussion about effective engagement in the world community, see Olson et al.; J. M. Bennett; M. J. Bennett; and Vande Berg et al.

[12]See Ali and Cech's "'Yes, And' as Teaching-Learning Methodology," which describes how development may be understood as "the increased capacity to recognize opportunities and act on such opportunities productively." Also, see Moore and Ali's "The Power of Play" for an example of using performative pedagogies in the classroom. Lois Holzman serves as Distinguished Visiting Fellow in Vygotskian Practice and Performance in LIHC, where she works with faculty and students on deepening their understanding of the developmental power of play in learning and development. The "performance turn" in LIHC forms part of an international network of like-minded play and performance advocates in higher education along with visual and performance artists, scientists, and social workers who gather every two years in New York City at a conference entitled "Performing the World." Holzman's *Vygotsky at Work and Play* provides a performance-based methodology of development and learning that draws from the works of Lev S. Vygotsky.

[13]For additional information about AAC&U's *Valid Assessment of Learning in Undergraduate Education* (VALUE), visit <https://www.aacu.org/value>.

[14]For more information about the IDI®, go to <http://idiinventory.com>. See also Janet M. Bennett's "Transformative Training: Designing Programs for Culture Learning," where she discusses the Developmental Model of Intercultural Sensitivity on which the Intercultural Development Continuum (IDC) and Intercultural Development Inventory® (IDI) are based.

ACKNOWLEDGMENTS

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APPENDIX **1**

Honors Colloquium Course Syllabus

The Honors Colloquium course provides a one semester introduction to the International Honors Program for entering students and is required for all students who wish to complete the International Honors Program.

Prerequisites/Corequisites: Must be taken in the first semester after being admitted to Lloyd International Honors College.

Welcome to Honors Colloquium! This one-credit-hour course is designed to help guide you through the transition into your new life in the Honors College at UNCG. As part of your requirements, you will attend events on campus, participate in a service-learning experience, play games, learn to improvise, read books and articles, all the while exploring issues of power and privilege, learning and human development, globalization, and civic and community engagement. You will also work on planning to meet your various International Honors requirements, including study abroad. As you will soon find out, success in college depends on your willingness to stretch yourselves, to get a little bit out of your comfort zone. Why? In order to develop intellectually, socially, and personally and sometimes in unexpected ways. Ultimately, college success is about creating and taking control of your own education and development—*the increased capacity to recognize opportunities and positively act on them*. There is no single topic or course of study to help you create your transformation: you grow in many directions all at once. What this class does is introduce you to the ideas, skills, and resources you will need to begin that development. Each experience we have as a class will challenge you to think, act, or reflect in a way you have not done so before.

Catalog Description: Introduction to a liberal education in a global context, to cultural self-awareness and shock, and to methods for ownership of one's own education.

Honors College Student Learning Outcome:

Build critical oral communication skills using creative modes of learning that incorporate performance, improvisation, and play as part of developing social and emotional intelligence for greater global competency.

Course-Specific Student Learning Outcomes:

Upon the completion of this course, students will be able to:

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CSLO 1: Understand the concept of "becoming" by stretching abilities in on- and off-campus developmental experiences

CSLO 2: Create developmental learning environments with others through improvisational techniques, including philosophical conversations and play

CSLO 3: Define the practice of critical reflection and incorporate into personal reflections

CSLO 4: Engage in critical discourse, orally and/or in writing, on social topics such as power, privilege, globalization, civic engagement, and developmental learning

Teaching Methods and Assignments for Achieving Learning Outcomes:

This is a pass/not pass course. You will not receive a letter grade for this course, but you must pass Colloquium in order to remain in the International Honors Program. How will you pass? By participating in the events and experiences outlined below and making a good faith effort to complete your other assignments with attention and care. It's very important that you manage your time well and remain in communication with your instructor to ensure that you address any surprises that come up in the course of the semester!

Attendance (CSLOs 1–4; HCSLO)

Attendance is *mandatory* for all 14 class meetings. Attendance will be taken every day. *More than one unexcused absence will result in automatic failure of Colloquium*. See the Polices section below for how to manage an absence.

Events (CSLO 1–4, HCSLO)

You must attend 7 events outside of class. Five of the seven are already pre-set; you get to choose the final two from a list of options. You will be required to document your attendance at these events. *Failure to attend **both** Service-Learning dates will result in automatic failure of Colloquium. Missing more than one of the other events will result in automatic failure of Colloquium*. See the Events section below for more information.

Assignments (CSLO 1–4, HCSLO)

There are five assignments graded on a pass/not pass basis that are spread throughout the semester.

Read on to learn more about each assignment! *More than one failed assignment will result in automatic failure of Colloquium.*

- One-minute introduction performance

  Students will find a partner in class (someone they do not already know!) and will interview them. After learning more about their partner, they will introduce him or her to the class via a live performance. It could be a song, poem, prepared speech, rap, story, or anything else. It must be live (nothing pre-recorded), and it must last at least one minute! (CSLO 1–2, HCSLO)

- Professor interview

  One of the most critical contributors to success in college is close relationships with faculty. But it's not always easy to know how to build that relationship. For this assignment, you will visit one of your professors during office hours and interview that person. You *cannot* interview your Colloquium instructor!

- Common Read assignment (Instructor's assignment)

- Additional assignment (Instructor's assignment)

- Plagiarism Tutorial

  Learning how to correctly incorporate primary and secondary sources into your own writing is a skill that's critical not only for your own success at college and beyond, but also critical for upholding standards of academic integrity during your time at UNCG. Students often plagiarize without realizing it. This library tutorial helps you understand what plagiarizing is, and how to ensure that you don't do it. You can find it linked in your Canvas page.

Evaluation and Grading:

Pass: Students meet all attendance, event, and assignment requirements.

Not Pass: Students will automatically fail Colloquium if 1) they have more than one unexcused absence, *or* 2) they do not attend both Service-Learning dates, *or* 3) they miss more than one event, *or* 4) they do not complete one assignment.

N.B. In order to remain in International Honors, students must pass Colloquium.

Seven (7) Required Events:

Pre-set

1–2. Service-Learning at CNNC: *two* Fridays, TBD

3. Reyna Grande Author Visit and Address: Wednesday, October 10, 7–8:30 p.m. UNCG Auditorium

4. Honors College Common Read Program TBD

5. Lenora Fulani Visit and Address: Wednesday, October 24, at 6 p.m.

6. *Choose one below*

   Food-for-Thought (Wednesdays and Thursdays)

   Monday Play (Mondays)

7. *Choose one below*

   TEDx UNCG (Friday, October 26, free with ticket)

   Conversation with Rhiannon Giddens (Monday, September 10)

   Individual IDI debrief (you set the time)

   Office of Intercultural Engagement Event (OIE, TBD)

N.B.: The above events are **REQUIRED**. If you cannot make an event due to a *reasonable* conflict (like having a class during the event), talk with your instructor about finding a suitable replacement event.

Required Texts and Readings:

Fulani, Lenora. "The Development Line." All Stars Project, 2013. [Canvas]

Grande, Reyna. *The Distance Between Us*. Washington Square Press, 2012. [Received at SOAR]

Holzman, Lois. "In the Classroom: Learning to Perform and Performing to Learn" in *Vygotsky at Work and Play*. London, New York: Routledge, 2009. [Canvas]

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." Wellesley College Center for Research for Women, 1988. [Canvas]

APPENDIX 2

The Global Engagement QEP's Global Learning Competencies

From the campus-wide review process of internationalization, five global learning competencies were recommended. Of these five competencies, four were selected, edited, and implemented toward assessment of the Global Engagement QEP. Each of the competencies was marked as enhancing students' knowledge, attitudes, and skills considered necessary to engage effectively in the world community. The four competencies are:

1. Knowledge of contemporary issues within a global framework (knowledge);

2. Knowledge of the diverse ethical and value dimensions of issues within a global framework (knowledge);

3. Openness to seeking and experiencing new ways of thinking and engaging diverse cultural situations (attitudes);

4. Ability to engage in a culturally appropriate manner in international, cross-cultural, and/or multicultural contexts (skills).

The Global Engagement QEP defines global learning as "the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers" (v), adapted from Christa L. Olson, Madeleine F. Green, and Barbara A. Hill's *A Handbook for Advancing Comprehensive Internationalization: What Institutions Can Do and What Students Should Learn*. American Council on Education, 2006.

In addition, the Global Engagement QEP defines "Intercultural Knowledge and Competence" as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Janet M. Bennett, 97).

APPENDIX 3

UNC Greensboro Global Engagement
QEP Writing Prompt

Choose a contemporary problem with global implications that you have thought about and that is of concern to you. This issue could be related to (but not limited to) poverty alleviation, migration and immigration, education, public health, peace and conflict, human rights, environment and/or climate change.

Please answer each of the three questions below in your essay:

1. Please state the issue you chose. Of all the issues you could select, briefly explain why you selected this one. Identify and evaluate contributing factors of the international or global cultural issue that you selected.

2. Identify and evaluate two or more different ethical perspectives on this issue. State your own ethical position or perspective on the issue and what you wish would happen, and give reasons to justify this position.

3. If you were assigned to work on a project related to the issue you chose with another student from your class who was from another culture, how would you approach communication in light of any cultural differences? Explain why and give examples.

UNC Greensboro Global Engagement Rubric

	Global Engagement Student Learning Outcomes	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A
Problem Solving (Knowledge)	1. Students will explain environmental, historical, social, economic, political, and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework	Evaluates why the relationships among the contributing factors (e.g., environmental, historical, social, economic, political, and/or cultural) are important to understanding the issue	Analyzes why the contributing factors are important to the selected global issue	Explains why the contributing factors (e.g., environmental, historical, social, economic, political, and/or cultural) are important to the selected global issue	Identifies one or more contributing factors (e.g., environmental, historical, social, economic, political, and/or cultural) to the selected global issue	Does not show knowledge of contributing factors to contemporary issues within a global framework	
Ethical Reasoning (Knowledge)	2. Students will compare and contrast at least two different ethical perspectives on a salient and contemporary issue in a global context	Evaluates relationships between/among two or more competing ethical perspectives on a global issue	Analyzes the impact of two or more ethical perspectives on a global issue	Explains why two or more ethical perspectives are relevant to a global issue	Identifies one or more ethical perspectives on a global issue	Demonstrates little to no knowledge of an ethical perspective	

			Expresses willingness to engage in diverse cultural situations	Expresses marginal willingness to engage in interactions in diverse cultural situations	Does not show evidence of willingness to engage in diverse cultural situations
Cultural Openness (Attitude)	3. Students will demonstrate a willingness to engage in diverse cultural situations	Recognizes the value of reciprocally engaging in diverse cultural situations and develops meaningful relationships within those contexts	Recognizes the value of reciprocally engaging in diverse cultural situations and shows willingness to develop relationships within those contexts		
Communication (Skills)	4. Students will demonstrate the ability to communicate in a culturally informed manner in international, intercultural, and/ or multicultural contexts	Based on understanding of cultural differences in verbal and/ or nonverbal communication, consistently demonstrates the ability to communicate in a culturally informed manner	Begins to identify specific cultural differences in verbal and/or nonverbal communication; demonstrates the ability to communicate in a culturally informed manner	Demonstrates some awareness of cultural differences in verbal and/or nonverbal communication; is able to communicate in a culturally informed manner	Demonstrates rudimentary awareness of cultural differences in verbal and or nonverbal communication; demonstrates rudimentary ability to communicate in a culturally informed manner	Demonstrates no awareness of cultural differences in verbal and or nonverbal communication; is unable to demonstrate the ability to communicate in a culturally informed manner

Note: Raters should read from left to right to evaluate students' work based on the highest rating.

Retrieve Document: <http://globalqep.uncg.edu/about/qep-assessment.htm>

Adapted from American Association of Colleges and Universities VALUE rubrics. For more information, please contact <value@accu.org>. Updated May 9, 2016.

APPENDIX 4

Survey of LIHC Graduating Seniors

Please CIRCLE the number that most closely indicates how much you agree or disagree with the statements below:

Global Engagement

1. When I *first arrived* at UNCG, I would have described myself as a globally engaged student.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

2. *Today*, I would describe myself as a globally engaged student.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Intercultural Competence

3. When I *first arrived* at UNCG, I would have described myself as having a high level of intercultural competence when communicating with others.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

4. *Today*, I would describe myself as having a high level of intercultural competence when communicating with others.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

Program Evaluation

5. I believe my participation in the Lloyd International Honors College (and studying abroad, if applicable) contributed greatly to my global engagement and intercultural competency development.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

6. The Lloyd International Honors College has helped me incorporate performance, improvisation, and play into my communication skills as part of developing social and emotional intelligence for greater global competency.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree