In order to meet the University’s **Global Education and Engagement** strategic goal which, along with the University’s broader strategic goals, has been extended until year 2020, the Office of International Education commits to the following enhanced objectives related to outbound study abroad, inbound international students, and on-campus international programming:

1. **Learning Outcome #1**: Offer a range of academically rigorous and geographically diverse international education programs to enhance University students’ academic and intercultural learning.

**Implementation roadmap:**
- review current program offerings utilizing a comprehensive self-assessment questionnaire to identify curricular strengths, faculty qualifications, student support services, health and safety guidelines, and cultural integration opportunities
- convene the Faculty Senate International Programs Committee (FSIPC) and/or University Strategic International Leadership Group (SILG) to review program offerings and quality
- assess current offerings for effectiveness in achieving consistent student participation

**Data collection:**
- conduct student evaluations of University international education programs
- track student participation annually across current offerings
- identify current geographical range of program offerings

**Analysis rubric:**
- compare student participation to determine whether current offerings are consistently attracting students to a diverse range of international education opportunities
- analyze student responses on program evaluations for potential areas of improvement
- identify gaps in program location offerings

**Assessment plan modifications:**
- review results of analysis rubrics with FSIPC and/or SILG and identify education abroad program modifications, as needed.
- modify student program evaluation questions, as needed, to clarify academic alignment
- conduct program and operational site review for University-managed program offerings every 3-5 years to confirm curricular strengths, assess academic rigor, review fiscal best practices, identify quality of student support, and assure required health and safety guidelines
• consider realignment of program offerings (current offerings and possible new additions) to enhance University international education opportunities, as needed and recommended

2. **Learning Outcome #2:** Increase curricular articulation of education abroad program offerings with University academic degree requirements.

**Implementation roadmap:**
• engage FSIPC in identifying criteria for academic program alignment and prioritization of academic fields of study related to international education
• support the identification of current and possible future curricular areas from international program sites
• collaborate with University academic departments to identify enhanced curricular opportunities through new and/or existing programs

**Data collection:**
• gather curricular priorities from University Deans
• compile curricular areas of coursework completed by University students abroad
• identify current curricular areas available on international program opportunities

**Analysis rubric:**
• compare curricular priorities with current and potential future program course offerings
• compare past curricular areas with program offerings with curricular priorities to determine areas of need

**Assessment plan modifications:**
• Create and review annually list of program opportunities identified for targeted University academic areas
• Identify and review annually new academic areas for curricular alignment
• participate in select program site visits to determine and/or establish new opportunities, as needed and recommended

3. **Learning Outcome #3:** Enhance global learning and intercultural awareness on the University campus and at University-managed programs.

**Implementation roadmap:**
• engage in targeted recruitment and international institutional affiliations to foster a diverse international student population
• encourage awareness and integration of international student population
• utilize returned education abroad students to enhance campus international awareness
• identify onsite cultural learning opportunities
Data collection:
• maintain records on annual incoming international student population, locations, areas of growth
• identify, organize, and document international student activities on campus
• record attendance at international education activities
• survey international students regarding intercultural engagement on campus
• track student participation in onsite cultural activities

Analysis rubric:
• assess effectiveness of current international student recruitment and modify, as needed, to foster new and geographically diverse growth
• compare range of activities and on campus student attendance to identify successful initiatives
• utilize international student surveys to identify possible new activities for engagement
• review student participation abroad to identify successful activities

Assessment plan modifications:
• conduct strategic visits every 2 years to overseas partner exchange institutions to identify and foster student audiences and assess curricular alignment with UWRF
• review with Admissions recruitment staff international degree-seeking student recruitment approaches and assist with modified strategies
• design and implement periodic international student assessment of campus integration
• evaluate on campus intercultural activities annually to identify needed changes, if any
• assess annually with FSIPC and/or SILG, program faculty leaders, and University international resident directors on any modifications to enhance overseas intercultural activities