Integrating Social and Cultural Programming in Pathway Program Advising

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DIVERSITY DEFINITION

• Must recognize the heterogeneity of this population (Lee, Kim, & Wu, 2019).
• Plurality of identities
• Intersectionality
• We see diversity as essential to the university experience (Hanassab, 2006) and incorporate opportunities for diversity education and celebration into our pathway program.
A Pathway Program is a non-degree-seeking track that offers international students conditional acceptance to a University, with full admission to their degree program granted based on academic performance during the time in the program.

These programs offer students support in developing their academic English proficiency while they are taking credit-bearing classes that contribute to their planned major and degree (Miller, Berkey, & Griffin, 2015; Cross & O'Laughlin, 2013).
UCF GLOBAL PATHWAY PROGRAM

• Created in 2013 in partnership with Shorelight Education

• 4 program tracks:
  • IGAA Prep: Language classes
  • IGAA: Three semester program, 42 credits including 9 credits in English for Academic Purposes.
  • IGAA2: Two semester program, 28 credits, 6 credits in English for Academic Purposes.
  • IGAA-UI: Two semester program, 28 credits.

• Academic, social, cultural, and career support
• Dedicated and Embedded Classes
• Progression requirements: 2.5 cumulative GPA, ACT/SAT on record, English proficiency.
• 1341 students enrolled in the program from Summer 2014 – Spring 2022
• 82 Countries represented among the student population
PATHWAY STUDENT POPULATION

• 147 Students active enrolled in Spring 2021

By Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Middle East</td>
<td>16.6%</td>
</tr>
<tr>
<td>Europe</td>
<td>1.0%</td>
</tr>
<tr>
<td>Eastern Europe</td>
<td>8.1%</td>
</tr>
<tr>
<td>Southeast Asia</td>
<td>5.2%</td>
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<tr>
<td>Eastern Asia</td>
<td>17.2%</td>
</tr>
<tr>
<td>Central Asia</td>
<td>11.8%</td>
</tr>
<tr>
<td>North America</td>
<td>0.8%</td>
</tr>
<tr>
<td>South America</td>
<td>0.4%</td>
</tr>
<tr>
<td>Central America and Caribbean</td>
<td>1.8%</td>
</tr>
<tr>
<td>Caribbean</td>
<td>11.8%</td>
</tr>
<tr>
<td>Africa</td>
<td>11.8%</td>
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By Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>IGAA</td>
<td>46.3%</td>
</tr>
<tr>
<td>IGUI</td>
<td>26.8%</td>
</tr>
<tr>
<td>IGA2</td>
<td>26.9%</td>
</tr>
</tbody>
</table>
PATHWAY STUDENT POPULATION

1341
Students have been enrolled

293
Students have graduated

3.39
Average GPA after program

85 Countries
Represented

Top 10 Countries Represented
India 10.9%
China 10.5%
Pakistan 8.0%
Viet Nam 7.8%
Oman 6.8%
Brazil 6.5%
Russian Federation 3.5%
Saudi Arabia 3.3%
Nigeria 3.3%
Ukraine 3.0%

1091
Students have completed the program

85 Countries
Represented
ADVISING MODEL

Intentional, appreciative, developmental model focused on six key areas:

**Academic Assimilation:** Guiding the student on how to navigate and adhere to the U.S. higher education structure and build the necessary skills to be a proactive and independent life-long learner.

**Social Integration:** Helping the student to develop a strong local network of support consisting of peers, advising staff, and faculty.

**Cultural Association:** Empowering students to celebrate and share their culture with domestic and international students alike, supporting diversity initiatives.

**Well-being:** Helping students to maintain balance during their transition to college life, as well as pursue resources when personal or mental health issues arise.

**Self-efficacy:** Developing the student's conscious awareness of personal strengths and weaknesses, as well as strategies to overcome challenges and develop critical-thinking skills.

**Career Development:** Recommending resources and meaningful experiences for career exploration, development, and goal-setting.
Advising Model
Critical Elements

Family Concept

Advisors provide coaching and support to the six key areas, as well as making referrals to other campus departments as needed.

Students are required to meet with advisors based on their academic performance. Can be weekly, monthly, or as needed by student request.

Advisors teach GAA classes by cohort and address academic, social, and cultural topics 2x a week in class via workshops, class presentations, discussions, and activities.

Advisors lead family events for their cohorts of assigned students. These can include off-campus trips or on-campus activities designed to help students connect with each other, their institution, and community at large.
ENGAGEMENT DEFINITION

Can be academic, social, or cultural (Lee, Kim, & Wu, 2019).

Based on NSSE – National Survey of Student Engagement. Programs and activities offered to develop student learning and personal development, an estimate of how students utilize their time, what students are gaining from attending a higher education institution (Kuh, 2009).

Broadened scope to account for impacts of COVID-19 on international student engagement with academic, social, and cultural development opportunities.
METHODOLOGY

- GAA (Global Achievement Academy) Seminar
- Voluntary survey
- 70/147 students completed

Questions

Regardless of where you were located for the Spring semester, what are some activities you took part in for fun? What did you do to relax?

Did you take part in any UCF or UCF Global events this semester? This could be online or in-person.

If you were in the U.S. this semester, did you travel to any other cities? If you were not in the U.S., are there any places you hope to visit when you arrive?

If you were in Orlando this semester, did you take part in any activities or visit any interesting places? If you were not in Orlando this semester, what are some things you look forward to doing here when you arrive?

What kind of events, trips, or activities would you recommend UCF Global offer to students?
STUDENT PARTICIPANTS

REGION

- South Asia: 22%
- South America: 15%
- South East Asia: 10%
- East Asia: 8%
- Eastern Europe: 7%
- Europe: 3%
- Middle East: 32%
- Africa and the Caribbean: 3%

Student Area of Study

- Business
- Sciences
- Arts
- Political Sciences
- Education
- Engineering and Computer Science
- Hospitality
- Nursing
- Architecture
UCF GLOBAL: SOCIAL AND CULTURAL PROGRAMMING

UCF Global Field Trips
Family Trips
Cultural Events
Co-curricular Events
Co-curricular Virtual Events (workshops, games, social nights, movie screenings, etc.)
<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
<th>Student Quote Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCF Global Field Trips</td>
<td>Events that help to build loose networks among similar peers and provide opportunities to experience local social and cultural events. The Pathway Program uses these events to immerse the student in the culture of the local area.</td>
<td>“In past, I really liked the trips that UCF Global Organizes for international students, but Coronavirus messed up everything. I recommend to organize more face to face events because I believe that it is more fun and interesting, and students should follow the rules due to Coronavirus.”</td>
<td>Halloween Horror Nights, St. Augustine, Kennedy Space Center</td>
</tr>
<tr>
<td>UCF Global Family Trips</td>
<td>Events that support building tight networks. Advisors use these events to provide opportunity to experience new aspects of American or native culture while students are supported in small groups by their peers.</td>
<td>N/A</td>
<td>Mills/50, One Billion Rising, Bollywood Theater Night</td>
</tr>
<tr>
<td>UCF Global Cultural Event</td>
<td>&quot;In-house&quot; events created to provide comfort for students and socialize customs with students from other cultures</td>
<td>“Yes I took part in some events organized but Clubs at UCF more specifically African Student Organization and Black Student Union, which included cultural dance day, bowling day, BBQ and grill day”</td>
<td>Lunar New Year, Chuseok, Novruz</td>
</tr>
<tr>
<td>UCF Global Co-curricular Event</td>
<td>Help students to address fears rooted in their perception of skills and to expand their loose network with peers and domestic students</td>
<td>“The ISA mentorship program.”</td>
<td>Book Club, Student Programming Council, &quot;Honors&quot; program, Coffee Connections</td>
</tr>
<tr>
<td>UCF Global Co-curricular Virtual Events</td>
<td>Events created to provide a sense of community for students taking classes from home</td>
<td>&quot;Yes, I attended a workshop on How to Build Winning Resumes through Handshake. I also attended the GAA workshops, but I do not know if they count. Anyway, I liked those workshops!”</td>
<td>Online co-op games, Netflix Parties, MTV Cribs: Global Edition, Topical workshops such as using Instacart</td>
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UCF AND BEYOND ACTIVITIES

UCF Campus Wide Events
UCF Campus Sports
UCF Campus Student Org
Orlando Community Engagement
Broader U.S. Engagement
Abroad Engagement
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>UCF Campus Wide Event</td>
<td>An on-campus event, activity, location, or non-academic resource available to all UCF students, non-degree seeking and degree-seeking alike. Student sought engagement on their own, independent of the UCF Global program.</td>
<td>“I was located on campus for the spring semester this year. I attended three homecoming events that are Spirit splash, Movie knight and and concert of Swae Lee. Among all of them, my favorite was Spirit Splash. I booked RSVP for all the events which I attended. I even go to reflection point, to sit and read books.”</td>
<td>Spirit Splash, Concerts, Knights Carnival</td>
</tr>
<tr>
<td>UCF Campus Sport</td>
<td>Membership or engagement with an athletic organization recognized and sponsored by UCF such as intramural sports and sports clubs</td>
<td>“I was in a running group at UCF. We run almost every day in the evening.”</td>
<td>Running Club, Baseball Club, Flag Football</td>
</tr>
<tr>
<td>UCF Campus Student Org</td>
<td>Membership or engagement with a student-run organization recognized and sponsored by UCF</td>
<td>“I worked with the indian association at ucf where in we conducted online festivals and met people from different prts of india , apart from this me being a marketing major i also attended workshops with the american association of marketing. Activites and case studied regarding endorsements were something that i really enjoyed.”</td>
<td>Anime Club, Caribbean Student Association, Cyber Defense Club</td>
</tr>
<tr>
<td>Orlando Community Engagement</td>
<td>Interaction or engagement with event or membership in Orlando. Unrelated to UCF.</td>
<td>“I took part in a club outside UCF this Spring semester. It was fun, and I met new friends.”</td>
<td>CrossFit, Protest, Global Peace Film Festival</td>
</tr>
<tr>
<td>Broader U.S. Engagement</td>
<td>Interaction or engagement with travel, event or membership in organizations in U.S., outside of Orlando. Unrelated to UCF.</td>
<td>“…i went Washington DC before my flight to my home country and spent a day at my friends house in Virginia”</td>
<td>Traveling to Miami,</td>
</tr>
<tr>
<td>Abroad Engagement</td>
<td>Interaction or engagement with travel, event or membership in organizations outside of U.S., in home country or other location abroad. Can be independent activity or with peers/family/others.</td>
<td>“…Since lockdown in Panama ended at the beginning of the year, I was able to visit and see my friends a lot more than last year. That has made me very happy, since I missed them a lot. I think last year we only got to see each other like 4 times…. so it’s been incredibly nice and fun to be able to hang out with them now”</td>
<td>Spending time with family, visiting beaches or parks, taking part in religious or cultural celebrations in home country</td>
</tr>
</tbody>
</table>
# NO ENGAGEMENT

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Student Quote Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Student response is not related to question OR student explicitly reports no engagement for the semester</td>
<td>“No, I didn't participate in any events.”</td>
<td>COVID restrictions, stayed home, COVID concerns</td>
</tr>
<tr>
<td>Pseudonym</td>
<td>Country</td>
<td>Academic Status</td>
<td>Academic Standing</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Mohammed</td>
<td>Oman</td>
<td>In Program</td>
<td>Good</td>
</tr>
<tr>
<td>A’nh</td>
<td>Vietnam</td>
<td>In Program</td>
<td>Good</td>
</tr>
<tr>
<td>Mary</td>
<td>South Korea</td>
<td>In-Program</td>
<td>Good</td>
</tr>
<tr>
<td>Brian Smith</td>
<td>Rwanda</td>
<td>In-Program</td>
<td>Good</td>
</tr>
<tr>
<td>Yu-Ting</td>
<td>Taiwan</td>
<td>Progressed</td>
<td>At-risk</td>
</tr>
</tbody>
</table>
“Yu-Ting”

Struggled to perform academically to his potential for 3+ semesters

Advisor meetings focused on motivation, goals, and personal reflection

Engaged with program trips, including a Global UCF Family Trip to Mills/50

Successfully progressed, is actively enrolled at UCF, and still exploring Orlando
"Brian"

Fluctuating academic performance within his major's required introductory classes. Difficulties with navigating UCF's campus and the surrounding area upon arrival.

Advisor meetings focused on academic supports, connecting with/navigating around campus/the greater Orlando area, and establishing social network.

Was introduced to current and past Pathway students from his geographical region. Was also connected to student groups focused on students from his ethnicity and geographical region.

Currently maintaining a GPA of 3.438, is actively enrolled at UCF, and continues to communicate with his newly established UCF network.
ADDITIONAL HIGHLIGHTS

Mohammed was the only one of his friends to remain in Orlando/the U.S. He volunteered regularly with Volunteer UCF in the Spring.

A’nh reported the semester was challenging due to hard courses but UCF events helped her feel relaxed and involved on campus.

Mary spent time exploring campus, Orlando, and the U.S.
REFERENCES


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Presentation Evaluation
THANK YOU