

Internationalization of the Campus and Curriculum
Summary of Student Survey Data – 2010-2013

Overview – Sample Frame

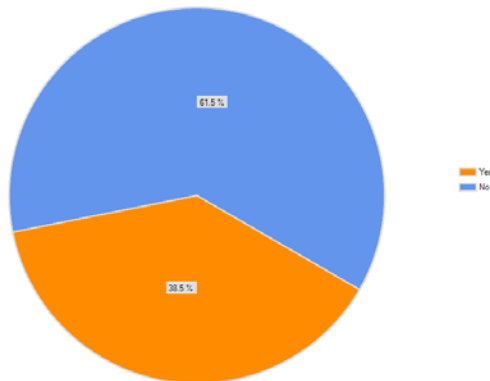
The sample frame for this summary contains data from the FHSU Student Internationalization Survey for three academic years – 2010-2011, 2011-2012, and 2012-2013.

Year	Respondents (n)
2010-2011	179
2011-2012	276
2012-2013	98

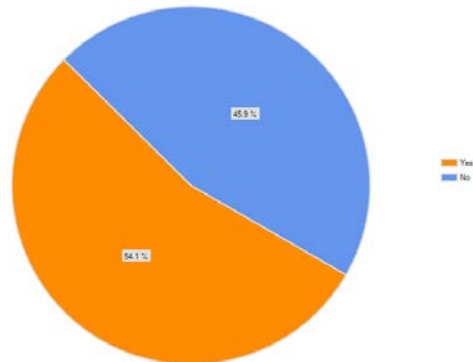
Section I – Understanding and Interest

The first five questions measure student understanding and interest in internationalization of the campus and curriculum. Two questions in this section are framed as discrete mutually exclusive variables. Below are the cumulative responses over all three years:

Do you know what internationalization is and how FHSU is investing in it?



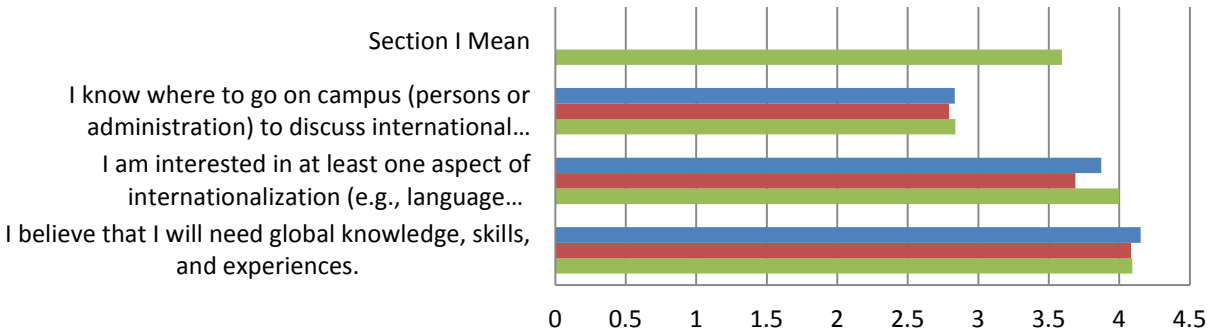
I have a passport.



Nearly two-thirds of student respondents in this sample frame do not know what internationalization is and how FHSU is investing in it and a simple majority of respondents indicate that they have a passport.

Three questions in this section use a 5-point Likert scale to indicate agreement. Below is the summary of these responses:

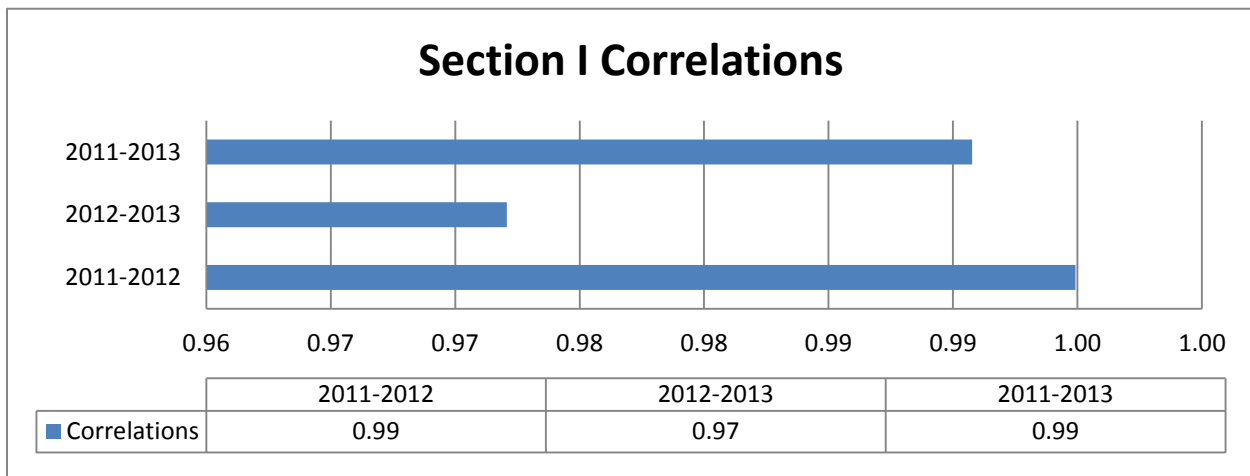
Understanding & Interest



	I believe that I will need global knowledge, skills, and experiences.	I am interested in at least one aspect of internationalization (e.g., language competency, study abroad, or international studies).	I know where to go on campus (persons or administration) to discuss international processes and opportunities.	Section I Mean
■ 2011	4.1508	3.8715	2.8324	
■ 2012	4.0833	3.6884	2.7927	
■ 2013	4.0928	4	2.8367	3.59

Analysis & Discussion

Strong positive correlations exist between these data.



Two aspects of these data are noteworthy: (1) the consistently low mean response to the question “I know where to go on campus to discuss international processes and opportunities”, and (2) the volatility of these data for the question “I am interested in at least one aspect of internationalization”.

Conclusions

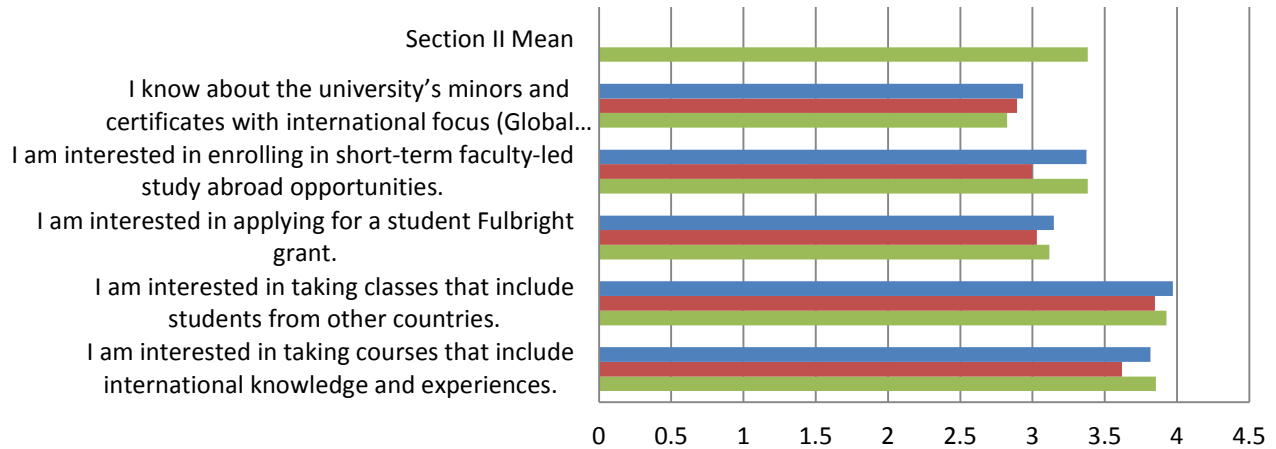
The relative lack of awareness of internationalization at FHSU appears as a challenge for all of Academic Affairs leaders to address. Student internationalization awareness is highly correlated to faculty activity in the classroom and as advisors; therefore, faculty members in departments remain the key to successful internationalization of the campus and curriculum efforts. Further efforts to develop faculty members in this area must be explored as lunch presentations, new faculty development sessions, dean/chair communications, electronic communication, and other tactics return only temporary impacts. Faculty members must want to change in order to change and new rewards and incentive packages are most likely the next step in the evolution of change. Analysis of faculty merit, tenure, and promotion rewards should occur within departments.

The low mean response for the question “I know where to go on campus to discuss international processes and opportunities” continues to appear in annual surveys. It is also mirrored by faculty members in their stakeholder survey. The lack of clarity about office roles continues despite efforts to better communicate office roles to stakeholder groups in recent years.

Section II – Teaching & Advising

There are five questions related to teaching and advising in Section II.

Teaching & Advising

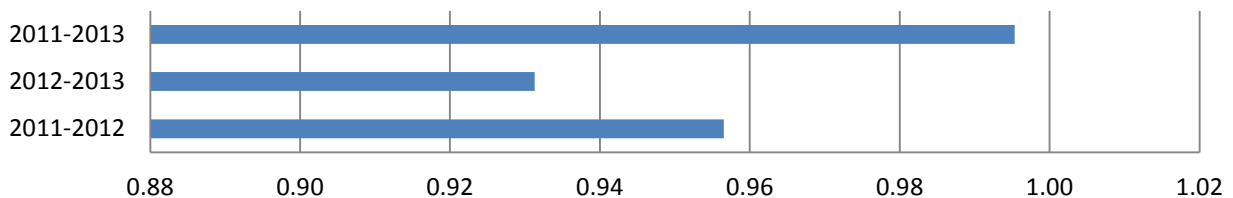


	I am interested in taking courses that include international knowledge and experiences.	I am interested in taking classes that include students from other countries.	I am interested in applying for a student Fulbright grant.	I am interested in enrolling in short-term faculty-led study abroad opportunities.	I know about the university's minors and certificates with international focus (Global Competencies, Study Abroad, International Studies).	Section II Mean
■ 2011	3.8176	3.9706	3.1471	3.3743	2.9357	
■ 2012	3.6183	3.8479	3.0303	2.9962	2.8935	
■ 2013	3.8542	3.9278	3.1158	3.3814	2.8247	3.38

Analysis & Discussion

Strong positive correlations exist in these data.

Section II Correlations



	2011-2012	2012-2013	2011-2013
■ Correlations	0.96	0.93	0.995

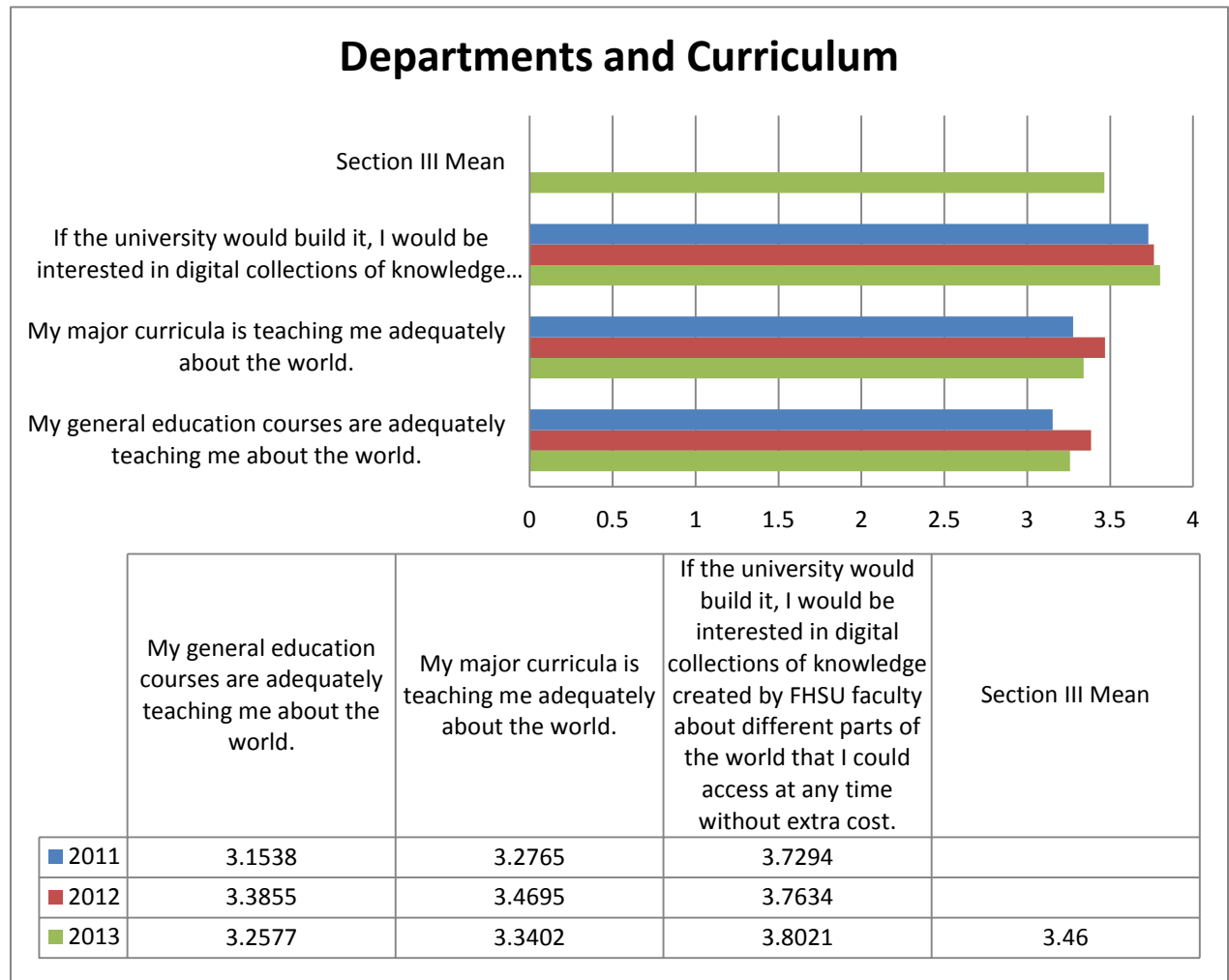
Responses to two questions continue to be significantly below the mean for this section: student knowledge of international-themed minors and certificates and student interest in applying for Fulbright grants. An interesting data artifact occurred in 2012 with responses to the question about interest in faculty-led study abroad programming.

Conclusion

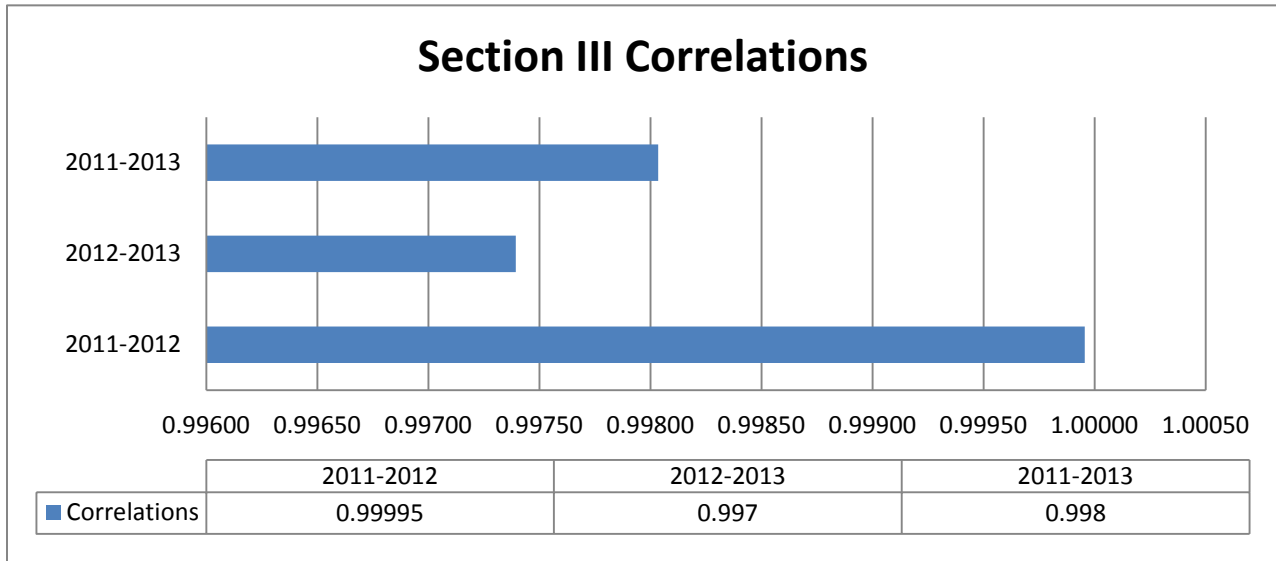
Student knowledge of international-themed minors and certificates and interest in applying for student Fulbright grants remains low while overall interest in taking courses involving international knowledge/experiences and with students from other countries remains high.

Section III – Departments and Curriculum

Section III asks three questions to students regarding their perceptions of the internationalization of departments and curriculum.



Analysis and Discussion



Data in this section exhibit strong positive correlations.

Responses to questions about perceptions of major and general education curricula internationalization remain below the mean for this section of the survey, but appear to be improving over 2011 levels. Student perception of interest in digital collections built by FHSU faculty continues to grow annually.

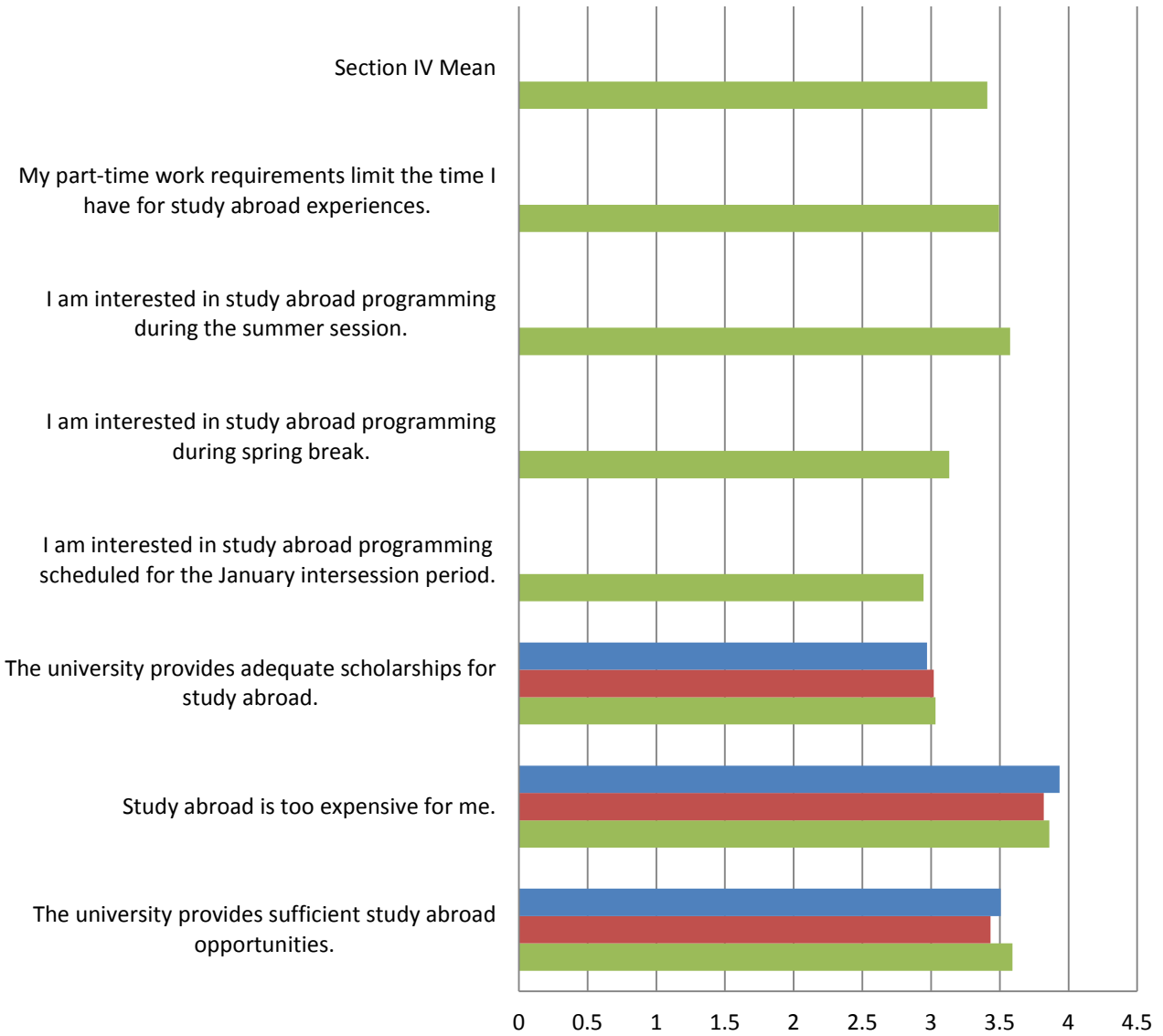
Conclusions

The institution should consider innovative ways to leverage existing faculty strengths and interests to develop digital collections about international topics “to bring the world to our students” within the context of general education, major, and interdisciplinary content programming.

Section IV – Study Abroad

Seven questions related to study abroad programming are asked in this section. Four questions were added to the 2013 version of this survey, therefore only one year of data exists for these responses.

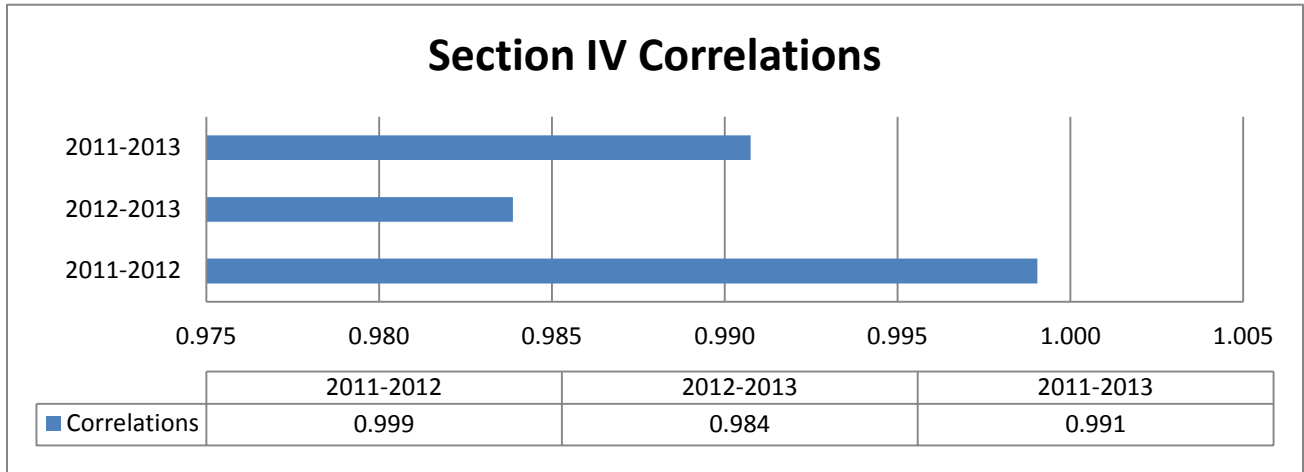
Study Abroad



	The university provides sufficient study abroad opportunities.	Study abroad is too expensive for me.	The university provides adequate scholarships for study abroad.	I am interested in study abroad programming scheduled for the January intersession period.	I am interested in study abroad programming during spring break.	I am interested in study abroad programming during the summer session.	My part-time work requirements limit the time I have for study abroad experiences.	Section IV Mean
■ 2011	3.5060	3.9353	2.9702					
■ 2012	3.4330	3.8192	3.0192					
■ 2013	3.5914	3.8602	3.0323	2.9451	3.1319	3.5761	3.4946	3.41

Analysis and Discussion

Strong positive correlations exist for these data.



Study abroad scholarships and opportunities continue to be consistent year to year and remain slightly below the mean for this section. Student perception regarding study abroad expense appears to be declining slightly, but high levels of agreement remain for this question. Summer session opportunities appear to have the highest interest level, but the part-time work time requirement data cannot be ignored.

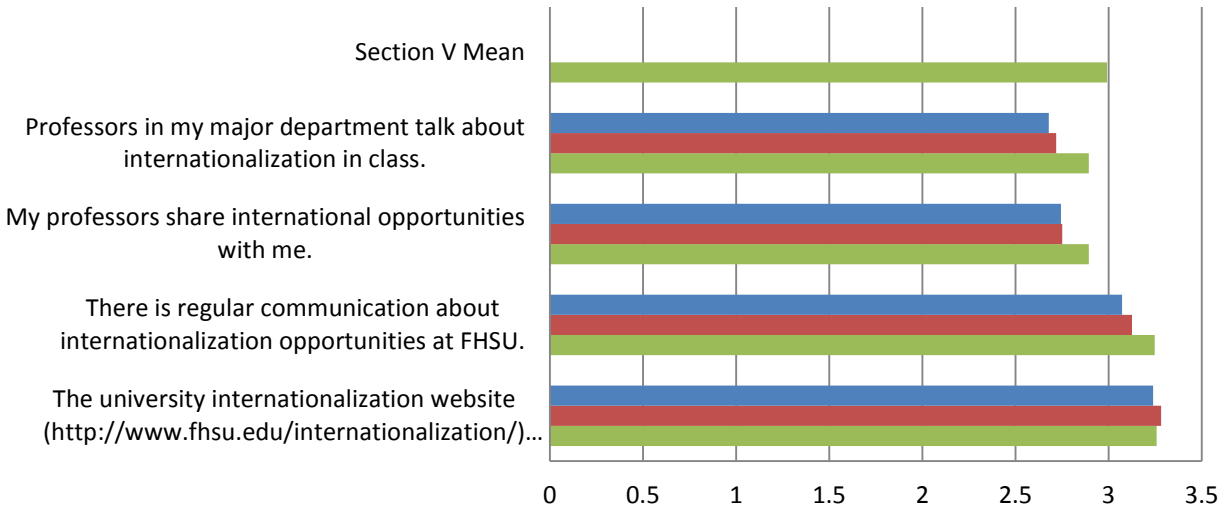
Conclusions

Summer programming appears to have the most interest of our students, but the high level of agreement regarding the expense of study abroad and time limitations of part-time employment should not be ignored. These conflicting factors continue to make education abroad programming a difficult equation for the university. The relatively low level of interest in spring break opportunity programming is interesting and should be monitored longitudinally as departments have begun to offer more experiences in this time frame. As the university begins to enter a potentially challenging budget environment, education abroad opportunities – driven by scholarships - become the most vulnerable piece of our internationalization fabric. Study abroad scholarship funding has been flat for several years; a key question for academic leaders is...given this variable, is continued development of new opportunities and training of faculty a worthwhile investment or should other more cost-effective innovative approaches to internationalization be considered?

Section V – Communication

The last four questions of the survey assess student perceptions about communication on the topic of internationalization.

Communication

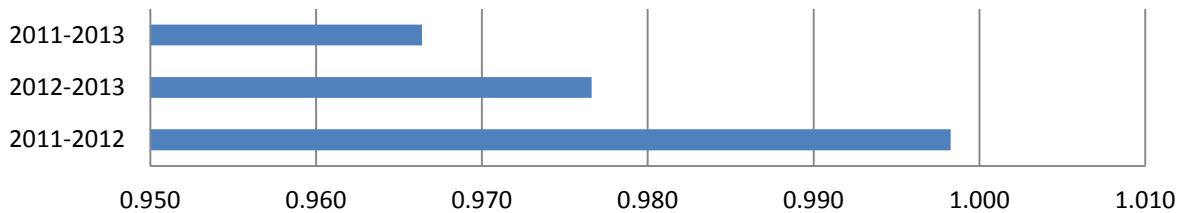


	The university internationalization website (http://www.fhsu.edu/internationalization/) provides helpful information.	There is regular communication about internationalization opportunities at FHSU.	My professors share international opportunities with me.	Professors in my major department talk about internationalization in class.	Section V Mean
■ 2011	3.2395	3.0714	2.744	2.6786	
■ 2012	3.2813	3.1245	2.751	2.7176	
■ 2013	3.2581	3.2473	2.8925	2.8925	2.99

Analysis and Discussion

These data all display strong positive correlations.

Section V Correlations



■ Correlations	2011-2012	2012-2013	2011-2013
	0.998	0.977	0.966

Progressive improvement is noted in 3 of 4 questions in this section, while means for the fourth question about the internationalization website remain constant above the mean for this section.

Conclusion

The data in this section of the student perception survey display the most promising feature of internationalization of the campus and curriculum...professors are talking about the topic more in 2013 than they were in 2011. While still below the mean for this section, the upward trend of these statistics should be noted by academic leaders.

Takeaways for Academic Leaders

- Address the lack of awareness in our students about the FHSU definition of internationalization and it's practical approach within departments where faculty live. Historically, the institution has defined internationalization through strong strategic partnerships which has been the primary source of international students on our campus. An emerging institutional strength for the benefit of domestic students appears to be faculty-led study abroad opportunities. Many students have passports and many indicate interest in learning about international topics.
- There appears to be high student interest in digital collections about international topics for students who cannot afford the cost or time to participate in a faculty-led study abroad experience. This may be reflective of a high-proportion of Virtual College students who responded to this survey. Regardless, this would seem to be an opportunity for departments and the general education program to enrich their existing curricula in a way that brings the world to them in an innovative manner regardless of instructional delivery method.
- Celebrate and incentivize the growing interest in internationalization our faculty appear to be imparting upon our students. Review merit, tenure, and promotion criteria to align rewards for faculty work in this area. Reward entrepreneurial faculty members willing to design new internationalized learning experiences for our students through faculty development travel funding and reassigned time opportunities.
- Time to review our university internationally themed curricula? Most students are driven to enroll in disciplinary majors, not minors or certificates. Are there cost-effective ways to add international or global options within existing major programs? Discussions of this nature within departments might be productive. Perhaps RLOs in digital collections hosted within our learning management systems can provide international/global knowledge and applied skills? Reaching consensus and defining a university-wide set of learner outcomes for internationalization would be a logical next step.