Queens College

Global Learning and

Engagement Survey

**Conducted by the Queens College**

**Office of Global Education Initiatives**

**July 2015**

Office of Global Education Initiatives Queens College Kiely Hall, Room 179

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[www.qc.cuny.edu/Academics/GlobalEd/OGEI](https://www.qc.cuny.edu/Academics/GlobalEd/OGEI)

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This survey was implemented through Survey Monkey. Email addresses were accessed through student, alumni, and staff databases from various Queens College offices.

**I. Introduction**

The Queens College Office of Global Education Initiatives conducted this survey as part of the colleges work toward an action plan for internationalization that will be implemented over the next few years. Queens College aims to construct an educational environment that prepares students to compete in a global society.

Queens College is currently developing a strategy for comprehensive internationalization under the guidance of the American Council of Education. The college is a member of the 2014-2016 cohort of institutions participating in the program that guides universities through the process of forming an internationalization leadership team on campus, reviewing current internationalization activities to clarify institutional goals, and developing a strategic action plan based on an analysis of current activities on campus. For more on the program, see: [http://www.acenet.edu/news-room/Pages/ACE-Internationalization-Laboratory.aspx](https://mymail.qc.cuny.edu/owa/redir.aspx?SURL=8syckI8z2Ai-r4mkVBAYmfXBQWRaaQpCZN7rtbZXPWSGeRj_&URL=http%3a%2f%2fr20.rs6.net%2ftn.jsp%3ff%3d0013lpBG7LE1RIeWTthMzJs1Ji34Z6RWODrztUrffqB-tb9UZ1B4_4dk1Di4aHssFFUgq3qPq2-3FEN5vtPY7rh3yaZi5iBN3hFmHwsdOwLav7FkL7TcFnUW5mBMjrQIz6spgrLUSq-pb__0LD4KrKIml-2yFie2ylkUi9em-pTvtRs1ofO8rN2zAuT-rS1VpQXFy3bwe5PFKgg_I_b3j7jBfqLaWbL5JqqjEmiTxFOt_6N_AhfFm2aGnOIZrqnKeuT%26c%3dbe4MhyBHFacfs4ZTGDj_wiKcEyp-7NOgLvvfLA7gcj0ZvLoHCos9Aw%3d%3d%26ch%3d254iWP6u7JBB2YowfIGDfjzogoI9cPbPiZ0TlDyzY5KVNCNN0aFXwg%3d%3d" \t "_blank).

Alumni, students (undergraduate & graduate), staff, and full-time and part-time faculty, were invited to complete our survey. The survey was sent out to this large Queens College community and received approximately 640 voluntary responses. The survey asked a series of questions regarding the impact and importance of global education within higher education. Here are the results

**II. Participant Demographics**

* 50% alumni
* 16% full-time faculty
* 13% staff
* 12% undergraduate students
* 5% graduate students
* 4% part-time faculty
* 22% of the respondents were born outside of the United States.
* 2% of the current students who responded are currently studying at Queens College on an F1 or J1 visa.
* 97% of respondents have traveled outside of the United States.
* 66% of respondents lived outside of the United States for at least 1 month.
* 25% of respondents participated in a study abroad, student exchange, or faculty exchange program. Out of the 75% who did not, 25% plan to do so in the future.
* 26% of respondents began learning English during childhood, adolescence, or adulthood.
* 76% of respondents speak another language at either an advanced, intermediate, or native/native-like level.

**III. Global Learning in Higher Education:**

**Please read below to see the percentage of individuals who either “agreed” or “strongly agreed” with the following statements:**

|  |  |
| --- | --- |
| Global learning is an important element of the educational process. | 91% |
| Global learning helps prepare students to become socially responsible. | 86% |
| Global learning leads students to appreciate other cultures. | 93% |
| The more we know about other cultures the better we will understand our own. | 86% |
| Learning about other countries, cultures, and global issues is an essential component of a college education. | 88% |
| It is the responsibility of colleges to help students become aware of other countries, cultures, and global issues. | 83% |
| Global learning experiences can be facilitated right here at home by technology. | 66% |
| Global learning experiences can be facilitated locally through interaction with groups and/or organizations within the local community. | 84% |
| The study of language is important to understanding other cultures. | 79% |
| All Queens College students should be required to study a language other than English. | 71% |
| The presence of international students (students from other countries) on U.S. campuses enriches the learning experience for all students. | 88% |
| Global education can explain root causes of basic global problems such as overpopulation, poverty, disease, and resource disparity. | 75% |
| Global education helps us recognize and understand the impact other cultures have on American life. | 87% |
| All Queens College students should be required to take courses covering global topics. | 75% |
| New faculty hired by Queens College should be able to teach global issues in their courses, and demonstrate global engagement in their research. | 56% |
| More resources should be devoted to promoting global student learning and engagement on campus. | 72% |
| More resources should be devoted to promoting global student learning and engagement off campus. | 59% |

**IV. Study Abroad & Travel:**

|  |  |
| --- | --- |
| Study abroad/exchange programs are the best way for students to encounter another culture | 74% |
| Study abroad/exchange programs are the best way for students to learn a language other than English. | 74% |
| All Queens College students should have a study abroad/exchange experience some time during their college career. | 52% |

When prompted to answer the question, “**Are you interested in participating in an international exchange program, such as a study abroad experience, faculty exchange program, or an abroad service-learning project? If yes, which country would you like to travel to?**,” 48% replied positively and from their answers, this list of the top 10 study abroad and travel destinations was populated:

**Top 10 Travel/Study/Teach Abroad Destinations**

1. **Italy**

2. **France & China**

3. **Spain**

4. **Israel & Japan**

5. **India**

6. **Brazil**

7. **South Africa**

8. **Greece, South Korea, & Cuba**

9. **England**

10. **Ireland**

Some countries were tied

such as for 2nd, 4th, and 8th place and close runners-up to Ireland were **Argentina, Australia, and Turkey** for 11th place.

**V. Future Employability:**

**Please read below to see the percentage of individuals who either “agreed” or “strongly agreed” with the following statements:**

|  |  |
| --- | --- |
| An understanding of global issues is important for success in the workplace today. | 75% |
| An understanding of global issues will be important for success in the workplace 10 years from now. | 83% |

**Please read below to see the percentage of individuals who considered the following statements either “somewhat important” or “important”:**

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|  |  |
| --- | --- |
| **In order to successfully compete in the current job market, it is important for students to:** |  |
| Speak another language in addition to English. | 78% |
| Understand other cultures and customs. | 87% |
| Know about international issues and events. | 88% |

|  |  |
| --- | --- |
| **In order to successfully compete in the job market 10 years from now, how important will it be for students to:** |  |
| Speak another language in addition to English. | 48% |
| Understand other cultures and customs. | 65% |
| Know about international issues and events. | 69% |

**VI. Participant Experiences:**

**Please read below to see the percentage of individuals who participated in one or more of the following activities:**

|  |  |
| --- | --- |
| Covered global issues in the classroom | 47% |
| Participated in international service opportunities, travel, or study abroad | 35% |
| Made connections with other institutions, service organizations, professionals, students in other countries | 48% |
| Worked or volunteered with local service organizations or community groups with ties to international community | 33% |
| Participated in academic programs with international components, such as, language and cultural literacy | 37% |
| Worked with international students | 51% |
| An international internship | 3% |

**VII. Conclusion:**

According to these results, students, alumni, faculty, and staff overwhelmingly agree that global learning and internationalization on the Queens College campus is vital to a wholesome higher education experience and to future employability. However, when examining the percentage of participants who have experienced global learning in the classroom or have traveled abroad for purposes of work, study, or volunteering, the numbers are comparably low. For example, 88% of respondents believe that learning about other countries, cultures, and global issues is an essential component of a college education yet only 47% experiences global issues being covered in the classroom and only 35% participated in international service opportunities, travel, or study abroad.