

BACKGROUND

In December, 2010, a survey was given to all on-campus and VC FHSU students (excluding partner university students) about internationalization. 179 responses were collected for a response rate of about 2%. Despite the small sampling rate, this survey served as an important baseline measurement of internationalization at FHSU and represents the first attempt to gather data on this subject with our student population to the best of my knowledge. Future iterations of this survey will attempt to increase the sample size.

Means were calculated on all 5-point responses. Mean scores above 3.0 were considered strengths while mean scores below 3.0 should be considered opportunities for improvement.

FINDINGS

*Most responding students believe that they will need global knowledge, skills, and experiences. (4.2)*

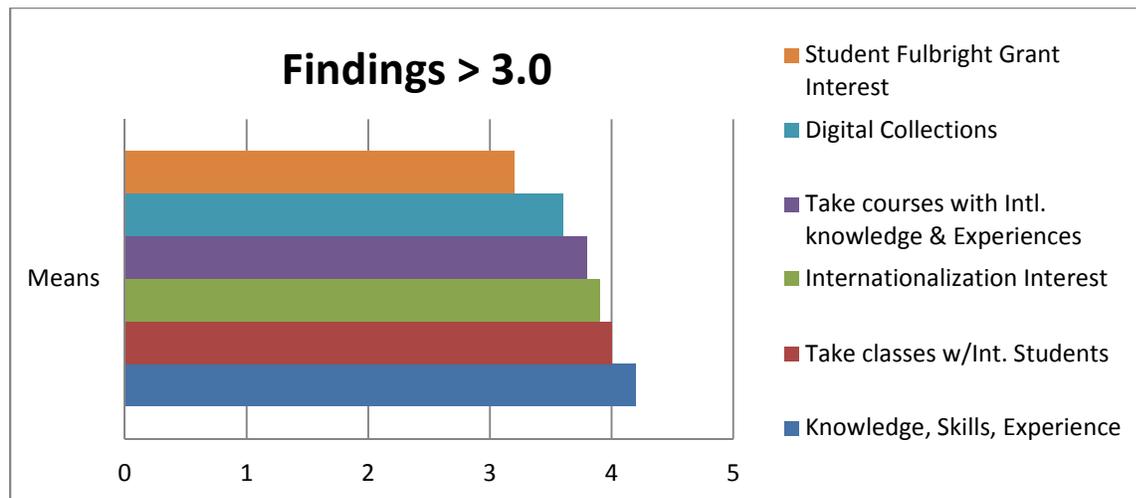
*Most responding students are interested in taking classes that include students from other countries. (4.0)*

*Many responding students are interested in at least one aspect of internationalization (e.g. language competency, study abroad, or international studies). (3.9)*

*Many responding students are interested in taking courses that include international knowledge and experiences. (3.8)*

*If the university will build it, many responding students are interested in digital collections of knowledge created by FHSU faculty about different parts of the world that they could access at any time without extra cost. (3.6)*

*Some responding students are interested in applying for student Fulbright grants. (3.2)*



*Responding students perceive that their professors do not share international opportunities with them. (2.1)*

*Responding students do not know where to go on campus (persons or administration) to discuss international processes and opportunities. (2.3)*

*Few responding students are interested in enrolling in short-term faculty-led study abroad opportunities. (2.3)*

*Responding students perceive that few professors in majors talk about internationalization opportunities in class. (2.4)*

*Many responding students perceive that study abroad is too expensive. (2.5)*

*Some responding students perceive that the university does not provide adequate scholarships for study abroad. (2.7)*

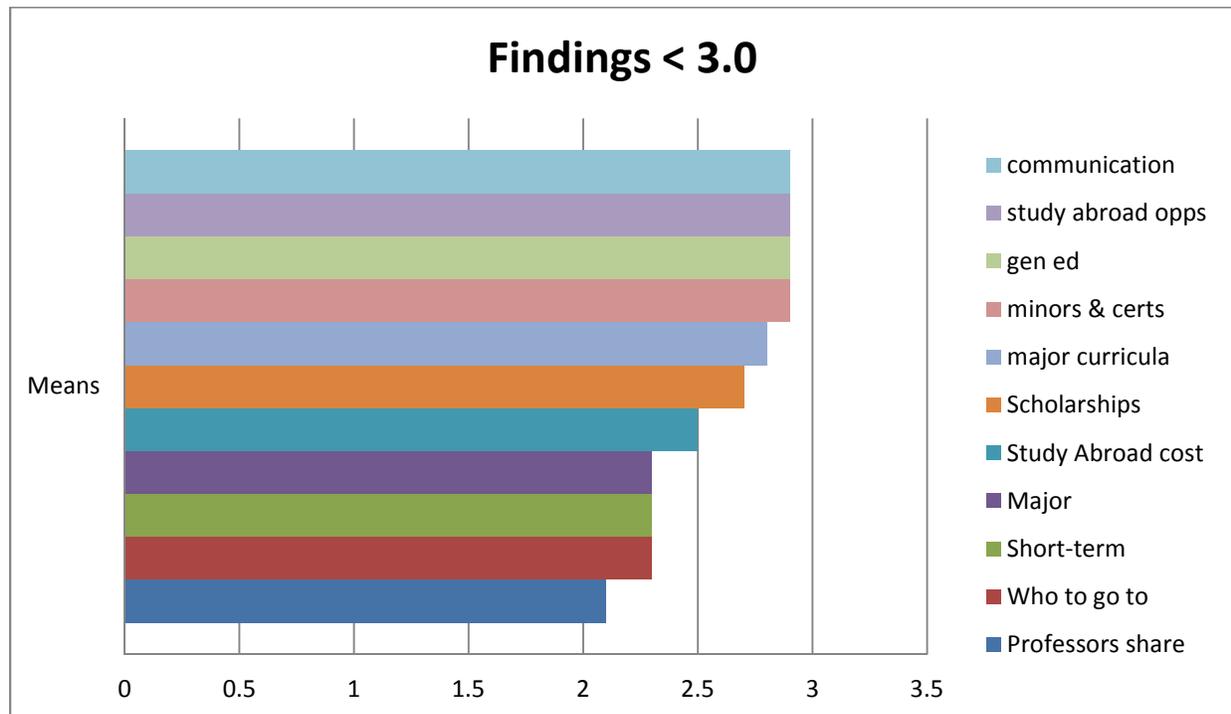
*Some responding students perceive that their major curricula are not teaching them adequately about the world. (2.8)*

*Some responding students do not know about the university's minors and certificates with international focus (Global Competencies, Study Abroad, International Studies). (2.9)*

*Some responding students perceive that their general education courses are not teaching them adequately about the world. (2.9)*

*Some responding students perceive that the university does not provide sufficient study abroad opportunities. (2.9)*

*Some responding students perceive that there is no regular communication about internationalization opportunities at FHSU. (2.9)*

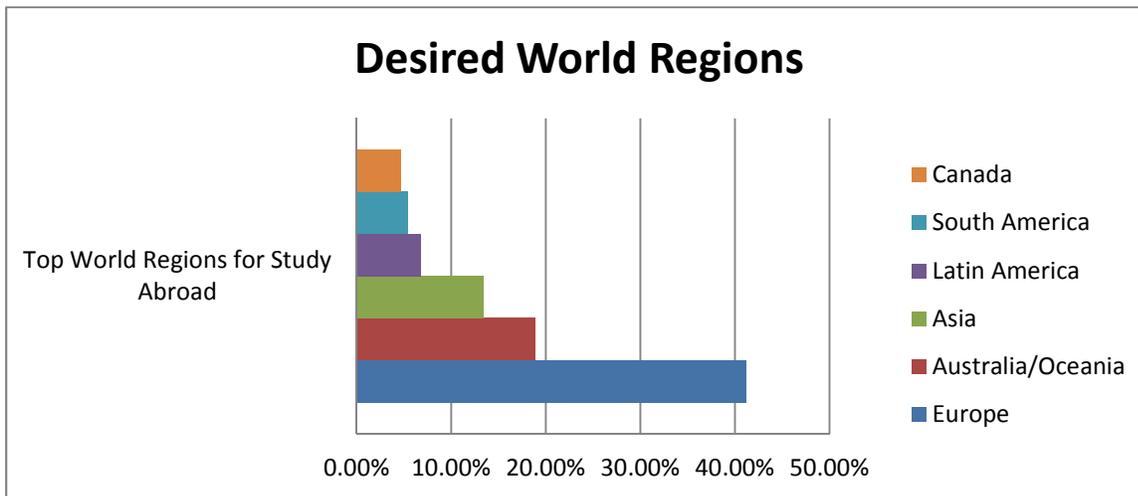


## OTHER FINDINGS

*Responding students wish the university to develop affordable study abroad options in these world regions: Europe, Australia/Oceania, and Asia.*

*Financial aid and scholarships to study abroad are very important to 75.3% of respondents.*

*55.3% of responding students have a passport.*



## RECOMMENDATIONS

1. Internationalization of the campus and curriculum at FHSU requires purposeful work within DAA departments for improvement. Internationalization occurs most effectively through faculty who have daily contact with students. Informed academic leadership is required.
2. A more purposeful attempt to conduct “internationalization at home” should be considered by DAA units since study abroad is not an option for most students. Digital collections should be built and courses should be considered from an international perspective. Communications technology can be considered as one way to connect students with others in the world. Developing partnerships for faculty to connect with foreign faculty in the same discipline may be the initial steps to bringing the world to our students. Additional sections of Seven Revolutions should be offered on a regular basis. The institution should make greater efforts to use Fulbright programs to internationalize its programs.
3. Consider changing the title of the International Student Services Office to a title that reflects the study abroad advising services that are currently being performed in addition to keeping the service mission for supporting international students. One suggestion from the Internationalization Team is the Office of International Education.
4. Establish a standing university study abroad scholarship fund outside of the action planning process.
5. Encourage professors to develop more affordable short-term faculty-led study abroad experiences.
6. Build out the menu of study abroad affordable study abroad opportunities for students that can ensure federal requirements for financial aid are met. Capitalize upon existing cross-border partnerships by developing them as program destinations.
7. Explore more effective means of communicating about internationalization to our students beyond email, web, and traditional dean-chair-faculty messaging. (e.g. internationalization portal, social media, and mobile Blackboard applications)

8. Recruit 5-10 students from various disciplines to apply for student Fulbright grants. (Oct., 2011 deadline)
9. Recruit 1 Fulbright US Scholar applicant per college for the 2011 award cycle. (Aug 1, 2011 deadline)
10. Select one department to internationalize with a non-US Fulbright Scholar for 2012-13 through the Fulbright Scholar-in-Residence program. (Oct. 12, 2011 deadline)

#### EXECUTIVE SUMMARY

As internationalization retires as an AQIP goal, it is important not to lose ground on progress made over the past three years. The university has made great progress in some areas, but several opportunities for improvement exist. Resources are only part of the solution for internationalization at FHSU; many challenges require cultural change within faculty in departments that depend upon informed academic leadership. Future iterations of this study can be used to document program improvement.

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