Highlights of the Co-Curricular / Student Review

Task Force on Internationalization
The Subcommittee Addressed Five Main Questions / Areas

1. Who Are Our Students, in General?
2. Who Are Our **International** Students?
3. How is Internationalization Represented in the Co-Curriculum and Campus Life?
4. To What Extent do DH Students Study Abroad?
5. Analysis and Recommendations — (Each Subcommittee tackled that one)
I. Characterizing CSUDH Students

• CSUDH enrolled 14,670 students (headcount) in Fall 2013. FTES were 10,917.

<table>
<thead>
<tr>
<th>Among Undergraduates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>19.6%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>8.7%</td>
</tr>
<tr>
<td>Juniors</td>
<td>30.8%</td>
</tr>
<tr>
<td>Seniors</td>
<td>41.2%</td>
</tr>
</tbody>
</table>
I. Characterizing CSUDH Students

- **Average Age:** Undergraduates = 25.5 years old
  Graduates = 35.1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>64.3%</td>
</tr>
<tr>
<td>Men</td>
<td>35.7%</td>
</tr>
</tbody>
</table>
## Characterizing CSUDH Students

### Campus-wide Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic / Latino</td>
<td>54.5%</td>
</tr>
<tr>
<td>Black / African-American</td>
<td>17.7%</td>
</tr>
<tr>
<td>White</td>
<td>12.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>11.0%</td>
</tr>
</tbody>
</table>
II. Who Are Our International Students?

• $N = 79$ (Spring 2014)
• Nearly 8 out of 10 are from Asia
II. Who Are Our International Students?

<table>
<thead>
<tr>
<th></th>
<th>Graduate Students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>-</td>
<td>12</td>
</tr>
<tr>
<td>Computer Sci.</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>TESL</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>
III. Co-Curriculum and Campus Life

• In focus groups, students spoke about experiences with other students occurring inside the classroom – these helped to integrate international students to campus life.

• Focus group students were aware of the International Student Services office.
Some CSUDH International Students
Explaining Thanksgiving to CSUDH International Students
III. Co-Curriculum and Campus Life

• Some international – focused events are well-promoted, well-known: International Education Week; Unity Fest. Others are not.

• **40% in our survey** said no, they were not familiar with international activities & events.

• **56% of faculty said** yes, they encourage students to participate in such events.
III. Co-Curriculum and Campus Life

• Campus hosting of international scholars, performers, lecturers is not frequent: lack of support infrastructure, lack of resources.

• **8 out of 10** in our survey said CSUDH should bring in more scholars, performers, lecturers.
III. Co-Curriculum and Campus Life

• The Los Angeles area has many easy resources for bringing to campus international scholars, lecturers, performers.

• U.S. multicultural issues are exceptionally well represented in the co-curriculum.
IV. Education Abroad

• CSUDH students may participate in the CSU System’s IP Program – year-long.
  – Over 11 years, 38 total students = ~3.5 / yr.

• Dr. Lynne Cook (Education) oversees an *Atlantis* grant.
  – Early Childhood Education sends 4 students / year: 2 to Spain; 2 to Italy; 1 semester stays
IV. Education Abroad

• Ten years ago, CSUDH Faculty-led programs in served 29,360 students per year.

  — However, none at all 2004-2009.

• More recently: 4 – 17 students per year.
IV. Education Abroad

Other providers serving CSUDH students:

• USAC: ~ 11 students / year across 11 years
• Other: ~ 3 / year

• Internships abroad: One student over 11 yrs.
• Students are female (85%), and study in summer (70%).
IV. Education Abroad

**COSTS and FINANCIAL SUPPORT**

- CSU-IP: All Financial aid can apply
- USAC: Only Pell grants & loans (no Cal Grants)

- Both programs have limited, focused scholarships available.
IV. Education Abroad

ACADEMIC ISSUES

• Fulfilling academic major requirements can be uncertain.
• Impact of returning students on academic life has not been systematically measured. Anecdotes are positive. Students grow and mature while abroad.
• Uncertain integration of study abroad with campus curricula.