

ONLINE GRADUATE STUDY

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The purpose of this graduate study is fivefold:

1. To understand the importance of global competencies to graduates/students.
2. To understand their perception of global learning.
3. To understand their interest in global learning.
4. To understand the international and intercultural dimensions of the institution from their point of view.
5. To understand three aspects in relation to global competencies:
 - To what extent they feel they possess these competencies.
 - To what extent they feel the institution helped them develop these competencies.
 - To what extent they use/need these skills in their current job (for graduates and students that currently work).

The study consists of one electronic survey that has 6 routes, considering 6 types of graduates:

AA/AS Graduates:

1. Continuing with a BA/BS program at your institution and NOT working (answer Dimensions 1-4).
2. Continuing with a BA/BS program at your institution and working (answer Dimensions 1-5).
3. NOT continuing with a BA/BS degree at your institution and working (answer Dimensions 1-5 with Dimension 4 in past tense).
4. NOT continuing with a BA/BS degree at your institution and NOT working (answer Dimensions 1-4 with Dimension 4 in past tense).

BA/BS Graduates:

5. Currently working (answer Dimensions 1-5 with Dimension 4 in past tense).
6. Currently NOT working (answer Dimensions 1-4 with Dimension 4 in past tense).

Graduate Study Instrument *(Information uploaded to a survey site)*

INTRODUCTION

Dear graduate,

This instrument is intended to gather information as part of a diagnosis of the internationalization of **your institution**. Your answers are very valuable for us to develop a strategic plan that meets the current global reality we live in. So that you can express yourself with maximum freedom, this questionnaire is ANONYMOUS. Please do NOT indicate your name anywhere. We appreciate the 15-20 minutes that it will take you to complete this survey.

What is the highest level of education you have completed at **your institution?**

- AA/AS
- BA/BS

Indicate the year you finished your AA/AS studies at **your institution.**

- 2014
- 2013
- 2012
- 2011

What did you study at **your institution? (choose one)**

List your academic programs.

Example:

- Sustainable Agriculture
- Medical Assistant
- International Business & Trade
- Accounting
- Paralegal
- Etc.

What type of AA/AS graduate of **your institution are you? (Choose one)**

- I am continuing with a BA/BS program at **your institution** and am NOT working.
- I am continuing with a BA/BS program at **your institution** and AM working.
- I am NOT continuing with a BA/BS degree at **your institution** and AM working.
- I am NOT continuing with a BA/BS degree at **your institution** and am NOT working.

Indicate the year you finished your BA/BS studies at **your institution.**

- 2014
- 2013
- 2012
- 2011

What did you study at **your institution? (choose one)**

List your academic programs.

Example:

- Youth Development
- Cybersecurity & Forensics
- Global Trade & Logistics
- Respiratory Care
- Environmental Science
- Etc.

What type of BA/BS graduate of **your institution are you? (Choose one)**

- I am currently working.
- I am currently NOT working.

Dimension 1. In this section, we want to know the degree of importance you give certain global competencies.

We define global competencies as the knowledge, attitudes, and skills, both international and intercultural, that a citizen or a professional develops in order to function in a globalized world.

Scale: VI = Very Important, I = Important, SI = Slightly Important, NI = Non Important

Global Knowledge

Mark the degree of importance of the following areas of knowledge.

1	Knowledge of worldwide geography, realities, problems and events	VI	I	SI	NI
2	Awareness of the complexity and interdependence of global events and issues	VI	I	SI	NI
3	Understanding of the historical circumstances that have shaped the current world system	VI	I	SI	NI
4	Knowledge of my own culture and national history	VI	I	SI	NI
5	Knowledge of how to establish effective communication, including knowledge of a foreign language, and the concepts of intercultural communication	VI	I	SI	NI
6	Knowledge of international business practices	VI	I	SI	NI
7	Understanding of the diversity found in the world in terms of values, beliefs, ideas and viewpoints	VI	I	SI	NI

Global Attitudes

Mark the degree of importance of the following attitudes.

1	Be open to continuous learning and a positive attitude towards new opportunities, ideas, and ways of thinking	VI	I	SI	NI
2	Tolerance for ambiguity and unfamiliarity to face different realities	VI	I	SI	NI
3	Sensitivity and respect for personal and cultural differences	VI	I	SI	NI
4	Empathy to consider different points of view and perspectives	VI	I	SI	NI
5	Strong self-awareness and self-esteem of your own identity and culture	VI	I	SI	NI

Global Skills

Mark the degree of importance of the following skills.

1	Research skills and use of current technologies	VI	I	SI	NI
2	Critical and comparative thinking skills, including the ability to think creatively	VI	I	SI	NI
3	Communication skills, including the ability to use another language effectively	VI	I	SI	NI
4	Skills to face unknown or difficult situations and overcome them quickly	VI	I	SI	NI
5	Skills to interact with people from other cultures	VI	I	SI	NI

Dimension 2: In this section, we want to understand your perception of global learning.

We define global learning as the process through which students acquire the competencies that help them understand events and global issues, develop skills to communicate, interact and work with people whose culture and language are different, as well as acquire attitudes to appreciate the ethnic and cultural diversity at local and global levels.

Below, there are some statements. Express your level of agreement or disagreement with the following scale.

Scale: SA = Strongly Agree, A = Agree, LA = Little Agreement, D = Disagree

1	Global learning is an important part of the education process.	SA	A	LA	D
2	Learning a foreign language is essential to the education of a college student.	SA	A	LA	D
3	A student can better understand her/his own culture if she/he has studied about other cultures.	SA	A	LA	D
4	Studying abroad is one of the best ways that a student can become familiar with another culture.	SA	A	LA	D
5	Learning about people from other cultures is an important part of education.	SA	A	LA	D
6	Contact with people whose origins are different from mine is an essential part of my education.	SA	A	LA	D
7	Global learning helps prepare students to become responsible citizens.	SA	A	LA	D
8	The more I know of other countries, I better understand my own country.	SA	A	LA	D
9	Global learning helps me recognize and understand the impact that other cultures have on my own culture.	SA	A	LA	D
10	Studying a foreign language is important to be able to understand other cultures.	SA	A	LA	D

Dimension 3. In this section, we want to know your interest in global learning.

We define global learning as the process through which students acquire the competencies that help them understand events and global issues, develop skills to communicate, interact and work with people whose culture and language are different, as well as acquire attitudes to appreciate the ethnic and cultural diversity at local and global levels.

Below, there are some statements. Express your level of agreement or disagreement with the following scale.

Scale: SA = Strongly Agree, A = Agree, LA = Little Agreement, D = Disagree

1	Being aware of current events worldwide interests me.	SA	A	LA	D
2	I try to meet people from other nations or cultures when I have the chance.	SA	A	LA	D
3	I try to understand the points of view of others from their own experiences.	SA	A	LA	D
4	I enjoy talking with people whose ideas and values are different from mine.	SA	A	LA	D
5	Learning about other cultures helps me to tolerate ambiguity when I communicate with a foreign person.	SA	A	LA	D
6	Understanding the causes of the problems worldwide such as overpopulation, poverty and disease is of interest to me.	SA	A	LA	D
7	I believe that what happens worldwide impacts my country and vice versa.	SA	A	LA	D
8	Learning more about international research in my area of study or work interests me.	SA	A	LA	D

Dimension 4. In this section we want to understand the international and intercultural dimensions of your institution, from your perspective as a student or former student. (This section needs to be in past tense for the graduates who are not continuing their studies at your institution.)

To what extent does your institution perform the following activities? Answer using the following rating scale.

Scale: C = Completely, G = A great deal, L = Little, N = None

1	Your institution promotes student participation in international or intercultural activities both on and off campus.	C	G	L	N
2	Your institution leverages the links it has with the private, public and social sectors to improve international and intercultural learning.	C	G	L	N
3	The contents of my classes include international or intercultural perspectives. For example, international case studies.	C	G	L	N
4	The sources my teachers use are current and reflect the knowledge and latest international developments in my field of study.	C	G	L	N
5	Readings in other languages are incorporated in some classes.	C	G	L	N
6	Your institution offers specific classes that address international and intercultural content.	C	G	L	N
7	Your institution participates in research groups worldwide.	C	G	L	N
8	Your institution encourages me to participate in a study abroad program.	C	G	L	N
9	Have some of your teachers studied or worked abroad?	<input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> I do not know.			
10	Do you participate in international or intercultural activities, such as joining international clubs, events, festivals, conferences or movies, either on or off campus?	<input type="checkbox"/> Yes <input type="checkbox"/> No Why? (Specify) <input type="text"/>			
11	How often do you hear of international events or activities that take place on campus? (Check one) <input type="checkbox"/> Always <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never				
12	How do you find out about events and international activities on campus? (Check all that apply) <input type="checkbox"/> Bulletin boards / flyers <input type="checkbox"/> From my friends or other students <input type="checkbox"/> Teachers / Advisors <input type="checkbox"/> Class Announcements <input type="checkbox"/> Email <input type="checkbox"/> Your institution's magazine/newsletter/newspaper <input type="checkbox"/> Social Networks (like Facebook) <input type="checkbox"/> Other means or additional comments: <input type="text"/>				

13	Have you visited the Study Abroad Office to find an opportunity to go abroad?	<input type="checkbox"/> Yes <input type="checkbox"/> No Why? <input type="text"/>
14	Do you know the universities with which your institution has national or international agreements?	If you do, please list some here: <input type="text"/>
15	Please mark the boxes that apply to your institution (programs that your institution offers): <input type="checkbox"/> National Mobility/Exchange <input type="checkbox"/> International Mobility/Exchange <input type="checkbox"/> International Volunteer or Service Learning Programs <input type="checkbox"/> Undergraduate study abroad <input type="checkbox"/> Graduate study abroad <input type="checkbox"/> I have not heard of any such programs.	
16	Have you had a study abroad experience through your institution ?	<input type="checkbox"/> Yes <input type="checkbox"/> No Why? <input type="text"/>
17	Would you like, as a student of your institution , to have a study abroad experience?	<input type="checkbox"/> Yes <input type="checkbox"/> No Why? <input type="text"/>
18	Indicate the foreign language that is most important to you: _____. Indicate the degree of importance that this foreign language has to you in the following contexts:	
	Work	VI I SI NI
	Study	VI I SI NI
	Family	VI I SI NI
	Hobbies (music, video games, movies, Facebook)	VI I SI NI
19	Do you consider that your level of this foreign language has improved as a student of your institution ?	<input type="checkbox"/> Yes <input type="checkbox"/> No Why? <input type="text"/>
20	What is your current level of the foreign language you indicated above in the following skills? <i>N= None, B = Basic, PI = Pre-Intermediate, I = Intermediate, IA = Intermediate-Advanced, A = Advanced</i>	
	Oral Expression	N B PI I IA A
	Writing	N B PI I IA A
	Listening	N B PI I IA A
	Reading Comprehension	N B PI I IA A
	Grammar	N B PI I IA A
21	Are you taking or have you taken foreign language classes at your institution ? <input type="checkbox"/> Yes <input type="checkbox"/> No Are you satisfied with your foreign language classes and the proficiency level you have attained? <input type="checkbox"/> Yes <input type="checkbox"/> No Why? <input type="text"/>	
22	Do you have any certification of proficiency in a foreign language? <input type="checkbox"/> Yes <input type="checkbox"/> No If you answered YES, indicate the name of the language, the name of the certification and your level & score received: <input type="text"/>	

Dimension 5. In this section, we list some global competencies. We want to know three things:

1. To what extent do you possess these global competencies?
2. To what extent did your institution help you develop these competencies?
3. To what extent do you use/need these competencies in your current job? *

*This section is only for graduates/students that currently have a job.

We define global competencies as the knowledge, attitudes, and skills, both international and intercultural, that a citizen or a professional develops in order to function in a globalized world. In this section, there is a list of global competencies. For each statement, indicate an answer in each column.

Scale: C = Completely, A = A lot, S = Somewhat, L = Little, N = Not at all

		To what extent do you possess these global competencies?	To what extent did your institution help you develop these competencies?	To what extent do you use/need these competencies in your current job?
1	Knowledge of global current issues.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
2	Knowledge that what happens globally has a local impact and vice versa.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
3	Understanding the international dimensions of my field of study.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
4	Spoken and written communication skills in a foreign language.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
5	Ability to work in teams with members whose culture or language is different from mine.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
6	Skills to make use of information considering international sources.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
7	Skills for the use of new technologies and tools.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
8	Skills to face unknown or difficult situations and overcome them quickly.	C / A / S / L / N	C / A / S / L / N	C / A / S / L / N
9	If you consider that you have NOT successfully developed some skills in the previous section, do you believe that if you had developed them more, you could have obtained a better position at work?	<input type="checkbox"/> Yes <input type="checkbox"/> No If yes, specify at least two skills that you would like to improve: <input type="text"/>		
10	Which is the foreign language most needed at your work? (You can put more than one) Choose one: <input type="checkbox"/> I do not need a foreign language at work. <input type="checkbox"/> Spanish <input type="checkbox"/> Japanese <input type="checkbox"/> French <input type="checkbox"/> Italian <input type="checkbox"/> Chinese <input type="checkbox"/> Korean <input type="checkbox"/> German <input type="checkbox"/> Russian <input type="checkbox"/> Hindi <input type="checkbox"/> Arabic <input type="checkbox"/> Portuguese <input type="checkbox"/> Other (specify): <input type="text"/>			
11	Do you need to speak an indigenous/tribal language at work? <input type="checkbox"/> YES <input type="checkbox"/> NO If you answered yes, indicate the language in the box: <input type="text"/>			

ADDITIONAL QUESTIONS FOR GRADUATES WHO ARE WORKING

(As with each section, you can add/delete questions in order to customize it for your institution)

1	What kind of work you have? <input type="checkbox"/> Permanent contract <input type="checkbox"/> Temporary contract (annual /monthly/seasonal) <input type="checkbox"/> No contract
2	What is your occupation or job? <input type="text"/>
3	Are you working full time, part time or weekends? <input type="checkbox"/> Full Time <input type="checkbox"/> Part Time <input type="checkbox"/> Weekends Only
4	What is the business or activity of the company or business in which you work? <input type="text"/>
5	Are you currently working in your field of study? <input type="checkbox"/> YES <input type="checkbox"/> NO If no, why? <input type="text"/>
6	In what kind of company or business do you work? <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional/Local

This survey ends here.

We appreciate your participation and the time you dedicated to answering this survey. Your answers are very valuable to **your institution and will be taken into account for the improvement of the services we provide.**

Note:

The global competencies used in this instrument were taken from a list prepared by Laura Siaya, Assistant Director for Research, ACE Center for Institutional and International Initiatives. This list was taken from the publication *Internationalizing the Campus A User's Guide* - Madeleine Gree & Christa Olson, 2003. American Council on Education.