

UISFL Proposal Narrative

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CLIME: the Consortium for Language and International Majors' Experiences

Introduction and Problem Identification: This proposal developed out of a series of meetings among Bluegrass Community & Technical College (BCTC) and University of Kentucky (UK) faculty, staff and administration over several months in Fall 2019 and Spring 2020 to respond to some worrying trends in majors related to global learning and education (Languages, International Studies and Anthropology) at our institutions. These meetings identified several trends addressed in this proposal: a declining number of students selecting some international and language majors, a small number of students who take advantage of study abroad opportunities, and the fact that underrepresented minority students, first generation students, students with high financial need, and transfer students are even less likely to have such experiences. To address these concerns BCTC and UK developed CLIME, a consortium across 4 majors (Anthropology, Hispanic Studies, International Studies, and Modern & Classical Languages, Literatures, and Cultures (MCLLC)) and two institutions, to enhance and expand international experiential educational opportunities. CLIME will address these issues with the development of a comprehensive experiential education guarantee for students in the four participating majors, supported with extensive faculty involvement, curriculum redesign and development, co-curricular programming, and assessment. With these efforts we intend to: deepen students' experiences, and attract, retain, and graduate more majors, thereby enhancing the capacity for all students' international education at BCTC and UK.

Our intention to focus on international experiential education is rooted in the knowledge that undergraduate students can accrue tremendous educational and life benefits from such experiences, but far too few of them take up the opportunities our colleges offer them. While there are a variety of reasons why individuals don't recognize and participate in international learning

opportunities, we also know that our institutions can do much more to stimulate interest, establish pathways for students to better understand the benefits of these kinds of opportunities, and support students through what can seem a daunting process. Since we are educational institutions in a state noted for its limited ethnic and cultural diversity, we want to enhance undergraduate experience of these majors so that we (1) expand and deepen students' international and linguistic engagement, (2) increase enrollment in our four majors, and (3) retain and graduate majors at a higher rate than we currently do. We see participation in internationally focused experiential learning opportunities as central to our recruitment and retention efforts for our programs. Through seven implementation strategies addressing these three objectives, our colleges will guide and support students into these majors, create new curricula and develop co-curricular programming at both campuses, and expand learning beyond the classroom to educate students about the value and impact of global engagement. Through both small-scale intentional changes, and the more substantial creation of a cohort of Faculty Facilitators who will develop and implement new initiatives, we expect to transform experiences in Anthropology, Hispanic Studies, International Studies and MCLLC for all majors at UK, and underrepresented student populations and transfer students in particular.

a. Plan of Operation

The CLIME Plan of Operation has two components: (1) a project design overview with justification for the project and (2) a detailed description of the project objectives and the steps that will be taken to address each of those objectives.

a1. Project Design Overview: Theoretical Justification for the Plan

Driving our plan to expand the footprint of language learning and international studies at our campuses is the recognition that experiential learning in general, and international experiential learning in particular, can transform the undergraduate experience and lead to greater engagement and retention. These beneficial effects of experiential learning are widely documented (Eyler 2009; Simons et al 2012) and have been directly assessed on one of our campuses. Data from the UK's Center for Service Learning and Civic Engagement documenting four (4) recent cohorts of undergraduates at UK show that service during a student's education is associated with both higher retention and increased 4-year graduation rates by as much as 25% to 35 %, depending on college-readiness scores. Furthermore, these data show that students who are the *least* prepared for college benefit the *most* from such experiences. For example, students with higher ACTs, who do no service, are retained at a higher rate, as one might expect, but this pattern is effectively erased for students who engage in service, with retention rates above 94% for students whose college experience includes engagement in service, regardless of ACT score (UK Center for Experiential Learning).

Experiential learning then is an effective retention tool, and of such experiences, international experiential learning (Education or Study Abroad) is possibly the most transformative learning opportunity accessible to American undergraduates. Its beneficial effects relate to the fact that participants experience living in the 'foreign' world as an 'other' and from this experience they begin a process of recognizing that there are many different and valid ways to live in and organize an understanding of the world. This shift in self-knowledge helps participants to see cultural diversity as a natural and valuable resource, and its negotiation as a fundamentally enriching process within American life, an invaluable life lesson in a state such as ours that offers students limited exposure to cultural differences. Measuring these benefits in different ways, numerous

researchers describe a more profound knowledge and respect for global issues among student participants (e.g. Carlson et al. 1990; Douglas and Jones-Rikkens 2001), a greater sense of autonomy and capacity for engagement with others with empathy and patience (Sutton and Rubin 2012), while the Institute of International Education (IIE) Open Doors Report shows that study abroad participants consistently indicate that the experience improved their self-confidence, their ability to handle ambiguity, and expanded their insight into their own value systems, leading to a greater sense of overall maturity (2019). Other studies indicate participants return with more positive attitudes toward other cultures (e.g. Kitsantas 2004, Cisneros-Donahue et al. 2012). Importantly for International and Modern Language majors, Study Abroad participants show strong improvements in cross-cultural communication skills (Anderson et al. 2006), and better foreign language skills (e.g. Freed 1995; Willis Allen and Dupuy 2012).

However, for a variety of reasons, few students take advantage of these learning opportunities, and those who do study abroad do not reflect the broad diversity of our campus communities. Nationally, the IIE reports that most participants are white (70 %), female (65 %) and enrolled at Tier 1 universities and private colleges (IEE Open Doors). Available data at our colleges track these national trends closely. For example, the UK Education Abroad Office reports that 18 % of the 2018/2019 UK graduating class experienced some form of study abroad, but for several years the number of students participating has stalled at about 1100 students per year. Furthermore, the vast majority participating are white (70 %), middle class (83 % based on Pell grant ineligibility) and female (75 %) (Zapata 2020). At BCTC, anecdotally the numbers are even smaller but reflect the same tendencies (comprehensive data not available).

In addition to concerns about the small proportion of students studying abroad and lack of diversity among them, IIE reports that most Study Abroad participants are majors in business (20.8 %),

STEM (25.6%) or social sciences (17.1%), and that only about 7 % are foreign language majors or International Studies majors. We see that this same pattern holds true at UK. Zapata reports that only 4.3 % of College of Arts and Sciences majors participated in Study Abroad (2018/2019 data), in contrast to 7.4 % of the School of Business and Economics majors (Zapata 2020). Additionally, Zapata's data indicate that 68 % of Modern Language majors, 88 % of International Studies majors and 54 % of Hispanic Studies majors at UK report no participation in Study Abroad (2018/2019 data). Clearly then, more must be done to encourage international experiential learning, and Study Abroad cannot be the only means of engaging students in these beneficial forms of deep learning.

Data from several studies indicate that on-campus activities can have similar beneficial effects, as we noted for service learning participants at UK. Most interestingly from our perspective, Vande Berg et al. (2012) argue that the transformative effects of study abroad do not derive directly from exposure to the foreign environment but rather are a result of providing students with opportunities to receive “meaningful intercultural mentoring” and to reflect on meaning making while abroad (21). In other words, it is not the mere fact of being abroad that produces the transformative effect on student growth, but the opportunities for intercultural experiences and the development of intellectual and emotional capacities to make sense of these differences. Anderson and Lawton (2011) offer support for this position since they were able to show that Study Abroad participants and campus bound students enrolled in a Global Studies course scored comparable improvements on a series of variables related to intercultural awareness. Engberg, Jourian and Davidson (2016) have aptly designated this process as ‘intercultural wonderment’ and argue that it is this process which connects Study Abroad experiences to those transformations experienced by participants. These insights drive our plan to develop a menu of opportunities (on campus, domestic, and

international), bolstered by a supportive curriculum, to generate what Engberg and colleagues identify as ‘intercultural wonderment’. The creation and implementation of such opportunities as a campus-wide ecosystem, as well providing a supportive environment, is particularly important given that International Studies and Modern Language majors are some of the least likely students to participate in Study Abroad when compared to other majors. The replication of ‘intercultural wonderment’ on our campuses will help campus-bound students acquire the same transformational insights that study abroad participants experience leading to the process of deep learning that results in deeper engagement and persistence to completion of a college credential. Because both our faculties recognize the value of this type of learning, we have designed a plan that expands and diversifies access and opportunity for international experiential learning. The elements of our plan are described in the following sections.

a2. Project Design: Plan Elements

With international experiential experiences as our starting point, we have developed the following strategies that will allow us to meet our objectives. To meet Objective # 1 (Expand and deepen engagement) we propose: an Experiential Education Guarantee for all students in these 4 majors, revised introductory curricula in our majors, the creation of additional introductory course modules focused on international experiential learning, a new course on Global Ethics, and the implementation of a program of Language Assistants to serve as instructional assistants in some piloted sections of Modern language classes. We will also develop co-curricular programming which will include organizing internship panels, funding informational workshops, and establishing the Out and About Program for Modern Language which will provide a central information source for campus-wide events. In support of Objective # 2, (Attract more students to target majors) we propose additional strategies to provide students with more information about

the role of experiential education and the relationship between our 4 majors and professional careers. We will also implement assistance to help transfer students from BCTC gain a more comprehensive knowledge of major requirements and experiential learning opportunities during their first 2 years of college. In terms of Objective # 3 (Increase retention and graduation of students in these majors) in addition to tracking the effectiveness of interventions mentioned under the previous two objectives, we will improve our outreach and support of Underrepresented Minority populations, first generation, and high financial need students so that they too gain a more comprehensive knowledge of international experiential education opportunities available on and off campus. Detailed descriptions of our proposed strategies are provided in the next paragraphs under each objective.

Objective # 1 Expand Opportunities for Deep Engagement

Our approach to expanding opportunities for international experiential learning on campus is based on two key observations. First, we must better educate students as to the tangible and intangible benefits of these kinds of learning engagements through curricular innovations, and second, we must diversify our outreach methods and increase our support for those students we are recruiting through an informational ecosystem that reinforces our key message. These two observations led us to develop the following strategies which are designed to help us achieve Objective # 1.

We will offer all students participating in our majors the guarantee of a high-impact, internationally-oriented, credit-bearing experience sometime between 2nd semester sophomore year, and first semester senior year. The guaranteed experiences will include: study abroad, internship abroad, service learning abroad, independent research abroad, as well as internationally-oriented internships, service learning, or research in a domestic location such as Lexington or

Washington D.C, or simulation coursework such as Model United Nations. This offer will draw interest in our majors among the population of students enrolling in introductory classes. We will integrate this message into our introductory classes and information about this guarantee will also be incorporated into the curricular innovations and co-curricular programming that a group of recruited faculty (Faculty Facilitators) will collaborate to design and implement for the 4 majors. Faculty Facilitators' efforts to support the experiential guarantee will focus on three sets of curricular innovations, developed and revised during two summer workshops in Project Years 1 and 2.

First, Faculty Facilitators in International Studies and Anthropology will design a new Global Ethics course to prepare students to engage with international experiences in a constructive and ethical manner. This new course will introduce different ethical perspectives from around the world, and deal with the specific ethical issues presented with various vocations and experiences in a global setting--e.g. The ethics of helping professions, the ethics of travel, business ethics, ethics of research, etc. This course will play a key role in educating students about the benefits of engaging in international experiential educational opportunities. Students wishing to receive the experiential guarantee will need to complete this course, though the course will be designed as a large-enrollment course that meets university core requirements to attract as many students from across campus as possible.

Second, facilitators will design approximately 5 new modules (equivalent to 45 minute class sessions) that will introduce students to experiential education opportunities and campus resources such as study and internships abroad, service and research, as well as show how these experiences fit into degree planning and career aspirations. These introductions will provide students with both practical information and substantive connections to course themes, as well as provide students

with information about service and service learning in areas of national need. These modules will be integrated into revised versions of one introductory course for each of the 4 majors. Students wishing to receive the experiential education guarantee in the major will need to take one of these redesigned introductory courses, which will also serve to recruit new majors.

Third, foreign languages facilitators will revise curricula to support the employment of native or near native speakers as Language Assistants into selected class sections. Often, students in a language classroom never meet a native speaker and thus are never confronted with the realities of speaking a foreign language (e.g. Willis Allen and Dupuy 2012). The presence of a peer speaking the target language provides students with more flexible forms of learning and creates opportunities for language engagement outside of the textbook. The consortium directors will supervise the training of 6 instructional assistants who will provide about 12 hours a week of direct language contact to students in selected foreign language sections.

After the summer workshops, approximately half of the Faculty Facilitators will work to implement the above curricular innovations by teaching new and revised courses and supervising language assistants. The other half of facilitators will work to support students before, during, and after their experiences. To these ends, summer workshops (years 1 and 2) will help Faculty Facilitators design and revise systems of support and evaluation to facilitate student experiences and program evaluation. These faculty will ensure that students who want departmental support for their experiences have completed the necessary curricular and co-curricular prerequisites and will work with programmers on campus to integrate tracking measures into our degree audit software (GPS) and online course management systems (Canvas). These facilitators will connect students to centers on UK campus (Education Abroad, the Stuckert Career Center, the Center for Service Learning and Civic Engagement, and the office for Undergraduate Research) to identify,

pursue, and receive academic credit for their chosen experiences. They will also assist students in pursuing financial support for their experiences and will administer pre- and post-experiences assessments designed in the summer workshops.

Facilitators will also be responsible for co-curricular programming that supports the CLIME initiative. Students will be expected to attend at least 1 co-curricular event per semester in order to receive the guarantee. In addition to cultural and language programming that naturally occurs on a large research university campus, Faculty Facilitators will develop an Out and About program to help internationalize our campuses. Since the primary goal of language acquisition is to facilitate interaction in the world, we propose to allow students to “internationalize” their daily lives on campus. The Out and About program will involve a remapping of our campuses to establish language learning opportunities at specific localities such as the Art Museum, the student Food Hall, or the campus banking institutions. For example, students will accompany a Language Assistant guide who will give them a tour/lecture at a specific location in the target language, keyed to the level of students (first through fourth semesters). By taking language acquisition/experiential learning out of the classroom and situating it at specific locations on campus students can experience language as a functional activity rather than textual activity. These opportunities will provide lower performing students with additional exposure and practice and expose higher performing students to more meaningful experiential opportunities. Furthermore, by creating an enriched language learning environment on our campuses, we believe we will expose more students to the value of language learning, and by making language learning more visible on campus, we will attract more students to these majors. To facilitate this strategy, we will organize a website dedicated to “Global Out and About” which will allow students and faculty to

enhance their global awareness and language skills, even when not abroad or engaged in their internships.

Faculty Facilitators will work with staff in the consortium to centralize information about on and off campus experiential opportunities related to international studies and language engagement as part of the Global Out and About website that students can browse to find an experience that fits their schedule and meets their learning objectives. The website will also host information about federally funded scholarship programs in related areas to encourage students to seek funding for activities related to our 4 majors.

The website will be a central checkpoint that allows students to find upcoming activities on our campuses or in the wider Lexington community. The events may be either in another language (e.g., lectures, concerts, poetry readings, conversation hours) or related to the culture (e.g., lectures or cultural events). While all these resources exist already, there is no single place for students or faculty to find out about them. Furthermore, we will link to this website in all online learning course shells in these majors so that all students can access this information. At BCTC, this link will also be housed on the Center for Global Learning website. This focused messaging will address the information overload that students receive concerning activities on campus. Navigating this information and planning among competing objectives will be facilitated by the centralized database. This innovation will enable both faculty and students to plan better engagement with these events and thus increase student exposure to opportunities for deep learning. In conjunction with the Out and About programming, International Studies and Anthropology facilitators will organize events such as internship and career panels, and workshops to introduce students to appropriate federal funding and fellowship opportunities, as well as help them with applications.

Objective # 2 Attract more students to 4 target majors

Analysis of student engagement with our target majors shows uneven trends in terms of numbers of majors in the past 4 years. Anthropology has seen little change in its number of majors from 86 (2016) to 89 (2019). Likewise, Hispanic Studies majors have been largely unchanged from 99 (2016) to 103 (2019). MCLLC has seen its majors decline from a peak of 154 (2018) to 99 (2019) and International Studies has seen a gradual decline of its majors from 159 (2016) to 137 (2019). BCTC enrollment also shows declines in language enrollments over the last decade. For example, in 2010-2011, BCTC enrolled 626 students in Spanish, 39 students in Japanese, 33 in German, 31 in French, and 22 in Chinese. In 2019-2020, BCTC showed declining enrollment as only 481 students in Spanish, 32 in German, 21 in French were registered for classes. In some cases, language offerings have been completely discontinued, such as Japanese or Chinese, two of the fastest growing languages of interest at UK.

We believe the CLIME experiential education guarantee and associated curricular and co-curricular supports will improve recruitment to our majors. First, our majors already attract students who are interested in study abroad, but as Zapata shows, not all of our majors take up these opportunities (2020). Second, the fact that we do not see more students studying abroad, and the limited diversity in study abroad participants, suggests that the current model of simply making study abroad available to interested students is insufficient to meet student needs. By broadening the menu of educational experiences to include service, internship, and research in addition to traditional study abroad, by offering students internationally-oriented opportunities closer to home, and by implementing curriculum to support their experiences, we are creating more accessible experiential opportunities that should excite students who are either not interested in traditional study abroad, or interested but unable to take advantage of current opportunities. Finally, with the

experiential guarantee and extensive faculty support and associated programming, CLIME makes it more likely that students' campus connections will align with, rather than compete against, them taking advantage of such opportunities. In particular, we expect that curricular innovations to support experiential education, including revised introductory courses and the new Global Ethics course, will serve to advertise the experiential education guarantee to these majors and will attract students who either have not considered study abroad, or students with more of a focus on career readiness who will be attracted to the expanded menu of options beyond study abroad. Further, students will see opportunities within these majors to build community with other students and faculty who are prioritizing high-impact educational experiences.

In addition to implementing and advertising our experiential education guarantee, CLIME will also work to improve the quality of information available to students about these majors by upgrading our departmental websites in terms of appearance and content. We will show how these majors link to career pathways in the private and public sectors so that students can see how a major in a foreign language or International Studies can lead to satisfying and rewarding careers. We will also add information about the Out and About program and links to the Language Assistants so students can incorporate these resources into their learning programs.

Objective # 3 Increase Retention and Graduation of Students in 4 target majors

Our final goal is to increase retention in our majors leading to better graduation rates. Based on available data on student service and education abroad participation, we believe the innovative strategies described under our previous two objectives will result in higher rates of retention and graduation for students who take advantage of the CLIME experiential education guarantee. However, one area where we need to see significant improvement is with respect to traditionally

underrepresented student groups--also those students less likely to study abroad: Under Represented Minorities (URM), first generation college students, and students with high financial need. Retention data for different populations is available for the College of Arts and Sciences at UK which houses our four majors. These data indicate that the college retains 83% of students into the second year, and 50% (68%) of A&S students graduate in 4 (6) years. However, the proportions drop to 76% retained into the second year and 35% (55%) graduating in 4 (6) years for URM students. For first generation students, only 72% are retained into the second year and an average of about 20% graduating in 4 years and only 53% of students with high financial need graduate in 6 years. Retention rates at BCTC are significantly lower for all groups, hovering around 50% (Fall to Fall) for most student categories.

Evidence from UK indicates that experiential education helps retain and graduate students. For example, the University's Education Abroad office participated in a study by The Consortium for the Analysis of Student Success through International Education (CASSIE) to isolate the effect of education abroad on student success, accounting for potential confounding factors and the fact that students select into these experiences. Based on a comparison to a matched sample of students at UK who did not study abroad, the CASSIE study found that students at UK who study abroad are 7% more likely than similar students to graduate in 4 years. They also graduate having completed significantly more credit hours and with a higher GPA. Further, data from both Education abroad and the Center for Service Learning and Civic Engagement consistently show that it is students with lower college-readiness and students who face additional barriers, such as high financial need or being first generation, who derive even more benefit from such experiences. These anticipated effects should be enhanced further by the additional supports associated with CLIME, such as

redesigned curriculum, the revisions to the campus informational ecosystem and the co-curricular programming guided by Faculty Facilitators.

Our efforts to expand experiential education on campus will help with retention but we are also cognizant that the students we are most wanting to help retain are also less likely to study abroad. For example, The UK Education Abroad office reports that in 2018/2019, only 19 % of Study Abroad participants were minorities (Zapata 2020). By focusing on removing or mitigating barriers faced by these populations we can increase their participation in our updated menu of opportunities. To that end, our targeted efforts in language classes, co-curricular programming and improved connectivity with other support programs on our campus will do more to retain majors who are members of underrepresented minority groups.

We will increase participation by these populations in international experiential learning by implementing the following interventions. First, we propose to initiate early conversations with students about study abroad. We will accomplish this via the curricular modules designed by Faculty Facilitators and implemented in introductory courses as well as co-curricular programming at CLIME, both of which start early with exposure and planning. CLIME will also work on the “family” challenge, that is, getting family on board with an experience abroad, employing a model pioneered at BCTC more than a decade ago. BCTC’s Office of Latino Outreach and Support employs a nationally recognized program of whole family advising for Latinx families, since the support of families in the education of their children was seen as a key culturally established factor in success. Recognized by the Obama White House for its efforts, this office continues to support and help retain Latinx students at BCTC, and is one reason why BCTC enrolls and graduates more Latinx students at a higher rate than benchmark institutions. Addressing family concerns about study abroad by inviting parents and family members to informational presentations is one step we

will implement. CLIME will advertise its experiential education guarantee directly to families by sending print mailers to students' permanent addresses, and by hosting family nights as part of its regular co-curricular programming.

A second action we will undertake is to improve outreach to these populations via coordination with different minority support offices and student organizations on our respective campuses. At BCTC, for example, our Upward Bound and other TRIO programs, and our Office of Latino Outreach are focused on URP (minority, first gen) enrollment and retention. Coordination with these offices to reach minorities and help them plan for successful engagement via experiential learning will play a key role in our efforts at BCTC.

Finally, we plan to pursue financial support in the form of scholarships and fellowships to support students whose financial standing potentially limits their abilities to take advantage of international experiential learning. Some funding from this grant will be used to seed student support, and the PI's will work with foundations at both institutions to seek funding in support of Study Abroad and international experiential education for Underrepresented student populations.

b. Key Personnel

The key personnel and the roles they will play in the implementation of the plan of operation are described below first for UK faculty and staff and then BCTC faculty and staff. We believe the consortium has assembled a team of faculty and staff from different programs at two institutions whose diversity of perspectives is reflected in their respective backgrounds and the different interventions and strategies described in this proposal. We expect to add a variety of additional perspectives via our faculty summer workshops; invited faculty will bring additional expertise and viewpoints to the project implementation.

b1. Key Personnel UK

Key Personnel for this project at UK include Dr. Emily Bacchus, co-Principal Investigator. Currently, Dr. Bacchus is Director of the International Studies program at University of Kentucky and an Associate Professor of Political Science. Dr. Bacchus received her Bachelor's degree in International Studies from the University of Washington's Jackson School, and her Ph.D. in Political Science from UCSD. She has conducted NSF-supported field research in Jamaica, The Dominican Republic, Guyana, and Trinidad and Tobago, and has led study abroad programs for students in Costa Rica and Spain. She has also conducted research and advocacy work supported by the NSF to improve the status of women in Political Science. As co-director of CLIME, Dr. Bacchus will oversee the development of the Faculty Facilitators program, will attend both design workshops, and will be particularly involved in the creation of the Global Ethics course, which she will teach once it is developed. Dr. Bacchus will also oversee the collection and analysis of evaluation data and will put those data to use in fundraising and publication efforts for the consortium. Dr. Bacchus will report directly to the College of Arts & Sciences' Associate Dean of Internationalization and Inclusion, Dr. Cristina Alcalde. Dr. Alcalde will oversee the director's work developing selection processes for faculty facilitators, participant support, evaluation and development plans to ensure that they conform to college and university standards for equity and inclusion. Other key faculty from the target majors will participate on the CLIME executive board: Dr. Lisa Cligett (Department Chair, Anthropology) is a former editor of *Economic Anthropology*, who has carried out ethnographic fieldwork in Zambia since 1992, for which she has received multiple NSF grants. Dr. Jeanmarie Rouhier-Willoughby (Department Chair MCLLC) is a former Fulbright recipient and the current editor of the journal *Folklorica*, whose work on Russian folklore in a global context has been supported by the National Endowment for the Humanities. She is also

the PI on a 2018 DoD Project GO grant to develop an Arabic language program at UK. Dr. Heather Campbell-Speltz (Director of Undergraduate Studies, Hispanic Studies) coordinates translation and professional Spanish programs, has taught study abroad in Spain and has overseen the department's extensive service-learning course offerings.

Several key UK staff will also be involved in the project. Kathi Kern (Director and Associate Provost of Teaching, Learning and Academic Innovation, Associate Professor of History, and Endowed Professor in the Chellgren Center for Academic Excellence at UK) is the recipient of several Department of Education grants to teach underserved students in Eastern Kentucky. As director of the Center for the Enhancement of Learning and Teaching (CELT), Dr. Kern has worked to establish UK as a center for International Faculty Development and is also an expert in the pedagogical value of large lecture classes. She will oversee CELT participation in Faculty Facilitators' summer workshops to assist with curricular design and innovation. Niamh Minion (Assistant Director of Education Abroad) will serve as CLIME liaison to Education Abroad. Niamh has a Master's Degree in Higher Education Administration from UT, Austin, and ran the Study Abroad office at UT, El Paso (a Minority Serving Institution) for 6 years before coming to UK. She will work with Faculty Facilitators during summer workshops, and with CLIME throughout the year, with particular emphasis on the goals of increasing the number of under-represented students having experiences abroad. She will also become qualified to administer the IDI and will work with Dr. Bacchus on the collection and analysis of evaluation data.

CLIME will require administrative support to facilitate collaboration across 4 majors and two institutions. The administrative assistant will be hired by the co-directors and employed by UK. This individual will work 3 days a week at UK and 2 days a week at BCTC and will assist in the development of digital and print materials related to the majors and their participation in CLIME.

This individual will also provide assistance with the development of the Faculty Facilitators program, summer workshops, and the planning and promotion of co-curricular programming. This individual will also serve as a liaison between CLIME and centers at UK that provide the experiential opportunities we will be offering our majors: Education Abroad (for study, internship, service learning, and research abroad), the Stuckert Career Center (for internationally-oriented internships), The Center for Service Learning (for internationally-oriented domestic service learning opportunities), and the Center for Undergraduate Research (for international and internationally-oriented research opportunities).

b2. Key Personnel BCTC

Key personnel at BCTC for this project include Dr. Jim Fenton as Co-Principal Investigator. While BCTC initiates a national search for a director of BCTC's Center for Global Learning Office (CGL), Dr. Fenton will serve in the interim as Co-PI for purposes of this grant, and once a director is in place, may hand over ongoing responsibilities for the project to the Director. With more than 15 years' experience managing large and small projects in private industry, and 15 years' experience teaching in the community college environment, Dr. Fenton is well positioned to lead this project at BCTC's campus. Dr. Fenton's education reflects his commitment to global education, having obtained a PhD in Anthropology (Columbia University), an M.A. in Spanish Language and Culture (Universidad de Salamanca, Spain) and graduate coursework in English as a Second Language and Composition (University of Kentucky), as well as a BSc. from the University of London. He will report directly to the Provost at BCTC, Dr. Greg Feeney. Dr. Fenton currently teaches Anthropology, English, and Spanish classes and is familiar with BCTC student support services, Latinx student advising models as well as curriculum development as he is currently Acting Chair of BCTC's College Curriculum Committee. As Co-PI, Dr. Fenton will

manage the BCTC component of the consortium and liaise with Dr. Emily Bacchus, UK PI. Dr. Fenton will dedicate 10 % of contractual time to the project in Year 1, 5 % in Year 2, and 5 % in Year 3 in support of the project as it is established and implemented. Dr. Fenton will coordinate with Dr. Bacchus to conduct and share assessment and evaluation instruments and to support transfer of students, enrollment in Study Abroad programs, and to help document on and off campus experiential learning activities for students. In addition to these commitments, he will assist in the selection and training of Language Assistants as well as help guide their day to day activities on BCTC campus. As part of an effort to sustain BCTC's enhancements to language learning, Dr. Fenton will seek additional funding for language assistants via the Fulbright Scholars program which will help BCTC defray the costs of expanding Modern language teaching to include instruction in Japanese, Chinese and possibly Arabic.

Dr. Fenton will review BCTC data on student enrollment in language classes, and analyze reports concerning transfer planning/advising to 4 year colleges. He will also supervise the implementation on BCTC's campus of the Out and About website described above and will assist with the adoption of Summer Faculty Facilitators' updated curriculum into the BCTC course catalog. Assisting Dr. Fenton in implementing and evaluating the impact of the strategies described above at BCTC will be a faculty member (full time or adjunct) who will serve as a BCTC-UK Language Liaison.

The BCTC-UK Language Liaison role (to be hired at BCTC) will also assist with the development and implementation of the new curriculum and co-curricular programming developed during Summer workshops. Because BCTC has fewer staff resources than UK dedicated to student support, the role of the BCTC-UK liaison person is essential to the project. BCTC will allow course release time for this role for each semester's participation equivalent to one (1) course release in

the first fall project semester rising to 2 course releases in subsequent semesters as the project develops. This individual will be experienced in language teaching and will be involved in the curriculum implementation working with BCTC instructors and the college administration to identify and schedule opportunities to implement the planned enhancements, co-curricular programming and assessment of student engagement.

These two individuals will be directly involved in implementing enhancements to the BCTC modern language courses, as part of their teaching activities, as well as scheduling and advising students into newly created curriculum produced during the Faculty Facilitators Workshops, and be instrumental in administering standard survey instruments to assess progress towards the project objectives. Administrative support 2 days a week at BCTC campus will ensure a strong and sustained connection between UK and BCTC efforts.

Additional individuals at BCTC who will play important roles in the implementation of the project are Dr. Joshua Hoekstra, BCTC's Foreign Language Coordinator, and Erin Howard, Director of Office of Latino Outreach and Support. Both individuals play key roles in the education and support of language learners at BCTC.

Dr. Hoekstra is the full time language faculty member at BCTC and teaches Spanish language courses. In his role as Foreign Language Coordinator, he is responsible for hiring and supervising adjunct faculty members who teach additional languages at our various campuses and online. Dr. Hoekstra is a graduate of UK and has strong connections to the UK Hispanic Studies department, and will play an invaluable role in helping guide students seeking to pursue a major in the four target programs.

Erin Howard is the Latinx and Immigrant Outreach and Services Director. She earned a Master of Arts in Spanish from the University of Tennessee. She teaches Latino Studies and Humanities at BCTC and has taught Immigration and Social Justice in Costa Rica with the Kentucky Institute for International Study. With Dr. Jim Fenton, Erin Howard founded the award-winning Latinx Leadership and College Experience Camp in 2006, now in its 15th year. The camp provides college preparation, leadership development and social justice education for Latinx, immigrant and refugee youth and is credited with the high retention and graduation rate of Latinx youth at BCTC. Ms. Howard's background and deep experience will be an enormous help in reaching and sustaining URM populations at BCTC.

(c) Budget and Cost Effectiveness

The focus of our proposal is serving students and increasing student capacity, and to that end we have developed a series of strategies employing different personnel and resources to meet our goals of expanding and enhancing the international educational ecosystem on our two campuses, with particular attention to the needs of students from traditionally underrepresented groups. The following paragraphs detail these efforts through the lens of cost effectiveness: we want to serve as many students as we can as efficiently as we can in a way that is sustainable and manageable for both institutions.

Project directors: The proposal identifies two highly qualified social scientists who will lead the planned enhancements. Dr. Emily Bacchus will support the project at UK and Dr. Jim Fenton will serve as Co-PI on BCTC's campus. The allocated time to support the proposed activities aligns with the Co-PI's assigned job duties and is thus cost effective, allowing the principal elements of the proposal (faculty and curriculum development) to receive the bulk of funding. Because both PI and Co-PI have substantial experience in the areas covered by the proposal, as well as

management of prior grants, the use of their time for this project is optimized to implement the project goals.

Faculty Facilitators: Our proposal focuses on faculty development as the driving force for curriculum change. The two summer workshops for Faculty Facilitators represent a significant portion of the grant funding, and will result in the creation of at least five new or revised courses. As faculty, we recognize that one of the most efficient means to impact learning and knowledge acquisition is to use the classroom experience as a locus for information exchange. Students need access to accurate and high quality information about education abroad and the menu of opportunities that we are proposing in order to make effective and informed decisions. Building this information process into our introductory curriculum offers an opportunity to reach many more students whose interest will be developed and whose decisions about choice of major can be influenced by what they experience in coursework. Through harnessing the communicative skills and the locations of language learning (introductory courses) we can expect to reach a large cross-section of students that accurately reflects the student population at our campuses. By reaching this diverse population we can hope to begin the process of increased recruitment to our majors as well increase participation in study abroad. Faculty facilitators engaged in teaching the revised curriculum will reach a large number of students. For example, INT 200 and the new Global Ethics course will each reach 120 enrolled students per semester; ANT 160: Cultural Diversity in the Modern World reaches 500 students per semester; MCL 200: Global Literacy engages 25 students per semester; introductory Spanish language classes reach upwards of 200 students per semester. Based on these enrollments we expect that a minimum 1300 students per academic year at UK will benefit from this faculty development and curricular innovation, and about half this number at

BCTC via a similar suite of courses. When we add in the additional co-curricular program we will further expand and diversify the students being served.

Language assistants: Our proposal builds on one of the strengths of our campuses: we are locations that host large numbers of native speakers of our most commonly taught languages. As such we can draw on this population to develop our proposed program of language assistants who are native or near native speakers. Previously cited data indicate that successful language learning engages the whole of a student's knowledge and attention, so that reading a textbook represents only a partial engagement. Bringing native speakers into contact with language learners creates real situations that force student engagement – and with that expenditure of effort comes language gain – one of our key goals that leads to better retention. The selection of peers as native language experts who are close in age to language learners but who represent alternative pathways to language acquisition is a central and cost effective element of our proposal. The overall investment is low, but the impact to student learning can be extensive. We calculate that 10 language assistants will participate in at least 20 foreign language sections each semester and will therefore impact at least 600 students per semester. Additionally, their involvement in the Out and About program may enable them to reach many more campus observers as they take language learning out of the classroom and onto the campus.

Support personnel: Our proposal identifies two support personnel whose participation will support the goals of the project in myriad ways. First, the BCTC-UK Language Liaison individual will bring knowledge of language teaching at BCTC to the role and will be able to more effectively see how the activities developed in the summer workshops can be integrated into BCTC's language learning. Since this individual has a very low associated cost (2 course releases per semester) the employment of this individual is an efficient means of supporting the project goals at BCTC. The

second individual will be the administrative assistant whose activities will be divided between the two institutions and whose work will support the information ecosystem relating to on and off campus international topics and themes that will allow us to enhance our language learning activities via the Global Out and About program. Additionally this person will have access to both campus procedures and resources so will be well placed to support faculty and directors as they engage with project goals related to supporting students. This person's work will be critical to ensuring that Faculty Facilitators and CLIME directors can focus their efforts on design, assessment, development, and scholarly communication rather than administrative details and planning.

Financial support: Finally, we have included in our budget some funds to provide student financial aid for those students who face financial barriers to engagement with education abroad or domestic but out of town activities. The use of funds to aid students is cost effective as it adds to our available scholarship resources, and we can use the success of the project to convince additional donors to support these kinds of activities on our campuses.

d. Evaluation Plan

The evaluation plan identifies multiple discrete measures to evaluate each of the three objectives outlined in the proposal. The majority of these evaluation measures are quantitative and, wherever possible, rely on existing data that will be collected either annually or every semester. Additionally, we plan to implement some high-quality quantitative measures that will require additional design and training, and to investigate the validity of existing qualitative indicators collected by Education Abroad for possible use.

Objective 1 Evaluation: To evaluate the extent to which we are succeeding in deepening student engagement in these majors, through the experiential education guarantee and associated curriculum and programming, we will implement a battery of assessments. First, short surveys will be attached to each new and redesigned course, to assess Global Learning Outcomes (Engberg et al. 2016) and will be administered to all enrolled students at the beginning and end of the semester for aggregate pre-/post- comparisons.

The second instrument we will use to evaluate a deepening of student engagement is the Intercultural Development Inventory (IDI). Currently considered the most valid assessment tool for gauging intercultural competence, this 15-20 minute survey is widely used to assess the impact of education abroad and will allow for a similar assessment of impact of internationally-oriented experiential learning. CLIME leadership and a representative from UK Education Abroad will become qualified to administer the IDI assessment (a process that requires attendance of a 2.5 day Qualifying Seminar). All students who take advantage of the experiential guarantee will take the IDI before and after completing their experiences. The IDI will also be administered to a random sample of students in the majors, and students who study abroad in other majors. This will allow for 3 comparisons: pre-/post-experience effects, the effect of experiences relative to other majors who did not have an experience, and effects relative to other students who study abroad or engage in other high-impact practices without the curricular context of CLIME.

Third, to evaluate more basic intermediate information, such as whether students are aware of the experiential education guarantee in the major, whether they are completing the curricular and co-curricular prerequisites to take advantage of the guarantee, and whether they have had a high-impact, internationally-oriented experience in the past year the CLIME executive board will develop a short survey that will be deployed using Qualtrics (UK has an institutional license) to

students in the major prior to the start of each fall semester, as a pre-registration requirement. We will also use this survey to gather basic demographic and major information.

Fourth, we will utilize that ACTFL language competency information that MCLLC department already collects for all of its majors and compare the performance on this assessment of students who take advantage of the experiential education guarantee to students who do not.

Fifth, the Co-PIs will work with Education Abroad to develop an assessment rubric to evaluate the qualitative essay assignments that all students who study abroad already complete to receive credit for EAP 599. Once the rubric is developed, essays written by students from the four target majors participating in the experiential education guarantee can be compared to other students in the major who study abroad without the support of the guarantee, as well as students who study abroad in different majors.

Sixth, as part of their curricular design efforts in summer workshops 1 & 2, faculty facilitators will develop a set of learning objectives for new curriculum and implement an assessment plan for evaluating those objectives. This assessment plan will conform to the recommendations provided by UK's Office of Strategic Planning and Institutional Effectiveness for Program Student Learning Outcomes.

Finally, we will also consider indirect indicators of continued deeper engagement post-graduation with two available university assessments: Graduate School Clearing house data, which will show whether our majors who have had a high-impact experience go into more internationally-oriented graduate programs, and a "First Landing" survey administered by the Stuckert Career Center, which would show whether our majors who have a high-impact experience are more likely to find jobs upon graduation, and more likely to take internationally-oriented jobs.

Objective 2 Evaluation: To evaluate success in attracting more students to the target majors we will rely on data collected by the Registrar's office and available on the Tableau platform, the pre-registration survey, and internet metrics. We will track numbers of students in these majors each semester via Tableau. Tableau can also provide information on race, ethnicity, first generation, Pell-eligible, and transfer student status, as well as courses taken. Thus, we can track numbers of students who declare these majors after taking one of the redesigned or new introductory courses. We will track data on attendance of co-curricular programming, and awareness of co-curricular programming on the pre-registration survey students are required to complete each fall to look for trends over time regarding changes in majors and participation in programming. Finally, as an intermediate measure, we will track web traffic to redesigned websites to compare to over-time changes in the number of majors.

Objective 3 Evaluation: To evaluate success in retention and graduation of our majors, we will again rely on Tableau data, available for each semester. These data will tell us the proportion of students retained in each major, each semester, with demographic information and information on study abroad or internship credit also available. We will also analyze data produced by Faculty Facilitators supporting student experiences on specific (de-identified) students taking advantage of the experiential education guarantee. Facilitators will track and report students' academic performance prior to the experience, and their progress to degree after. The impact of financial support will also be evaluated, as students who receive financial support from CLIME will be tracked so that their pre-/post-IDI surveys, as well as retention and graduation data, can be evaluated.

e. Adequacy of Resources

UK’s campus is located in the heart of Lexington and is an urban campus, with ready access to statewide and citywide resources. The university houses a number of different units that will support the implementation of this project. The University of Kentucky has created its own degree audit software (GPS) that will allow us to track students’ curricular preparation for their experience, as well as the completion of the experience itself. Thus, we will know which students are working toward or have completed their pre-experience requirements and will be able to observe whether and when they successfully complete their credit bearing experience. Further we can compare this information to other data such as student GPA and time to degree.

The table below identifies these resource commitments.

UK Personnel/Dept.	Commitment
College of Arts & Sciences Dean	Office space, furniture and equipment, computer labs, supplies, faculty and staff support and involvement.
Associate Dean of Inclusion and Internationalization	Supervision of CLIME Director, oversight of project, and submission of data at crucial evaluation points.
Office of Institutional Diversity	CLIME Director and faculty facilitators will work with the OID at UK to recruit minority, first generation and low-income participants in the Study Abroad Program.
Office of Sponsored Projects Administration	Financial management of grant funds; accounting, purchasing, and reporting.
Education Abroad	CLIME Director and Faculty Facilitators will work with Education Abroad on curricular design, support for student experiences, and program evaluation
Stuckert Career Center	CLIME Director and Faculty Facilitators will work with Career Center on curricular design related specifically to internship, as well as support

	for students pursuing internationally-oriented domestic experiences. The career center also provides the Handshake platform which allows for tracking of internships.
Center for Service Learning and Civic Engagement	Faculty Facilitators will work with the center for service learning on curricular design and student support related specifically to service learning
Human Resources Dept.	Assistance with job postings, hiring process, and payroll/benefits administration.
MLK Center	CLIME Director and Faculty Facilitators will work with the OID at UK to recruit minority, first generation and low-income participants in the Study Abroad Program.
CELT (Center for Excellence in learning and Teaching)	Assist faculty facilitators with curricular design and redesign
Institutional Research	Provide support and assistance with surveys and student tracking using the National Student Clearinghouse (NSCL).
The HIVE creative and technical services in Arts and Sciences	Support for computer, printer, software application, and phones. Provide assistance with database creation and implementation
Registrar's Office	Provide information and support to program and participants, as well as managing the Tableau platform to enable collection of major, retention, and graduation data
Office of Undergraduate Research	Faculty Facilitators will work with the center for service learning on curricular design and student support related specifically to international and internationally-oriented research opportunities
UK Information Technology Services	Manages GPS, student degree audit software. Will assist with experience guarantee tracking measures

BCTC also has campuses in the city of Lexington and will identify suitable venues for implementing the project activities. This will most likely be the college's new campus at Newtown which now hosts the majority of the College's programs and student services and is likely to house

BCTC’s Center for Global Learning (CGL) director’s office. Located in northern Lexington, this campus is in an easily accessible and desirable area with plenty of parking, classrooms, computer labs, meeting rooms, conference rooms, and other resources. The CGL’s collaborative relationship with UK International Studies, Modern Languages and Hispanic Studies departments will facilitate the scheduling of events and workshops in a manner that best makes use of each institution's limited resources. BCTC’s overall commitment to the enhanced language program with additional resources is supported by administration, faculty, and staff at the college, as summarized in the table below:

BCTC Personnel/Dept.	Commitment
BCTC President	Office space, furniture and equipment, computer labs, supplies, faculty and staff support and involvement.
Provost	Supervision of Director of Center for Global Learning, oversight of project, and submission of data at crucial evaluation points.
VP Student Development & Enrollment Management	Director of the Center for Global Learning will work with the TRIO programs at BCTC to recruit minority, first generation and low-income participants into the four majors/pathways and promote the Study Abroad Program.
VP Finance & Administration	Financial management of grant funds; accounting, purchasing, and reporting.
VP Academics	Support access and coordination with academic faculty, staff, and facilities.
Center for Global Learning	The PI will act as Interim Director of this Office for purposes of this grant.
BCTC-UK Language Liaison	A faculty member will assist in coordinating language programming and co-curricular planning on BCTC’s campuses.

Human Resources Dept.	Assistance with job postings, hiring process, and payroll/benefits administration.
Office of Latino and Immigrant Outreach and Support	Outreach and support for incoming Freshmen of Hispanic /Latino ancestry, immigrant and refugee students, and provides support for advising/transfer to UK. Will help to identify qualified individuals who can serve as language assistants.
Transfer Center	BCTC's Transfer Center supports Transfer Students to UK and other regional universities.
Institutional Research	Provide support and assistance with surveys and student tracking using the National Student Clearinghouse (NSCL).
Information Technology Services	Support for computer, printer, software application, and phones. Provide assistance with database creation and implementation
Registrar's Office	Provide information and support to program and participants.
Career Development & Counseling	Staff training and workshop presentations on college planning and value of study abroad.
Public Information and Marketing	Provide Center for Global Learning publicity in college publications, information on websites, and obtaining promotional materials.

f. Commitment to International Studies

Both institutions have a strong commitment to International Studies although only UK currently hosts a credential in this major. Once BCTC has in place a new director for the Global Learning Center, we will be in a position to ramp up course offerings and to initiate the adoption or creation of comparable credentials. The adoption of curriculum from UK into the BCTC catalog is a relatively simple process and will greatly facilitate increased presence on our campus of global learning opportunities.

The International Studies major at UK offers five courses regularly: INT 200—Introduction to International Studies (taught every fall semester); INT 495—Senior Capstone (taught at least 2x each Fall and Spring semesters), INT 350—Special Topics in International Studies (taught at least once a year), and INT 399—International Studies Internship (available to any students, any semester who are doing an internship for credit). Further, we have applied for approval of a 5th course, INT 340—Model United Nations, (currently being taught each fall semester, under alternative course numbers until formal approval). Beyond these courses with the International Studies prefix (INT), the International Studies major identifies all internationally-oriented courses that majors can count toward their degree each semester. There are over 100 such courses offered each semester. The course lists can be accessed here: <https://is.as.uky.edu/is-course-offerings>

BCTC: The Center for Global Learning is a new unit at the college. As BCTC implements Global learning activities across its seven campuses, the Director and staff will develop additional fundraising, and apply for relevant grants to support more student and faculty engagement with global learning. This office will also serve to orient students to Study Abroad and the on-campus activities developed as part of this proposal. BCTC currently teaches many similar courses to UK such as MCLLC courses, and Anthropology courses. New and revised courses developed during the Summer Faculty Facilitators workshop can be readily adopted into BCTC’s course catalog to facilitate the implementation of CLIME activities for BCTC’s undergraduates ahead of transfer into the four majors that are the focus of our engagement. Nathan Smith, BCTC’s study abroad coordinator, helps students obtain college credit for their experiential learning and assists students in finding and securing scholarships to make these endeavors possible from the BCTC Foundation, the Kentucky Institute for International Studies, the Benjamin A. Gilman International Scholarship Program, and other sources. Nathan Smith has served as Director of the First Year Center for the

last five years. He studied German in both undergraduate and graduate school and is an adjunct instructor at the college, and a strong advocate for study abroad. His studies, personal experience abroad, along with his experience over the past seven years serving as a panelist for the State Department's Gilman Scholarship for study abroad allow him to not only discuss with students the difficulties and benefits of study abroad, but also to assist them in finding funding through scholarships. His experience over the last ten years as an academic advisor allows him to help determine the readiness of students to go abroad but also to understand their course needs for their degrees so as to match programs that can more closely match what the student requires.

BCTC has recently hired Gary Robinson to direct all internship and registered apprenticeship programs administered by the College working with local branches of various international companies. With this additional level of staff support and focused attention, internship opportunities for students have already expanded. Robinson has been an active leader in industry and education for over twenty years. He brings a diverse range of experience including education, training, business operations, management, leadership, engineering, financial management, and continuous improvement.

Coordination among these different offices at BCTC will be directed by Co-PI Dr. Jim Fenton.

g. Elements of the proposed international studies program

This proposal does not envisage a new international studies program. UK currently houses an International Studies program which consists of an undergraduate major and minor. BCTC does not have a curriculum or program explicitly focused on this area. However, we expect that the collaboration arising from this project will allow BCTC to evaluate the efficacy and need for the

creation of an AA/AS degree focused on International Studies. BCTC's Center for Global Learning will play a key role in this assessment once this office has in place its new director.

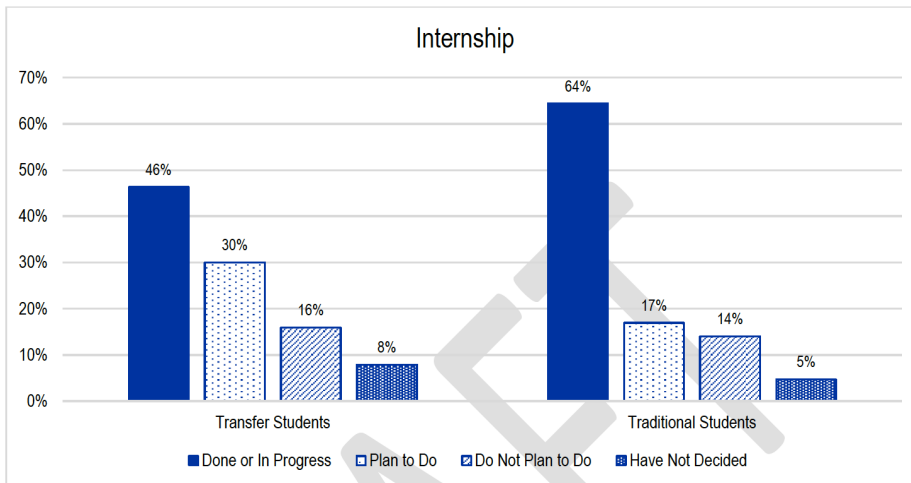
h. Need for and Prospective Results of Proposed Program

Recent trends, particularly uneven enrollment in target majors in recent years and a participation gap in study abroad among traditionally underrepresented students, speak to the need for comprehensive experiential education programming in International and Language majors.

Recent data from UK show the clear need for this collaborative program between BCTC and UK. A review of the raw numbers presented in the above data on service learning, for example, also show that fewer students at lower levels of college readiness take advantage of such experiential opportunities. Further, and more important to our collaboration, despite the clear benefits to students of experiences such as study abroad, we know that transfer students are significantly less likely to take advantage of such opportunities. The following data from a 2015-2019 survey of students at UK show that Transfer students are significantly less likely to participate in Internships, Study Abroad, and Research opportunities.

INTERNSHIPS

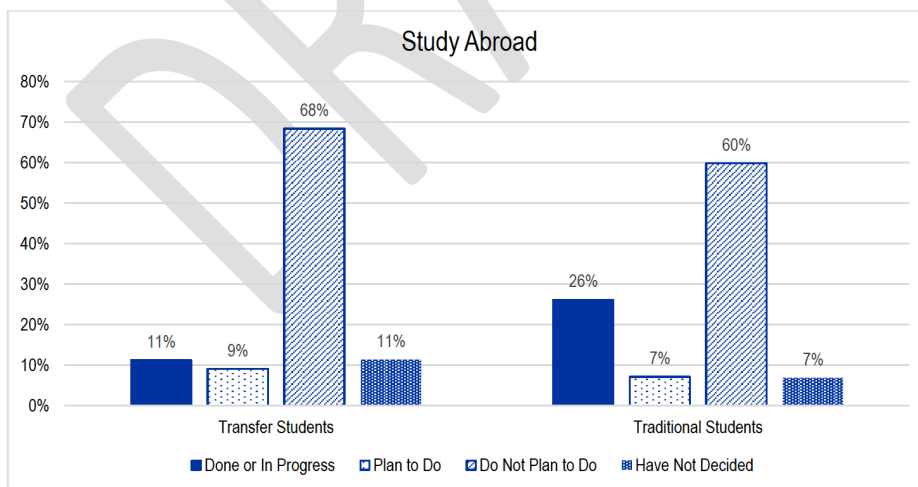
Internship, co-op, field experience, student teaching, or clinical placement



Chi-square Test Results: $\chi^2 (3, 3330) = 103.774, p \leq .001$

STUDY ABROAD

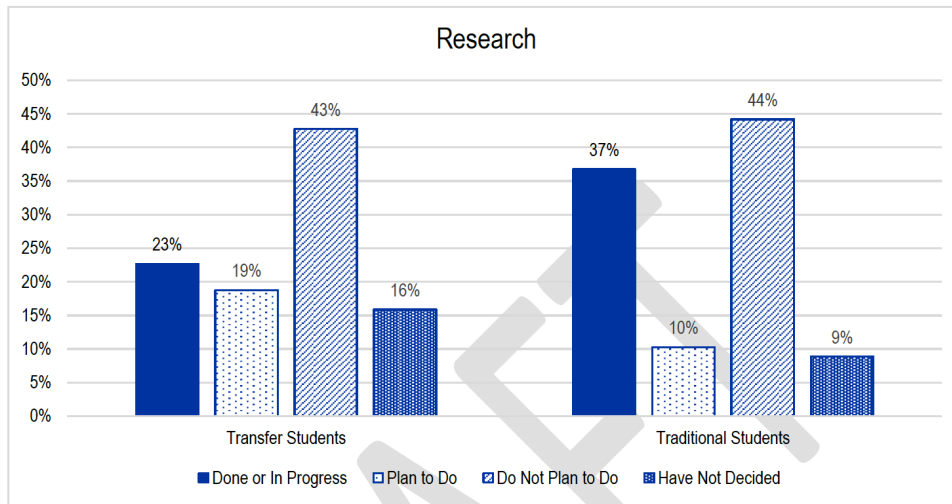
Study abroad program



Chi-square Test Results: $\chi^2 (3, 3335) = 93.661, p \leq .001$

RESEARCH

Work with a faculty member on a research project



Chi-square Test Results: $\chi^2 (3, 3314) = 107.177, p \leq .001$

Further analysis, which controls for potentially confounding factors that cannot be accounted for in the simple graphs presented above, still finds transfer student status is associated with a significantly lower probability of taking advantage of experiential education opportunities. Thus, if we want to ensure that all students have the opportunity for a high-impact, internationally-oriented experience, support and preparation early on in students' education at both UK and BCTC is essential. It is only by ensuring that all students in International and Modern language majors have equitable opportunities for high-impact, internationally-oriented experiences as part of their degree that UISFL funds will dramatically enhance and expand the implementation of existing International Studies, Anthropology, and Foreign Language programs at BCTC and UK.

The continuation of CLIME beyond the three years of support from the Department of Education will be accomplished through a combination of reduced cost by year three and increased development/philanthropy support for the program, and careful design and transition planning. The University of Kentucky and the College of Arts and Sciences specifically have already

demonstrated a commitment to raising development funds for student enrichment activities such as those proposed through CLIME. For example, last year the College of Arts and Sciences received a 1 Million Dollar grant from an alumnus to support “dynamic learning opportunities for students that emphasize citizenship, democracy, public service and government affairs”¹ The Directors at both institutions will be charged with leading development efforts and will make extensive use of the data produced by our evaluation plan to aid in those efforts. Finally, all student support and evaluation efforts will be designed in such a way that they can be implemented by individuals other than their originators, and significant time in year three will be devoted to a transition process whereby existing leadership in participating majors takes over the practices of support and evaluation from the Faculty Facilitators.

CLIME will take two major steps to ensure that the results of this project are communicated to the broader scholarly community: conference presentation and publication. In Year 3 of the grant Faculty Facilitators will present research related to our evaluation of CLIME programming at major professional association meetings. Faculty Facilitators will organize a roundtable at the 2023 Meeting of the International Studies Association in Montreal, Canada and the 2023 Convention of the Modern Languages Association (location TBD). Funds will be set aside to fund Faculty Facilitators’ travel to these conferences. Closer to home, Faculty Facilitators will also present research at the Kentucky Language Showcase, hosted at University of Kentucky every spring. Also in year 3, CLIME directors will publish peer-reviewed scholarly research on the effectiveness of the experiential education guarantee based on our evaluation data.

¹ <https://uknow.uky.edu/campus-news/bruce-lunsford-pledges-1-million-establish-scholarship-program>

If we are successful, we expect to see more international and language majors engaging in study abroad and internationally-oriented internships, research, and service learning, and we expect these students to demonstrate a greater awareness of and appreciation for global diversity. We expect this comprehensive program will not only deepen the experience of existing majors, but attract more students to these majors. Finally, we expect to retain and graduate more students in the target majors, and to close the participation gap for underrepresented minorities, first generation, Pell-eligible, and transfer students. Below we provide more specific information on prospective results for each of our three objectives.

Objective 1 Prospective Results: As the experiential education guarantee and associated curriculum and co-curricular programming are implemented, we anticipate participating students will show improvement with respect to global learning outcomes, and intercultural development, as well as improved language skills. Because the evaluation tools we plan to use to assess a deepening of students' international and foreign language experiences have not yet been deployed at UK or BCTC, we are currently anticipating improvement from an unknown baseline. We will work to establish baseline measures when we pilot these assessments in years 1 and 2, and will look for those indicators to improve with full implementation of the program in year 3.

Objective 2 Prospective Results: Once we reach full implementation of the program in year three, we anticipate an increase of 2% in students selecting one of 4 target majors as their primary major. This expectation regarding an increase in majors is based on general trends in Arts & Sciences. Over the past 3 years the number of students at University of Kentucky selecting a major in the College of Arts and Sciences has increased by approximately 2%, though as uneven trends in our 4 majors demonstrate this 2% increase has not accrued evenly across the college. As we begin to implement CLIME curriculum, co-curricular programming, and our experiential education

guarantee, we expect to see an increase in majors that is reflective of the general trends we are observing in the college.

Objective 3 Prospective Results: Education Abroad reports large increases in 4th year retention rates based uncontrolled comparisons of students having had a high-impact experience abroad. We are anticipating being able to increase 2nd year retention on the basis of preparatory curriculum, co-curricular programming, and the promise of an internationally oriented experience sometime from spring 2nd year to fall 4th year. Retention rates are much more volatile within our target majors, given the small number of majors per annual cohort, but on average the 2nd year retention rate in the 4 target majors is closer to 75%. Likewise with our 4-year graduation rates, which are closer to 45%. With the implementation of CLIME, based on available data from the CASSIE survey, we anticipate being able to raise 2nd year retention by 8 % and 4 year graduation rates by 7% for the 4 target majors. Finally, for students who take advantage of the experiential education guarantee, we expect to effectively close the retention and graduation gaps for URM, First Generation, and Pell-eligible Students.

Bluegrass Community and Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges. For questions about the accreditation process, you may contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033, or at [\(404\) 679-4558](tel:4046794558).

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