

BELLARMINE UNIVERSITY
QUALITY ENHANCEMENT PLAN IMPACT REPORT
SACS-COC Fifth Year Report

Introduction

Bellarmine University's Quality Enhancement Plan (QEP), "***Liberal Education in an International Context: Preparing Students for a Globally Competitive World,***" was launched in the fall of 2008 as part of the SACS-COC reaffirmation process. The QEP theme was derived from a campus-wide process that was faculty driven, consistent with Bellarmine's mission, the University's Strategic Themes, and a natural extension of the campus community's shared vision. As a result, the QEP has intentionally shaped the institution's current and ongoing strategic initiatives. Part of Bellarmine's mission states:

Bellarmine University is an independent Catholic university serving the region, nation and ***world*** by educating talented, diverse students of many faiths, ages, ***nations, and cultures***, and with respect for each individual's intrinsic value and dignity. Here we seek to foster a thoughtful, informed consideration of serious ideas, values and issues – time-honored and contemporary – across a broad range of compelling concerns that are regional, national and ***international***. By these means, Bellarmine seeks to benefit the public interest, to help create the future, and to improve the human condition. (***Emphasis added***)

Our Vision statement reads:

Our vision is to be the premier independent Catholic university in the South, and thereby the leading private university in this state and region – educating with excellence each Bellarmine student in the knowledge, skills and values for successful living, work, leadership and service, to help create a sustainable future for our regional, national and international communities.

All five initiatives of our Strategic Plan are aligned with the QEP explicitly and/or implicitly:

1. Celebrate our Catholic identity in the inclusive Merton spirit as the foundation of our commitment to student fulfillment, global consciousness, and environmental sustainability;
2. Establish and sustain a climate of excellence throughout the University;
3. Integrate an international focus and sensibility into all curricular and co-curricular programs;
4. Enhance our reputation, expand our market, and dramatically grow our enrollment; and
5. Develop our financial, physical, and human resources to the level required to achieve our vision for the new Bellarmine University.

While the QEP formally ended in the summer of 2013, the initiative has had a large impact on the Bellarmine community and the lessons learned continue to resonate and inform our everyday practices and transform the student experience.

Goals, Initiatives, and Outcomes

The objective of our QEP was to internationalize the student learning experience. The plan called for accomplishing this objective by

- enhancing international curricular offerings (i.e., new courses);
- internationalizing the existing curriculum (i.e., course transformation);
- and increasing student and faculty participation in international experiences.

Each of these goals was supported by three initiatives (or sub-goals), noted below. Numbers in parentheses refer to QEP student learning outcomes, which are listed after the sub-goals.

Goal One: Enhance International Curriculum Offerings

- 1A. Enhance transcultural learning in the interdisciplinary (IDC) program (1, 4);
- 1B. Facilitate infusion of geography throughout the general education curriculum (3); and
- 1C. Increase participation in foreign language study (2).

Goal Two: Increase Student and Faculty Participation in International Experiences

- 2A. Enhance study abroad opportunities by providing resources and incentives for faculty to develop courses and participate in teaching abroad (1-4);
- 2B. Increase recruitment of and support for international students (1); and
- 2C. Internationalize the campus environment (1).

Four student learning outcomes, reflecting the knowledge and skills and dispositions associated with critical global competencies, were used to frame and assess QEP initiatives. Each of the six initiatives/sub-goals was aligned with one or more of these outcomes, as noted above. As a result of the QEP, Bellarmine students will be able to:

1. **Compare and contrast similarities and differences among peoples, religions, customs, and cultures of the world;**
2. **Demonstrate basic communication skills in a foreign language;**
3. **Demonstrate an improved understanding of geography; and**
4. **Apply a global perspective to analyses of social, economic, political, and environmental issues.**

The first QEP learning outcome is also one of Bellarmine’s ten general education objectives.

Resources and Implementation of the QEP

A significant portion of the funding necessary to implement and operationalize the QEP was provided by the University. This included two new faculty positions, one in foreign language and the other in geography/anthropology, national student engagement surveys, and administrative support. Internal funding of the QEP was supplemented with a \$3 million endowed gift committed to internationalization.

Implementation of the QEP was organized around the six initiatives/sub-goals listed above. Each initiative was overseen by a small committee of faculty and staff. Each committee chair then served on the QEP Implementation Committee, which was chaired by an administrator from the Office of Academic Affairs who was responsible for the overall management of the QEP. The implementation committee met regularly every semester. Membership of the QEP implementation committee remained remarkably consistent over the full implementation period. The composition of the QEP Implementation Committee follows:

| INITIATIVE | CHAIR (term) | CREDENTIALS |
|--|---|--|
| 1A. Enhance Transcultural Learning | Dr. Adam Renner (08-10) Dr. Graham Ellis (10-13) | Director, IDC Program Director, IDC Program |
| 1B. Infuse Geography | Dr. Frank Hutchins (08-13) | Associate Professor, Anthropology & IDC. 301 Coordinator |
| 1C. Increase Foreign Language Study | Dr. Julien Carriere (08-10) Dr. Nelson Lopez (10-13) | Chair, Global Languages & Cultures Chair, Global Languages & Cultures |
| 2A. Enhance Study Abroad Options | Gabriele Bosley (08-13) | Director, International Programs Office |
| 2B. Increase # of International Students | Tim Sturgeon (08-13) | Dean of Admissions |
| 2C. Internationalize the Campus | Dr. Hannah Clayborne (08-13) | Assistant Vice President for Multicultural Affairs |
| QEP Implementation Committee | Beth Davis (08-11) Dr. Graham Ellis (11-13) | Director of Academic Operations Assistant Vice President for Academic Affairs |

At the start of each academic year, initiative chairs, working with the QEP Implementation Committee chair and the faculty, developed a list of strategic priorities and activities to advance the QEP. Each activity was aligned with one or more of the learning outcomes. A target, timeline, and assessment methodology were set for each activity. The status of each activity constituted the main discussion points at each of the regularly scheduled QEP Implementation Committee meetings. The QEP Implementation Committee chair also met one-on-one with initiative chairs as necessary. An assessment report for each academic year was submitted to the Provost. In addition, a separate report was submitted to the Foundation that funded the endowment supporting the QEP. The work of the prior year then informed the work of the next year. The following section describes our success in reaching the two overarching goals of our QEP through the six initiatives, as well as challenges and setbacks, some of which resulted in some changes in emphasis.

QEP Impact

GOAL ONE: Enhance international curricular offerings

Initiative 1A: to enhance transcultural learning in the interdisciplinary (IDC) program

The IDC program is a key part of Bellarmine's general education curriculum. It consists of a four-course sequence which includes IDC. 301 – Transcultural Experience. The course description (2012-13 Bellarmine *Course Catalog*) reads:

These courses are designed to provide students with strong interdisciplinary study of cultures beyond that of the United States. Each course offering is studied through approaches provided by more than one discipline of thought. For example, a course on Latin American Culture and Civilization might approach its subject through art, music, and history; another might combine the disciplines of theology, history, and art in studying the lives of St. Francis and St. Robert Bellarmine and the Italian culture that frames their work. These set of courses also better illuminate Bellarmine's Quality Enhancement Plan, which focuses on internationalization, thereby making every part of the globe a part of the Bellarmine classroom. Whether studying abroad, intensively studying the verities of a particular culture, and/or studying the politics of difference and the formation of culture, these courses build on and further develop the set of skills/abilities introduced in IDC.101/200, culminating with a final project that combines research and critical analysis and emphasizing the critical analysis component of the project.

All IDC. 301 courses must meet the general education objective/QEP outcome: *Compare and contrast similarities and differences among peoples, religions, customs, arts, and cultures of the world.* Assessment of this outcome has proved challenging. Initially, given the wide range of IDC. 301 sections in any given semester, the decision was made to leave the assessment methodology up to the individual instructor. This resulted in a variety of assignments, ranging from class discussion to presentations to exam questions to a final research paper. Starting in year four of the QEP (2011-12), the decision was made to require each IDC. 301 faculty member to use a common instrument, a written assignment, ***Making the Strange Familiar***, to standardize the assessment process. This could be part of the research paper or a stand-alone assignment.

IDC. 301 faculty at the IDC May 2011 Workshop were introduced to the assignment and asked to incorporate it into their courses in the upcoming academic year. Unfortunately, the majority of the participating faculty elected not to assign the assignment. Indeed, many came to the reasonable conclusion that the proposed ***Making the Strange Familiar*** assignment simply did not fit with their course topics. Despite limited adoption, the experience provided the campus community with an opportunity to more fully engage in a dialogue surrounding assessment of IDC courses, and the decision was made to return to the more variable instructor-driven assessment model. In the end, the course-by-course framework was not necessarily efficient; however, the student learning and individual work products demonstrated that global competencies were successfully integrated into all IDC. 301 sections as reported in the QEP and IDC annual reports

Initiative 1B: to facilitate infusion of geography throughout the general education curriculum

The decision was made early on in the QEP to use the IDC program as the main infusion point for geography because the sophomore level course is focused on the U.S. Experience and the junior level course is directed towards the non-U.S. (Transcultural) Experience. Both of these courses are taken by all undergraduate students. The first step involved deciding on six geography standards/learning outcomes (adapted from the National Council for Geographic Education standards):

1. Knowledge of how to use maps and other geographic representations, tools, and technologies to acquire, report, and analyze information from a spatial perspective.
2. Awareness of how culture and experience influence people's perceptions of places and regions.
3. Knowledge of the physical processes that shape the patterns of Earth's surface.
4. Familiarity with the characteristics, distribution, and migration of human populations on Earth's surface.
5. Familiarity with the characteristics and spatial distribution of ecosystems on Earth's surface, and how these systems have mutually influential relationships with humans.
6. Knowledge of how economic, political and social relations among people influence the division and control of Earth's surface.

Starting in year two (2009-10) volunteers from among the IDC. 301 instructors piloted the inclusion and assessment of geography in their courses. These instructors received a small stipend and worked with Dr. Frank Hutchins, our resident geography expert, who chaired this QEP initiative. All IDC. 301 courses were required to meet at least one of the six geography standards starting in year three (2010-11). Dr. Hutchins held a series of workshop for faculty during this year, and geography was also a focus of the annual IDC workshop in 2011. Twenty two of twenty three instructors in year three incorporated geography into their courses by including one or more assignments that addressed one or more of the geography standards. 100% of IDC. 301 instructors met the geography requirement in both years four (2011-12) and five (2012-13). Assignments ranged from map quizzes to exam questions to student presentations to written assignments.

The geography requirement was expanded to IDC. 200 instructors starting with year four. 80% of IDC. 200 instructors met the geography requirement that first year, and this increased to 100% for the final year of the QEP. IDC. 200 instructors used similar assignments to their IDC. 301 counterparts to meet the geography requirement.

Assessment of this initiative has been challenging for the same reasons articulated above for Initiative 1A. Developing a common assessment instrument was deemed impractical due to the wide range of course topics in IDC. 200 and IDC. 301. However, a pre-/post-geography quiz (12 questions aligned with the six geography standards) was implemented for years three and four. The geography quiz was coupled to the administration of the Collegiate Learning Assessment (CLA) to approximately 100 entering first-year students and approximately 100 graduating seniors each of these years.

In terms of **results**, seniors outscored freshmen by 8% in 2010-11 and 4% in 2011-12. In retrospect, the instrument was designed internally and limited in scope (only 12 questions); furthermore, the timing of the assessment was inconsistent with the timeline for the integration of the geography standards across the curriculum at the 200 and 300 levels. Consequently, the decision was made to discontinue this for year five because of the difficulty in designing an objective assessment instrument that would align well with most of the geography assignments being given in IDC. 200 and IDC. 301. This disconnect explains the small increase in scores between freshmen and seniors.

In addition to IDC. 200 and IDC. 301, geography is also a major focal point of two new courses, ANTH 111 (Introduction to Cultural Anthropology) and GEOG 175 (Introduction to Human Geography), developed as part of

the new Anthropology minor implemented in fall 2011. Both these courses meet the social sciences general education requirement and both address one or more of the geography standards.

Initiative 1C: to increase participation in foreign language study

Prior to the QEP, only the three degree programs had a foreign language requirement: Foreign Language and International studies (FLIS), History and Spanish. Graduates of the Honors Program have also had to meet a foreign language proficiency requirement for some time (regardless of major). At the beginning of the QEP, Deans of each College/School were asked to work with their faculty members to address the feasibility of incorporating a foreign language requirement.

- Faculty members in the School of Education and the School of Nursing and Health Sciences concluded that there was no flexibility in their curricula to meet such a requirement without removing one or more general education courses.
- The School of Business faculty members, while cognizant of the utility of such a requirement, believed that study of a foreign language should be a decision left to the individual student and not made a program requirement.
- The faculty members of Bellarmine College of Arts and Sciences voted for a foreign language competency requirement for all B.A. degrees (Art, Art Administration, Biology, Chemistry, Computer Science, Criminal Justice Studies, English, Foreign Language & International Studies, History, Liberal Studies, Mathematics, Music, Music Technology, Philosophy, Political Science, Psychology, Sociology, Spanish, Theatre, and Theology) starting in fall 2010 for incoming freshmen. The requirement is met by proving foreign language proficiency through the 102 level.
- The School of Environmental Studies adopted the same policy for its BA degree in Environmental Studies.

Currently, 21 majors (or 52.5% of all undergraduate programs at Bellarmine University) now require students to demonstrate foreign language competency. Most students meet this requirement by successfully completing 101 and 102 language courses. Students may also use the STAMP proficiency test – a score of 3 or above in all three areas (reading, writing, and speaking) meets the foreign language requirement.

GOAL TWO: to increase student and faculty participation in international experiences

Initiative 2A: to enhance study abroad opportunities by providing resources and incentives for faculty to develop courses and participate in teaching abroad

“Build it and they will come” is perhaps an apt metaphor to describe much of the work undertaken in this initiative; with the thought being that increasing the number of Bellarmine faculty participating/leading study abroad courses would lead to a corresponding increase in the number of Bellarmine students studying abroad. Given the makeup and character of the Bellarmine student body, the premise was that students would be more likely to study abroad if they were familiar with who was teaching the course.

To achieve this goal, a competitive faculty international development program was funded by the Internationalization endowment, modest in year one but increased every year thereafter. Recognizing that the establishment of an international ethos involves more than traditional study abroad experiences, faculty and staff proposals in other fields such as community engagement, research, and international student recruitment were also funded. In year one (2008-09), five faculty received awards totaling \$14,810. In year five (2012-13), 26 faculty and staff received awards totaling over \$62,000. Each year, the number of proposals increased (from 10 in the first year to 26 in the final year). This initiative, coupled with ongoing work by our International Programs Office (IPO), translated to a significant increase (150%) over pre-QEP levels of faculty travelling abroad to teach, conduct and present research, help with international student recruitment, lead international service learning opportunities, and develop new courses to be taught both at Bellarmine and overseas. This increase more than met our goal of doubling the average number of faculty travelling abroad.

The IPO holds regular workshops for faculty members interested in teaching abroad. IPO staff and the workshops offered were critical in all stages of the faculty development process, from helping faculty write an initial QEP proposal to the design of a study abroad course to facilitating the logistics of teaching overseas. QEP faculty development recipients were required to present the outcomes of their travel to faculty in the fall semester after their trip. These presentations also help to recruit faculty for the next round of proposal submissions.

Bellarmino has long relied on two study abroad consortia (KIIS – Kentucky Institute for International Studies and CCSA – Cooperative Center for Study Abroad) for study abroad teaching opportunities for our faculty. These consortia offer a number of advantages over Bellarmine-led programs in terms of student recruitment and in-field logistical support. However, locations are determined by the consortia and ultimately they are not Bellarmine programs. Thus, we have begun to develop Bellarmine faculty-led courses tied to both the major and general education in interesting and relevant locations connected with our already established bilateral partnerships which should be attractive to our students (and our faculty). QEP-funded faculty international development awards have led to:

- a new Peru field station for anthropology and environmental students;
- the Kerala (India) initiative for students in Spirituality, Communication, Theology, Business Administration, Education, and the IDC program and
- the Nursing program’s use of the Dominican Republic for several upper-division pediatric nursing courses. Kerala also provided service learning opportunities for students, faculty, and staff.
- Nursing has also developed a program site in Quito, Ecuador.

To assist in attracting more faculty to consider involvement in programs, a program developed by the University of Minnesota called **Assess-Match-Motivate (AMM)** was implemented. AMM is a study abroad curriculum integration program that connects a student’s major to possible study abroad opportunities. QEP funded seven faculty liaisons through yearly stipends to work with program faculty members in their respective areas to assess curricula for each program, to match curricula to study abroad programs, and to help motivate students in these programs to study abroad.

The goal for the number of students studying abroad was to double our pre-QEP five-year annual average of 96 students participating in overseas programs to approximately 200 by the end of the QEP. Unfortunately, this goal was not met. However, 2012-13 saw a record number of Bellarmine students studying abroad – 148 (an increase of 54% over the five-year pre-QEP average), with some students participating in more than one program throughout the year. While QEP goals were not met, Bellarmine University has committed to *Generation Study Abroad* (<http://www.iie.org/Programs/Generation-Study-Abroad>) which has the ambitious goal of exceeding 600,000 students participating in study abroad across the U.S. by 2020. To that end, BU has committed to a 50% increase from the 2012-2013 figure of 148, that is, 222 students.

Initially, because the focus was on faculty development, very little money was budgeted for direct support of students studying abroad. However, by year four, with so many new faculty engaged in international activities, the QEP Implementation Committee decided to commit a significant amount of the QEP endowment’s interest to student scholarships for study abroad. The following table shows the dramatic impact of this decision. Note: these numbers only include Bellarmine students studying abroad supported by QEP scholarships.

| BUDGET YEAR (academic year) | TRAVEL YEAR summer → spring | AWARDS/ APPLICANTS | BUDGET (SGA/QEP) |
|--------------------------------|--------------------------------|-----------------------|------------------------------------|
| 08 - 09 | 08 – 09 (retroactive) | 2/9 | \$1,000 (\$1,000/\$0) |
| 08 – 09 | 09 – 10 | 5/21 | \$1,750 (\$1,250/\$500) |
| 09 – 10 | 10 – 11 | 6/30 | \$2,500 (\$1,250/\$1,250) |
| 10 – 11 | 11 – 12 | 10/31 | \$5,000 (\$1,250/\$3,750) |
| 11 – 12 | 12 – 13 | 23/28 | \$30,000 (\$500/\$29,500) |
| 12 – 13 | 13 – 14 | 41/41 | \$54,400 (\$1,400/\$53,000) |

Initiative 2B: to increase recruitment of and support for international students

Pre-QEP Bellarmine welcomed an average of 50 international students each year. The majority of international students came to Bellarmine for one or two semesters under a bilateral exchange agreement with an international institution or through ISEP (International Student Exchange Programs). Because the contribution of these students to the classroom, the co-curriculum, and the cultural diversity of the campus cannot be overstated, the goal was to increase the number of degree-seeking international students who, because of their longer stay at Bellarmine, would have a much greater impact on the campus and the achievement of the QEP's student learning outcomes. The goal was to increase the number of degree-seeking students by 15-20 per year by the end of the QEP.

A number of different strategies were utilized to increase the number of international degree-seeking students.

- We have employed several agents to assist in India and Europe, but this initiative resulted in no additional students.
- The University collaborated with the Sister Cities of Louisville office to recruit in Louisville's sister city of Jiujiang. This resulted in the recruitment of three students.
- Bellarmine faculty and staff travelling abroad (some on QEP-sponsored faculty international development awards) were asked to meet with prospective students in China, Japan, Ecuador, and India with limited success. An average of 11 degree-seeking international students (graduate and undergraduate) were recruited each year of the QEP, for a total of 55 students.

Our five-year annual average for degree-seeking international students prior to the QEP was 12; unfortunately, the target for this initiative was not met. However, we are confident that our newly launched international recruiting initiative in India will be successful in attracting new degree-seeking students to Bellarmine.

In terms of the second part of the initiative, the IPO has a number of structures in place to support Bellarmine's international students:

- an expansion of the Global Peer Mentor Program to assist international students upon arrival and with acculturation throughout their first year.
- engagement of international students in the University's freshman orientation program, which includes an introduction to the Louisville area.
- the pairing of international students with Bellarmine students returning from study abroad to present, in cooperation with the Louisville Mayor's Office, to local elementary and middle schools on their respective countries and cultures through the Cultures in Motion program.
- an exit interview prior to the international students' final departure from Bellarmine.

Initiative 2C: to internationalize the campus culture by increasing transcultural events

The Office of Multicultural Affairs (OMA), which is housed within Student Affairs, was established in 2007 to provide oversight for curricular and co-curricular initiatives focused on multicultural issues. The Assistant Vice President for Multicultural Affairs and her staff, working with Bellarmine and area constituencies, was charged with implementation of this QEP initiative. The main work associated with this initiative involves programming internationally-themed events and facilitating student participation in both internal and external activities.

The number of internationally-themed programs designated as QEP events has risen from ten in the 2008-09 to over 15 in the last year of the QEP (see following table).

| YEAR | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| # OF EVENTS | 10 | 9 | 10 | 11 | 16 |
| ATTENDANCE | 287 | 275 | 541 | 771 | 194 |

Attendance figures are for all participants including students. Attendance was not taken for all events especially those open to the public and held outdoors. At the writing of this report, the AVP for Multicultural Affairs is still studying the drop in attendance for 2012-13 events; thus far, the only factor identified that may have affected the drop in numbers is that a number of the events were targeted at very specific audiences (e.g., NAFSA webinars).

Highlights of events from the five years of the QEP include:

- Visit of Tibetan Buddhist monks - visit to classes and creation of sand mandala in the library (2012-13)
- African music and drum workshop - Saakumu Drum and Dance Troupe from Ghana (2012-13)
- Latin American Film Festival (2011-12)
- Hope from Rwanda Presentation (2011-12)
- Expressions of Feminine Spirituality within Christian and Muslim Faith Traditions – presentation (2010-11)
- Lost Boys of Sudan – presentation (2009-09)

In addition, the Office of Multicultural Affairs and the IPO have facilitated Bellarmine student participation in World Fest, an annual Louisville community celebration of world cultures held in September. Bellarmine has financially sponsored World Fest and provided a booth each year of the QEP. Each year, students also were given the opportunity to participate in Hispanic/Latino Heritage month each fall. Salsa dance lessons, community engagement with a local not-for-profit agency, panel discussions, and a Latin American film festival are some of the events attended by our students as part of this program. Bellarmine students also participated in International Education Week every November.

In terms of supporting our international students, the International Student Counselor, a staff position in the OMA, maintains our institutional J-1 visa certification. Each year, the AVA for Multicultural Affairs and the International Student Counselor attend the NAFSA regional conference and complete the renewal application process for international visas (J-1 and F-1) as required. They also set up a monthly list of events that is distributed to all international students.

QEP Assessment

A major component of our programmatic assessment of the QEP is the use of the Intercultural Development Inventory (IDI from IDI, LLC), which is a statistically reliable, cross-culturally valid measure of intercultural competence.

The IDI has been given to incoming first-year students and graduating seniors from 2008 through 2013. The IDI is the main instrument the University used to assess the effect of the QEP on the development of Bellarmine students' intercultural sensitivity by comparing senior with first year student scores. The Georgetown Consortium Project conducted what is considered to be the definitive study of the effect of study abroad participation on the development of intercultural competence (Vande Berg, M., Paige, R. M., & Lou, K. H. (Eds). (2012). *Student Learning Abroad* (p. 36). Sterling, VA: Stylus Publishing). Using the IDI instrument, they found the average gain was 1.32 points for students who studied abroad.

At Bellarmine, a preliminary study of the IDI results of the 2008-09 incoming cohort who graduated in 2012 (i.e., students who were exposed to the QEP for their entire undergraduate college career) shows an average increase of 8.87 points for all students. The increase was 11.53 points for those students who studied abroad while at Bellarmine and 8.02 points for those who did not. These are impressive gains, demonstrating that the QEP initiatives have had a dramatic effect on the development of intercultural competency/sensitivity of our students even if they did not take advantage of the opportunity to study abroad.

| IDI SCORES FOR 2008-09 FRESHMAN COHORT | | | |
|--|--------------|-----------------------------|-----------------------------------|
| | All Students | Students who Studied Abroad | Students who did not study abroad |
| Freshman (n=248) | 81.51 | - | - |
| Seniors (n=169) | 89.53 | 93.04 (n=128) | 90.38 (n=41) |
| Change | 8.87 | 11.53 | 8.02 |

Challenges, Lessons Learned and Moving Forward

As one of the initial institutions to participate in the QEP process, Bellarmine University's experience has been mixed. In spite of some challenges, there is broad agreement that the initiative has transformed our campus, and prioritized study abroad. Indeed, students increasingly enroll at BU with the explicit intentional of participating in one or more international learning experiences. Yet, the scale, scope, and design of the initiative posed several implementation challenges: 1) an initiative driven by ideals coupled with intentional actions—not necessarily learning outcomes; and 2) a campus-wide scope that proved difficult to implement across all schools and degree programs with limited resources (human and financial).

In retrospect, the QEP was not as driven by its student learning outcomes as it should have been. Ideally, the two goals and their attendant six initiatives/sub-goals should have flowed from the learning outcomes, with the assessment plan designed around measurement of those learning outcomes. Instead, focus was placed on the assessment of the six initiatives without always explicitly addressing assessment of the aligned learning outcome(s).

For example, the fourth learning outcome (***apply a global perspective to analyses of social, economic, political, and environmental issues***) was aligned with QEP initiatives 1A (***to enhance transcultural learning in the IDC program***) and 2A (***to enhance study abroad opportunities through....***). Originally, IDC. 401, the Senior Seminar required of all students which has as its primary focus the development of students' abilities to examine contemporary issues from the perspective of Catholic social thought, was targeted as the main vehicle for meeting this outcome. However, it soon became clear that the majority of Senior Seminar instructors were uncomfortable expanding their courses to include a global component, noting a lack of sufficient expertise. Reluctantly, the decision was made that the Senior Seminar was not a viable option, which resulted in a failure to directly assess this outcome. Instead, the focus was shifted so that students through their IDC. 301 courses, contact with international students, exposure to internationally-themed events, and study abroad experiences would meet this outcome.

Also, the QEP while very pertinent to the University's mission was perhaps too ambitious in its scope, making it difficult to implement and assess so many initiatives. For example, the initiative devoted to international student recruiting (2B); with no pre-existing administrative infrastructure and no guarantee of sufficient funding for a new international recruiting position; the chance of success with this initiative was greatly compromised. Similarly, deploying an enhanced foreign language requirement was difficult within the QEP timeline and complicated by professional accreditation requirements. Nevertheless, in both cases, the University did make progress in both areas, and the expansion of the foreign language requirement has been successful within both Bellarmine College and the School of Environmental Studies.

With these caveats, overall the QEP has had a major impact on the University, with these new initiatives at the University:

- **1A:** all IDC. 301 courses are required to assess QEP learning outcome 1, which is also one of the ten general education objectives. Designing a common assessment method remains a challenge but is still being addressed.

- **1B:** all IDC. 200 and 301 courses are required to assess one or more of the University's geography standards and thus QEP learning outcome 3. As with **1A**, we still need to design an assessment methodology that crosses all courses.
- **1C:** A foreign language competency requirement is now in place for undergraduates in over 50% of our academic programs. Significant challenges exist to expand this requirement to 100% of our programs in order to meet QEP learning outcome 2.

Bellarmino is in the early stages of a major review of our general education curriculum and the QEP outcomes addressed by Goal One will be included in this review.

- **2A:** The international expertise of our faculty and staff has been significantly increased as a result of the QEP by funding international faculty/staff development trips linked to expanding study abroad opportunities, international student recruitment, community engagement, and research. We also significantly increased the funding available to students to study abroad. As a result, despite the ongoing challenging economic climate, the University has seen a steady increase in the number of students studying abroad. The University will continue to fund both faculty/staff international experiences and student study abroad scholarships.
- **2B:** While the University has struggled to increase the number of degree-seeking international students, the Offices of Multicultural Affairs and International Programs continue to work with other Bellarmine constituencies to enhance the support of the international students who come to Bellarmine.
- **2C:** The Office of Multicultural Affairs has been diligent in internationalizing the campus environment. The OMA staff, working with Bellarmine and local agencies, will continue to expand internationally-themed programming.

The University just hired a new Assistant Vice-President for Academic Affairs, whose portfolio includes International Programs. As a result, International Studies Office will also now report to the new AVP, who has been charged with developing a robust international student recruitment program (part of the AVP's duties in his prior position at Indiana State University). The new AVP is a geographer so will be assisting the University in addressing the geography initiative, as well.