

**The NAFEO Survey on Foreign Languages, International Studies,
and Study Abroad Opportunities at Historically and Predominantly
Black Colleges and Universities**

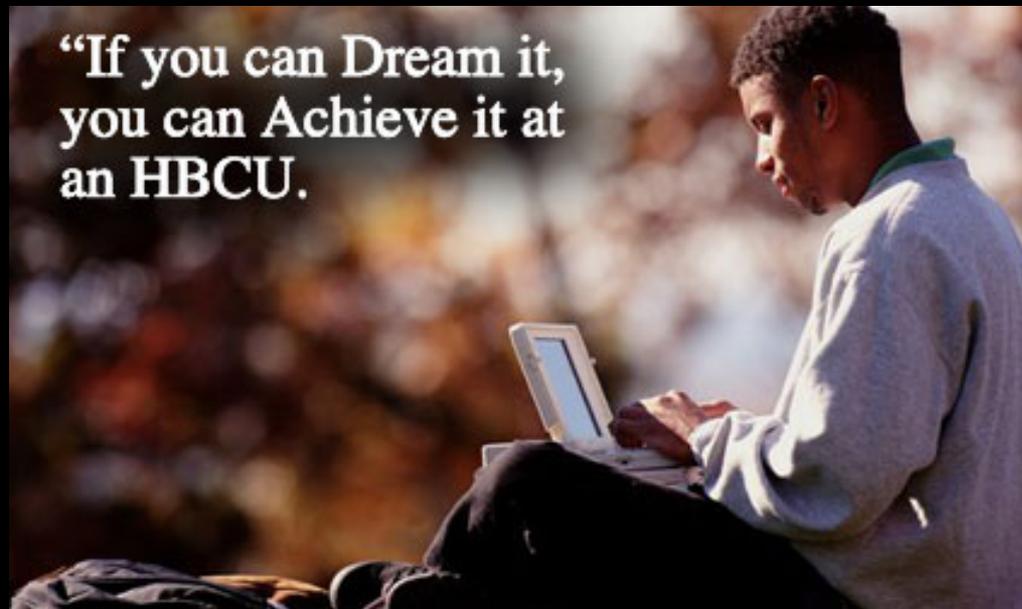


February 23, 2008

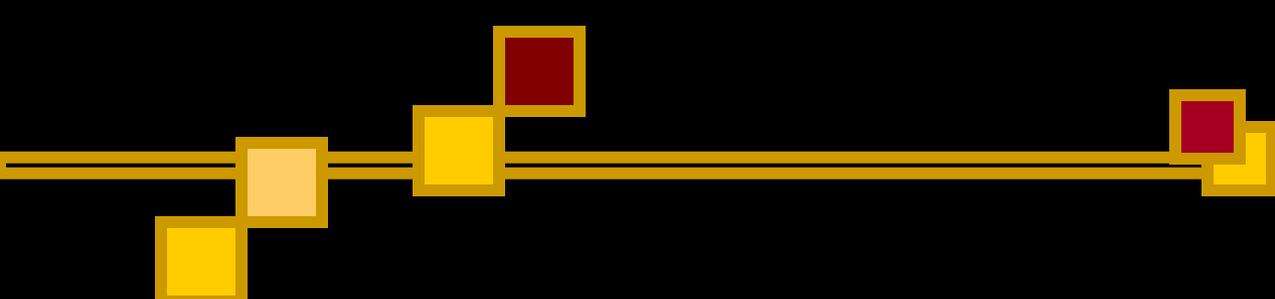


If you can dream it, you can achieve it at an HBCU!

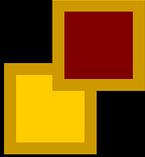
NAFEO was founded in 1969 as the professional association of the presidents and chancellors of the nation's historically and predominantly black colleges and universities.

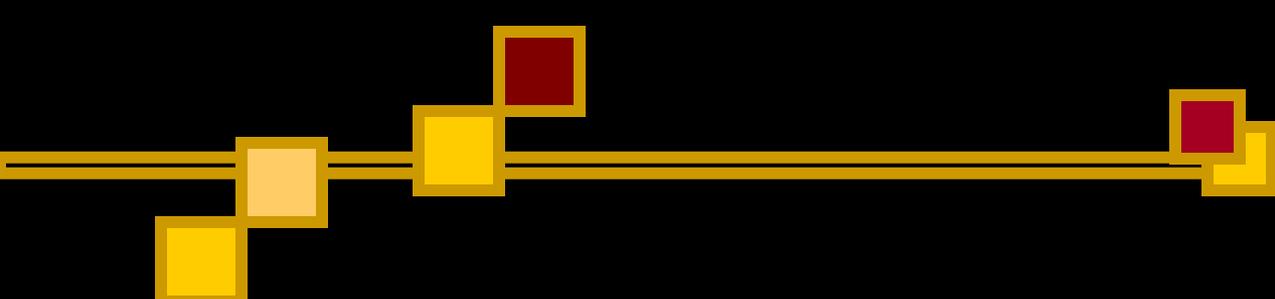


**“If you can Dream it,
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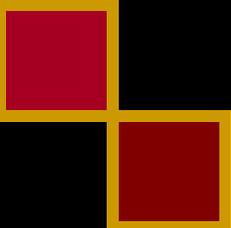
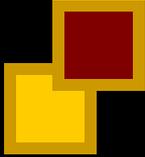


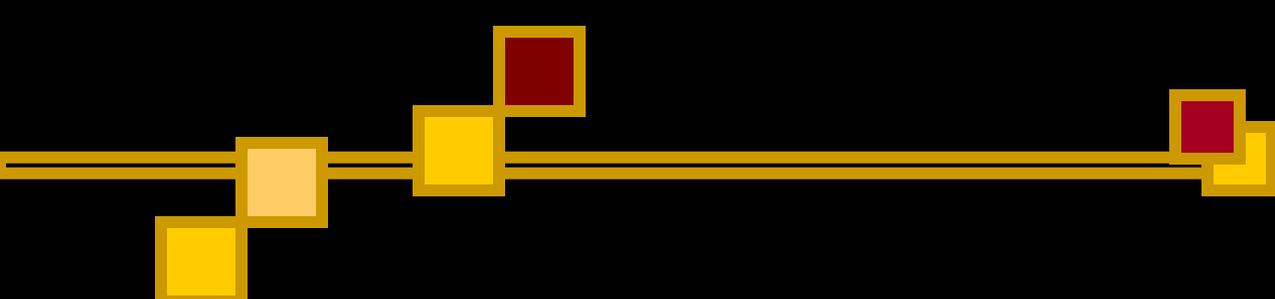
As part of its mission, NAFEO:

- Serves as the liaison between the nation's HBCUs and predominantly black institutions (PBIs) and federal and state governments as well as with corporations, foundations, associations, and non-governmental organizations;
 - Trains new cohorts of HBCU and PBI presidents;
 - Engages students in academic, athletic, business plan and other competitions; and
 - Educates the public about the importance of HBCUs and PBIs.
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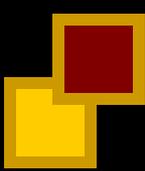


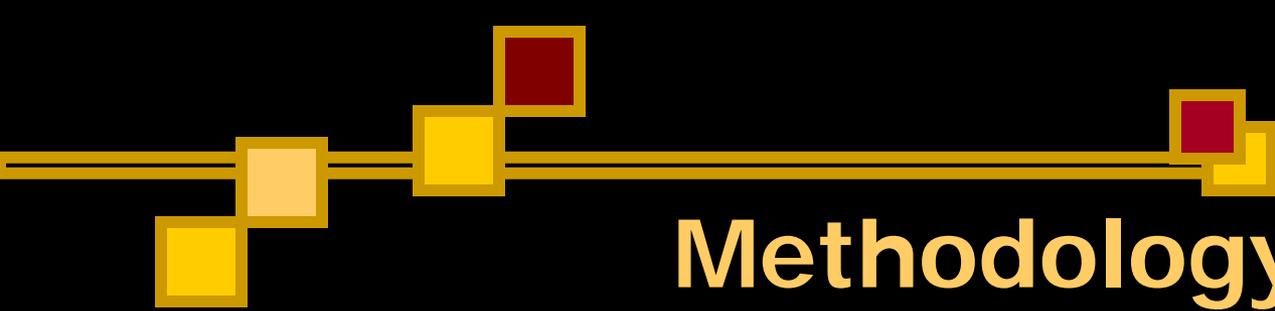
Survey Background

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- In 2005, NAFEO received a 2-year grant from the U.S. Department of Education's Office of Postsecondary Education to complete a survey of its members' capacity in foreign languages, international studies, and study abroad opportunities.
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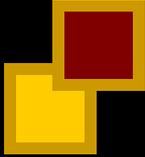


The Survey

- A paper survey that included a total of 54 questions.
 - Three sections: Foreign Languages, International Studies, and Study Abroad
 - Included Likert scale, fill in the blank, perception, and open-ended questions
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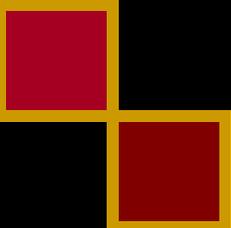
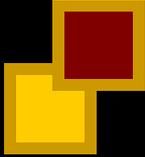


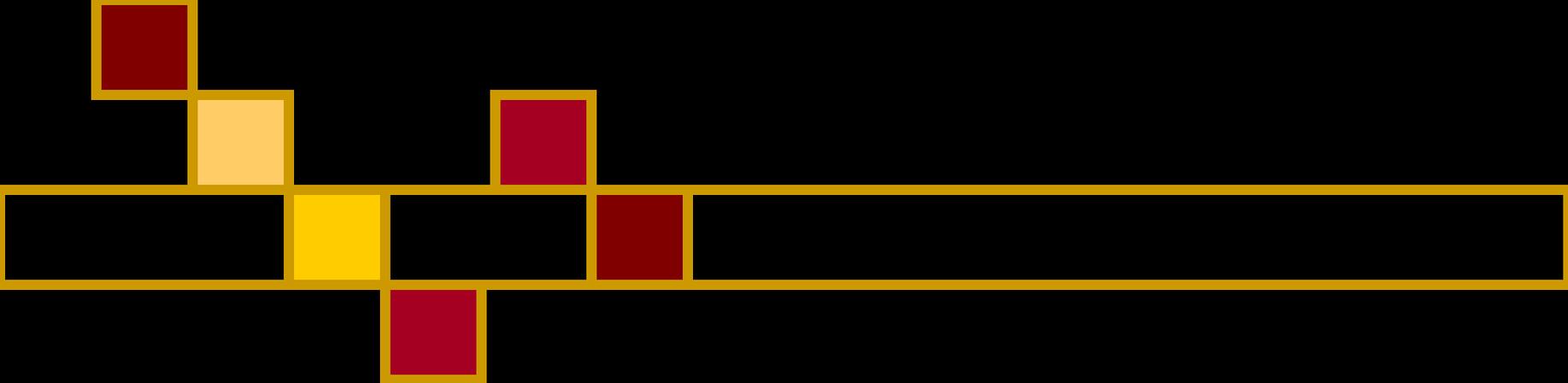
Methodology

- October 2005: Compiled database. Surveys mailed to NAFEO member presidents, faculty, and administrators
 - November 2005: Surveys began arriving at the NAFEO office.
 - April 2006: Focus groups conducted at Spelman College, Savannah State University, and Chicago State University
 - May 2006: Began entering survey data into database
 - February 2007: Data collection period ends
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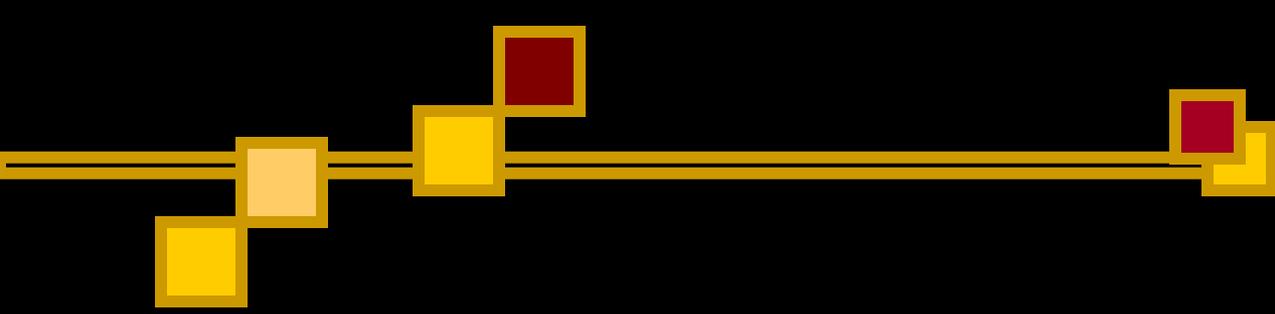
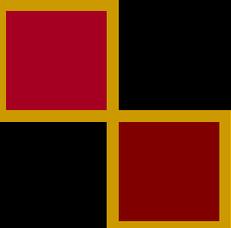
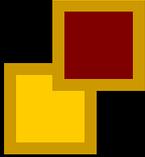
Survey Respondents

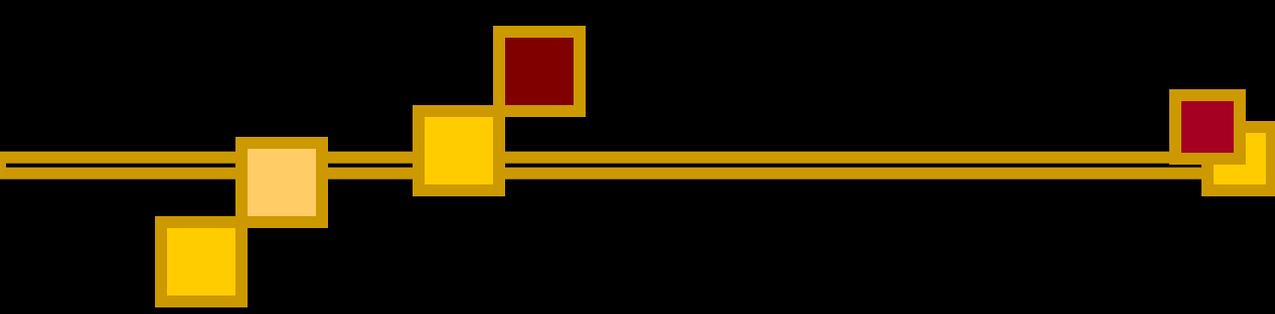
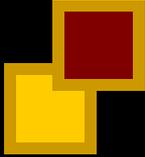
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- 53 of 120 NAFAEO member institutions responded to the survey.
 - 50 HBCUs/3 PBIs
 - 28 Public/25 Private
 - 30 small (1-3,000 students)
 - 16 medium (3,001-6,999 students)
 - 7 large schools (7,000 and above)
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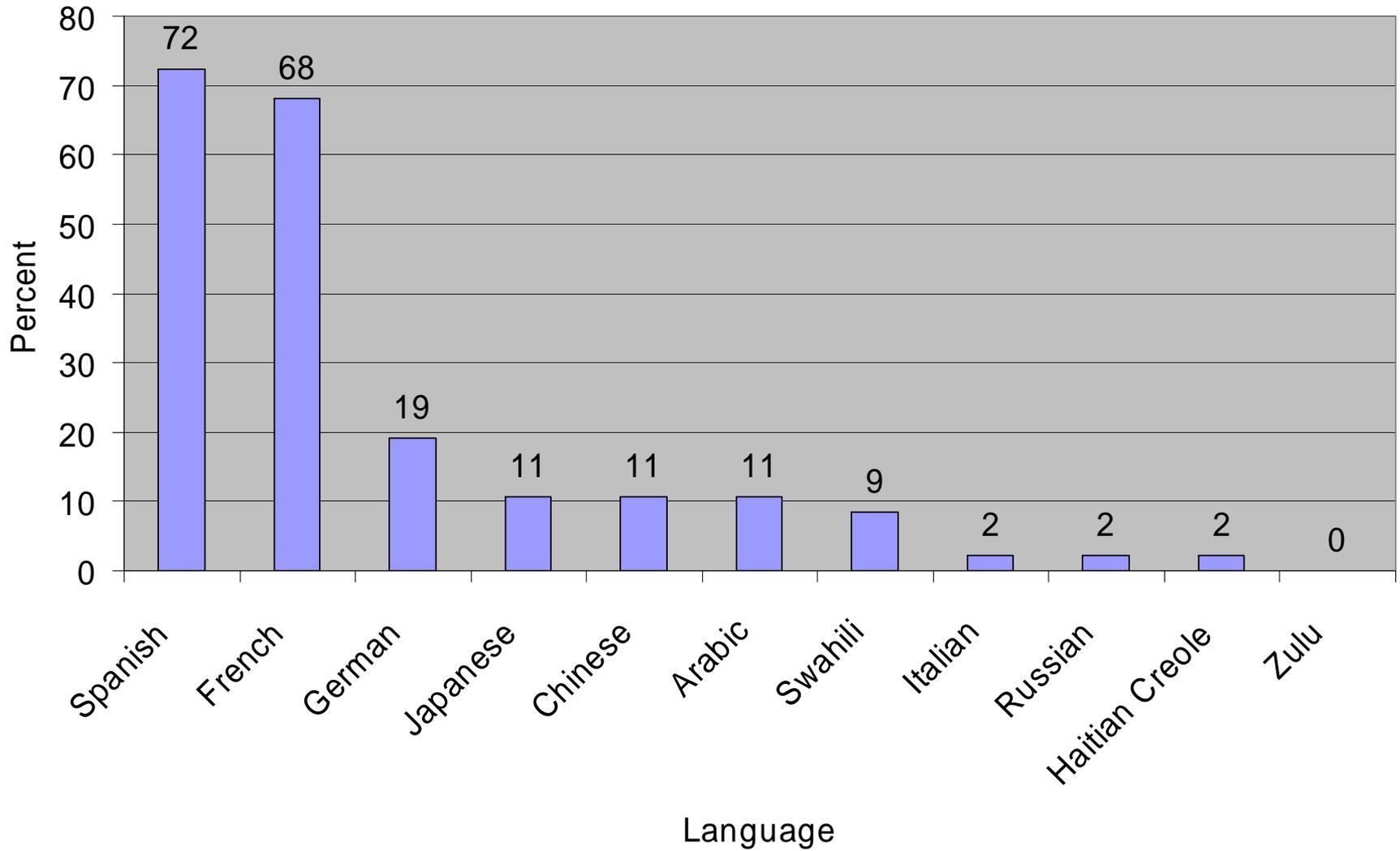
Foreign Languages



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- 23% of institutions have a foreign language requirement for admission
 - 79% have a foreign language requirement for graduation
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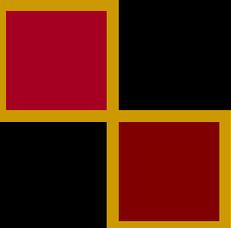
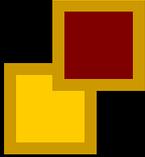
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- 72% of responding institutions offered Spanish
 - French (68%) and German (19%) were the next most frequently offered languages
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Percentage of institutions offering languages, Fall 2004

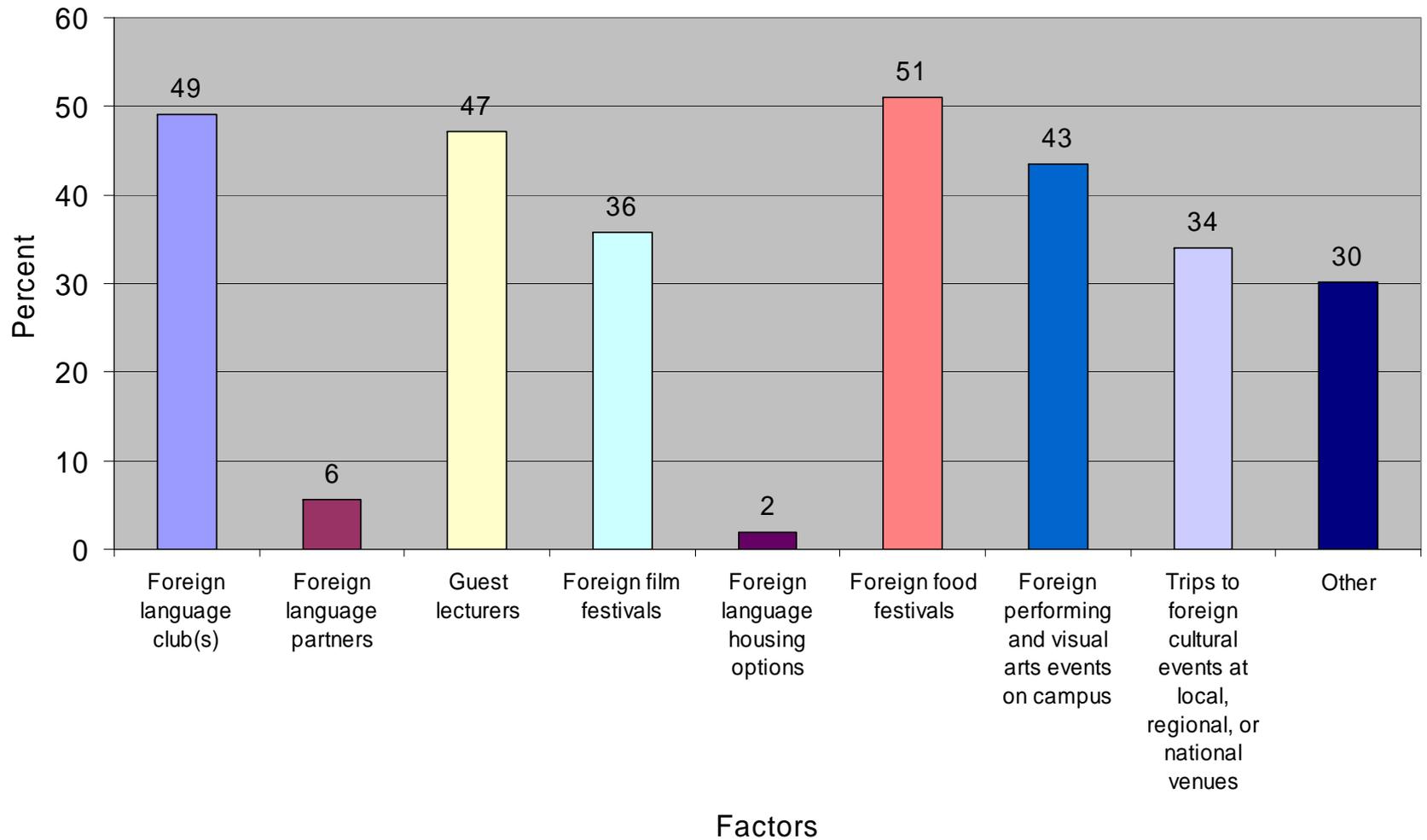




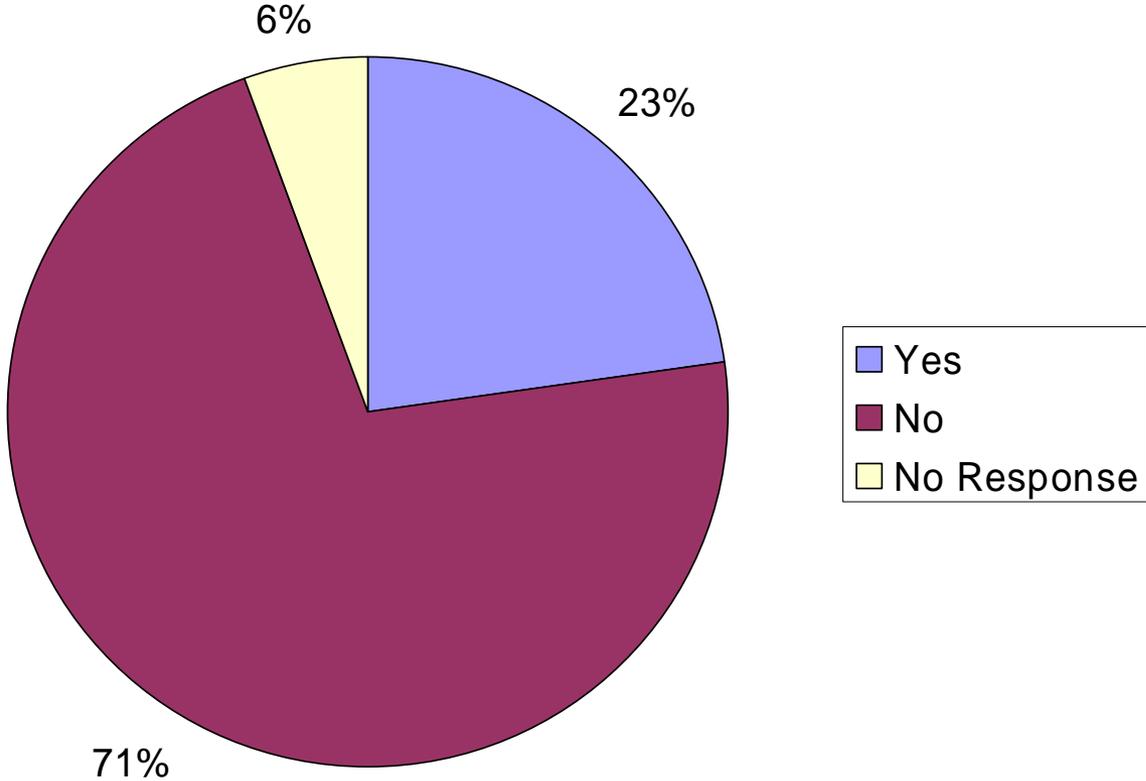
Less Commonly Taught Languages

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- Arabic, Chinese, and Japanese were each offered by 11% of responding institutions
 - Hindi, Portuguese, Wolof, and Yoruba were each offered at 1 institution.
 - Lincoln University of Pennsylvania was the only reporting institution conferring degrees in Chinese, Arabic, and Japanese
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Percentage of institutions reporting the events and/or activities offered to complement the foreign language program, Fall 2004



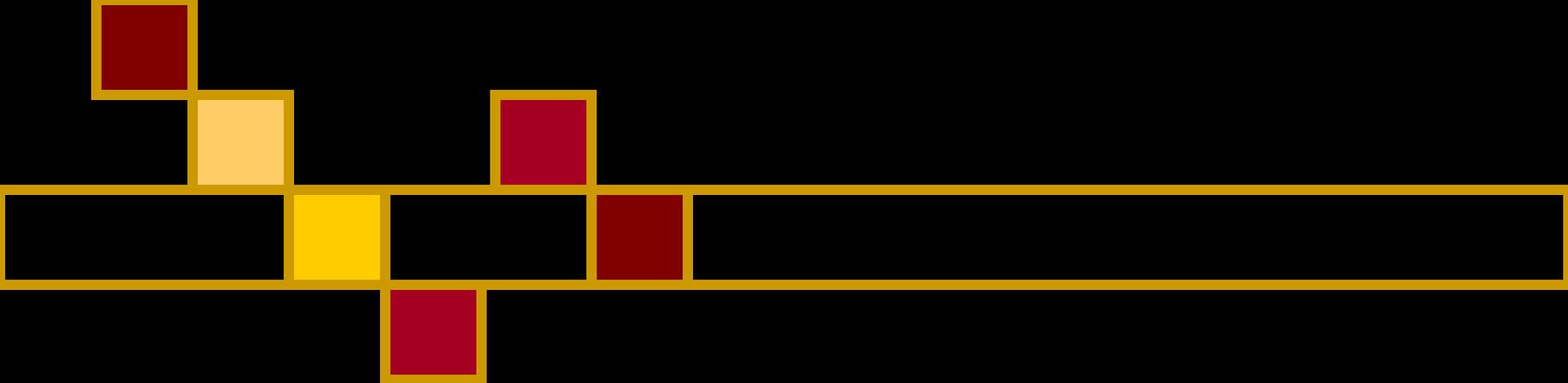
Percentage of institutions that have cooperative arrangements with other U.S.-based institutions for foreign language programs, Fall 2004





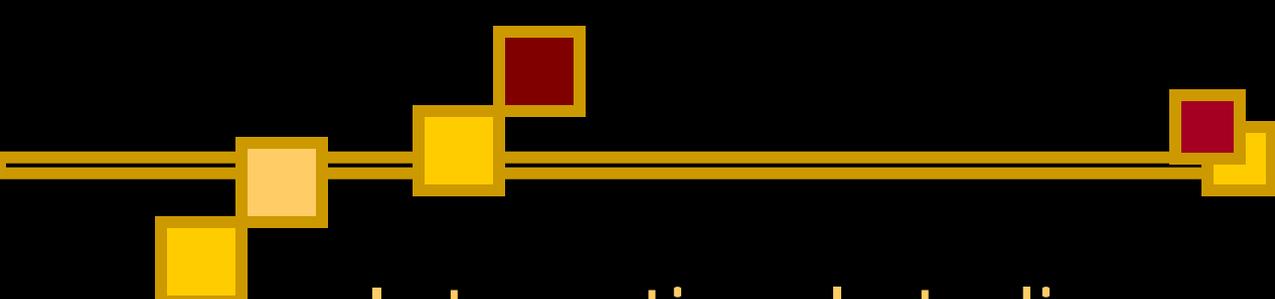
Foreign Language Recommendations:

- Assist members in accessing federal funds for teaching critical languages through programs such as the National Security Language Initiative.
- Strengthen the foreign language pipeline by creating more partnerships with universities and language programs in elementary and secondary schools.
- Assist NAFO members in creating partnerships and collaborative agreements with other U.S. institutions.
- Encourage members to promote oral proficiency by establishing language tables, language floors/dorms, and/or immersion days.

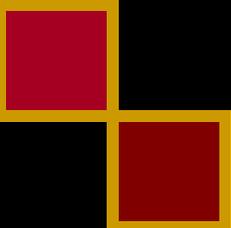
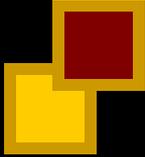


International Studies





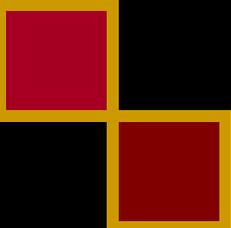
International studies programs can take a variety of forms:

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- separate departments
 - minors, certificate programs
 - major specializations
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We included all of these types of programs in our definition of international studies.



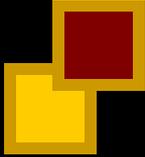
Responding institutions' commitment to internationalization:

- 
- Does your mission statement describe a commitment to internationalization?

YES: 62%

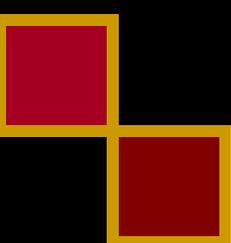
NO: 32%

No Response: 6%

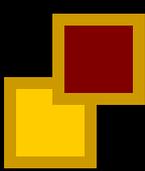


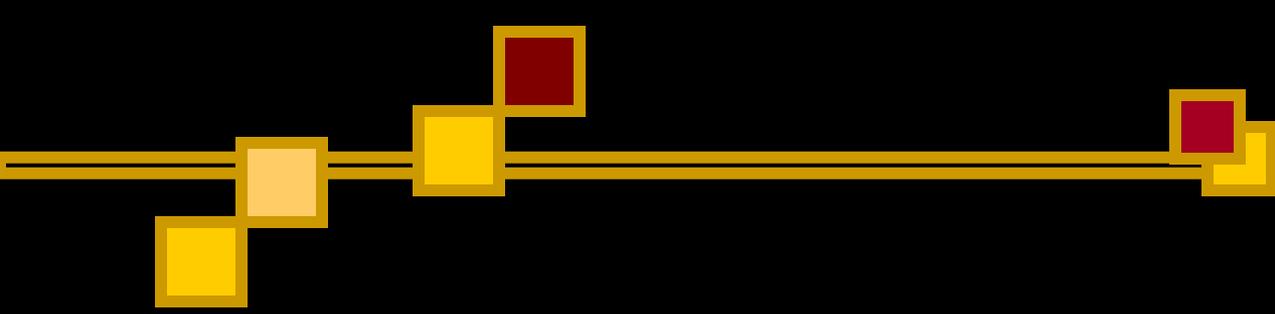


Mission Statement: Chicago State University



Chicago State University , a public, comprehensive, urban institution of higher learning located on the south side of Chicago , strives for excellence in teaching, research, creative expression and community service. The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs, undergraduate through doctoral levels, of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth may have been inhibited by lack of economic, social, or educational opportunity; and 2) *produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong-learning and service.*

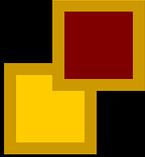


- 
- Does your institution employ a full-time international studies or global education coordinator?

YES: 43%

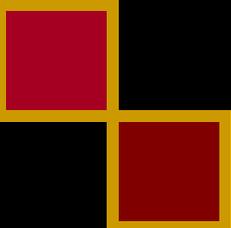
NO: 55%

No response: 2%

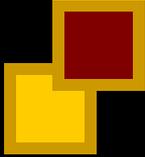




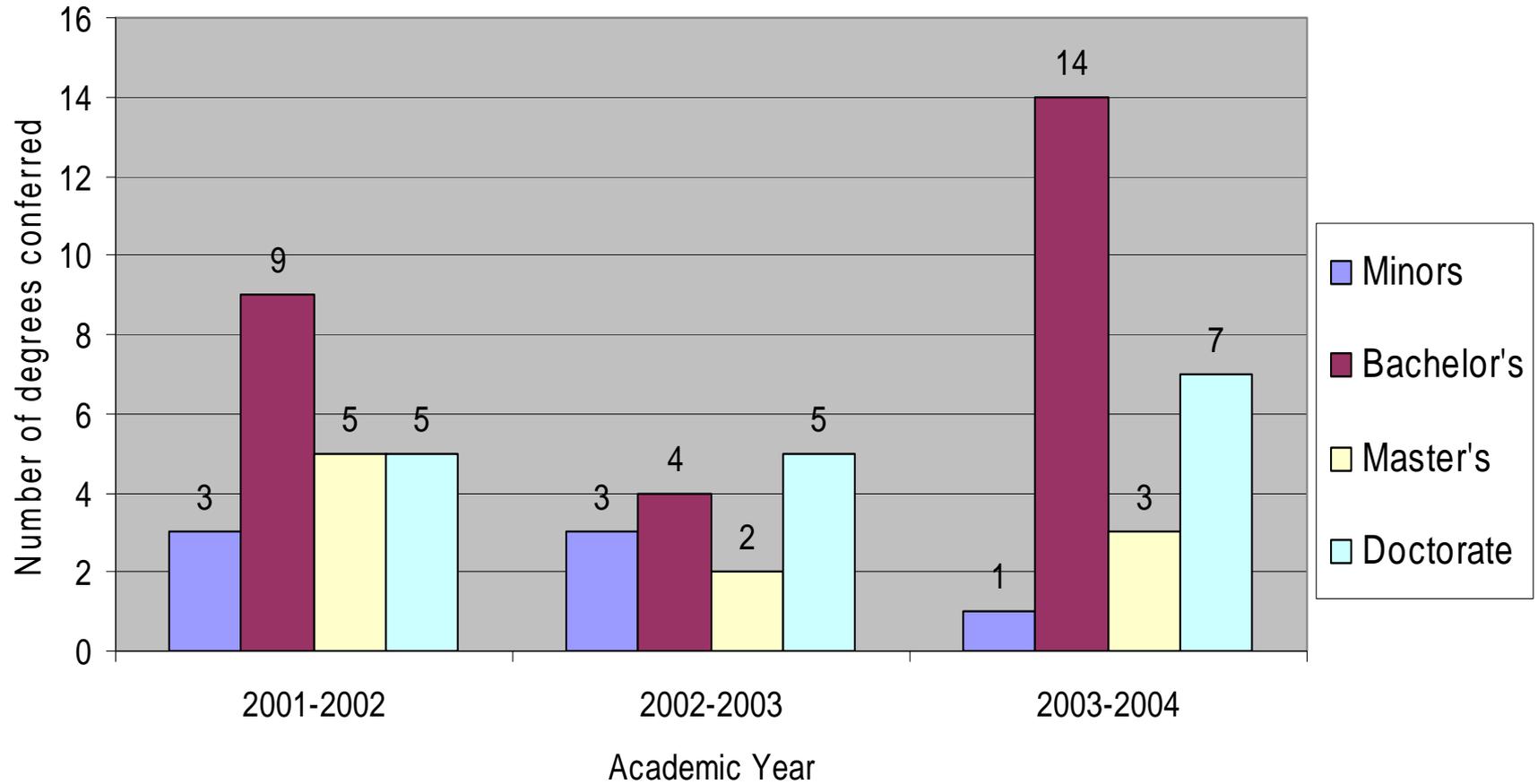
Area Studies



African Studies had the largest enrollment across institutions as well as the largest increase in bachelor's degrees conferred over the 3-year study period.

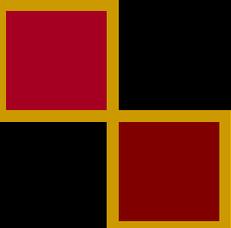


Aggregate number of African studies degrees conferred, by academic year: Fall 2004





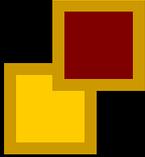
Additional area, ethnic, and international studies programs:



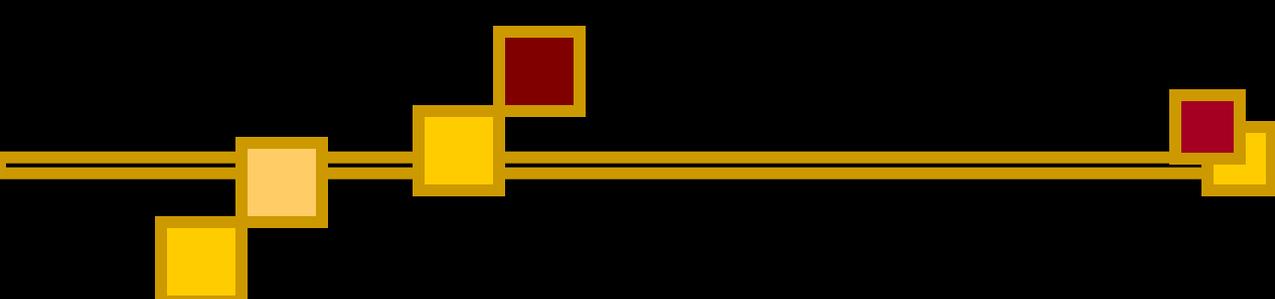
York College/CUNY: Puerto Rican Studies

Johnson C. Smith University (NC): American Foreign Policy program

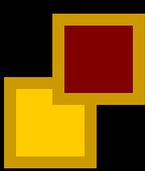
Elizabeth City State University: World literature/civilizations, international relations

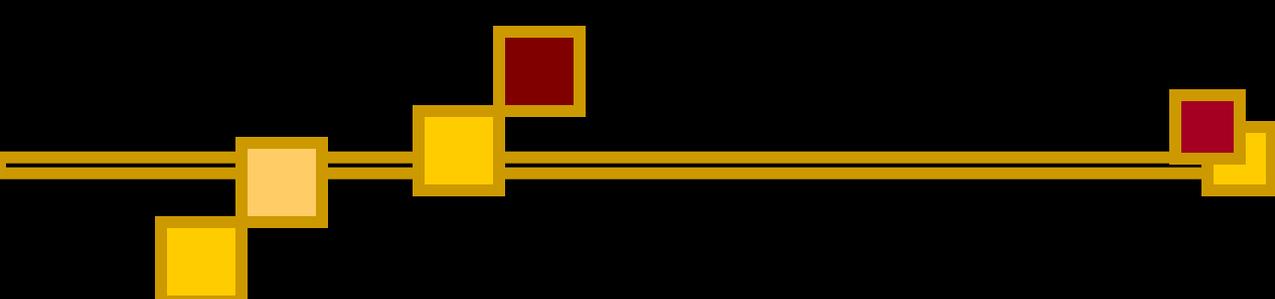


Florida A&M University: International law

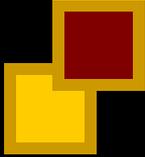


Percentage of institutions reporting which factors impact LACK of student participation in international/area/ethnic studies programs, Fall 2004

- No previous international/area/ethnicity education – 60%
 - Not an institutional requirement – 58%
 - Lack of foreign travel experiences/exposure – 55%
 - Lack of interest in a global perspective – 45%
 - Lack of interest in other areas/ethnicities – 43%
 - Lack of interest in a career that would require an expertise in international/areas/ethnic studies – 36%
 - Lack of interest in foreign study/travel – 34%
 - Other – 6%
- 

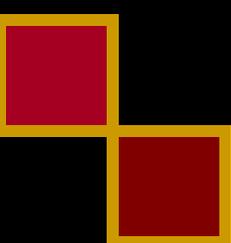


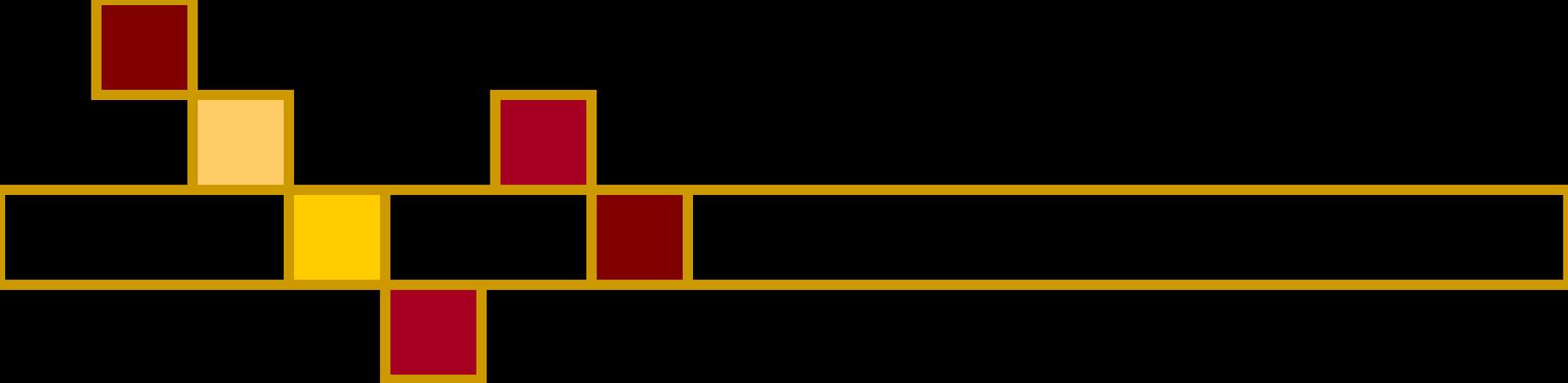
Institutions that offer activities to support faculty/staff with international studies responsibilities, as a percent: Fall 2004

- Opportunities to attend conferences related to international studies – 60%
 - Access to technology for international communication and research – 40%
 - Funding for international research/conference travel/lectures abroad – 30%
 - Training in international studies teaching methodologies – 15%
 - Training for technology that fosters international communications and research – 13%
 - Other – 4%
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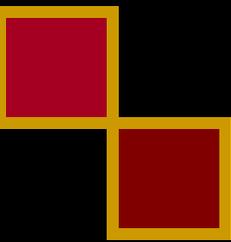
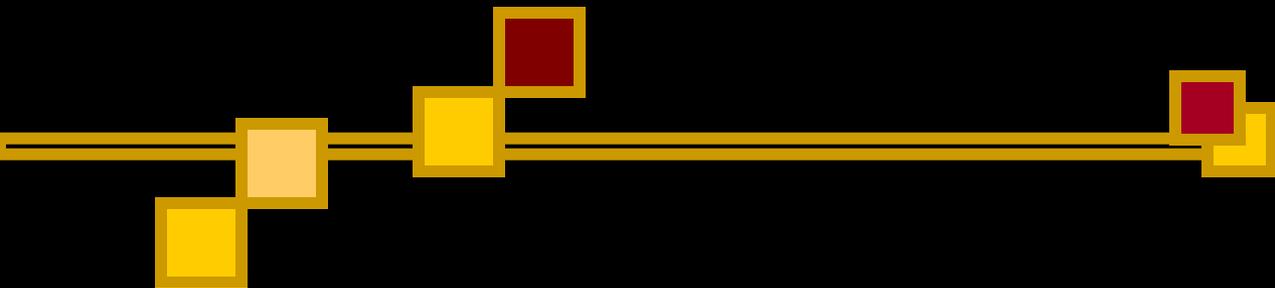
International, Area, and Ethnic Studies Recommendations:

- 
- The commitment to internationalization should come from the President and should be incorporated in the university's mission statement.
 - Reevaluate major and curriculum requirements to ensure that courses include an international component.
 - Encourage international studies faculty to mentor more students through research projects or academic advising.
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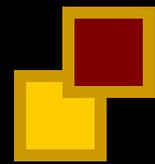


Study Abroad

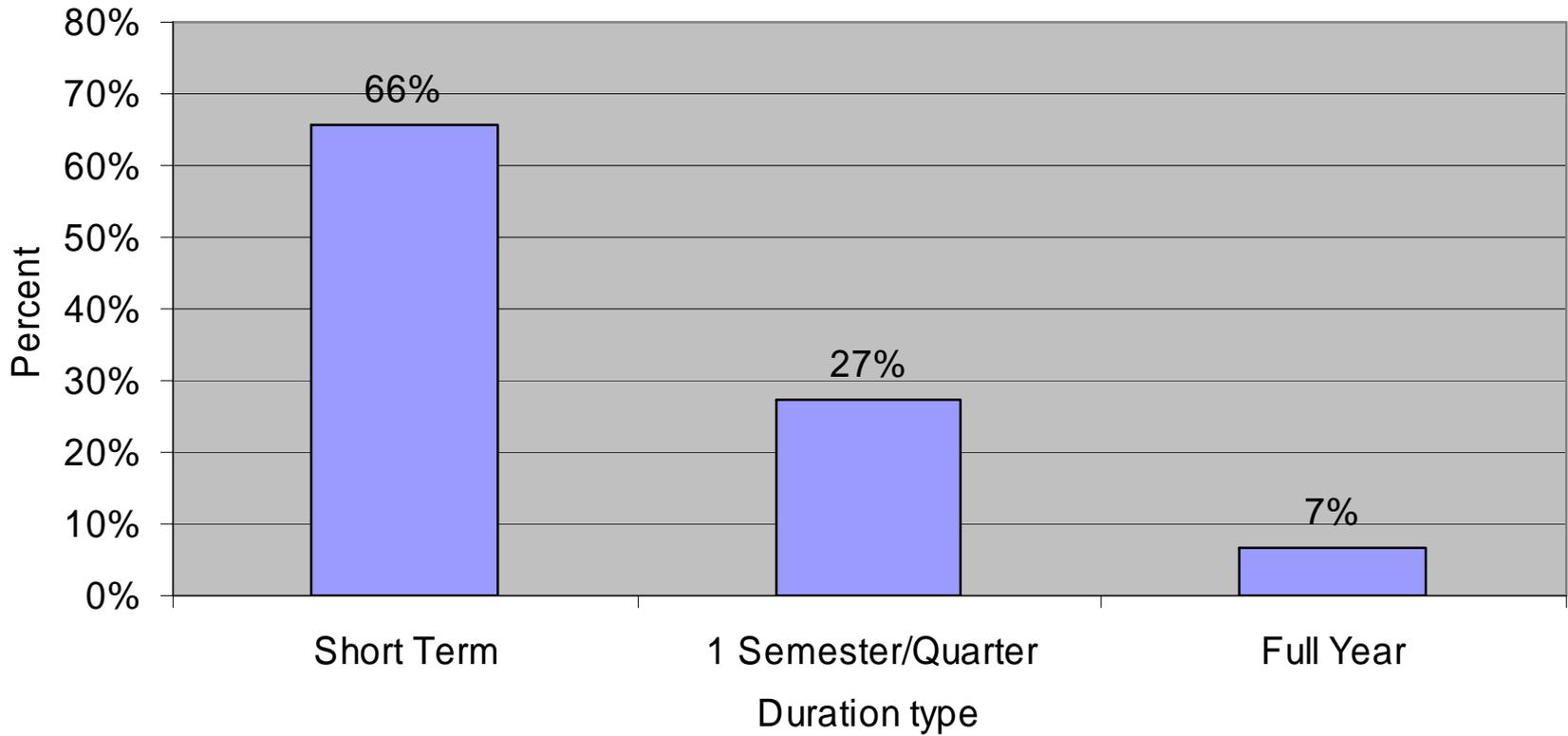




Responding institutions sent a total of 844 students abroad in the 2004-2005 academic year.

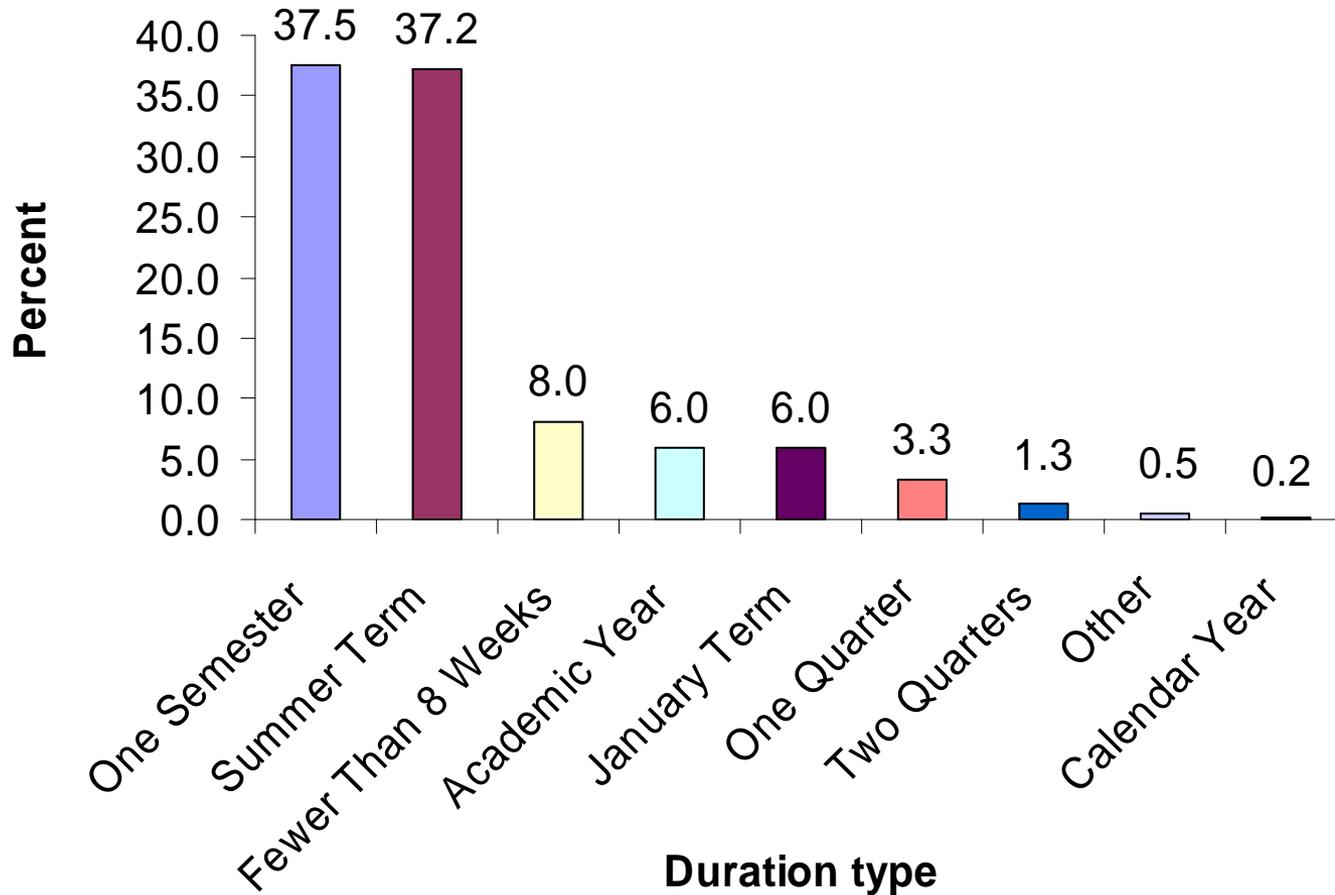


Duration of students' international exchange or study abroad programs, as a percent: Fall 2004



N = 844

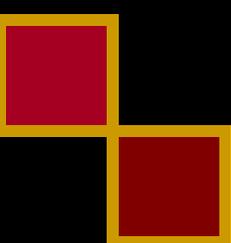
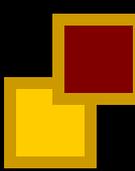
Duration of U.S. students' study abroad, as a percent: 2004-2005

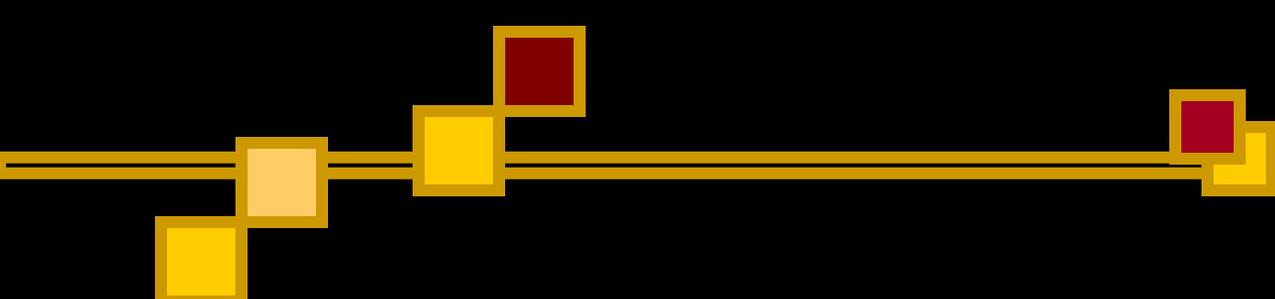


Source: Institute of International Education, *Open Doors*, 2006

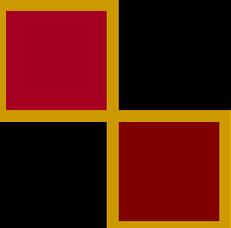
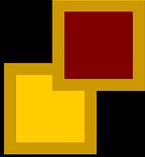


The top 5 study abroad destinations among institutions in 2004-2005 were:

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1. Spain (7 institutions)
 2. China (6)
 2. Japan (6)
 3. Australia (5)
 3. Ghana (5)
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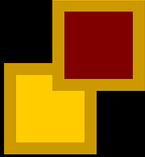


The top 5 majors among students studying abroad in 2004-2005 were:

- 
1. Business
 2. Political Science
 3. English
 4. History
 5. Chemistry
- 



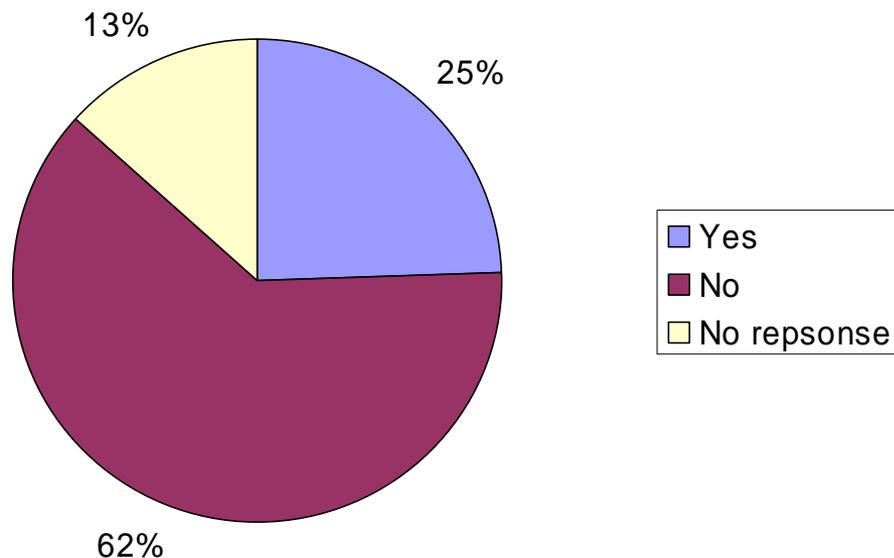
Fields of study of US study abroad students during the 2004-2005 school year

1. Other, 25%
 2. Social Sciences, 23%
 3. Business and Management, 17%
 4. Humanities, 13%
 5. Fine/Applied Arts, 8%
 6. Foreign language, 7%
 7. Physical Sciences, 7%
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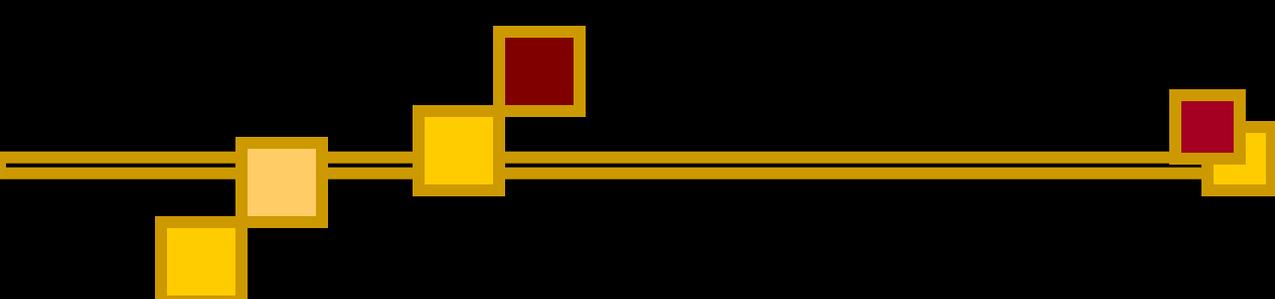
Source: Institute of International Education, *Current Trends in U.S. Study Abroad & the Impact of Strategic Diversity Initiatives*, May 2007

Only 25% of responding institutions reported employing a full-time study abroad coordinator.

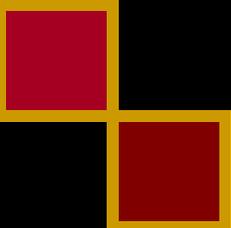
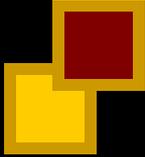
Percentage of reporting institutions that employ a full-time study abroad program coordinator, Fall 2004



N=53



Preparing Students to Study Abroad

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- 47% of responding institutions reported offering a pre-departure orientation for students studying abroad.
 - 43% of responding institutions reported offering seminars to help students reintegrate upon their return.
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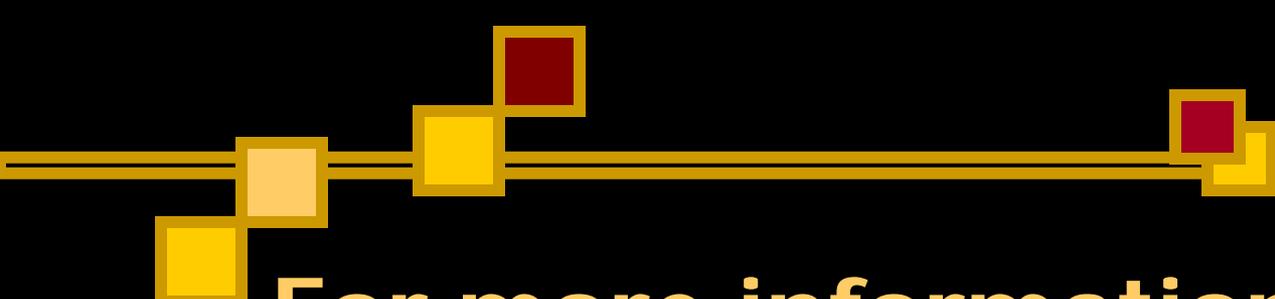
Study Abroad Recommendations:

- More collaborative study abroad relationships and consortia
- More institutions should considering hiring a full-time study abroad coordinator
- Student outreach/mentoring programs through NAFEO
- Work with financial aid officers to help students understand the real cost of study abroad and how to finance it

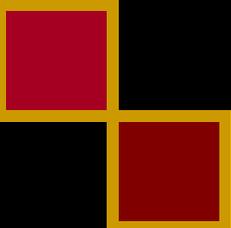


Conclusions and Next Steps:

- Completion and distribution of final report to NAFEO members and to the public
- Make recommendations for improving programs and building capacity
- Continue work with the Collaborative for Diversity in Education Abroad (CDEA)
- Work directly with NAFEO presidents to help increase their understanding of the importance of international education on their campuses



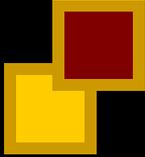
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If you can dream it, you can achieve it at an HBCU!