



Internationalization in U.S. Higher Education: The Student Perspective

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AMERICAN COUNCIL ON EDUCATION
The Unifying Voice for Higher Education



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by Madeleine F. Green

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© December 2005



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Table of Contents

Executive Summaryiii
Introductionvii
Backgroundvii
Methodology Overviewix
Findings1
Students' International Learning Experiences Before College1
Foreign Language Learning	
Native Speakers of Another Language	
Study Abroad	
Personal Contacts	
Students' Attitudes Toward International Learning3
Overall Value of International Learning	
The Value of International Learning to Compete in the Job Market	
Foreign Language Learning	
Study Abroad	
International Course Requirements	
The Presence of International Students	
Students' International Learning Experiences During College9
Academic Programs	
<i>Foreign Language Study</i>	
<i>Study Abroad</i>	
<i>International Courses</i>	
Co-curricular Activities	
Travel Abroad	
Students' Perceptions of the Faculty Role in Fostering International Learning	19
Students' Awareness of International Learning Opportunities23
Awareness Level	
Method of Communication	
Awareness of International Learning Opportunities Before Enrolling in College	
Implications for Campus Practice27
Methodology Report33
Appendices39

EXECUTIVE SUMMARY

Today, a high-quality education must prepare students to live and work in a world characterized by growing multiculturalism and diminishing borders. Higher education institutions across the country are rising to this challenge. Among the internationalization strategies they frequently use are infusing their curricula with global and international themes, emphasizing study abroad, creating new international partnerships, and seeking to attract international students to their campuses.

However, these and other institutional initiatives and programs are only one side of the equation—representing the “supply” of international learning opportunities. What about the “demand”? What experiences and attitudes do students bring to colleges, and what choices do they make about international learning during their college careers?

This report, which draws on earlier research conducted by the American Council on Education (ACE) on the internationalization of U.S. colleges and universities, focuses on student experiences and beliefs regarding international education at “highly active” institutions. ACE identified institutions as highly active in internationalization by creating an internationalization index, or rating scale, using data collected from 752 institutions in a national survey conducted in 2001. The group in the top two quintiles of scores on the index were characterized as “highly active,” and the rest as “less active.” The data sources for this report are 9,279 responses to a 2004 survey of students attending eight of the highly active institutions identified through the index (including two of each Carnegie type) and focus

groups conducted at these same institutions. It should be noted that the preponderance of responses (7,030) came from two research universities.

This report also describes differences between students from highly active institutions and those from less active institutions, when such differences are notable. To make such comparisons, the researchers used data from a 2002 national student survey that was part of a larger study to map internationalization in U.S. colleges and universities. These comparisons should be interpreted with caution, in light of the small sample size (1,290 student respondents, drawn from 752 institutions).

Finally, the concluding section discusses the implications of this report’s findings on student behaviors and attitudes, in relation to findings from previous studies on the practices of highly active institutions. It also offers recommendations for campus practice.

Highlights of the findings include:

Students’ International Learning Experiences Before College

The majority of students at highly active institutions were exposed to international learning before entering college, through living or travel abroad, foreign language study, and personal contacts. Students at highly active institutions were slightly more likely to have traveled abroad than those at less active institutions. Very few students—either at highly active or less active institutions—had studied abroad before enrolling in college.

Students' Attitudes Toward International Learning

Students at highly active institutions generally had positive attitudes toward international learning. They were most positive about the opportunities that international students presented to broaden the horizons of their fellow students. They also supported requiring students to take courses with an international or global focus, to study foreign languages, and to study abroad. Although other research shows that participation in study abroad is low even at highly active institutions (especially compared to student interest), students at highly active institutions tended to be more optimistic about the probability of their studying abroad before graduation than students at less active institutions. This finding suggests that highly active institutions may create a climate in which they expect that their students will study abroad.

However, students at highly active institutions were not uniformly enthusiastic about international learning in college. A substantial portion of these students, especially those in community colleges and research universities, agreed with statements that posited that international learning was less important than other types of learning.

Students' International Learning Experiences During College

Academic Programs: The courses that students at highly active institutions chose reflected their positive attitudes toward internationalization and support for internationally focused requirements. Except for students at community colleges, the majority of students had taken at least one internationally focused course in the previous academic year. Approximately half the students at these institutions had studied a foreign language, and they were

more likely to do so than students at less active institutions. However, the discussions in the focus groups revealed that students did not necessarily consider foreign language study an international learning experience. This finding may suggest that students do not perceive a prominent cultural component to language learning, especially in introductory-level courses, where most foreign language enrollments are concentrated.

Co-curricular Activities: Institutions seeking to promote campus internationalization often stress the contribution of co-curricular activities to student learning, such as international festivals or clubs. However, the study revealed generally low levels of interest and participation in on-campus international activities outside the classroom. If they did participate, students were most likely to have participated in a study abroad fair or informational meeting. Nearly half said they had not yet but would like to participate in a language partner program or international festival. Given students' general lack of participation in co-curricular activities, however, it is unclear whether they would actually do so if the opportunity arose. Students cited lack of time as a primary reason for not attending co-curricular, internationally focused events. To be sure, many students who work or live off campus have little time for such activities. We can speculate that others are choosing to spend their discretionary time on other activities.

Travel Abroad: The majority of students at highly active institutions had some experience traveling or living outside the United States, either before or during college. Students at highly active liberal arts colleges were more likely to have traveled outside the United States than students at other types of highly active institutions. Also, the 2002 national survey revealed that students at highly

active institutions were slightly more likely to have ever traveled outside the United States than those at less active institutions.

Students' Perceptions of the Faculty Role in Fostering International Learning

Faculty can play a key role in fostering international student learning through the content and pedagogy of their courses, and through their advising role. The majority of students at highly active institutions believed that all faculty should be involved in helping students become more aware of international and global issues. However, according to students, faculty were only moderately active in promoting international learning. About 15 percent of students at highly active institutions reported that faculty frequently or always encouraged students to participate in international activities, brought international reading material into their courses, or discussed their international experiences in class. Students indicated that a slightly higher proportion of faculty frequently or always related course material to larger global issues and events. About two-fifths of students said that faculty “sometimes” engaged in these practices. The students in the focus groups indicated that they greatly appreciated when faculty brought international or global perspectives into their courses and were positive about the cultural insights that international faculty brought to the classroom experience. Students also reported that they were unlikely to hear about international activities and programs from faculty, advisers, or otherwise in class.

Students' Awareness of International Learning Opportunities

On many campuses, disseminating information to students is a challenge. Many students commute to campus only for their classes, and it is often difficult for students to sort through the abundant information on academic and co-curricular opportunities that institutions provide. The study found that most students at highly active institutions were very aware of the international activities and programs on their campus, especially study abroad programs. Students were most likely to hear about internationally oriented events or programs via bulletin boards, flyers, friends, campus e-mails, or college or local newspapers. They were least likely to hear about them through faculty or advisers, or from in-class or public announcements. Some students at highly active institutions said that before enrolling in or applying to the college, they were largely unaware of the extent of international activities and programs on campus. They added that it would not have influenced their decision to enroll if they had known, although they would have perceived the information positively.

Implications for Campus Practice

Overall, the findings of this report corroborate both previous ACE research and anecdotal evidence about good practice. They underscore the central role that faculty play, the importance of the curriculum as the major vehicle for international learning, and the strong potential of international students to contribute to the international learning of U.S. students.

Background

Today, a high-quality education must prepare students to live and work in a world characterized by growing multiculturalism and diminishing borders. Higher education institutions across the country are rising to this challenge. Among the internationalization strategies they frequently use are infusing their curricula with global and international themes, emphasizing study abroad, creating new international partnerships, and seeking to attract international students to their campuses.

However, these and other institutional initiatives and programs are only one side of the equation—representing the “supply” of international learning opportunities. What about the “demand”? What experiences and attitudes do students bring to colleges, and what choices do they make about international learning during their college careers?

The American Council on Education (ACE) began a series of studies focusing on students and international education in August 2000. In cooperation with the Arts & Science Group, ACE polled a national sample of 500 four-year college-bound high school seniors about their previous international experience, their attitudes about international education, and their intention to participate in future international education studies.¹ In 2002, ACE conducted a survey of students enrolled

in all types of institutions, receiving responses from 1,290 students drawn from the 752 institutions that had previously responded to an institutional survey.

This report looks at a particular subset of college and university students: those who attend institutions that are “highly active” in internationalization, that is, scoring in the upper 40 percent on an internationalization scale applied to all institutions of the same Carnegie classification that responded to the 2001 institutional survey. The study’s goals were to profile students at highly active colleges and describe notable difference between students at highly active institutions and those at less active institutions. The study also sought to identify relationships between the practices of highly active institutions and the attitudes and behaviors of their students. This latter goal had to be approached with caution because, when relationships could be observed, we could not establish causality.

¹ Hayward, F. M. and Siaya, L. (2001). *Public experience, attitudes, and knowledge: A report on two national surveys about international education*. Washington, DC: American Council on Education.

Methodology Overview²

This report focuses on students' experiences with and perceptions of international learning, as measured in two separate studies. One study, conducted in 2003-04, focused on students attending eight colleges and universities identified as highly active in internationalization. The other study focused on the differences between students from highly active and less active institutions. Both studies featured in this report are based on earlier ACE research initiatives that began in 2001.

The goal of the 2001-02 national study that forms the foundation of this report was to map the state of internationalization in U.S. higher education institutions. To accomplish this, ACE conducted national mail surveys of colleges and universities, faculty employed at those institutions, and students attending those institutions. The results of those studies were published in *Final Report 2003: Mapping Internationalization on U.S. Campuses*.³

In 2003, ACE built upon that research to construct an index that classified institutions as "highly active" or "less active" in their internationalization efforts. The 2001 institutional survey questions were grouped into six dimensions, and scores were developed for each dimension. The dimensions were: Articulated Commitment, Academic Offerings, Organizational Infrastructure, External Funding, Institutional Investment in Faculty, and International

Students and Student Programs. The dimension scores were used to calculate an overall internationalization score. Based on this overall score, institutions were categorized as "highly active" or "less active" in their internationalization efforts. An overall quintile ranking for each institutional type was achieved by assigning institutions to quintiles based on their overall score, with 20 percent in each quintile. Thus, 40 percent of the institutions were placed in the top two quintiles and were labeled as "highly active." The rest, placed in the bottom three quintiles, were labeled "less active." Thus, the designation of "highly active" or "less active" is a relative ranking based on the range of scores for the responding institutions of that institutional type. The categorization of highly active or less active then became a variable used in the current studies of students at eight highly active institutions conducted in 2003-04 and in the comparisons of students from the 2002 national sample.

For the 2003-04 study that investigated the specific experiences and perceptions of students attending highly active institutions, ACE conducted student focus groups and a campus-wide e-mail survey of students at eight highly active institutions. The eight institutions, two from each Carnegie classification⁴ (community colleges, liberal arts colleges, comprehensive universities, and research universities),

² For further details, see the Methodology section of this report.

³ Siaya, L. and Hayward, F. (2003). *Final report 2003: Mapping internationalization on U.S. campuses*. Washington, DC: American Council on Education.

⁴ At the time this study was conducted, the 1994 version of the Carnegie classifications was in use.

were identified as highly active in their internationalization efforts, using the methods described above and elaborated on in a series of earlier reports.⁵ ACE then compiled a list of institutions that scored high along all or most of the dimensions of the internationalization index, which included between five and eight institutions in each Carnegie group. Institutions with the highest overall ratings were identified from within each group.

The final group was chosen to ensure geographical diversity and a balance of public and private institutions, when possible. One focus group was conducted at each of the eight institutions and included full-time degree-seeking sophomores, juniors, and seniors who were U.S. citizens or permanent residents of the United States. ACE contacted students from lists provided by the institutions. Students were paid \$40 for participating.

Additionally, ACE also administered an electronic survey via e-mail to full-time undergraduate students at these institutions. Screening questions ensured that only full-time degree-seeking sophomores, juniors, and seniors who were U.S. citizens or permanent residents responded to the survey. As an incentive, students who completed the survey were eligible to win a \$500 travel gift certificate. A total of 9,279 students submitted responses: 7,030 students at two research universities, 549 students at two comprehensive universities, 735 students at two liberal arts colleges, and 965 students at two community colleges. A limitation of this sample is that the majority of completed surveys were from students at the research universities. The disproportion of students from research universities should be given consideration when interpreting overall

findings. Consideration also should be given to the fact that the entire sample was derived from a population of students attending just eight institutions, all of which were identified as highly active in internationalization efforts. The reader should be careful not to generalize these results to all institutions nationwide.

The other study featured in this report—comparing students at highly active with those at less active institutions—used data derived from the 2002 national survey of students, and the 2003 categorization of institutions as highly active or less active. The institutional, faculty, and student sampling procedure of the 2001-02 national surveys, described in the Methodology section (see page 33), resulted in a total of 1,290 returned student surveys, including 145 students attending research universities, 364 students attending comprehensive universities, 381 students attending liberal arts colleges, and 400 students attending community colleges. The analysis of the student survey compared the responses of students attending institutions identified as highly active with those enrolled in less active institutions.

One limitation of this study was the response biases introduced by the sampling process for the national surveys. For example, the institutional surveys used to define highly active and less active institutions were from only those institutions that agreed to complete the survey, therefore possibly skewing the results to represent institutions that were more internationalized or more interested in internationalization. Also, the faculty selected to distribute student surveys were from only those institutions that voluntarily completed the institutional

⁵ Green, M. and Siaya, L. (2005, June). *Measuring Internationalization at Research Universities, Measuring Internationalization at Comprehensive Universities, Measuring Internationalization at Liberal Arts Colleges, and Measuring Internationalization at Community Colleges*. Washington, DC: American Council on Education. See www.acenet.edu/AM/Template.cfm?Section=CIII&Template=/CM/ContentDisplay.cfm&ContentID=10436.

survey. Those faculty not only may have been more interested in internationalization by mere association with the institutions, but they also may have selected students with stronger international views or experiences, despite the directions to select students randomly. Also, it is possible that students who agreed to complete the survey may have had greater interest in international education or greater inter-

national experience. For these reasons we caution that the results of the national surveys may represent higher levels of internationalization at institutions and among students than is actually present in institutions nationwide. Finally, another limitation is the small sample size. With a nationwide population of more than 12 million students, the survey resulted in a sample size of just 1,290 students.

FINDINGS

Students' International Learning Experiences Before College

This section reports on responses to questions concerning students' experience with foreign language study before attending college; students who are native speakers of another language; participation in study abroad before college; and personal contacts with individuals from different countries or cultures before college.

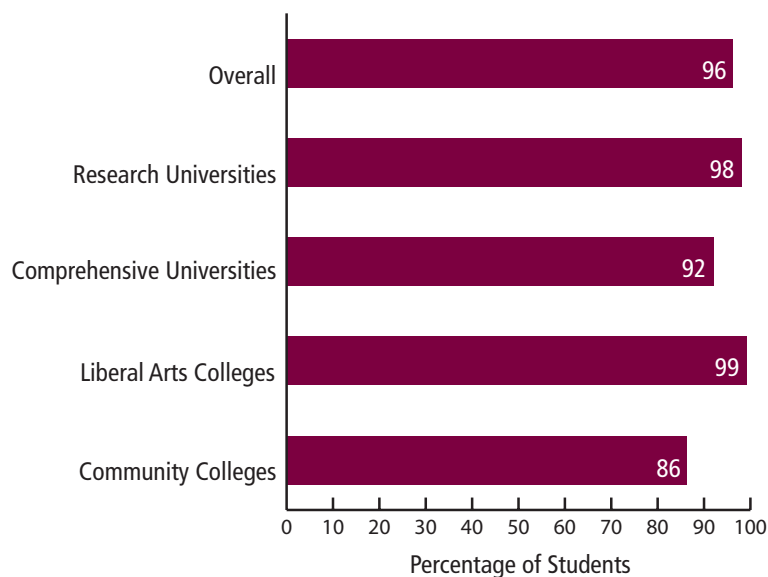
Before they began college, the majority of students at highly active institutions were exposed to international learning through living or traveling abroad, foreign language study, and personal contacts. Students at highly active institutions were slightly more likely to have traveled abroad than those at less active institutions. Very few students—at either highly active or less active institutions—had studied abroad before entering college.

Foreign Language Learning

The vast majority of students at highly active institutions had studied a foreign language before attending college (see **Figure 1**). Minor differences existed

among the four institutional types and between highly active and less active institutions:⁶ The national survey showed that 91 percent of students at highly active institutions had studied a foreign language before entering college, compared with 89 percent of students at less active institutions.

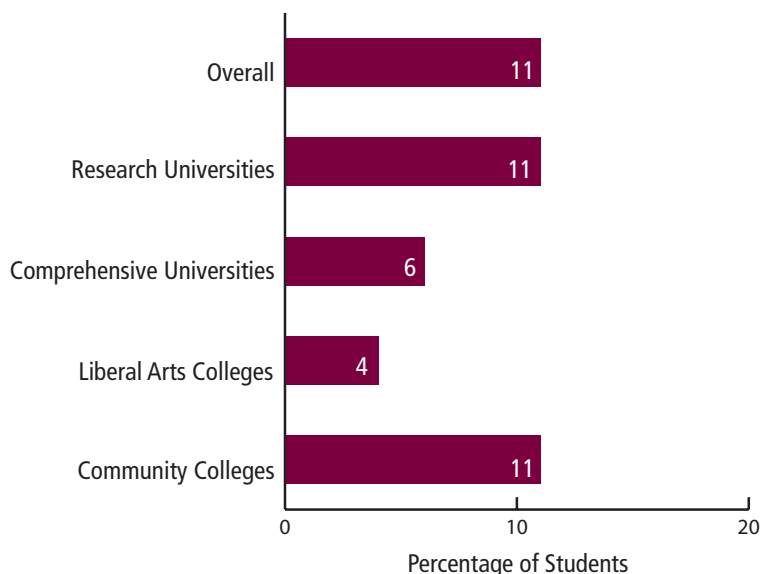
Figure 1: Students Who Studied a Foreign Language Before College, by Institutional Type



n=9,279 students at eight highly active institutions.

⁶ The discrepancy between the highly active findings from the 2002 national sample and the overall findings from the eight highly active institutions student sample may be due to the limitations of the national sampling procedure and to the large difference in sample sizes (525 students from highly active institutions in the national sample and 9,279 in the sample of students from eight highly active institutions).

Figure 2: Students Reporting They Are Native Speakers of Another Language, by Institutional Type



n=9,279 students at eight highly active institutions.

Native Speakers of Another Language

Eleven percent of students at the eight highly active institutions reported being a native speaker of another language (see **Figure 2**). These students were most likely to attend research universities or community colleges.

Study Abroad

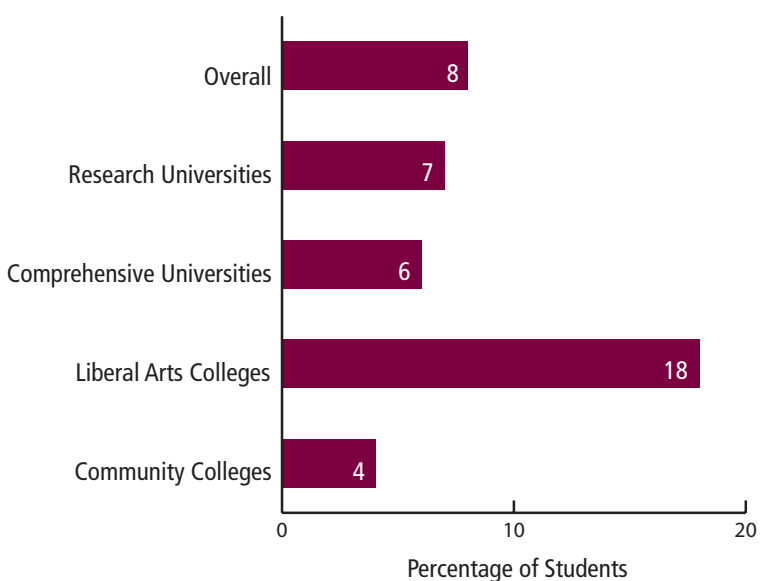
Overall, few students had study abroad experiences before they attended college. More than twice as many students at highly active liberal arts colleges had studied abroad before college than students at other types of highly active institutions (see **Figure 3**). There was little difference between students from highly active institutions and those from less active institutions in the rate of study abroad before college: 9 percent compared with 7 percent.

Personal Contacts

Students in the focus group held at the eight highly active institutions had a broad range of international experiences before attending college, although some reported having no international experiences at all before college. The focus group findings revealed that the pre-college international experiences of students at highly active institutions were likely to include knowing or being friends with exchange students in high school. For some students, having known or met exchange students was their only international experience before college. Several students in the focus groups had hosted exchange students, through either their own family or extended family, or knew friends whose families had hosted exchange students.

Students in focus groups at the eight highly active institutions also mentioned international learning experiences through high school international festivals, family or friends visiting from outside the country, or having lived and interacted with people in a multicultural area.

Figure 3: Student Participation in a Study Abroad Program Before College, by Institutional Type



n=9,279 students at eight highly active institutions.

Students' Attitudes Toward International Learning

This section describes the attitudes of students toward the value of international learning, including their opinions about whether institutions should require internationally focused courses and foreign language study; whether international knowledge and skills have value in the job market; and the benefits of having international students present on campus.

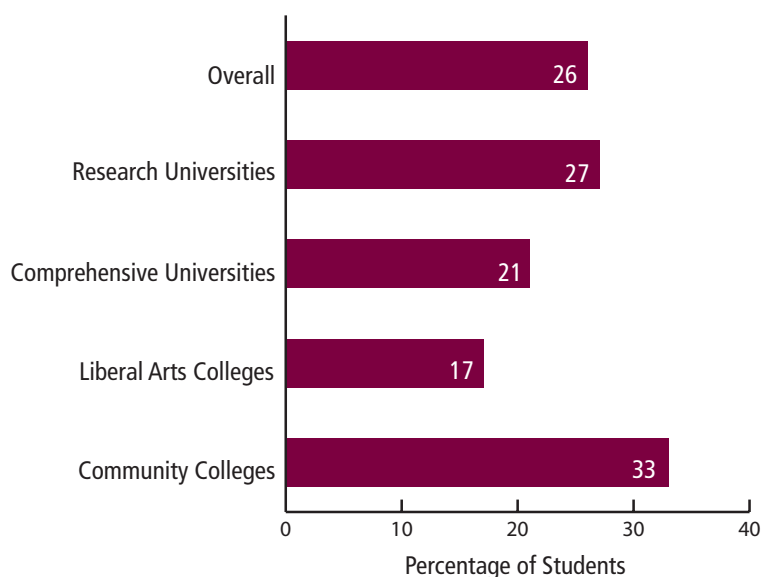
Students at highly active institutions had generally positive attitudes toward international learning. They were most positive about the opportunities that international students presented to broaden the horizons of their fellow students. They also supported requiring students to take courses with an international or global focus and requiring study abroad. Although other research shows that participation in study abroad is low even at highly active institutions (especially compared to student interest), students at highly active institutions tended to be more optimistic about the probability of their studying abroad before graduation than did students at less active institutions. This finding suggests that highly active institutions may create a climate in which they expect that their students will study abroad. Students at highly active institutions also supported foreign language requirements.

However, students at highly active institutions were not uniformly enthusiastic about international learning in college. A substantial portion agreed with statements that posited that international learning was less important than other types of learning, especially in community colleges and research universities.

Overall Value of International Learning

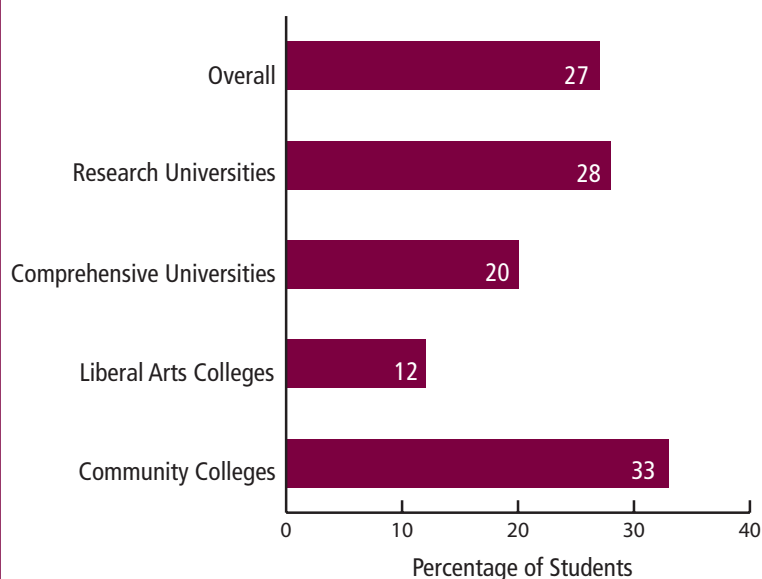
Students at highly active institutions were, for the most part, very positive about international learning. Their positive attitudes typically translated into support for internationally focused curricular requirements, and appreciation of the potential benefits of the presence of international students. The value placed on internationalization, however, varied among students by institutional type. Students at community colleges and research universities were more likely than their peers at liberal arts colleges and comprehensive universities to agree with statements that posited that international learning was less important than other types of learning (see **Figures 4 and 5**, on page 4).

Figure 4: Student Agreement that Class Time Spent Learning About Other Countries, Cultures, or Global Issues Leaves Less Time for the Basics, by Institutional Type



n=8,428 students at eight highly active institutions.

Figure 5: Student Agreement that Learning About Other Countries, Cultures, and Global Issues Is a Useful, but Not Necessary, Component of Their Education, by Institutional Type



n=8,996 students at eight highly active institutions.

The national survey of students revealed that a majority of all students saw the value of international learning. Students at less active institutions were more likely, however, to believe that international learning “took time away from the basics” (see **Figure 6**). One possible explanation is that highly active institutions do a better job of integrating international learning into ongoing and regular coursework, rather than presenting it largely as a series of choices that students must make.

Most students in the focus groups at the eight highly active institutions agreed that an emphasis on international education has been a positive aspect of their educational experience. Most believed that they personally benefited from attending an institution that emphasized international education. Students who felt a personal benefit described a “broader understanding of other cultures, so you are not so narrow-minded.” They believed they had better interpersonal skills and were more open to and aware of differences among people, culture, and ideas. One student said that her international learning experiences had been beneficial in that they “help you with your thinking and personal growth. You test your own beliefs and compare them [with those of other people].” Students also said that international exposure helped reduce prejudice while educating them about social inequalities and cultural differences. Another student reported that he now reads the newspapers and watches international news stories with a new appreciation for the importance of understanding other governments. Another summed it up by saying, “This will influence me for the rest of my life because my views aren’t as rigid as they were and I can now see that different perspectives do exist.”

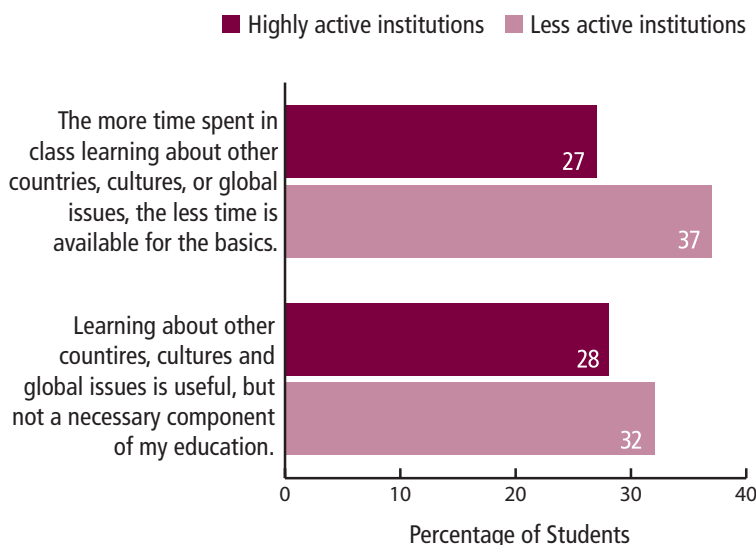
Students at one comprehensive university valued the effort their college made in helping students come to terms with the events of September 11. A student there said, “Our initial thing was to be mad at the people from that country and I know that there were a lot of people from that country that were here. If they hadn’t been in my class, I don’t know how we would have felt about things. I know that because of [their presence], I have more respect for them and the things they were going through and thinking about. I think that helps us.”

The Value of International Learning to Compete in the Job Market

In the national survey of students, little difference was found between students in highly active and less active institutions with respect to the value of an international education to one’s competitiveness in the job market (see **Figure 7**). The majority of students believed in the importance of having an international education when competing in the job market. However, students placed less value on speaking a foreign language than on knowing about international issues and events and understanding other cultures and customs.

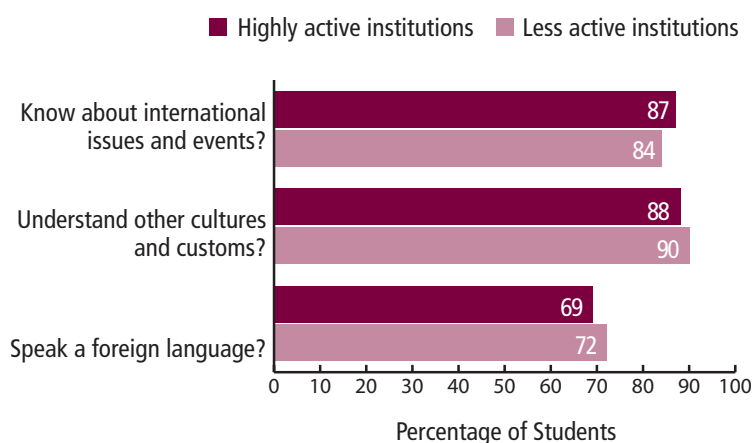
The focus group students who associated professional benefits with international learning opportunities referred most often to the interpersonal aspect of their professional lives. They believed that having international relationships in college would translate into successful professional international relationships and partnerships. Several students said that international experiences would not necessarily help students get jobs, but would help them function better in the workplace. They believed that international skills would help them become better businesspersons. Those students said it

Figure 6: Student Agreement About the Value of International Learning, by Highly Active and Less Active Institutions



n=1,185 and 1,253 students from the national sample, respectively.

Figure 7: Student Belief in the Importance of International Learning to Compete Successfully in the Job Market, by Highly Active and Less Active Institutions



n=approximately 1,243 students from the national sample.

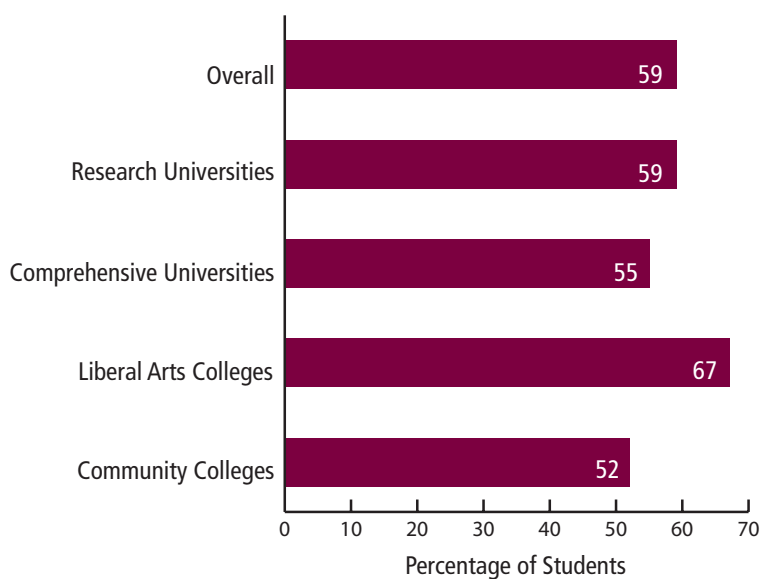
would enhance their communication skills, their understanding and respect for other cultures, and their image as knowledgeable businesspersons, and that, in turn, would help them make contacts and work with people in their chosen professions.

Several teacher education students reported that having international experiences and knowledge would help them become better teachers. They believed they would be better suited to work with diverse student populations and also more knowledgeable as teachers. A music and marketing major explained the importance of understanding what people from different cultures respond to and of understanding their histories. Another student said, “I am in mathematics. . . . It is quite possible that when I get through college, a significant number of my colleagues will be from other countries.” A

pre-med student noted the importance of understanding the variety of diseases found internationally and how they affected people of different regions. A student at one liberal arts college was already able to see professional benefits. While working in a brokerage firm on an internship, the student had a better understanding of international markets than his peers.

Comments from a focus group student at a research university provide a vivid example of the direct impact that international learning can have. She said that when she came to the institution, she did not know anyone from a different country. She said, “I didn’t know anything about different perspectives or different views of people. I have always thought that my way was normal.” Since attending the college, however, she has realized that “it is such a big world and there are so many things out there that I was just unaware of.” This student was so profoundly affected by her international experiences at the university that she switched her major to international studies. She said, “The reason that I did switch is because of the experience that I have had. . . . It really changed me. I look at things a lot differently now. International studies are now something that I am passionate about.” She went on to explain the professional application of her personal growth: “I feel that different cultures have different social expectations and there are all these different things that you learn, like being polite around different people. I feel like I can comfortably handle myself around people from a different culture. That is extremely important because I don’t know how you could handle business situations if you were completely unaware of their culture. You would come off being rude and naïve.”

Figure 8: Student Agreement that All Undergraduates Should Be Required to Study a Foreign Language if They Do Not Already Know One, by Institutional Type



n=8,664 students at eight highly active institutions.

Foreign Language Learning

Three-fifths of students at the eight highly active institutions agreed that there should be foreign language requirements for all undergraduates (see **Figure 8**). However, this finding suggests that a significant minority (40 percent) of students may not highly value foreign language learning. In addition, students in the focus groups held at highly active institutions did not regularly name foreign language learning as an international learning experience. One possible explanation for this finding is that students do not see cultural learning as a prominent part of language courses, especially at the lower levels, where most enrollments are concentrated.

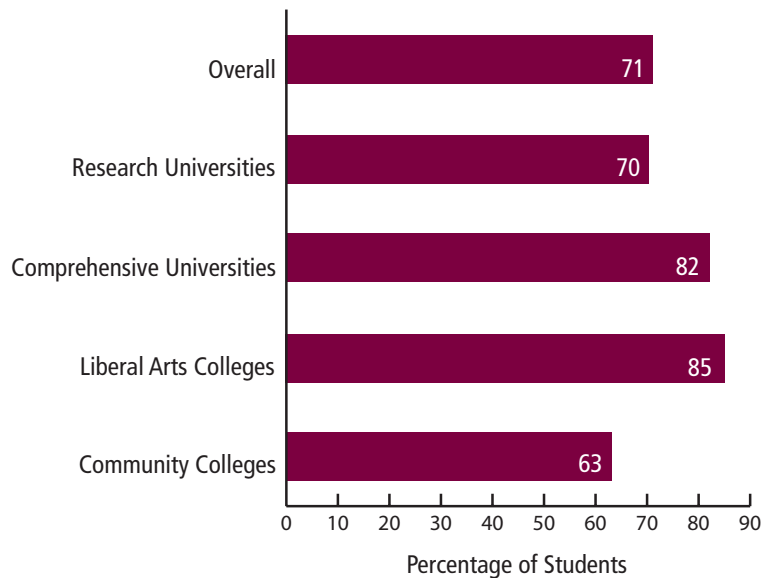
Study Abroad

Students at highly active institutions had highly favorable attitudes toward study abroad (see **Figure 9**). It is well known, however, that students do not necessarily act on these positive inclinations, and that only 191,000 students went abroad in 2003-04.⁷

International Course Requirements

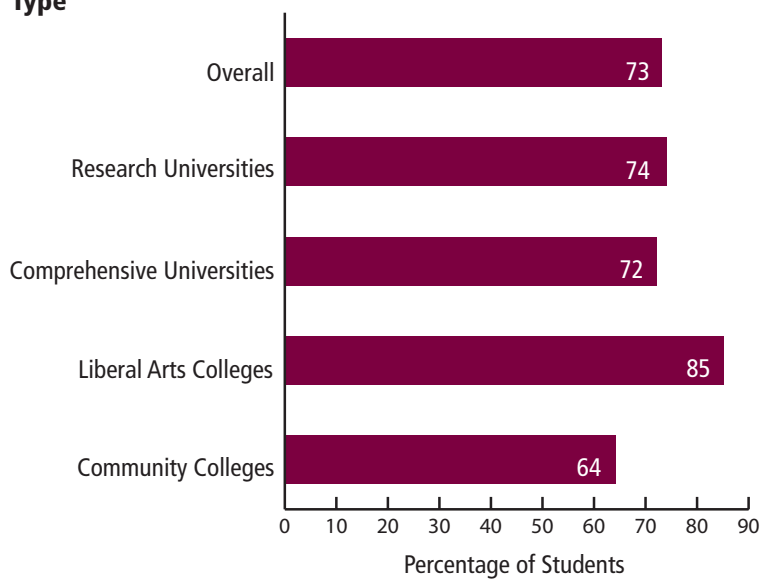
Overall, the majority of students agreed that colleges and universities should require undergraduates to take international courses. However, attitudes varied among those polled, according to the type of institution they attended (see **Figure 10**). Liberal arts college students were most likely to agree that there should be international course requirements; community college students were least likely to agree. Little variance in attitudes occurred between students at highly active and less active institutions, with 72 percent of students at highly active institutions supporting the requirement, compared with 69 percent at less active institutions.

Figure 9: Student Agreement that All Undergraduates Should Study Abroad During College, by Institutional Type



n=8,237 students at eight highly active institutions.

Figure 10: Student Agreement that All Undergraduates Should Be Required to Take Internationally Focused Courses, by Institutional Type



n=9,279 students at eight highly active institutions.

⁷ Institute for International Education. (2005). *Open doors* New York: Author.

The Presence of International Students

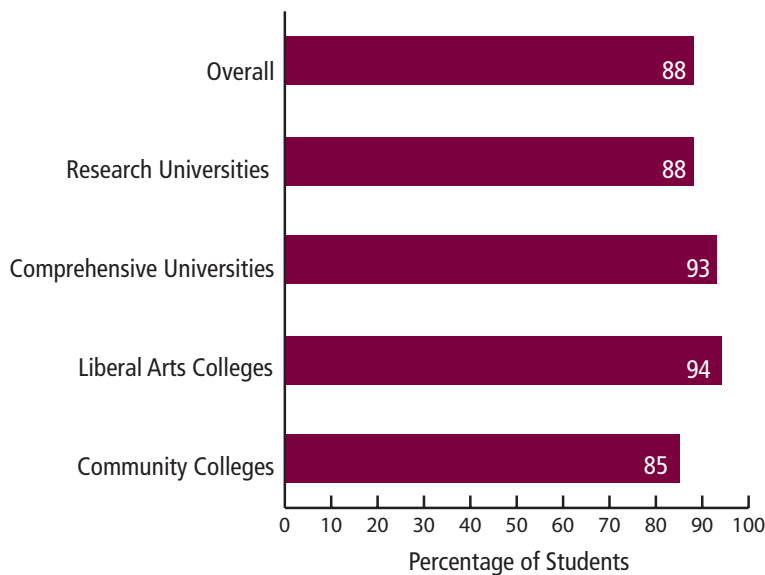
The majority of students at the eight highly active institutions agreed that the presence of international students on campus enriches the learning experience of U.S. students (see **Figure 11**).

Students in focus groups revealed that, regardless of whether they perceived a strong international student presence on their own campus, they almost always agreed that having international students in their classes “adds a lot.” Students mentioned working with international students on class projects, with one saying that “their perspectives on everything are so different, so it was really interesting to see how they view things.” Students appeared to enjoy having international students in their classes, living near them, and socializing with them. Students found even more value in their interactions

when they could get to know international students outside the classroom.

At one community college, students primarily attributed their international learning experiences to the diversity of the student population. Students at a comprehensive university noted that there were international students in almost all of their courses. Another student attributed her appreciation of international education to her exposure to international students, remarking, “Being able to talk to . . . students who are foreign and get their attitudes toward stuff and their viewpoint, I think it adds a lot because when you live in the United States, you get one perspective.” One student conveyed her realization of the importance of international learning with the following story: “My roommate last year introduced herself and her name was Marissa. She told me what country she was from and I was like, ‘Where in Africa is that?’ and she was like, ‘The South American part.’ I was like, ‘Maybe I should work on that.’”

Figure 11: Student Agreement that the Presence of International Students Enriches the Learning Experience for U.S. Students, by Institutional Type



n=8,782 students at eight highly active institutions.

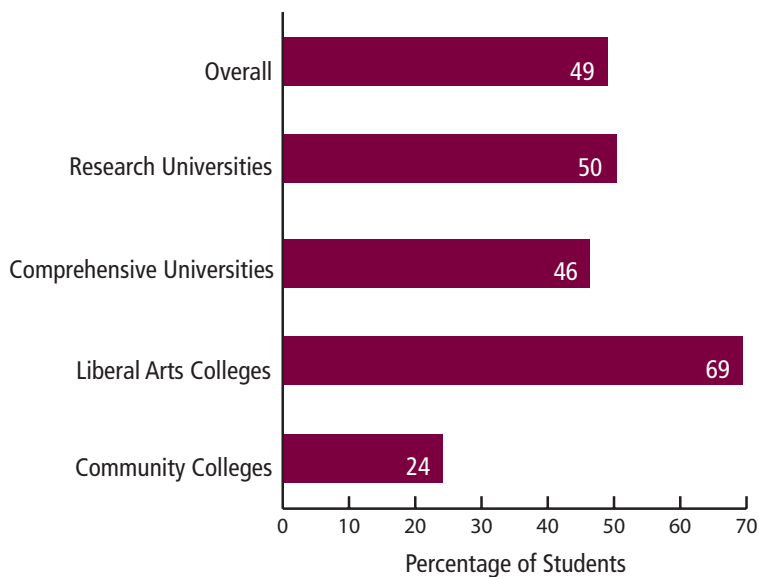
Students' International Learning Experiences During College

Students' international learning experiences during college can include the academic program (foreign language learning, taking courses with an international focus, education abroad), co-curricular activities (campus fairs, festivals, and clubs) and travel abroad. The picture presented below is mixed, with students more likely to pursue their interest in international learning through classroom activities and non-academic travel than in on-campus, internationally oriented events.

The courses in which students at highly active institutions enrolled reflected their positive attitudes toward internationalization and their support for internationally focused requirements. Except for students at community colleges, the majority of students had taken at least one internationally focused course in the previous academic year. Approximately half the students at the eight highly active institutions had studied a foreign language, making them more likely to have done so than students at less active institutions. However, the discussions in the focus groups revealed that students did not necessarily consider foreign language study an international learning experience. This finding may suggest that students do not perceive a prominent cultural component to language learning, especially in introductory-level courses, in which most foreign language enrollments are concentrated.

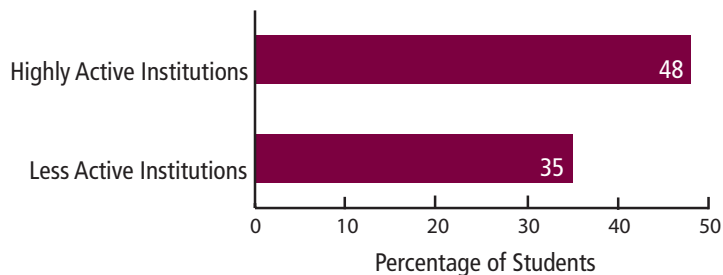
Institutions seeking to promote campus internationalization often stress the contribution of co-curricular activities, such as international festivals or clubs, to student learning. However, the study revealed generally low levels of participation in on-campus international activities outside the classroom. If they did participate, students were most likely to have participated in a study abroad fair or informational meeting. Nearly half said they had not yet but would like to participate in a language partner program or international festival. Given students' lack of participation in co-curricular activities, however, it is unclear whether they would actually do so if the opportunity arose. Students cited lack of time as a primary reason for not attending co-curricular internationally focused events. Many students who work or live off campus have little time for such activities. We can speculate that others are choosing to spend their discretionary time on other activities.

Figure 12: Students Who Had Studied or Were Studying a Foreign Language, by Institutional Type



n=9,279 students at eight highly active institutions.

Figure 13: Students Who Had Studied or Were Studying a Foreign Language, by Highly Active and Less Active Institutions



n=1,219 students at eight highly active institutions.

The majority of students at highly active institutions have had some experience traveling or living outside the United States, either before or during college. Students at highly active liberal arts colleges were more likely to have traveled outside the United States than students at other types of highly active institutions. Also, the 2002 national survey revealed that students at highly active institutions were slightly more likely to have ever traveled outside the United States than those at less active institutions.

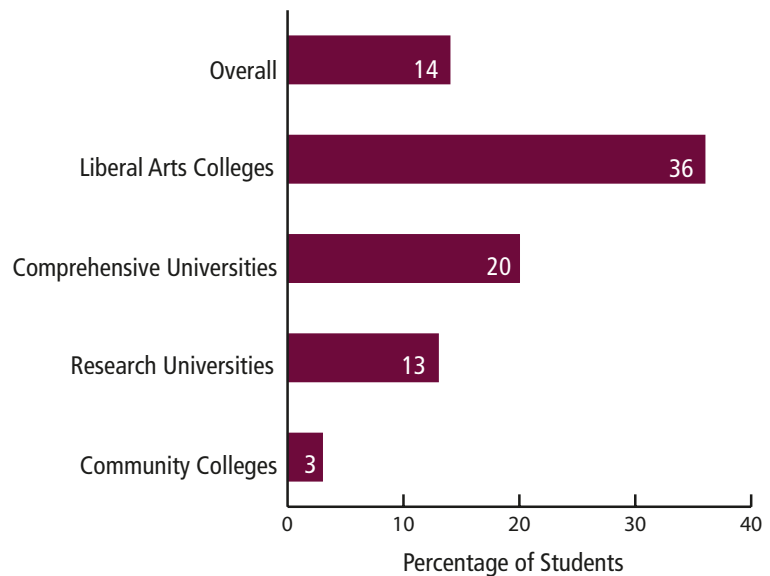
Academic Programs

The courses in which students at highly active institutions enrolled reflected their generally positive attitudes toward internationalization and their support for internationally focused requirements.

Foreign Language Study. Close to one-half of students at highly active institutions had studied a foreign language in college (see **Figure 12**). Studying a foreign language in college was most common at liberal arts colleges and least common at community colleges. Also, national survey data indicated that foreign language learning was more common at highly active institutions than at less active institutions (see **Figure 13**). As noted above, students in focus groups did not spontaneously associate foreign language study with international learning.

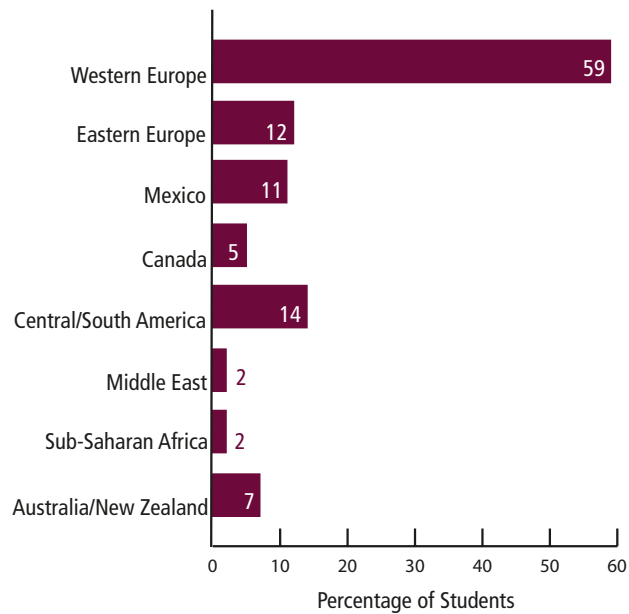
Study Abroad. Although the majority of students at highly active institutions agreed that all undergraduates should have an education abroad experience during college, only the minority had such an experience themselves (see **Figure 14**). Students at liberal arts colleges and comprehensive universities were more likely than those at community colleges and research universities to have studied abroad as undergraduates. Of the students who had traveled abroad for academic purposes, most had traveled to Western Europe, Eastern Europe, Mexico, Central America, or South America (see **Figure 15**, on page 12). Most said the experience made them more knowledgeable and understanding of other people and cultures (see **Figure 16**, on page 13). Data from the national sample showed only small differences in student participation in study abroad: 12 percent at highly active institutions, compared with 8 percent at less active institutions.⁸

Figure 14: Student Participation in Study Abroad Programs, by Institutional Type



n=9,279 students at eight highly active institutions.

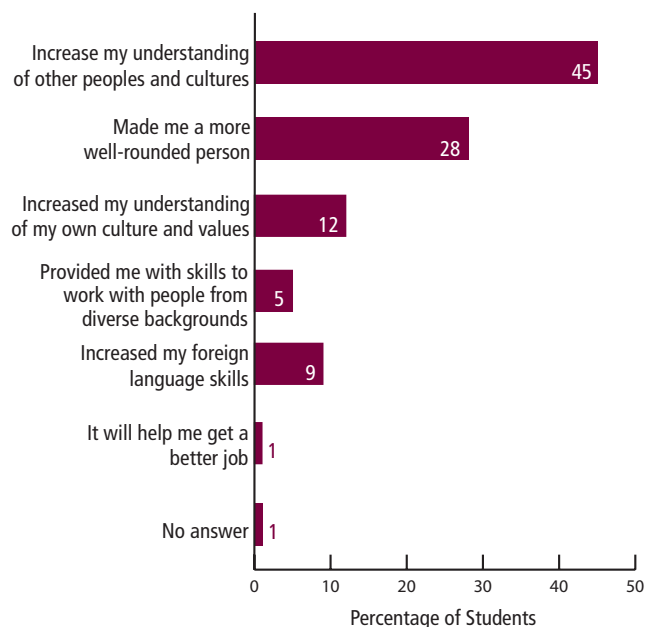
Figure 15: Countries or Areas Outside the United States to Which Students Have Traveled for Academic Purposes



n=1,904 students at eight highly active institutions.

⁸ These percentages are higher than study abroad rates cited in other studies. It is possible that students who opted to participate in the ACE study (despite a protocol for random distribution) were more interested in internationalization and more likely to have studied abroad.

Figure 16: Student Perception of the Benefit of Traveling Outside the United States for Academic Reasons



n=1,904 students at eight highly active institutions.

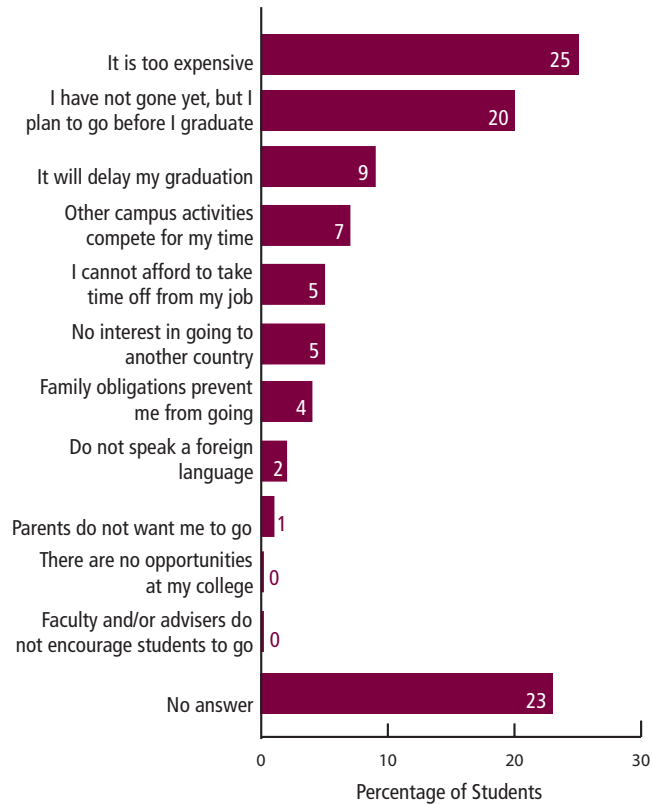
One-fourth of students at the eight highly active institutions who had not studied abroad said that they had not done so because it was too expensive (see **Figure 17**). However, one-fifth said that although they had not gone yet, they planned to study abroad before they graduated. The 2002 nationwide survey of students revealed that students at highly active institutions were more likely to say they planned to go before they graduated than were students at less active institutions. Students at both types of institutions were almost equally likely to say that study abroad was too expensive (see **Figure 18**). Very few students overall said that there were no opportunities at their college to study abroad.

Focus group findings from students at the eight highly active institutions indicated that, among those who had done so, studying abroad was their most significant international experience. At the community colleges, some students said they would be interested in study abroad, but that time and financial constraints would make it difficult for them to participate.

According to students in the focus groups, the main reasons they did not participate in study abroad programs were similar to the reasons given by students in the survey. Cost concerns were paramount. They said studying abroad was expensive, scholarships were too competitive, and that scholarships did not cover the costs of fees. Time was also an issue for students who were interested in study abroad but could not fit it into their schedules. Many students said that their program requirements did not have enough flexibility to allow for study abroad. Although they found the opportunity interesting, students said they did not want to prolong their enrollment in order to study abroad. Several education majors said that their program structure made it impossible to study abroad without extending their time to completion. Still others with interest in study abroad said that their majors were not offered at the foreign campus.

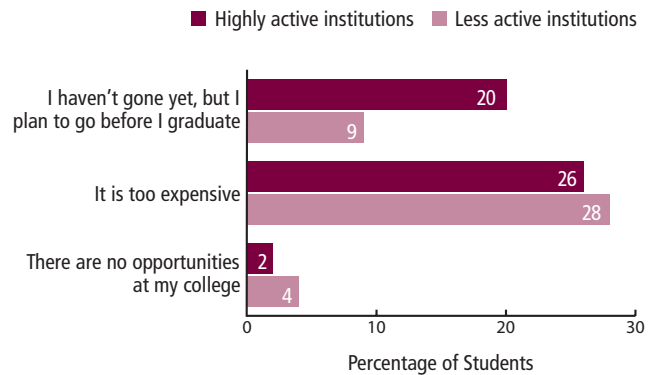
International Courses. The majority of students at highly active institutions had taken at least one course in the previous academic year that focused on perspectives, issues, or events from specific countries or areas outside the United States. Close to one-third had not taken any. The number of internationally focused courses taken by students varied by institutional type. The percentage of students taking at least one internationally focused class in

Figure 17: Main Reasons that Students at Highly Active Institutions Have Not Traveled Abroad for Academic Purposes



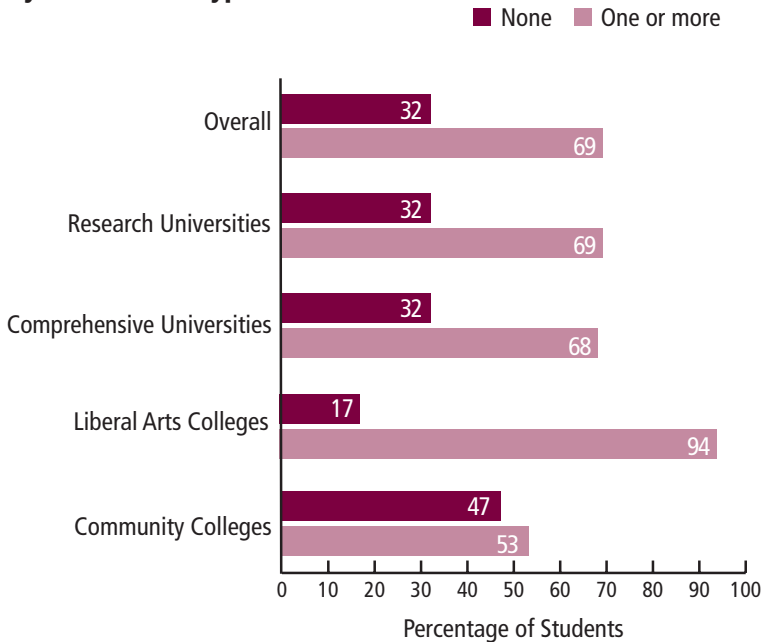
n=9,078 students at eight highly active institutions.

Figure 18: Main Reasons Students Have Not Studied Abroad for Academic Purposes, by Highly Active and Less Active Institutions



n=1,009 students at eight highly active institutions.

Figure 19: Number of International Courses Taken During 2003-04, by Institutional Type



n=9,279 students at eight highly active institutions.

one academic year ranged from 94 percent among liberal arts students to 53 percent among community college students (see **Figure 19**).

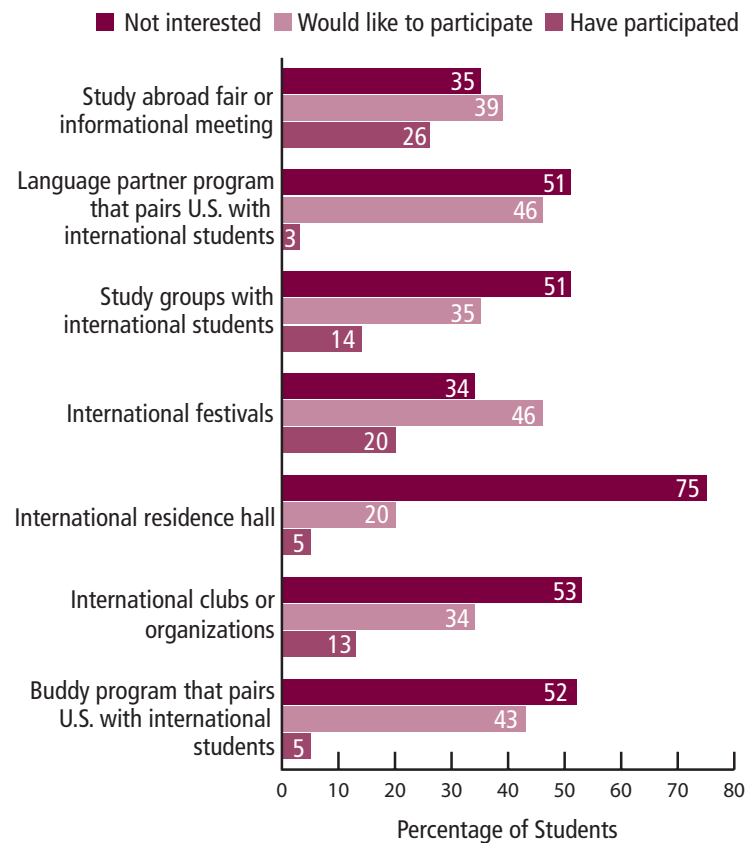
Co-curricular Activities

Many institutions place considerable emphasis on sponsoring on-campus activities that have an international focus, such as festivals, cultural events, and clubs. The data indicate that overall, participation is low, although many students said that they would like to participate. The activities that students were most likely to participate in were study abroad informational fairs and international festivals, but these activities attracted only 26 percent and 20 percent of respondents, respectively (see **Figure 20**). While all students expressed positive attitudes toward such events, their behavior suggests that when they have to make choices—either between work and family or other recreational activities—they do not choose internationally focused campus events. National survey data indicate that more

students had participated in international festivals at highly active institutions than at less active institutions (see **Figure 21**).⁹ The interest level among those who had not participated is similar at both highly active and less active institutions.

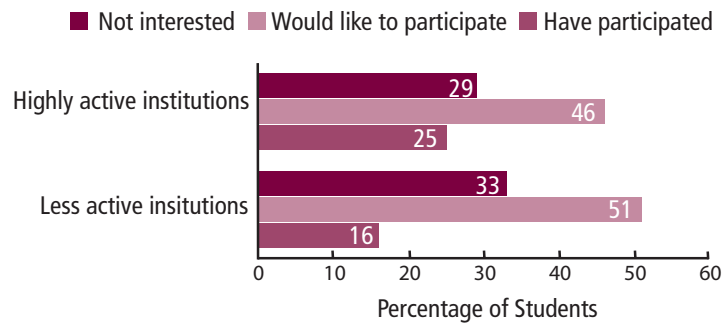
This generally low level of participation is consistent with the responses of students in focus groups at highly active institutions. Although they agreed that campus activities such as international week, fairs, parades, dances, food festivals, campus displays, or international clubs contributed to international learning, such events and activities did not immediately come to mind as examples of international learning experiences. Once these events or activities were suggested by the focus group facilitator, students recalled some degree of international learning through such activities, but their recall seldom occurred without prompting.

Figure 20: Student Participation and Interest in International Campus Activities



n=9,279 students at eight highly active institutions.

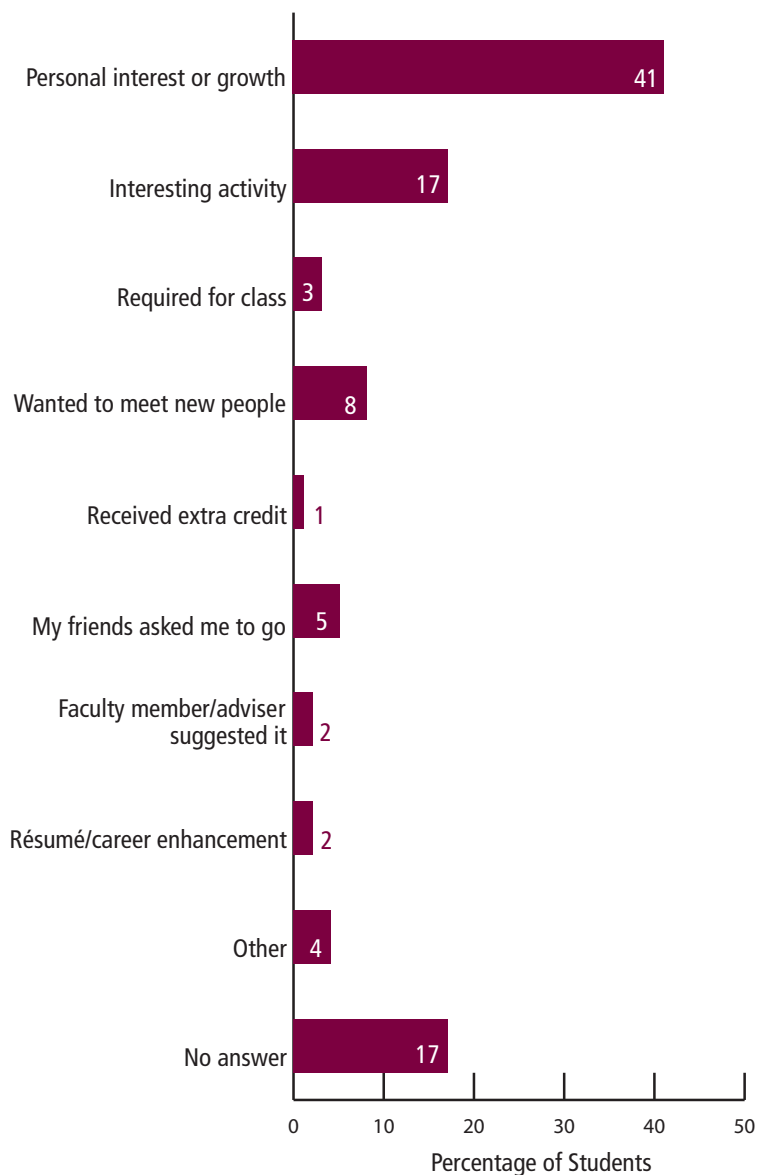
Figure 21: Student Participation and Interest in International Festivals, by Highly Active and Less Active Institutions



n=1,248 students at eight highly active institutions.

⁹ The discrepancy between the highly active findings from the 2002 national sample and the overall findings from the eight highly active institutions student sample may be due to the limitations of the national sampling procedure and to the large difference in sample sizes (528 students from highly active institutions in the national sample and 9,279 in the sample of students from eight highly active institutions).

Figure 22: Students' Primary Reasons for Participating in Internationally Focused Extracurricular Activities



n=3,912 students at eight highly active institutions.

The main reason students at highly active institutions participated in international activities and programs was for personal interest and development (see **Figure 22**). It appears that student participation was not based on reasons related to their coursework or to enhancing their careers. Students were most likely to cite reasons related to their lack of time in explaining why they did not participate in international activities on campus (see **Figure 23**).

The responses of students in focus groups at the eight highly active institutions echoed the survey results. Many said they participated in international activities and programs out of their own interest and curiosity, or for their own personal development. As one student put it, “I think it is interesting just to find the different perspectives. That’s why I go sometimes.” Another student cited “a desire to see different worldviews and experience different things,” while another focus group participant said, “It is boring to hang out with people who are exactly like you. . . . It is just something out of the ordinary. I just crave something different [from] the normal.”

Students in the focus groups had the opportunity to discuss their reasons for participating in these activities and were not limited to citing one main reason, as were the survey respondents. In these discussions, some talked about having friends who are involved in international activities and how those friends influenced them to become involved. Some-

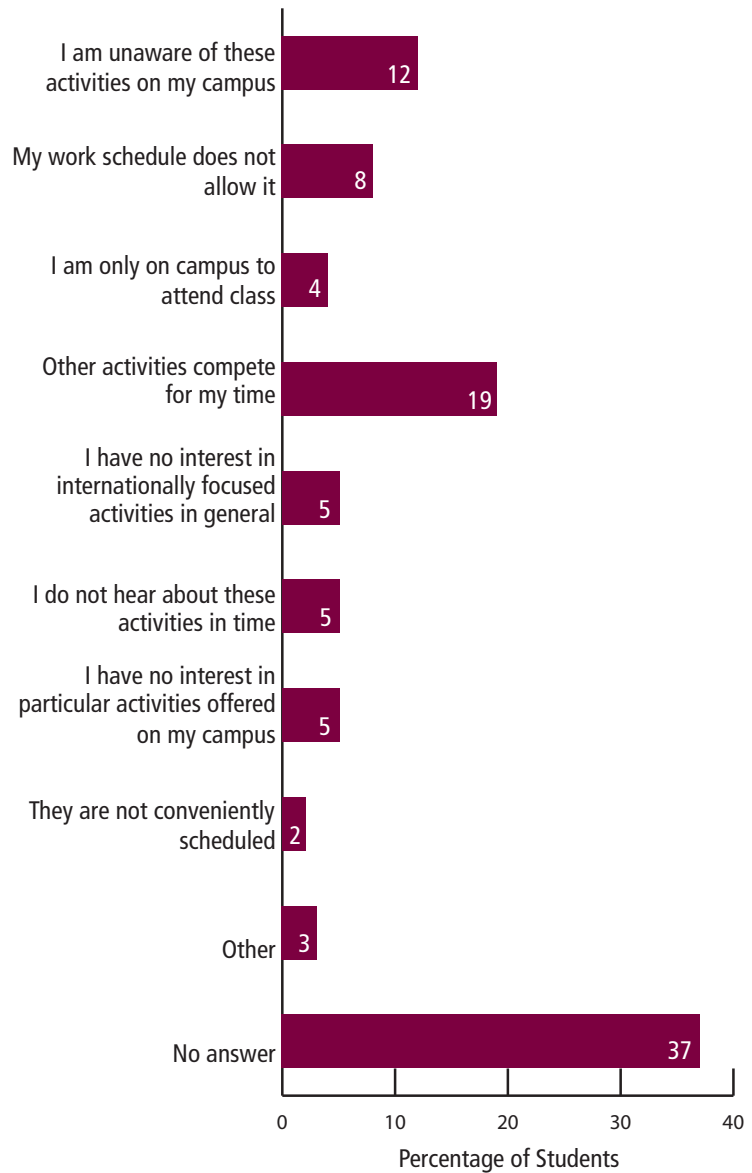
times just having international student friends ignited an interest in learning more about other cultures. One student said, “I don’t think I would have gone to events if my friends hadn’t been in them.” Another participant said she had joined a sorority when she first came to campus and met many international students through it. She said, “Being that they have become my close friends, I just want to learn more about their culture.”

Although only a very small percentage of survey respondents cited course requirements or extra credit as reasons for participating in international activities, the focus group students commonly cited both those reasons as the motivating factor for their participation. Students said they appreciated the value of the international learning opportunities, but that the events or classes needed to be required if students were to attend.

Occasionally, some focus group students mentioned faculty members as motivators. They said it helped to have professors mention activities or events, especially when the faculty member was obviously interested in and excited about the event. One student said, “I have mainly been motivated by a specific professor and his class. He has a way of being interested and excited about the topic.”

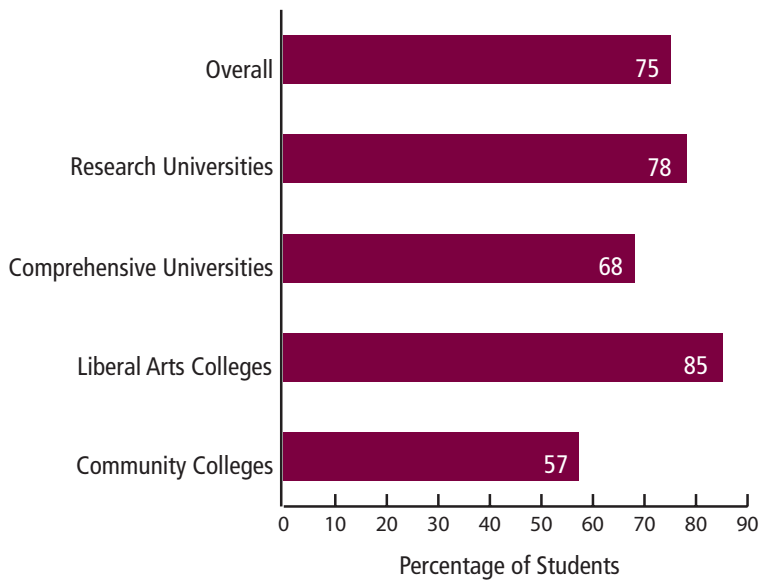
Students in the focus groups also easily explained why they did not participate in international opportunities at their college or university. The primary reason was time, as was also reported by students in the survey. Students who did not live on campus also mentioned commuting restraints and not being on campus during

Figure 23: Students’ Primary Reasons for Not Participating in Internationally Focused Extracurricular Activities



n=9,261 students at eight highly active institutions.

Figure 24: Students Who Have Traveled or Lived Outside the United States, by Institutional Type



n=9,279 students at eight highly active institutions.

scheduled activities. Similarly, students also mentioned that work and family obligations made finding time to participate in international activities or programs difficult. This was especially true at the community colleges, where one student said, “I don’t think anyone takes the time to be there for anything other than his or her classes.” At some institutions, students said that there were so many events going on that a student could not possibly attend them all. In other words, international events compete with other campus activities, and students find it difficult to find time for both their studies and attending all the events they would like.

Travel Abroad

The majority of students at highly active institutions have had some degree of experience traveling or living outside the United States (both before and during college). Students at highly active liberal arts colleges were much more likely to have traveled outside the country than students at other types of highly active institutions (see **Figure 24**). The 2002 national survey also revealed that students at highly active institutions were slightly more likely to have ever traveled outside the United States than those at less active institutions (68 percent, compared with 61 percent).¹⁰

¹⁰ The discrepancy between the highly active findings from the 2002 national sample and the overall findings from the eight highly active institutions student sample may be due to the limitations of the national sampling procedure and to the large difference in sample sizes (1,275 students from highly active and less active institutions in the national sample and 9,279 in the sample of students from eight highly active institutions).

Students' Perceptions of the Faculty Role in Fostering International Learning

This section describes students' perceptions of the role played by faculty in fostering international learning. Students were queried about faculty responsibilities in fostering international learning, as well as their classroom practices, such as using internationally focused materials, discussing their own international experiences, and encouraging students to attend internationally focused campus events.

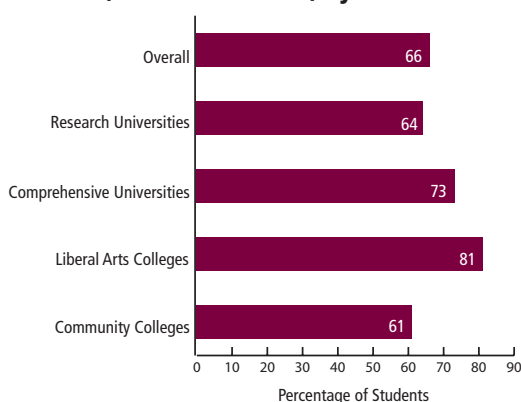
The majority of students at the eight highly active institutions believed that all faculty should be involved in helping students become more aware of international and global issues (see **Figure 25**). However, according to students, faculty were only moderately active in promoting international learning. Fifteen percent of students reported that faculty “frequently” or “always” encouraged students to participate in international activities, brought international reading material into their classrooms, or discussed their international experiences in class. About a quarter of students said that faculty “frequently” or “always” related course material to larger global issues and events. About two-fifths of students reported that faculty “sometimes” engaged in these practices. About half the students reported that faculty “frequently” or “sometimes” brought international reading material into their classrooms, and half said that faculty rarely or never did so. Similarly, 56 percent of students reported that faculty “frequently” or “sometimes” discussed their international

experiences in class; 44 percent said that faculty never or rarely did so (see **Figures 26 through 29**).

Students in the focus groups indicated that they greatly appreciated when faculty brought international or global perspectives into their classrooms; they also were positive about the cultural insights that international faculty brought to the classroom experience. Students reported, however, that they were unlikely to hear about international activities and programs from faculty, advisers, or otherwise in class.

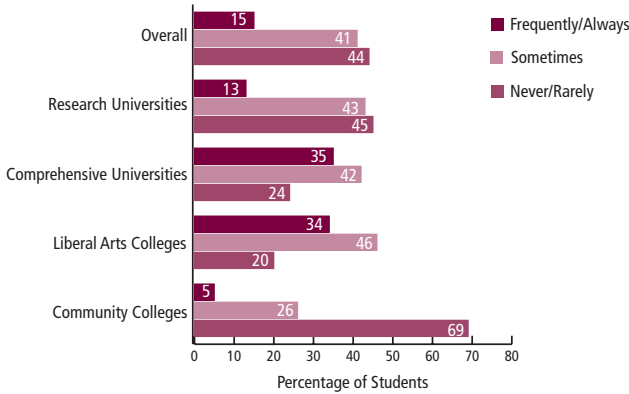
In terms of faculty encouraging students to participate in international activities, using international reading material in their courses, discussing their own international experiences in class, and relating course material to larger global issues and events, the data indicate that faculty at highly active liberal arts colleges and

Figure 25: Student Agreement that It Is the Responsibility of All Faculty to Help Students Become Aware of Other Countries, Cultures, or Global Issues, by Institutional Type



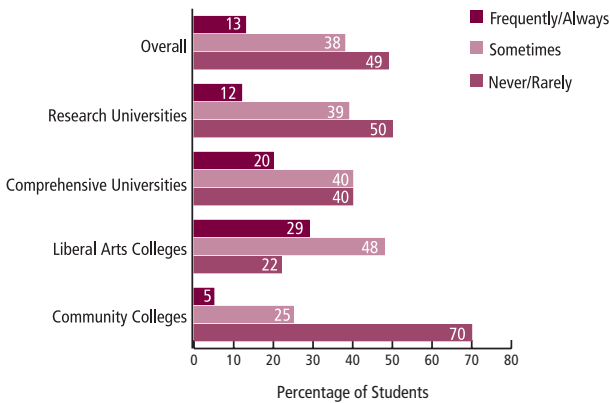
n=8,530 students at eight highly active institutions.

Figure 26: Students Reporting that Faculty Encourage Students to Participate in International Activities, by Institutional Type



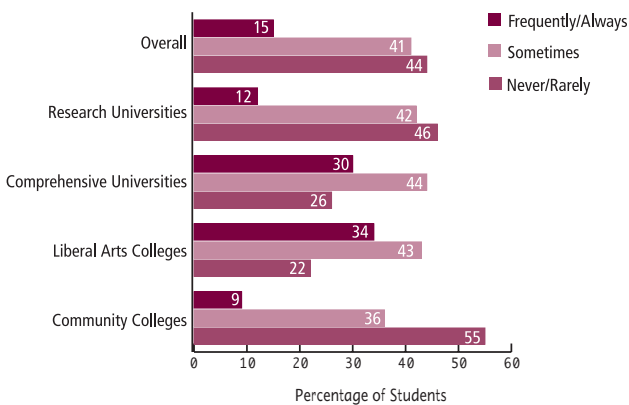
n=9,279 students at eight highly active institutions.

Figure 27: Students Reporting that Faculty Bring International Reading Material into Their Classrooms, by Institutional Type



n=9,279 students at eight highly active institutions.

Figure 28: Students Reporting that Faculty Discuss Their International Experiences in Class, by Institutional Type



n=9,279 students at eight highly active institutions.

comprehensive universities were more likely to expose their students to such international learning experiences than were research university or (especially) community college faculty. Students at all eight of the highly active institutions were unlikely to have had courses with faculty who assigned extra credit or required students to attend internationally focused events, or had international students and scholars give presentations about their home countries (see Figures 30 and 31).

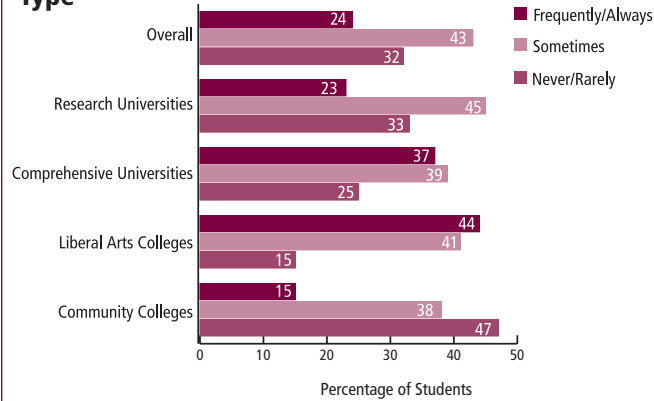
Students in the focus groups cited specific examples of international learning experiences in the classroom gained through international faculty discussing their cultures, and through any faculty infusing international issues, perspectives, and reading into their courses. Some faculty members specifically designed classroom activities to promote interaction between U.S. and international students. One student told of a socio-linguistics class project in which students were required to work with international students on campus and examine the way they communicate without a common first language. Another professor required class study groups to be composed of a mix of international and U.S. students. Students at one community college said they had teachers who brought in materials from other cultures, giving the students a hands-on experience. A student at one research university said, “Every one of my teachers has traveled abroad or spent a large portion of their life abroad. All my classes have [international] speakers, too. Right now, I am just learning about other cultures and countries.”

The students in the focus groups generally seemed to greatly appreciate the cultural insights that international faculty brought into their courses. Students often praised such faculty or courses and said that their experience in class often sparked their interest in pursuing interna-

tional topics to a greater extent. One student said that he initially found it frustrating to take a philosophy course from an international faculty member, as he was not sure how the cultural component was relevant to the class. But the student eventually saw how culture related to the rest of the course material and felt it was a valuable experience. Another said, “My government adviser is from China and I took a course from him . . . in international political economy. Because that course was so great, I decided to take Chinese history from him, which is something that I never would have done.” Another student described his positive experience this way: “My social inequality teacher is from Bolivia. That class alone enlightened me on so many different things. She had a lot of guest speakers. Having someone else’s point of view really gets to you.”

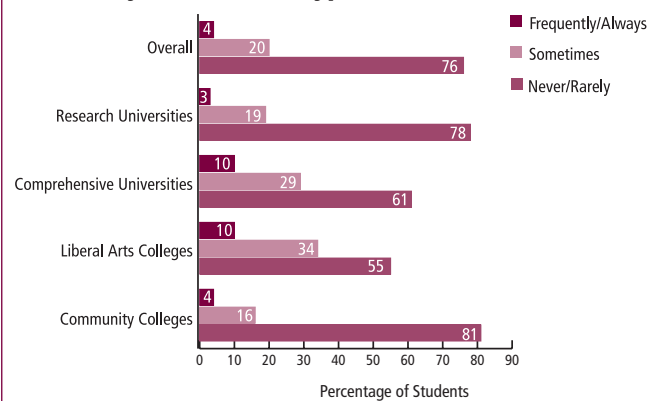
One finding that came to light in the focus groups but not in the survey results was that students at several institutions said that most of their international learning in the classroom took place in lower-level or core requirement classes, and not in classes in their majors. Students said their core courses might include projects that required them to study another culture, interview someone from another country, or attend a presentation by someone from another culture. They said that exposure in upper-level classes largely depended on one’s major, suggesting that in some majors, international perspectives and topics were more easily incorporated. At one liberal arts college, students agreed that most of their class-related international learning experiences occurred in the required international general education course. Similarly, one student at a research university said, “[In] every general education class I have taken, the professor has made an effort to make it more international. But I haven’t experienced anything [in] my major.”

Figure 29: Students Reporting that Faculty Relate Course Material to Larger Global Issues and Events when Possible, by Institutional Type



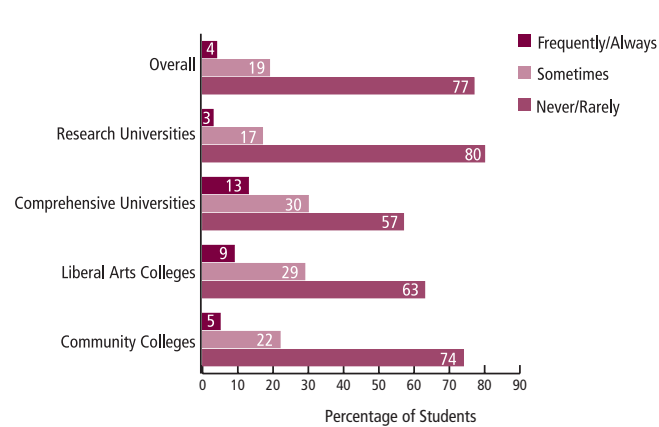
n=9,279 students at eight highly active institutions.

Figure 30: Students Reporting that Faculty Assign Extra Credit or Require Students to Attend Internationally Focused Campus Events, by Institutional Type



n=9,254 students at eight highly active institutions.

Figure 31: Students Reporting that International Students and Scholars Give Presentations About Their Home Countries



n=9,279 students at eight highly active institutions.

Students' Awareness of International Learning Opportunities

This section describes the level of students' awareness of campus international programs and activities, and how students learn about these opportunities. The study found that most students at highly active institutions were very aware of the international activities and programs on their campuses, especially study abroad programs. Students were most likely to hear about internationally oriented events or programs via bulletin boards, flyers, friends, campus e-mails, or college or local newspapers. They were least likely to hear about them through faculty or advisers, or from in-class or public announcements. Students at most highly active institutions said they were largely unaware of the extent of international activities and programs offered on campus prior to enrolling in or applying to the college, and that it would not have influenced their decision to enroll if they had known, although it would have been perceived positively.

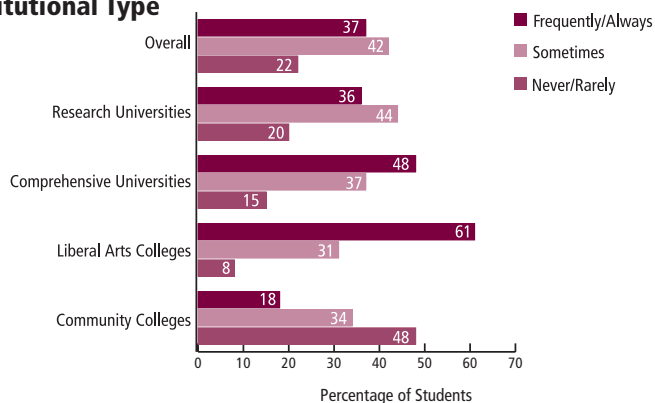
Awareness Level

Students in the focus groups at most of the eight highly active institutions reported being very aware of the international activities and programs on their campuses. Some could list a number of internationally oriented extracurricular

programs. At two institutions, a comprehensive university and a research university, students felt that study abroad was the program they were most aware of and had heard about most often. They said that information about study abroad was abundant during freshman year and also through foreign language classes. One student at a liberal arts college said, "If you sit down and say 'I want to go to something international today,' you will have no trouble finding something."

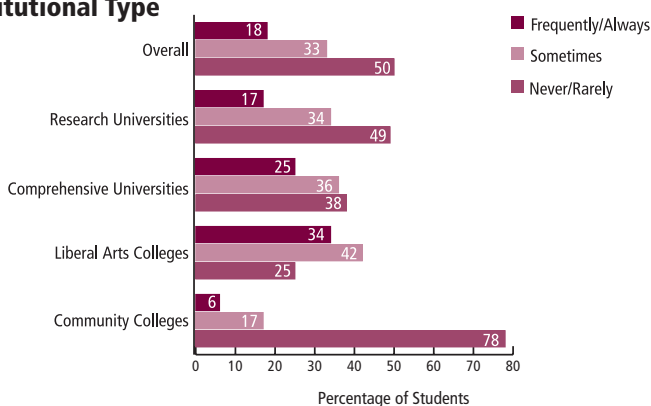
At two institutions, some students did not seem particularly aware of internationally oriented extracurricular activities on campus. Those students said they did not know of a central place for campus announcements. At one of the colleges, students said that international festivals or activities would be nice, but that they did not hear about many such events. At one comprehensive university, students who took classes outside the main building felt somewhat isolated and believed that was why they did not hear about many events. Similarly, some students at one community college said that they were not aware of such activities because they were not on campus very much. Students who took classes off campus said the information found on bulletin boards was not as abundant or current at off-campus locations.

Figure 32: Frequency of Students Learning About Internationally Focused Campus Events from Bulletin Boards and Flyers, by Institutional Type



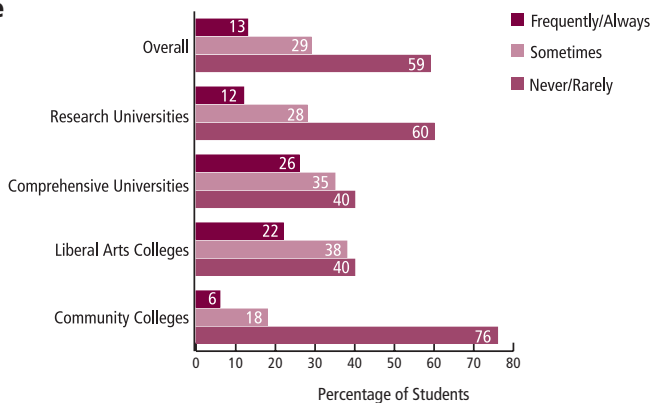
n=9,279 students at eight highly active institutions.

Figure 33: Frequency of Students Learning About Internationally Focused Campus Events from Friends and Other Students, by Institutional Type



n=9,279 students at eight highly active institutions.

Figure 34: Frequency of Students Learning About Internationally Focused Campus Events from Faculty or Advisers, by Institutional Type



n=9,279 students at eight highly active institutions.

Method of Communication

Although there was some variation by institutional type in students' awareness of international activities and programs, overall survey results revealed that students at highly active institutions learned about internationally focused events on campus through bulletin boards, flyers, friends, other students, campus e-mails, and college or local newspapers (see **Figures 32 through 37**). Students were least likely to hear about such events through faculty or advisers, or from in-class or public announcements. This finding suggests that faculty could play a more active role in communicating about these opportunities and encouraging students to attend.

Students in the focus groups confirmed survey results, but also mentioned a variety of other ways that they learned about international activities and events. At the institutions where students were very aware of such programs, they mentioned flyers on shuttle buses, sidewalk chalk, posters, banners, the campus television station, freshman and new student orientations, information tables, displays on the walls, international student presentations, and the college web site—in addition to those methods noted above. Students at several institutions said that the proximity of campus activities correlated to their awareness level. Students said that they would often encounter international events in progress by just being on campus, walking around or walking to class.

Awareness of International Learning Opportunities Before Enrolling in College

Students in the focus groups at the highly active institutions were asked if they were aware of the international programs and activities offered at their institution before they decided to enroll. At almost all the

institutions, students were mostly unaware of the extent of international activities and programs before they enrolled in or applied to the college. Students who said they were not aware of such opportunities believed that if they had known more, it would not have influenced their decision to enroll, although such programs would be perceived positively. One student said, “It was a nice perk, but I was going to come anyway.”

Occasionally, students said they were aware of international activities and programs before attending the college, and most of them also said that it did not influence their decision to enroll. When students did mention a degree of awareness before enrolling, it was usually in reference to study abroad programs, which seem to be emphasized to prospective students more than other international activities or programs. Several students at one comprehensive university mentioned prior knowledge of study abroad programs. One reported that the information was not influential; another said, “It was one of the first things that stood out to me when I was searching for schools.” Another student said knowing about the study abroad program “did affect my decision. I would be in [another college] if it wasn’t for that.” Only one student at a research university said the number of international students at the institution was influential. That student said the international emphasis influenced his decision to apply: “Some of my friends who went here told me about how many international people were here. I am not going so say it was my only reason for wanting to transfer here, but it was one of them, just to get a different perspective.”

Figure 35: Frequency of Students Learning About Internationally Focused Campus Events in Class or Through Public Announcements, by Institutional Type

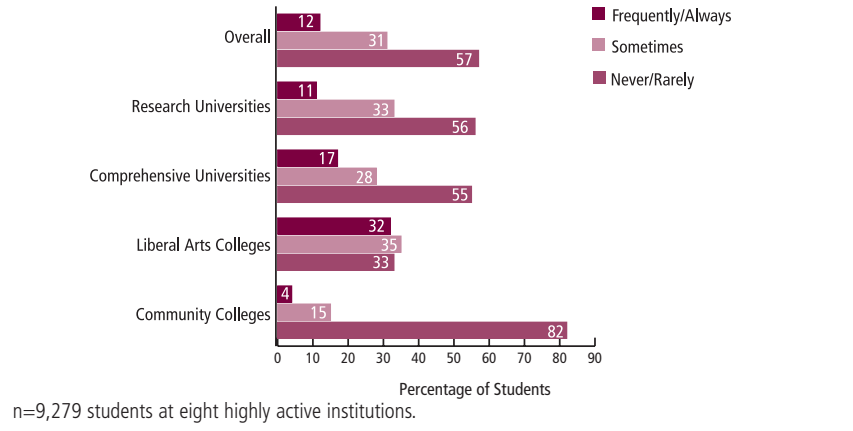


Figure 36: Frequency of Students Learning About Internationally Focused Campus Events Through Campus E-mails, by Institutional Type

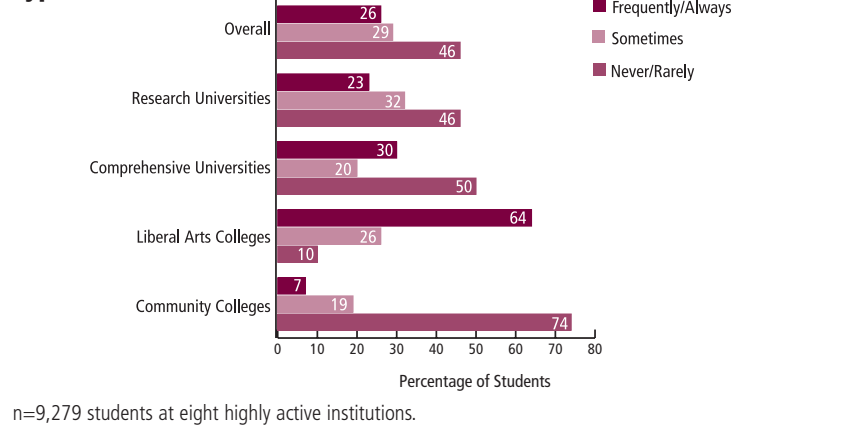
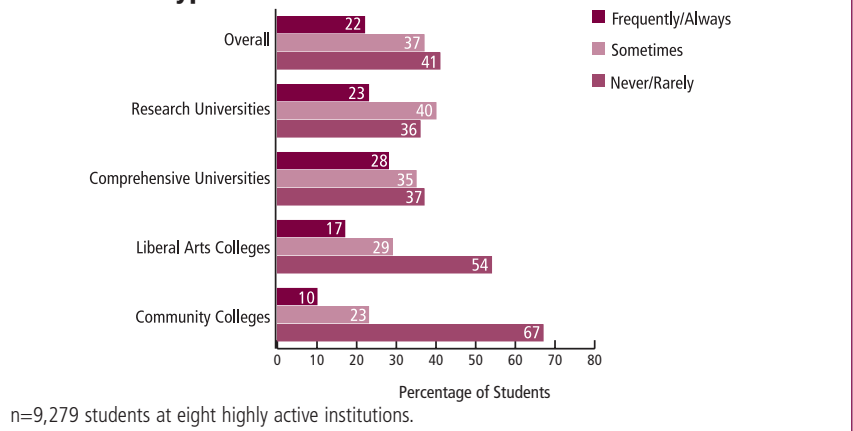


Figure 37: Frequency of Students Learning About Internationally Focused Campus Events Through College or Local Newspapers, by Institutional Type



IMPLICATIONS FOR CAMPUS PRACTICE

Overall, the findings of this report corroborate both previous ACE research and anecdotal evidence about good practice in fostering international learning. They underscore the central role that faculty play in encouraging student interest, the importance of the curriculum as the major vehicle for international learning, and the strong potential of international students to contribute to the international learning of U.S. students.

The findings of this study and previous ACE studies of highly active institutions correspond to ACE experience in working with many campuses and are suggestive of important strategies that institutions should consider in advancing internationalization. Many of the strategies of highly active institutions can be adopted by colleges and universities that wish to enhance their internationalization profile and activities.

The data suggest that students entering highly active institutions are not very different from those enrolling in less active institutions: The majority have studied a foreign language, few have studied abroad, and about the same proportion were native speakers of another language. Although these indicators do not provide a complete picture of students' prior experiences with international learning, they suggest that institutions do affect student attitudes toward international learning and their academic choices through programs, requirements, and campus climate.

Below is a discussion of the three most important implications for campus strategies to enhance internationalization:

1. Faculty are key to student international learning.

The majority of students believe that it is the responsibility of all faculty members to be an integral part of students' international education and they appreciate it when faculty members integrate international topics or perspectives into their courses. However, students reported that faculty were only moderately active in fostering international learning. For example, slightly more than half the students reported that faculty members frequently or sometimes encouraged students to participate in international activities, brought international reading material into their courses, or discussed their international experiences in class. Less than one-quarter of students at the highly active institutions in the study reported that faculty frequently or sometimes asked international students or scholars to give presentations about their home countries. Faculty were least likely to do these things at research universities and community colleges.

According to students, only a small proportion of faculty are highly active in promoting international learning. This may be due to faculty's own paucity of international interest and experience or the difficulty they perceive in integrating their knowledge and experience into their pedagogy. Faculty development efforts can address both these challenges.

Targeted investments in faculty development can help deepen faculty engagements with international and global issues and perspectives. According to ACE studies on highly active institutions, the most common strategies of highly active liberal arts colleges, comprehensive universities, and research institutions were to invest in faculty development by providing funding for faculty to lead study abroad programs or to travel abroad for meetings and conferences. Only highly active research universities commonly earmarked funds for faculty to study or conduct research abroad. Highly active community colleges were most likely to offer workshops for faculty on internationalizing the curriculum.¹¹

Among the strategies least likely to be used by highly active institutions were efforts to support the institutional investment in faculty, such as offering workshops for faculty to internationalize their courses or offering faculty recognition awards for international activity.¹²

Institutions can help faculty increase their international skills and knowledge in many ways. Faculty development is the single most important investment in internationalization, for the classroom experience is the most significant source of international learning for most students. Among the major strategies that all institutions should consider are:

- Funding faculty to lead students on study abroad programs.
- Supporting faculty to teach abroad.
- Supporting faculty travel to meetings and conferences abroad.
- Supporting study or research abroad.
- Offering seminars and workshops on internationalizing the disciplines and the curriculum.

- Offering workshops on using technology to internationalize courses.
- Providing opportunities for faculty to increase their foreign language skills.
- Recognition awards specifically for international activity.
- Recognizing international activity for promotion and tenure.

Among the least likely strategies used by higher education institutions was having guidelines for considering international work in faculty promotion and tenure decisions.¹³ We recommend establishing a policy that includes formal guidelines for considering international activity in faculty tenure and promotion decisions, provides faculty with a clear set of institutional expectations, and recognizes and rewards faculty for international activity. Furthermore, institutions should help faculty members develop strategies to internationalize their coursework. For example, offer workshops or informational exchanges among faculty members to demonstrate specific methods that can be used, such as incorporating international issues, perspectives, and reading and writing assignments into coursework, and developing classroom activities or work groups that involve interaction between U.S. and international students.

Faculty also can encourage or require students to participate in extracurricular events that have an international focus. Students do not typically hear about events from faculty or advisers, but when they do, faculty can influence students' interest in participating. Students who say they have participated in international on-campus activities only because of a course requirement report that they valued the experience. Institutions should seek ways

¹¹ Green, M. and Siaya, L. *Measuring Internationalization* series.

¹² Green, M. and Siaya, L. *Measuring Internationalization* series.

¹³ Green, M. and Siaya, L. *Measuring Internationalization* series.

to enhance faculty awareness of international programs and events on campus, and encourage them to promote international learning opportunities to their students. Faculty members also should consider requiring students to attend internationally focused events on campus or giving extra credit to those who do.

2. International students can have a tremendous effect on the learning of U.S. students.

Discussions about the presence of international students on U.S. campuses frequently point out that these students are often not integrated into campus life. International students often befriend one another, but find it difficult to develop meaningful personal relationships with U.S. students. Although faculty and students recognize the potential contribution of students from other cultures and countries to the learning environment, it is generally agreed that international students are an underutilized resource in the classroom.

The data showed that students value the presence of international students on campus and cite interacting with them as important international learning experiences. Students report that they would like to study and interact with more international students at their college, and that they would like to see international students from more regions of the world.

It appears that even highly active institutions could be doing more to promote the interaction of international students and students from the United States. Earlier ACE research confirmed that the strategy least likely to be used to increase internationalization at comprehensive universities, liberal arts colleges, and community colleges is to offer a buddy program

or language partner program that pairs U.S. and international students.¹⁴

Furthermore, offering international residence halls or roommate programs also is among the least likely strategies to be used at those same types of institutions, as well as at research universities.¹⁵

This issue is worthy of serious thought on every campus that has international students, and those with immigrant students, who offer similar opportunities for cross-cultural learning. Campuses should consider sponsoring workshops and faculty discussion groups on how the cultural diversity can be used as a resource in the classroom. Additionally, they should initiate or intensify discussions on targeted programs for increasing integration and interactions outside the classroom between international students and students from the United States, such as host students, host families, and language partner programs.

3. The curriculum is the most important vehicle for international learning for most students.

The vast majority of U.S. students will not study abroad during college. Although institutions need to make every possible effort to stimulate interest in study abroad, as well as to make it practical and affordable, the fact remains that students will acquire international skills and knowledge on campus, and primarily in the classroom. The primary international learning opportunities include courses with international or global themes, foreign language learning, and infusion of courses that are not specifically internationally focused with international or global themes.

¹⁴ Green, M. and Siaya, L. *Measuring Internationalization* series.

¹⁵ Green, M. and Siaya, L. *Measuring Internationalization* series.

International Courses

More than half of highly active research universities, comprehensive universities, and liberal arts colleges have an international general education requirement.¹⁶ In addition, most students agree that all undergraduates should be required to take at least one international course. However, students say that the courses that include international emphases are typically in their lower-level general education courses, and not in classes related to their majors.

General education is an important foundation for all students in acquiring international knowledge. Many institutions seek to provide this foundation through a specific course requirement, in which the interpretation of what is “international” or “global” can be more or less restrictive. ACE has been working with a number of institutions to take a more holistic approach, by specifying a series of international or global attitudes, skills, and knowledge that students ought to acquire in their undergraduate experience. This has led some institutions to “map” the curriculum, that is, determining in which courses (both general education and the major) students might achieve these desired outcomes. The culminating step is to assess whether or not students have actually acquired that learning. Whatever the approach used, a single required course is a point of departure for internationalization, and is unlikely by itself to produce “globally competent citizens” or “globally literate graduates.” Institutions that are serious about producing these student learning outcomes need to look across the curriculum to determine whether it is possible for students to

graduate without a significant encounter with international or global themes in the classroom, both in general education and the major.

The Co-curriculum

According to ACE research, the strategy most likely to be used by highly active comprehensive universities, liberal arts colleges, and community colleges is offering regular international activities on campus, such as international festivals.¹⁷ According to the small proportion of students who participate, however, these are not significant international learning experiences. This finding suggests that institutions should not rely on on-campus activities to provide students with international learning experiences, and should develop strategies to make international education a part of students’ academic programs and specific coursework.

Foreign Language Learning

The fact that English is gaining as a global lingua franca does not negate the fact that a substantial minority of Americans speak another language as their first language or are bilingual, or that many languages are spoken in communities and schools across the country. Nor does it diminish the need for people who are proficient in other languages—especially the less commonly taught languages—in business, government, and NGOs. Earlier ACE research found that the American public supports foreign language learning. Additionally, data showed that high school students who were headed to four-year colleges supported language requirements and hoped to study foreign languages in college.

¹⁶ Green, M. and Siaya, L. *Measuring Internationalization* series.

¹⁷ Green, M. and Siaya, L. *Measuring Internationalization* series.

Many students at highly active institutions come to college with some foreign language preparation, and believe there should be a language requirement. However, having a foreign language graduation requirement is among the strategies least likely to be used by research universities, comprehensive universities, and community colleges.¹⁸ A foreign language admissions requirement also is among the least likely strategies used by all four types of institutions.¹⁹ These findings suggest that higher education institutions could build on the foreign language learning that most students have had before college.

Institutions across the country are considering many different ways to stimulate foreign language learning. Some are debating introducing (or re-introducing) language requirements. Language requirements, however, are not a panacea. Institutions must consider whether the requirement will be in terms of seat time or credit hours, or proficiency. Many institutions with a language requirement that is expressed in terms of credit hours find that after completing their two or three required semesters, students have no real ability to use the language, nor have they gained any real cultural understanding. Also, some students place into first- or second-semester language in college, even after several years of high school language study. Others choose to repeat what they know to simply “get their language requirement out of the way.”

Other institutions are using incentives rather than requirements. Among these are language courses designed for particular professions, such as Spanish for Health Professions; intensive language study that bring students to a higher level of proficiency than the usual course schedule; language study as preparation for study abroad; and integration of language across the curriculum, for those students who want to use their language skills in settings other than language or literature classes.

An interesting finding of this study was that students did not think of language study as an international learning opportunity. One possible explanation for this is that most language enrollments are in the lower levels, and the emphasis of these courses is generally on language skills rather than culture. Current discussions among language professionals suggest that teaching for language proficiency and cultural familiarity are two different goals and require different pedagogies. For students to be able to master cultural learning in a second language requires a high level of proficiency in that language. This finding suggests that institutions need to be clear about the goals of foreign language teaching and tailor their courses and pedagogy accordingly.

Finally, residential campuses also have other important ways to encourage language learning outside the classroom. Offering foreign language residence halls that are open to all students, a strategy among the least likely to be used by institutions,²⁰ is one way to encourage foreign language learning through means other than coursework.

¹⁸ Green, M. and Siaya, L. *Measuring Internationalization series*.

¹⁹ Green, M. and Siaya, L. *Measuring Internationalization series*.

²⁰ Green, M. and Siaya, L. *Measuring Internationalization series*.

Study Abroad

Offering a study abroad program is among the most likely internationalization strategies used by highly active institutions.²¹ But because only a minority of students actually study abroad, institutions cannot rely on these programs as the primary source of international learning for students.

Students in focus groups suggested shorter study abroad programs, making them less costly and requiring less time away from their major classes. However, shorter education abroad programs, such as international internships, field study, and service opportunities, were among the least likely internationalization strategies used by institutions, with the exception of research universities.²² (Data on study abroad, however, indicate a steady growth in enrollment in short-term programs.) The option of shorter-term education abroad opportunities, however, serves the many students who do not study abroad because of time and financial concerns.

Students believe in the importance of study abroad, and many who have not done so would like to before they graduate. Even though most highly active institutions (except community colleges)

earmark funds for students to study or work abroad,²³ a primary reason students do not participate is financial concerns. Institutions that want to promote study abroad will have to develop additional strategies for financial assistance and find ways to reduce program costs. For example, students said they would like to be able to use scholarships to pay for all aspects of study abroad, not just tuition. Another possibility is to provide a broader array of study abroad options that would take students to developing or non-Western countries. More economical options may exist for programs in Mexico, Central and South America, the Middle East, Africa, and Eastern Europe, where few students currently study.

Most highly active institutions have institutional policies that enable students to study abroad without delaying graduation.²⁴ Nevertheless, some students reported that they do not study abroad because their program requirements are not flexible enough to allow it, and they do not want to delay their graduation. Institutions should make students aware of their particular policy and evaluate specific academic programs to ensure flexibility.

²¹ Green, M. and Siaya, L. *Measuring Internationalization* series.

²² Green, M. and Siaya, L. *Measuring Internationalization* series.

²³ Green, M. and Siaya, L. *Measuring Internationalization* series.

²⁴ Green, M. and Siaya, L. *Measuring Internationalization* series.

METHODOLOGY REPORT

I. Background

This report focuses on students' experiences and perceptions as measured in two separate studies. One study focused on students who attended eight highly active institutions, selected from among the institutions identified as highly active in internationalization during a survey conducted in 2003. The other study focused on the differences between students from highly active and less active institutions, drawing on data collected through national surveys of institutions, faculty, and students conducted by the American Council on Education in 2001-02.

The goal of the 2001-02 surveys was to map the state of internationalization among U.S. higher education institutions. To accomplish this, ACE conducted national mail surveys of U.S. postsecondary institutions, faculty employed at those institutions, and students attending those institutions. ACE published the results of those surveys in *Final Report 2003: Mapping Internationalization on U.S. Campuses*.

Then, in 2003, ACE built upon that research by constructing an index that classified institutions according to the extent of their internationalization efforts. First, we grouped the 2001 institutional survey questions into six dimensions of internationalization. Then, we calculated an overall score for each dimension, and created an internationalization index for each institutional type. Institutions were designated either "highly active" or "less active," according to their scores on the index. Institutions scoring in the top 40 percent were categorized as "highly active."

The following sections include an overview of the research methodology used in the earlier studies that formed the basis of the two studies featured in this report, and the methodology of those two studies. Presented first is the methodology from earlier research initiatives, including development of the 2001-02 surveys, the samples obtained, and the internationalization index. Next are the methodologies of the two research studies presented in this report, which focus on (1) students at eight highly active institutions and (2) comparisons of students from highly active and less active institutions.

II. Earlier Research Initiatives

A. Development of the 2002 Student Survey

This national survey aimed to capture the international experiences and attitudes of undergraduate students who had completed at least one year of college. It was one of three surveys that aimed to map the state of internationalization of U.S. colleges and universities. The first survey explored institutional practices and policies to promote internationalization. The second focused on faculty attitudes and experiences toward international education, and the third on students' attitudes and experiences.

To develop the student survey, exploratory focus groups were conducted with students at four higher education institutions to gather information about their international experiences and their perceptions of the value and state of international education at their institution. The findings shaped the initial drafts of the student survey. An advisory board of leaders, experts, and scholars in international education then reviewed the draft and provided input on the final student survey instrument (see Appendix A).

B. National Sample

The 2002 national student sample was derived through an institutional and faculty sampling process. First, an institutional survey sample was drawn from the population of regionally accredited postsecondary institutions in the United States during the 2001-02 academic year. We mailed institutional surveys to a national sample of college and university presidents in September 2001. Of the 2,461 regionally accredited institutions in the nation, as defined in the Carnegie classification system, a sample of 1,501 (61 percent) was surveyed, of which 752, or 50 percent, responded. The 752 institutions included 144 research universities; 188 comprehensive universities; 187 liberal arts colleges; and 233 community colleges.¹ Next, a faculty telephone survey was administered to permanent and continuing contract faculty members in February and March 2002. The phone survey contacted five randomly selected faculty members at each of the institutions that completed the institutional survey and had an available faculty directory. The result was a sample of 3,510 faculty members. Finally, in April 2002 each of the participating faculty members was sent three student surveys, which they were asked to distribute to three students, following specific directions for a random selection process. The result was 1,290 returned student surveys. The results of the institutional, faculty, and student surveys were published in *Final Report 2003: Mapping Internationalization on U.S. Campuses*.²

C. The Internationalization Index

In follow-up research, conducted from 2003 to 2005, ACE developed an “internationalization index” based on the 2001 institutional survey. The 2001 institutional survey questions were grouped into six dimensions, and scores were developed for each dimension. The dimensions were: Articulated Commitment, Academic Offerings, Organizational Infrastructure, External Funding, Institutional Investment in Faculty, and International Students and Student Programs. The dimension scores were combined to calculate an overall score. On the basis of the overall score, institutions were categorized as “highly active” or “less active,” and this categorization became a variable used in both the current study of students at eight highly active institutions and the comparisons of students within the 2002 national sample. (For a detailed summary of the methodology used in developing the internationalization index, the dimension scores, and the categorization of institutions as “highly active” or “less active,” please see the series of four published reports on the internationalization index: *Measuring Internationalization at Community Colleges*; *Measuring Internationalization at Liberal Arts Colleges*; *Measuring Internationalization at Comprehensive Universities*; and *Measuring Internationalization at Research Universities*.)³

¹ At the time this study was conducted, the 1994 version of the Carnegie classifications was in use.

² Siaya, L. & Hayward, F. (2003). *Final report 2003: Mapping internationalization on U.S. campuses*. Washington, DC: American Council on Education. See www.acenet.edu/bookstore/pubInfo.cfm?pubID=306 for more information.

³ For more information, visit www.acenet.edu/bookstore and search for International Education from the category list.

III. Current Study of Students at Eight Highly Active Institutions

This study aimed to investigate the specific experiences and perceptions of students who attended institutions deemed highly active in their internationalization efforts. In 2003, ACE conducted student focus groups and a campus-wide e-mail survey of students at eight highly active institutions. The eight institutions, two from each Carnegie classification⁴ (community colleges, liberal arts colleges, comprehensive universities, and research universities), were identified as highly active in their internationalization efforts using the methods described in earlier reports.⁵ One focus group was conducted at each of the eight institutions and included only full-time degree-seeking sophomores, juniors, and seniors who were U.S. citizens or permanent residents of the United States. A survey also was administered via e-mail to all full-time undergraduate students.

A. Focus Group Participant Selection

A contact person from each institution was identified to facilitate the process of obtaining a student list to be used for focus group participant recruiting. We requested that each list consist of full-time undergraduates, excluding freshmen, so that participants would not be new to the institution and would have had some time to become aware of or experience the campus's international opportunities. We also requested that the students on the list be U.S. citizens or permanent residents. The lists typically included student names and phone numbers.

Focus groups were conducted at either a formal focus group facility near campus or in a meeting room close to campus, when formal facilities were not available. Once a location was determined and a time was set, students were called and asked a series of questions screening them for participation. The screening process selected students who were U.S. citizens or permanent residents, full-time degree-seeking, and sophomores, juniors, or seniors. We also screened for a representation of men and women, and race and ethnicity that was comparable to the institutional demographics. Students who met the criteria were then asked to participate and offered a \$40 incentive.

B. Focus Group Participants

Ten to 14 students were recruited to participate in each of the focus groups. The number of students in each group ranged from six to 14. The following chart details the participation figures for each college or university, by gender and race/ethnicity.

Institution	Total	Men	Women	Caucasian	Other Race/Ethnicity
Community Colleges					
#1	12	5	7	9	3
#2	10	4	6	8	2
Liberal Arts Colleges					
#1	7	3	4	7	0
#2	6	2	4	6	0
Comprehensive Universities					
#1	14	4	10	14	0
#2	9	4	5	7	2
Research Universities					
#1	7	4	3	6	1
#2	9	5	4	6	3

⁴ At the time this study was conducted, the 1994 version of the Carnegie classifications was in use.

⁵ For more information, visit www.acenet.edu/bookstore and search for International Education from the category list.

C. Focus Group Procedures

The focus group protocol typically involved an introduction by the facilitator, a brief background on the research project and the sponsoring institution, and discussion guidelines. Students were then asked to read and sign a consent form before the focus group began (see Appendices B and C).

The focus group discussion was based on a questionnaire developed to meet the research objectives. It included questions regarding student experiences, awareness, faculty involvement, and suggestions regarding international education (see Appendix D). Each group lasted approximately one and a half hours. Students were thanked and paid their incentive following the conclusion of the group discussion.

D. E-Mail Survey to Students

ACE also conducted student surveys at the eight highly active institutions (see Appendix E). An electronic survey was e-mailed to all full-time students for whom the institutions had e-mail addresses. The survey included questions addressing students' international learning experiences prior to and during college, foreign language skills, attitudes toward foreign language requirements, faculty contributions to international education, students' awareness of international activities and programs, and the value students place on international education. Responses were received from a total of 9,279 students, representing two research universities, two comprehensive universities, two liberal arts colleges, and two community colleges.

	Responses Received
Two Research Universities	7,030 students
Two Comprehensive Universities	549 students
Two Liberal Arts Colleges	735 students
Two Community Colleges	965 students
Total	9,279 students

E. Limitations of Student Survey

One limitation of this sample lies in the fact that the majority of completed surveys came from students at the research universities. Because surveys were electronically sent only to full-time students, and because the research universities included in the study were much larger than the other institutions, the sample resulted in a disproportionately large number of students from research universities. This bias should be considered when interpreting the overall findings.

Consideration also should be given to the fact that the entire sample was derived from a population of students attending just eight institutions, two of each institutional type. The reader should be careful not to generalize results based on eight institutions (or on two institutions, if considering type) to all institutions nationwide. Furthermore, the eight institutions were all identified as highly active in their internationalization efforts. We therefore should be careful to consider these findings only in the context of students at highly active institutions.

IV. Current Study of Students in the 2002 National Survey

The purpose of the other study featured in this report was to determine whether students at highly active institutions have more international learning experiences and value international education more than students at less active institutions. The data utilized were derived from the 2002 national survey of students that was part of the three-pronged study of institutions, faculty, and students. The survey included questions addressing students' international learning experiences prior to and during college, foreign language skills, attitudes toward foreign language requirements, the value students place on international education, and the importance of an international education to their career success (see Appendix A).

A. Sample

The institutional, faculty, and student sampling procedure, described earlier in this methodology report and in previously published reports,⁶ resulted in a total of 1,290 returned student surveys, representing an estimated total population of more than 12 million students in the United States (see table below). The returned surveys came from 145 students attending research universities, 364 students attending comprehensive universities, 381 students attending liberal arts colleges, and 400 students attending community colleges.

Student Sample and Population		
	Population	Completed Surveys
Community Colleges	5,595,995	400
Liberal Arts Colleges	1,069,017	381
Comprehensive Universities	2,623,947	364
Research Universities	2,964,529	145
Total	12,253,488	1,290

(Siaya, L. and Hayward, F. *Mapping*, Appendix G, Table 7, p. 116.)

B. Limitations of the National Survey

The limitations of the sampling process for the national surveys include the response biases introduced and the small sample representing students nationwide. The methods used to collect data introduced possible response biases that may have resulted in findings that misrepresent the populations. For example, the institutional surveys used to define highly active vs. less active institutions were from only those institutions agreeing to complete the survey, therefore possibly skewing the results to represent institutions more internationalized or more interested in internationalization. Second, the faculty selected to distribute student surveys were from only those institutions that voluntarily completed the institutional survey. Those faculty not only may have been more interested in internationalization by mere association with the institutions, but also may have selected students with more international views or experiences, despite the directions to randomly select students. Third, it is possible that students who agreed to complete the survey may have had greater interest in international education or greater international experience. For these reasons, we caution that the results of the national surveys may represent higher levels of internationalization at institutions and among students than is actually present in institutions nationwide.

Another limitation is sample size, in terms of representing students nationwide. From a population of more than 12 million students, the survey resulted in a sample size of 1,290 students from the institutions included.

⁶ For more information, visit www.acenet.edu/bookstore and search for International Education from the category list.

APPENDICES

Appendix A

2002 Student Survey on **International Experiences and Attitudes** American Council on Education

The American Council on Education (ACE) is a nonprofit higher education association with over 1,600 member colleges and universities of all types. ACE is an advocate for colleges and universities and provides higher education leaders with research and information about current educational issues. You can learn more about ACE and its mission and projects at www.acenet.edu.

ACE is conducting this survey to help institutions and policy makers better understand undergraduates' international experiences and their attitudes about international courses and activities. Your help is vital in helping ACE provide an accurate and useful picture to educators and policy makers. We hope you will agree to participate in this important study. If you have any questions, please contact Laura Siaya, research associate for this project, at Laura_Siaya@ace.nche.edu.

Directions

You have been selected to complete this survey. For each question, either circle the number that best matches your answer or fill in the blank. Please be as candid and complete as possible. Your answers will remain completely confidential and all responses will be presented only in the aggregate to ensure that no individual can be identified. **Your name is not required and should not be recorded on this survey.** Thank you in advance for your participation.

As our thanks, you will be entered in a drawing to receive a \$100 gift certificate to Amazon.com. To be eligible, provide your name and e-mail when you return your completed survey.

To begin, we would like to know about your international experiences.

1. Have you:

	Yes	No
a. Ever traveled or lived outside the United States?	1	2
b. Participated in a study abroad program prior to college?	1	2
c. Participated in a study/work abroad program as an undergraduate student?	1	2
d. Participated in any other college-sponsored program outside the United States?	1	2

2. *If you HAVE NOT traveled outside the United States as an undergraduate for academic purposes, what is the main reason you have not done so? Please select only one answer.*

- 1 No interest in going to another country
 - 2 Do not speak a foreign language
 - 3 Parents do not want me to go
 - 4 Family obligations prevent me from going
 - 5 Faculty and/or advisors do not encourage students to go
 - 6 There are no opportunities at my college
 - 7 It will delay my graduation
 - 8 I cannot afford to take time off from my job
 - 9 It is too expensive
 - 10 I have not gone yet, but I plan to go before I graduate
 - 11 Other (Please specify)
-

3. *If you HAVE traveled outside the United States as an undergraduate for academic purposes, what was the main benefit from this experience? Please select only one answer.*

- 1 Increased my understanding of MY OWN culture and values
 - 2 Increased my understanding of OTHER peoples and cultures
 - 3 Increased my foreign language skills
 - 4 Made me a more well-rounded person
 - 5 Will help me get a better job
 - 6 Provided me with skills to work with people from diverse backgrounds
 - 7 Other (Please specify)
-

4. *If you HAVE traveled outside the United States for academic purposes, what is the longest period of time you have spent outside of the United States at any one time?*

- 1 One month or less
- 2 More than one month, but less than 6 months
- 3 Six months to one year
- 4 More than one year

4a. **Please list the country or countries outside the United States you have traveled to for academic purposes**

5. **Please indicate if you:**

	Yes	No
a. Studied a foreign language <i>before college</i> ?	1	2
b. Studied or are now studying a foreign language <i>in college</i> ?	1	2
c. Are a native speaker of another language?	1	2
d. Come from a bilingual home?	1	2

6. Besides English, how many languages can you speak or read?

- | | | | |
|---|---|---|---------------|
| 0 | None, only English (skip to Question 7) | 1 | One |
| 2 | Two | 3 | Three or more |

6a. Besides English, please list the other languages you can speak or read.

6b. In your (best) second language, could you:

	Yes	No
a. Read some sections of a daily newspaper?	1	2
b. Carry on an informal conversation about daily events with a native speaker?	1	2
c. Read a novel or textbook?	1	2
d. Give a class presentation to native speakers?	1	2

7. Please indicate whether you have participated or plan to participate in the following campus activities:

	Have Participated	Would Like to Participate	Not Interested
a. Buddy program that pairs U.S. with international students	1	2	3
b. International clubs or organizations	1	2	3
c. International residence hall	1	2	3
d. International festivals on campus	1	2	3
e. Study groups with international students	1	2	3
f. Language partner program that pairs U.S. with international students	1	2	3

8. How many undergraduate courses have you taken this academic year, including this term?

9. Of these courses, how many focus on perspectives, issues, or events from specific countries or areas outside of the United States? Do not include language courses.

9a. Of the courses included in question 9, how many focus on perspectives, issues, or events from specific countries or areas other than Canada, Australia, or Western Europe? Do not include language courses.

Next, we have some questions about the role of international education.

10. In order to compete successfully in the job market, how important will it be for you to:

	Very Important	Somewhat Important	Not Very Important	Not at all Important	No Opinion
a. Speak a foreign language	1	2	3	4	5
b. Understand other cultures and customs	1	2	3	4	5
c. Know about international issues and events	1	2	3	4	5

11. Please read the following statements and mark if you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with the statement.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Opinion
a. The more time spent in class learning about other countries, cultures, or global issues, the less time is available for the basics.	1	2	3	4	5
b. Learning about other countries, cultures, and global issues is useful, but not a necessary component of my education.	1	2	3	4	5
c. The presence of international students (students from other countries) on U.S. campuses enriches the learning experience for American students.	1	2	3	4	5
d. All undergraduates should have a study abroad experience some time during their college or university career.	1	2	3	4	5
e. All undergraduates should be required to take courses covering international topics.	1	2	3	4	5
f. All undergraduates should be required to study a foreign language if they don't already know one.	1	2	3	4	5
g. It is the responsibility of ALL faculty to help students become aware of other countries, cultures, or global issues	1	2	3	4	5

Next, we have some questions about whether the events of September 11th have affected your willingness to participate in certain activities.

12. Compared to before September 11th, how likely are you now to:

	Much More Likely	Somewhat More Likely	Just As Likely	Somewhat Less Likely	Much Less Likely
a. Study abroad	1	2	3	4	5
b. Support an increase in the number of students from other countries on campus	1	2	3	4	5
c. Take elective courses that focus on other countries, cultures, or global issues	1	2	3	4	5
d. Have a serious conversation with students or scholars from other countries on campus	1	2	3	4	5

Lastly, some questions for classification purposes only.

13. Name of your college/university _____
City _____ State _____

14. Are you a: 1 Part-time student 2 Full-time student

15. Are you a:
1 Freshman (first year) 2 Sophomore (second year) 3 Junior (third year)
4 Senior (fourth year)

16. Are you : 1 Married 2 Single

17. Are you : 1 Female 2 Male

18. If you have declared a major, what is it?

19. What racial or ethnic group would you most identify yourself with?
1 African American 5 White
2 Asian 6 Multi-racial/ethnic
3 Hispanic 7 Other _____
4 Native American

20. What year were you born? _____

21. What is the highest degree of education completed by your parents?

a. Mother

1 Less than high school

2 High school

3 Some college

4 College

5 Postgraduate degree
(Master's/Doctorate)

a. Father

1 Less than high school

2 High school

3 Some college

4 College

5 Postgraduate degree
(Master's/Doctorate)

Thank You For Your Participation.

Please fold and staple your completed survey and return it to the faculty member who gave you this survey.

Appendix B

Focus Group Protocol

1. Hand out name tags and markers. First names only.

2. Introduction to Students:

- This is not sponsored by your institution. It is an independent research project funded by the U.S. Department of Education and conducted by the American Council on Education, a Washington-based nonprofit organization that focuses on higher education issues.
- Their institution has been identified as being particularly active in internationalizing their curriculum and campus.
- The purpose of this focus group is to garner the student perspective about the degree of internationalization and the value of international education to students' educational, personal, and career goals.
- We are looking to you to provide input. You are here to provide perspective. I will be asking you questions and will be looking for your opinion. I want to hear what everybody has to say. If you have something to say and I don't get to you... please let me know.
- Remember...we are looking for different points of view. There are no wrong answers.

3. Ask everybody to sign consent forms.

4. Discussion Guidelines (2 minutes)

- Talk in a voice as loud as the moderator's.
- The session will be audio-taped to ensure an accurate report can be written—not of who said what, but of what got said. Reports will not include identifying information of any kind.
- Observers are not from their institution but are from the American Council on Education and are sitting in just to get a deeper sense of conversation.
- Snacks and drinks available.

Appendix C

Student Consent Form

You have been asked to participate in a research study. This form provides you with information about the study. The Principal Investigator will also be available to answer all of your questions. Please read the information below. Your participation is entirely voluntary.

Title of Research Study: Forging New Connections: A Study in Linking Internationalization Strategies and Student Learning Outcomes

Principal Investigator: American Council on Education

Purpose of the study is to:

- study the level of international skills, attitudes, and behaviors of college students.
- determine if there is a relationship between an institution's international practices and the students' international skills, attitudes, and behaviors.

Student involvement: Students will be asked to participate in a discussion group with other students from their college or university. They will be asked questions about their campus and educational activities. The setting will be an informal discussion group. The discussion will last approximately 1½ hours.

Possible benefits: Students may become more aware of their college's activities and programs and may gain self-awareness regarding their own international interests.

Costs to participants: None.

Confidentiality: Student confidentiality will be protected by eliminating student names from all research records. Research staff will only have access to student names during recruitment. Once the discussion group is over, student names will never be used in connection with research findings.

Audio taping: The discussion group will be audio-taped for the purpose of transcribing the results of the meeting. The recordings will only be heard for research purposes by the investigator or her associates. Student names will then be eliminated from any documented files of the research results.

Compensation: Students will receive \$40 for their participation.

Contact for questions:

Laura Siaya, American Council on Education
202-939-9300, Laura_Siaya@ace.nche.edu

Signatures: I have been informed about this study's purpose, procedures, and possible benefits and risks. I understand that I have the opportunity to ask questions at any time. I voluntarily agree to participate in this study.

Printed name of student

Signature of student

Date

Appendix D

Focus Group Questionnaire (1 to 1½ hour guide)

Introduction/Icebreaker

1. What have been your most “international” experiences prior to college or university? If you have not had any or many, are you interested in anything in particular? *(See list for examples, page 3.)*

Experience

2. What type of international experiences have you had since you have been a student? Describe. *(See list for examples and provide examples of what the particular institution offers.) (If student has an unlisted experience, add it to our list.)*
3. How did you decide to participate in these activities? What were your reasons? Was it required?
4. If you have not participated in any international activities or programs, or if you have chosen not to participate in some specific activities, why did you not participate? Were there particular reasons? *(If no response, provide possible reasons: not interested, cost, no opportunity, not required, too difficult, no time, intimidating, poor reputation...)*

Awareness

5. Whether you have participated or not, do you know about many international activities or programs at your school? Which activities or programs have you heard about? *(If little response, list the institution’s activities.)*
6. How do you normally find out about these activities? *(Faculty, friends/other students, flyers, school newspaper, advisor...)*
7. Which activities hold more interest for you?
8. How aware were you of the international requirements, programs, and activities offered at this institution before you applied or decided to enroll? Did they influence your decision to apply or enroll?
9. Do you think of your campus as one that places a lot of importance on providing students with knowledge about international events and issues or other perspectives? Why or why not?

Faculty/Advisor

10. How have faculty contributed to your awareness of international opportunities on and off campus? Does faculty tell you about activities or programs outside of their courses? What have they told you about?

11. To what extent do faculty include international dimensions into their courses, if at all?

Probes:

- provide examples or applications of countries or cultures other than the United States.
- require or suggest readings by authors or on topics with international perspectives.
- bring in a speaker from another country or culture.
- bring in a speaker with an international topic.

12. In what other ways could faculty or advisors provide a more international education for you?

Other examples or suggestions?

Appreciation

13. Have you benefited from the internationalization efforts at your campus? If so, in what ways? Have they added to your educational experience?

14. How important are these experiences to you? What value do you see in them? For example, personally (social awareness/understanding), academically (academic preparedness), or professionally (career/job skills)?

15. (*if applicable*) Specifically, have you benefited from the language or international course requirements? If so, how? What value do you see in these requirements?

16. How do you think you will capitalize on or use your experiences? (*Work abroad, career with language requirements, multicultural work setting.*) How important is that to you?

Suggestions

17. How would you change, modify or add to the international component of your experience here? Is there a way your college or university could attract you to more activities?

- more publicity
- more classes
- other ways?

18. Currently, there is much discussion among higher education administrators and specialists about the importance of what they term “globally competent students.” For them it is the main idea behind the importance of international education. Could you give me your first reaction to or definition of a “globally competent student”?

International activity and program examples:

- Study abroad
- International travel
- International student-friend
- Foreign language classes / Requirements
- Classes focused on countries other than the United States
- Class-related trips or activities with international focus
- International student group activities
- Guest speakers from countries other than the United States
- Guest speakers with international topics
- Interactions with international faculty
- Information on international program provided by faculty
- Information on international program provided by advisor
- Student newspaper coverage of international issues
- Buddy program that pairs U.S. and international students
- Language partner program that pairs U.S. and international students
- Foreign language residence hall
- Meeting place for students to discuss international issues and events
- International festivals or events on campus
- International residence halls open to all or a roommate program to integrate U.S. and international students
- Web-based chat rooms on international education
- E-mail pal program for U.S. and students outside the United States
- Study groups with international students

Appendix E

Student E-mail Survey

Introduction: Your college is a member of the American Council on Education (ACE), the major coordinating body for all the nation's higher education institutes.

You have been selected to complete this survey because your college has been identified as being actively engaged in internationalizing the campus and the undergraduate experience. This survey is designed to understand how students respond to and value the internationalization efforts at their campus.

Your answers will remain completely confidential and all responses will be presented only in the aggregate to ensure that no individual can be identified.

Directions: Please answer the following questions to the best of your ability, making sure to respond to each question as it pertains to you.

Do not hit the "Back" button on your browser. Use the "Clear Answers" button at the bottom of each page to make any changes to your answers and the "Previous Page" button to move back to pages you have already completed. To advance to the next page of the survey click, "Next Page."

We kindly request that all surveys be completed no later than April 30, 2004. Make sure to include your e-mail address if you want to be included in a drawing for a \$500 travel certificate from STA Travel, an organization that specializes in organizing student flights and travel itineraries. See www.statravel.com for more information.

Are you:

- | | Yes | No |
|---------------------------------------|-----------------------|-----------------------|
| A full-time, degree-seeking student? | <input type="radio"/> | <input type="radio"/> |
| An undergraduate student? | <input type="radio"/> | <input type="radio"/> |
| A U.S. citizen or permanent resident? | <input type="radio"/> | <input type="radio"/> |

Please enter your e-mail address to enter the drawing for \$500 STA gift certificate. E-mails will not be stored with survey responses and will be deleted when a winner claims the prize. No e-mail addresses will be matched to individual responses.

Winner will be notified by e-mail at the end of May so please provide the address you will using at that time. Winners will have 10 days to claim their prize.

Clear Answers

Next Page

Questions about your travel experiences outside the United States.

Please indicate if you have ever:

	Yes	No
Traveled or lived outside the United States?	<input type="radio"/>	<input type="radio"/>
Participated in a study abroad program <i>prior to college</i> ?	<input type="radio"/>	<input type="radio"/>
Participated in a study/work abroad program as an <i>undergraduate student</i> ?	<input type="radio"/>	<input type="radio"/>
Participated in any <i>other college-sponsored program</i> outside the United States?	<input type="radio"/>	<input type="radio"/>

You indicated that you have not traveled outside the United States as an undergraduate for academic purposes.

Please indicate the main reason you have not traveled outside the United States.

- No interest in going to another country.
- Do not speak a foreign language.
- Parents do not want me to go.
- Family obligations prevent me from going.
- Faculty/advisors do not encourage students to go.
- There are no opportunities at my college.
- It will delay my graduation.
- I cannot afford to take time off from my job.
- It is too expensive.
- Other campus activities compete for my time.
- I have not gone yet, but I plan to before I graduate.

Other reason:

You have indicated that you have traveled outside the United States for academic purposes. Please answer the following questions.

In your opinion, what was the main benefit you derived from your experience(s) traveling outside the United States for academic reasons?

- Increased my understanding of my own culture and values.
- Increased my understanding of other peoples and cultures.
- Increased my foreign language skills.
- Made me a more well-rounded person.
- Will help me get a better job.
- Provided me with skills to work with people from diverse backgrounds.

Other benefit:

Previous Page

Clear Answers

Next Page

What is the longest period of time you have spent outside the United States at *any one time* for academic purposes?

- One month or less
- More than one month, but less than six months
- Six months to one year
- More than one year

Please list the countries or areas outside the United States you have traveled to *for academic purposes*. Select all that apply. Check all that apply.

- Asia
- Australia/New Zealand
- Canada
- Central/South America
- Eastern Europe
- Mexico
- Middle East
- Sub-Saharan Africa
- Western Europe

Other:

Questions about your experiences with learning a foreign language.

Please indicate if you:

	Yes	No
Studied a foreign language <i>prior to college</i> ?	<input type="radio"/>	<input type="radio"/>
Studied or are now studying a foreign language <i>in college</i> ?	<input type="radio"/>	<input type="radio"/>
Are a native speaker of another language?	<input type="radio"/>	<input type="radio"/>

You indicated that you have studied a foreign language or are a native speaker of another language. Please answer the following questions about your foreign language ability.

Besides English, how many languages can you speak or read?

- none
- one
- two
- three
- four
- five or more

Previous Page

Clear Answers

Next Page

Besides English, please indicate the other languages you can speak or read. Select all that apply.

- Spanish
- French
- German
- Italian
- Japanese
- Portuguese
- Hebrew

Other:

In your best second language, how well could you:

	Not at All	Poor	Fair	Good	Excellent
Read some sections of a daily newspaper?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carry on an informal conversation about daily events with a native speaker?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read a novel or textbook?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give a class presentation to native speakers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about extracurricular activities on campus.

Please describe your participation in the following campus activities.

	Have participated	Would like to participate	Not interested
Buddy program that pairs U.S. with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International clubs or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International residence hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International festivals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study groups with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language partner programs that pairs U.S. with international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad fair or informational meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list any other internationally focused extracurricular activity you have participated in on campus.

Previous Page

Clear Answers

Next Page

If you have participated in any of the extracurricular activities listed above, please indicate your primary reason for doing so.

- Received extra credit
- Required for class
- Wanted to meet new people
- My friends asked me to go
- Faculty member/advisor suggested it
- Personal interest or growth
- Resume/career enhancement
- Interesting activity
- Other

If you have not participated in any of the extracurricular activities listed above, please indicate your primary reason for NOT doing so.

- My work schedule does not permit it.
- They are not conveniently scheduled.
- I am only on campus to attend classes.
- I do not hear about these activities in time.
- I am unaware of these activities on my campus.
- Other activities compete for my time.
- I have no interest in the particular activities offered on my campus.
- I have no interest in internationally focused activities in general.
- Other

Please list any other internationally focused extracurricular activities *you would like to participate in* on your campus.

Questions about your campus.

How do you hear about internationally focused events on campus?

	Never	Rarely	Sometimes	Frequently	Always
Bulletin boards/flyers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From friends or other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty/advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class announcements or public announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus e-mails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College or local newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other:

Questions about your undergraduate courses.

	None	One to three	Four to six	Seven to nine	10 to 15	More than 15
Approximately, how many courses have you taken <i>during your college career</i> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During your college career, how many courses focused on perspectives, issues, or events from specific countries or areas outside of the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of these courses with an international focus, how many were required?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None	One to three	Four to six	Seven to nine	10 to 15	More than 15
How many courses have you taken this academic year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many courses have you taken this academic year that focused on perspectives, issues, or events from specific countries or areas outside the United States?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of the courses you have taken this academic year with an international focus, how many were required?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your opinion about international education.

Please read the following statements and mark if you strongly agree, somewhat agree, somewhat disagree, strongly disagree, or have no opinion.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	No opinion
The more time spent in class learning about other countries, cultures, or global issues, the less time is available for the basics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about other countries, cultures, and global issues is useful, but not a necessary component of my education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presence of students from other countries on U.S. campuses enriches the learning experience for American students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Previous Page

Clear Answers

Next Page

- All undergraduates should have a study abroad experience some time during their college or university career.
- All undergraduates should be required to take courses covering international topics.
- All undergraduates should be required to study a foreign language if they do not already know one.
- It is the responsibility of ALL faculty to help students become aware of other countries, cultures, or global issues.

Please indicate the response that most closely matches your overall experience at your college or university.

	Never	Rarely	Sometimes	Frequently	Always
Faculty encourage students to participate in international activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty bring international reading material into their courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students and scholars give presentations about their home countries in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty discuss their international experiences in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty assign extra credit or require students to attend internationally focused events on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty relate course material to larger global issues and events when possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students could graduate without some type of exposure to international events or issues in their courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Some last questions for classification purposes only.

Which college or university do you attend? (Select only one).

- (Name of College)
- (Name of College)
- (Name of College)
- (Name of College)
- (Name of College)
- (Name of College)
- (Name of College)

Are you:

- Male
- Female

Are you:

- Married
- Single
- Other

Are you a:

- Freshman (first year)
- Sophomore (second year)
- Junior (third year)
- Senior (fourth year)
- Beyond fourth year

Select the major that best fits your field of study.

[Blank] ▼

- Agriculture and Animal Science
- Architecture
- Area Studies
- Business or Marketing or Management
- Communications and Journalism
- Computer Information Science
- Consumer Economics Science
- Education
- Engineering
- English or Literature
- Environmental Science or Urban Planning
- Foreign Language or Linguistics
- Hospitality Studies
- Kinesiology
- Mathematics or Statistics
- Music or Fine Arts
- Philosophy or Religious Studies
- Physical or Natural Science, such as biology
- Professional, Vocational, Technical Studies
- Public Health
- Social or Behavioral Science, such as history
- Other

Previous Page

Clear Answers

Next Page

What racial or ethnic group would you most identify yourself with?

 ▼

African American

Asian

Hispanic

Native American

White

Multi-racial/ethnic

Other

What year were you born?

Previous Page

Clear Answers

Submit

Thank you for your time and effort! If you provided us with your e-mail address, you will be entered in a drawing for \$500.00 travel gift certificate.

If you want more information on ACE, please visit our web site.

www.acenet.edu



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