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The Road to St. Cloud: How Students Discover and Decide to Study at SCSU's Intensive English Center

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This thesis submitted by Sarah G. Vinz in partial fulfillment of the
req THE ROAD TO ST. CLOUD: HOW STUDENTS DISCOVER AND DECIDE
approved by the final evaluation committee
TO STUDY AT SCSU'S INTENSIVE ENGLISH CENTER

by

Sarah G. Vinz

B.A., Moorhead State University, 1990

M.I.A., Columbia University, 1993

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A Thesis

Submitted to the Graduate Faculty

of

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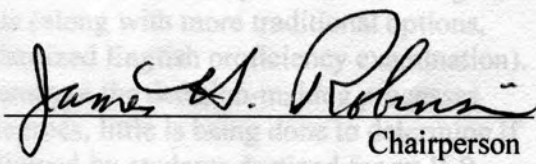
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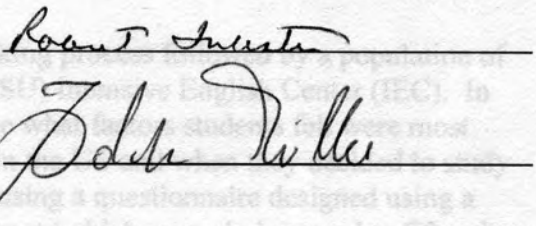
This thesis submitted by Sarah G. Vinz in partial fulfillment of the requirements for the Degree of Master of Arts at St. Cloud State University is hereby approved by the final evaluation committee.

Sarah G. Vinz

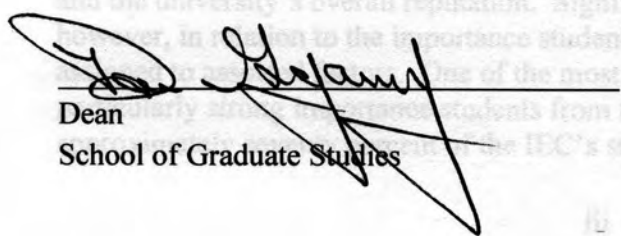
The number of students attending post-secondary institutions outside of their home countries has been increasing for the past forty years. Student mobility patterns have shifted over this period, as the result of many important political, economic, and cultural variables. One thing that has remained unchanged, however, is the ranking of the United States (US) as the number one destination country in the world. In response to the steady influx of non-native English-speaking students, many U.S. universities are now offering intensive English programs (IEP) that provide students an opportunity to improve their academic language skills in situ prior to matriculation. In many cases, successful completion of an IEP serves as one option for fulfilling the university's English proficiency requirements, along with more traditional options, such as achieving a specific score on a standardized English proficiency examination. While much research is being conducted to determine the factors that influence students followed by international students coming to the US, there are differences in the process being followed by students destined for an IEP.


Chairperson

This study analyzes the decision-making process of international students at St. Cloud State University's (SCSU) Intensive English Center (IEC). In particular, an attempt was made to determine the factors that were most important both when they decided to study in the US and when they decided to study specifically at the IEC. Data was collected using a questionnaire designed using a four-point Likert scale and short-answer format (which was administered to fifty-nine students) and semi-structured interviews (which involved six students).



Results indicate that for most IEC students, the decision to come to the US was influenced most heavily by a desire to learn American English, the perceived value of a U.S. degree, and the perceived quality of an American education. In relation to why students selected the IEC, the top factors included wanting to get a degree from SCSU and the university's overall reputation. Significant differences were identified between students from different regions and countries. One of the most noteworthy differences related to the importance of having personal connections in the US. Students from the Middle East (who currently comprise the IEC's student body) place an emphasis on having personal


Dean
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THE ROAD TO ST. CLOUD: HOW STUDENTS DISCOVER AND DECIDE TO STUDY AT SCSU'S INTENSIVE ENGLISH CENTER

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The number of students attending post-secondary institutions outside of their home countries has been increasing for the past forty years. Student mobility patterns have shifted over this period, as the result of many important political, economic, and cultural variables. One thing that has remained unchanged, however, is the ranking of the United States (US) as the number one destination country in the world. In response to the steady influx of non-native English-speaking students, many U.S. universities are now offering intensive English programs (IEP) that provide students an opportunity to improve their academic language skills *in situ* prior to matriculation. In many cases, successful completion of an IEP serves as one option for fulfilling the university's English proficiency requirements (along with more traditional options, such as achieving a specific score on a standardized English proficiency examination). While much research is being conducted to analyze the decision-making processes followed by international students seeking degrees, little is being done to determine if there are differences in the process being followed by students destined for an IEP.

This study analyzes the decision-making process followed by a population of students at St. Cloud State University's (SCSU) Intensive English Center (IEC). In particular, an attempt was made to determine what factors students felt were most important both when they decided to study in the US and when they decided to study specifically at the IEC. Data was collected using a questionnaire designed using a four-point Likert scale and short-answer format (which was administered to fifty-nine students) and semi-structured interviews (which involved nine students).

Results indicate that for most IEC students, the decision to come to the US was influenced most heavily by a desire to learn American English, the perceived value of a U.S. degree, and the perceived quality of an American education. In relation to why students selected the IEC, the top factors included wanting to get a degree from SCSU and the university's overall reputation. Significant differences were identified, however, in relation to the importance students from different regions and countries assigned to assorted factors. One of the most noteworthy differences related to the particularly strong importance students from the Middle East (who currently comprise approximately seventy percent of the IEC's student body) place on having personal

connections or “social links” when selecting an institution. These results of the empirical research are combined with insights gleaned through a review of the literature to present some concrete measures SCSU/IEC administrators may wish to bear in mind when considering how to maintain a steady inflow of IEC students in the years to come.

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Chapter 1

INTRODUCTION

The Intensive English Center (IEC) at St. Cloud State University (SCSU) is designed to help learners acquire a level of academic English proficiency that will allow them to enter degree-granting programs within an English-speaking institution of higher education (specifically, SCSU). Classes were launched in Fall Quarter 1997, with an initial intake of seven students. The Center has enjoyed a fairly steady increase in enrollment ever since, with the only notable exception coming in the years immediately following the events of 11 September 2001 (Inkster, Dorn, & Rundquist, 2003). Spring Semester 2012 saw a record high of one hundred eleven students, representing twelve countries (as of February 5, 2012).

Over the past fourteen years, the IEC has established itself as a very successful member of the university family. First, it has generated a new revenue stream for the university by creating a non-credit-bearing program which draws a previously-untapped category of students to SCSU. Second, it has contributed to the general internationalization of the university and the diversification of students on campus – indeed, within the entire city of St. Cloud. Third, it has contributed to SCSU’s overall student enrollment, in that historically at least ninety percent of the students who graduate from the IEC matriculate at SCSU. Finally, it has backstopped SCSU’s

Master of Arts in English with an emphasis in Teaching English as a Second Language (MA/TESL) program by creating a richer learning environment for graduate students through the creation of ESL internships (which eventually became graduate assistantships) (Inkster et al., 2003).

The continued existence of the IEC seems clearly to be in the best interest of the university. Although it should be recognized that there may be a maximum “carrying capacity” (beyond which the IEC would require a capital investment from SCSU to support an expansion of infrastructure), it also appears desirable that IEC enrollments continue to grow. Determining how these enrollment levels could be increased – or at the minimum, sustained – in the future must begin with an exploration of the paths commonly followed to the IEC. Sitting in Jeddah, Ouagadougou, or Seoul, how do potential students find out about St. Cloud, of all places? And what on Earth leads them to decide to come to central Minnesota when they could choose New York, Canberra, Edmonton, or London?

Chapter II

LITERATURE REVIEW

“Internationalization” is certainly one of the buzz words of higher education in the twenty-first century. Universities are devoting a great deal of resources to developing plans that will establish their credentials as international institutions, governments are promoting strategies aimed at cultivating their reputation as centers of educational excellence, and international organizations and initiatives are helping to forge new linkages across borders. At the individual level, faculty members are working now more than ever with partners in other countries, and students are increasingly looking beyond domestic educational opportunities when making decisions related to their post-secondary education.

The term “internationalization,” while certainly not new, has only been used in relation to the education sector for the past thirty years (Knight, 2008). In this context, Altbach (2008) has suggested that it be thought of “specific policies and program undertaken by governments, academic systems and institutions, and even individual departments to support student or faculty exchanges, encourage collaborative research overseas, set up joint teaching programs in other countries or a myriad of other initiatives” (p. 123). Within the scope of this project, attention will be focussed

primarily on the facets of internationalization that are specifically involved in promoting (or hindering) international student mobility.

It should be noted that there is some discrepancy within the literature regarding how students studying outside their home countries should be referred to, with proposals including “foreign students,” “internationally-mobile students,” and “international students.” The term “international students” will generally be used within this study, denoting individuals who have left their country of origin and moved to another for the purpose of study (OECD, 2011).

International Students Worldwide

Overview of the current situation. The number of students studying abroad at the post-secondary level has increased extremely rapidly in the past four decades. According to data gathered by the Organization for Economic Cooperation and Development (OECD) and the UNESCO Institute for Statistics, the number of students enrolled in institutes of higher education outside their home country jumped from 0.8 million in 1975 to almost 3.7 million in 2009. International enrollments increased seventy-seven percent between 2000 and 2007 alone (OECD, 2011). It appears that these upward trends will continue for the foreseeable future, although the factors contributing to international student mobility make it very complicated to predict what will happen. Indeed, an oft-cited report issued by the IDP Education Pty Ltd, an Australian recruitment service provider, projected in 2002 that the number of international students worldwide would increase to fifteen million in 2025; a revised

report issued in 2007 decreased the projection to 3.7 million students (Banks, Olsen & Pearce, 2007) – a number that has now already been met. To better understand these trends, it is helpful to examine both where these students are coming from and where they are going.

On the “source” side, the countries providing the largest numbers of students bound for studies in another country (in absolute terms) in 2007 were China (421,000), India (153,300), the Republic of Korea (105,300), Germany (77,500), Japan (54,500), France (54,000), the United States (US) (50,300), Malaysia (46,500), Canada (43,900), and the Russian Federation (42,900). Together these countries provided 37.5 percent of all international students worldwide (on the basis of data reported by 153 countries) (UNESCO, 2009).

On the “destination” side, the US remains the host country receiving the highest number of international students. According to the Institute of International Education (IIE), approximately 723,277 international students studied in the US during academic year 2010-2011 (IIE, 2011b). The OECD reports that in 2009, the following host countries had the greatest percentages of the world’s international students: the US (17.9 percent), the United Kingdom (UK) (9.9 percent), Australia (7.01 percent), Germany (6.99 percent), France (6.8 percent), Canada (5.2 percent), the Russian Federation (3.7 percent), Japan (3.6 percent), Spain (2.3 percent), and New Zealand (1.9 percent). Of these countries, the UK, Australia, and New Zealand report that international students comprise at least ten percent of their total post-secondary level enrollments (OECD, 2011). The fact that five out of the top ten

destination countries are predominantly English speaking (namely the US, the UK, Australia, Canada, and New Zealand) may not be coincidental. In a world where English is arguably serving as the closest thing we have to a global language, many students see English as a language that can open the door to many opportunities, including employment (Lasanowski, 2011). Based on 2008 data from the International Monetary Fund, it has been estimated that English-dominant economies represent 34.9 percent of the Gross World Product, or \$21,276 billion (Globalization Group, Inc., 2012).

There are strong indications that these numbers may change significantly in the coming years. Many of these changes will be linked to trends already underway within the international education sector, namely:

- Many countries which have traditionally been a source of international students are improving their own educational capacity and retaining higher numbers of domestic students (including both China and India) (Dessoiff, 2010).
- Several of these source countries (most significantly China, Japan, and the Republic of Korea) have started to become destination countries in their own right and are attracting higher numbers of international students to study within their borders (Dessoiff, 2010).
- Many countries that have not historically been big players within the sector have taken measures to increase international student numbers, often by launching comprehensive “branding” campaigns and by offering more

programs in English. New Zealand, Norway and The Netherlands have made particular strides in this regard (West, 2008).

- Many individual institutions from countries such as Australia, the UK and the US have begun to open branch campuses closer to both traditional and emerging sources of students (most significantly in Asia and the Middle East). The number of branch campuses jumped from 24 in 2002 to 162 in 2009 (Knight, 2011).
- Several countries (such as Bahrain, the United Arab Emirates and Singapore) are implementing national policies aimed at becoming regional education hubs, often through a combination of attracting branch campuses and developing domestic post-secondary institutions (Knight, 2011).
- Regional-level initiatives such as the Bologna Process within Europe have been launched to counterbalance the intensive recruitment efforts undertaken by some of the top international student host countries (Dessoiff, 2010).
- Virtual and distance education programs are creating new opportunities for students to get “off-shore” educations without leaving their home countries (Altbach & Knight, 2006).
- Education agents, defined by Hagedorn and Zhang (2011) as “third-party entit[ies] who [are] paid to assist a student to find, apply to, and/or prepare for college,” are playing an ever-increasing role in determining

international placements for students from many traditional source countries, most notably China (p. 186).

Of course, mobility patterns also stand to be influenced by factors that extend far beyond the educational sector, including the general state of the global economy, the geo-political situation, and shifts in the perceived value of proficiency in different languages (Altbach & Knight, 2006). Even global exchange rate fluctuations can also play a role: a 2009 drop in the value of the Korean Won, for instance, resulted in Korean enrollments at many Chinese and Japanese campuses decreasing fifty to one hundred percent (McNeill, 2009). Suffice it to say international student mobility patterns are a movable feast.

The appeal of international students. The benefits associated with attracting higher numbers of international students are being increasingly recognized by both national governments and individual institutions. These benefits have led players in both sectors to take active steps to attract higher numbers of international students. Just why are these students so highly valued?

First and foremost, international education has become a big business. In the US alone, it has been estimated that international students and their dependents contributed \$20.23 billion to the economy during the academic year 2010-2011 (NAFSA, 2011). This represents a 7.7 percent increase from estimated economic contributions during the previous academic year (NAFSA, 2010). In Australia, education has become the second most valuable national export, even exceeding

tourism (Dessoiff, 2010). Many governments have also come to rely on the revenue generated from international students to support their national higher education infrastructure. It has even been suggested that without the fee income generated by international students pursuing degrees in the UK, many British universities would face funding shortfalls and be unable to grow or invest in the future. It is thought that some might have to close their doors altogether (Wilkinson & Huisman, 2011). The U.S. Under-Secretary for International Trade has candidly admitted that by paying full tuition, the twenty thousand students from Indonesia and Vietnam studying in the US are “open[ing] opportunities for more American students to receive financial aid and scholarships” (Sánchez, 2011). Many individual institutions have opted to maximize their returns by charging international students the highest tuition and fees on campus (Dessoiff, 2010), although it should be noted that some universities (including SCSU) have taken the opposite tactic and begun offering international students resident rates as a way to increase absolute enrollment figures.

Economic motivations are definitely not the only factors driving efforts to increase international student numbers. Host governments have also come to realize that increased student mobility stands to help improve the diplomatic, political and economic relations between countries in the long term. It is hoped that the students educated within their borders will adopt a broader international outlook and maintain a favorable attitude towards their former hosts as they assume positions of influence in their careers (Dessoiff, 2010). It may also be hoped that they will remain life-long consumers of goods and services from their host countries (Sánchez, 2011, p. A43). A

prime example of how study abroad may be viewed as a tool for government policy is the “100,000 Strong Initiative,” a program launched by President Obama in 2009 with the target of raising the number of U.S. citizens studying in China over a four-year period to 100,000. In a recent editorial entitled “Build diplomatic and economic bridges to China by supporting study abroad,” the current U.S. ambassador to China lauds this initiative, noting it is “really the beginning of a long-term effort to encourage Americans to engage China constructively so that we can achieve our goal of global peace and prosperity” (Locke, 2011).

Several governments and universities have also acknowledged that attracting scholars from abroad helps to increase the quality of higher education and research within the host countries. This has contributed to higher levels of competition between host countries to attract the most talented students from different parts of the world (West, 2008). On a related note, many governments (and institutions) have also recognized the social and cultural benefits of having diverse student bodies. It is hoped that studying in a multi-cultural environment will help broaden students’ perspectives and foster greater cultural understanding and tolerance (Lee, 2008).

Finally, on a very pragmatic level some governments have also realized that international students may be used to bolster their labor force. Although many international students return home or move to a third country upon completion of their education, many will choose to stay in their host country should the possibility exist. This is appealing for countries like Canada that are in need of skilled worker immigrants (Chen, 2006). At the institutional level, international students often start

contributing to the labor force during their studies by helping to fill a need for graduate research and teaching assistants (particularly within fields related to science and technology) (Obst & Forster, 2005).

It should be noted, however, that luring international students may not be without complications. A recent article in *The New York Times* has noted that many of the American institutions that have been flocking to recruit students from China may not really understand the market. These universities are having a hard time determining which applicants truly have the language skills and experience that will enable them to succeed in an American university setting (due largely to the industry that has arisen to support Chinese students in the application process) and are struggling to help students acculturate once they commence their studies (Bartlett & Fischer, 2011). The intensive recruitment campaigns undertaken by Australia have resulted in the country developing an image within East Asia as a place where academic underachievers who cannot get accepted into national institutions can get an easy degree. It is speculated that this negative view of Australian institutions has made it difficult for the country to lure top East Asian graduate students (Chen, 2006).

Attracting international students. As an increasing number of players comes to recognize the benefits associated with high international students enrollments, competition for attracting these students is becoming fiercer. A variety of strategies have been designed to make study within a country more enticing for international students. Some governments have taken measures to make it both easier and faster for

students to secure the visas and the other paperwork required for their stays overseas. Australia has been particularly pioneering in this area (McCormack & Labi, 2007). Some governments have also created post-graduation incentives, such as systems that give preferential status for students who have studied within the host country to obtain work visas. The provincial government of Quebec has, for instance, noted that graduates of Québécois universities will receive a “certificate of selection” and be placed on a “fast-track” for Canadian citizenship. Many governments are also considering financial incentives, such as Australia, which is now making financial aid available to students from other countries (Dessoff, 2010). Many individual institutions have also found that offering financial packages (such as scholarships and assistantships) is an effective tool for attracting top international students. As noted above, some have simply started charging resident tuition rates, as many British institutions do for European Union residents (Labi, 2010). Several governments have taken things a step further and opted to create full-fledged national offices and programs to backstop recruitment efforts (West 2008).

International Students in the US

Overview of the current situation. The US continues to enjoy its status as the world’s top destination country for international students. In the academic year 2010-2011, a record 723,277 students from other countries studied at American universities and colleges, representing approximately 3.5 percent of all enrollments. This enrollment level reflects a 4.7 percent increase over enrollments for 2009-2010.

Indeed, the absolute number of international students studying at institutions of higher education in the US has grown every academic year since 1949-1950, with the exceptions of 1971-1972, 2003-2004, and 2004-2005, and 2005-2006 (IIE, 2011b). The top source countries for 2010-2011 included China (21.8 percent), India (14.4 percent), the Republic of Korea (10.1 percent), Canada (3.8 percent), Taiwan (3.4 percent), Saudi Arabia (3.1 percent), Japan (2.9 percent), Vietnam (2.1 percent), Mexico (1.9 percent), , and Turkey (1.7 percent) (IIE, 2011g).

These students are studying in a number of locations and at a variety of levels. Although international students can be found scattered throughout the country, California, New York, Texas, Massachusetts, and Illinois remain top state destinations (IIE, 2011e). Approximately 41.0 percent of enrollments are at the graduate level, 40.3 percent are at the undergraduate level, 10.5 percent are in Optional Practical Training programs (which are designed to allow international students in the US to undertake twelve to seventeen months of employment related to their areas of study before and/or after completing their degrees; see <http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnnextoid=9a3d3dd87aa19110VgnVCM1000004718190aRCRD&vgnnextchannel=68439c7755cb9010VgnVCM10000045f3d6a1RCRD>), 4.1 are in non-degree intensive English programs (IEPs), and 4.1 percent are in other non-degree programs) (IIE, 2011c).

Given the scope of this project, it is interesting to look specifically at international student enrollments in intensive English programs (IEPs). It has recently been reported that 32,306 international students were enrolled in non-degree

conferring IEPs in the US during the academic year 2010-2011. This reflects an increase of twenty-four percent from the previous academic year, which saw 26,059 international IEP students (IIE, 2011d). Data which includes enrollments at private language schools as well as in IEPs attached to colleges and universities available for calendar year 2009 provides a more detailed snapshot of enrolments in U.S. IEPs:

- It is estimated that a total of 51,282 international students were enrolled in intensive English programs in 2009, representing a total of 737,411 student weeks (calculated on the basis of one student studying for one week).
- The year 2008 saw the first declines in enrollment since 2005. The absolute number of students declined 11.1 percent from 2008, although the number of student weeks dropped by only 0.8 percent.
- The top source region for students is overwhelmingly Asia (52 percent), followed by the Middle East (18.2 percent), Europe (13.4 percent), Latin America (11.7 percent), and Africa (4.6 percent).
- The Republic of Korea has maintained its position as leading source country, despite a thirty-seven percent decrease in enrollments from 2008. It is followed by Saudi Arabia (up 69.9 percent), China (up 66.5 percent), Japan, Taiwan, Brazil, Turkey, Vietnam, Switzerland, and Libya.

It has been suggested that given the relatively short period of time many students spend at an IEP, enrollments in IEPs may be more susceptible to geo-political and economic trends than enrollments in degree-granting programs (Chow & Bhandari, 2010).

The future of international students in the US. There is some debate as to whether or not the position of the US as the world's number one host country for international students at the post-secondary level is in jeopardy. On the basis of data recorded by IIE and other leading organizations, trends appear to indicate that the US will continue to enjoy its leading position. Indeed, 2010-2011 was the fifth year in a row that international student numbers rose in the US. Over the past ten years, international enrollments have climbed thirty-two percent (IIE, 2011b). Freeman (2010) has predicted, however, that the country "will lose its qualitative edge in higher education...in the foreseeable future" (p. 374). This may be due more to the increased appeal of studying in other countries and the emergence of new models of international higher education (see above) than to a decline in the value of an American degree; nonetheless, factors related to the perceived ease of obtaining study visas, general safety, and the "welcomeness" of foreigners in the US may also play a contributing role (Lee, 2008). Although the number of students studying outside of their home countries is generally expected to remain high, how the changing "supply" and "demand" patterns will ultimately effect enrollments at American institutions remains to be seen.

Unlike many of the traditional and emerging host countries vying for international students, the US has never had a national-level policy or strategy aimed at promoting its institutions of higher education. The only significant initiative coordinated at the national level has been the EducationUSA network of "information hubs." A number of educational organizations (including the American Council on

Education and the Association of International Educators) have been calling for a national-level policy on international education for some time (Obst & Forster, 2005), but the call to action went largely unheeded until the decrease in international student enrollments following the events of 11 September raised lawmakers' awareness that the US can no longer take its position as leading host country for granted. The American Competitiveness Through International Openness Now (ACTION) Act, which was designed to "facilitate United States openness to international students, scholars, scientists and exchange visitors," was introduced in the U.S. House of Representatives in 2005 but failed to pass. Amongst other things, the bill would have mandated the creation of an International Education Coordination Council within the Executive Office of the President (see <http://www.govtrack.us/congress/bill.xpd?bill=s109-455>). A similar act was re-introduced in 2008, but again failed to pass. The U.S. Department of Homeland Security (USDHS) has in the meantime launched a new "Study in the States" online initiative, which has been designed to "enhance our nation's economic, scientific and technological competitiveness by finding new, innovative ways to encourage the best and brightest international students to study and remain in the US" (see <http://studyinthestates.dhs.gov/about/>, launched 16 September 2011). Some states have also developed their own marketing/branding campaigns to attract international students, including California, Illinois, Indiana, Iowa, Oregon and Washington (Obst & Forster, 2005). These initiatives may collectively be paving the way for a full-fledged national-level strategy to be put in place in the coming years.

Until real action occurs at the national level, international student enrollments within the US will likely continue to be driven by actions undertaken by the post-secondary institutions themselves. Indeed, it is the high calibre of American colleges and universities that has been largely responsible for attracting so many students to the US in the first place (Gürüz, 2011). Many institutions are developing comprehensive internationalization plans which are aimed, *inter alia*, at increasing two-way flows of scholars and students, as well as concluding partnership agreements with individual institutions in other countries. Many are also undertaking intensive international recruitment efforts, either on their own or with external assistance (including paid recruitment agents). Enticements being offered to potential students include undergraduate scholarships, graduate assistantships, resident tuition rates, and international student support services. Efforts are also being made to simplify the application process and to assist students in obtaining study visas. In some cases, little or no efforts are required for international enrollments to surge. Purdue University, for example, has reported that its current international student levels are up 17.3 percent from 2010 and 45 from 2008, much to the university's surprise – and despite the fact that international students pay approximately \$20,000 more than resident students (Associated Press, 2011).

Internationalization is something that has long been taken seriously by SCSU. The university is committed both to preparing its students to be “global” citizens and to ensuring that the campus functions as an international and multi-cultural community, as outlined in the “International Vision and Plan” being prepared under

the leadership of SCSU's Associate Vice President of International Affairs, Dr. Ann B. Radwan (SCSU International Vision Task Force, 2011). One benchmark of SCSU's commitment to internationalization is its level of international enrollments. In the academic year 2010-2011, a total of 1,076 international students were enrolled in undergraduate, graduate, and non-degree programs at the university; in Fall Semester 2011 these enrollments increased to 1,085, a figure which represents 6.3 percent of SCSU's total student body (S. Boehm, personal communication, December 15, 2011). The largest source countries were Nepal (twenty-seven percent), China (twenty-four percent), and Saudi Arabia (seventeen percent) (see <http://www.stcloudstate.edu/about/glance/>). According to the Open Doors report for 2011, the university was ranked twelfth in international enrollments among all master's institutions nationwide (IIE, 2010c). The university is working to increase these numbers, amongst other things by making an "Academic and Cultural Sharing Scholarship" available to all international students enrolled in degree programs (see <http://www.stcloudstate.edu/internationalstudents/students/scholarships/ACS.asp>).

Decision-making Processes Followed by International Students

Any student wishing to pursue education at the post-secondary level must go through a process of weighing options and making choices. Maringe and Carter (2007) define decision making in this context as a "multistage and complex process undertaken consciously and sometimes subconsciously by a student intending to enter higher education and by which the problem of choosing a study destination and

programme is resolved” (p. 463). The processes that most international students must go through to select where and what to study are generally much more complicated than those opting to pursue higher education within their own home countries, given that so many additional factors must be taken into consideration. Very little empirical research has to date been conducted to better understand just how international students make their decisions, despite the fact that the increasing range of options to receive an international education has made competition between host countries and host institutions more intense than ever (Chen, 2006; Lee, 2008; Maringe & Carter, 2007; Naidoo, 2007). It would appear that, as in any market situation, it would be in the best interest of the “sellers” to know how the “buyers” are deciding what to purchase.

A handful of theoretical models have been proposed in recent years for classifying the factors international students consider when making their choices. Cubillo, Sánchez, and Cerviño (2006) have suggested that the decisions are taken largely due to an interplay of personal reasons, country image, city image, institution image, and evaluation of the study program being considered (p. 112). Naidoo (2007) has also developed an econometric model looking specifically at the socio-economic issues students weigh when they are initially deciding whether or not to study in another country. The simple “push-pull” model proposed by Mazzarol and Soutar (2002) appears, however, to have become the most widely used framework for exploring these issues (Abubakar, Shanka, & Muuka, 2010; Bodycott, 2009; Chen, 2006; Maringe & Carter, 2007; Wilkins & Huisman, 2011). According to this model,

international student mobility patterns are the result of both “push” factors (which arise within students’ home countries) and “pull” factors (which are responsible for making host countries appealing). It has further been postulated that the process international students follow includes three separate phases: first, choosing to study abroad; second, choosing a country destination; and third, choosing an actual institution. Push factors are thought to play a leading role in the first phase, while pull factors take over in the latter two (Mazzarol & Soutar, 2002).

These models of student choice factors have been tested by researchers looking at a variety of international student populations. Some of their key findings are as follows:

- In a study looking at international students enrolled at two Australian universities, Abubakar et al. (2010) found that students most frequently cited “quality of education, recommendations (word-of-mouth), cost of living, proximity, and safety” as the reasons why they selected both Australia and their particular institution (p. 58);
- Chen (2006) found that East Asian students decided to pursue graduate degrees at two Canadian universities largely due to the “perceived high quality of Canadian graduate programs and the diverse, multicultural, and tolerant Canadian environment.” The country’s adjacency to the US was also named as a key factor. Many students wanted initially to study in the US but were deterred by the complicated student visa system – and apparently being next door was viewed as the next best option (p. 101);

- In exploring international students enrolled at a university in the UK, Wilkins and Huisman (2011) discovered that pull factors tended to outweigh push factors. The quality of the British higher education system in general and the excellence of that institution in particular were identified as the most important factors leading students to seek degrees at the university in question;
- Maringe and Carter (2007) found that African students enrolled in two British universities named their top push factors as “economic, political and lack of local capacity within country of origin,” while the “international recognition” of a British degree and the “straight forward and easy application process” were cited as the most important pull factors (pp. 465-466);
- Lee (2008), who looked at international students at a large public university in the U.S. southwest, discovered that the “reputation and prestige” of the institution was a key factor in the university selection process (p. 322); and
- After questioning a group of families from mainland China, Bodycott (2009) discovered that Chinese parents tend to focus on push factors (such as lack of domestic higher education capacity) while their children focus predominantly on pull factors (including the perceived quality of overseas education).

- Yang (2007) discovered that a group of potential international students in China view quality of an overseas education as the most influential factor in choosing a destination country, while a group of Chinese students studying in Australia named potential for future migration as the most important factor.
- Denman and Hilal (2011), who examined recent Saudi student mobility patterns, found that when making decisions concerning study abroad, Saudis place importance mainly on being instructed in English, studying in an English-speaking country, studying in a place where the culture is similar to their own, and living somewhere with tourist attractions.

While the specific findings and conclusions of these researchers have varied (due in no small part to the different populations and settings being considered), their studies have all demonstrated that the decision-making processes followed by international students are truly complex and variable. On the push side, factors tend to include insufficient higher education capacity, a lack of economic opportunity, and political factors in the home country; on the pull side, factors frequently named as important by participants include cost of tuition, cost of living, geographic proximity to their home country, security, quality of programs being offered, quality of instruction, language of instruction, prestige of the institution, ease of university application, ease of visa application, presence of an international community, positive experience related by friends and family members who have studied abroad, and the

perceived value of an American degree/relevance of an American degree to future plans. Furthermore, they have all argued that institutions and governments need to learn more about these processes if they are going to be successful in recruiting international students in the future (Abubakar et al., 2010; Bodycott, 2009; Chen, 2006; Cubillo et al., 2006; Lee, 2008; Maringe & Carter, 2007; Mazzarol & Soutar, 2002; Naidoo, 2007; Wilkins & Huisman, 2011).

It is important to note, however, that the decision-making processes followed by students from different parts of the world can vary substantially. For instance, after delving into the situation of Chinese students in Australia, Wang (2007) noted that Chinese parents often view a “safe environment” as the paramount consideration when selecting a study abroad destination (p. 44). This was ranked as the lowest of seven potential full factors, however, by the African students included in Maringe and Carter’s study (2007). The decision of students from sub-Saharan Africa to study in another country may be actually be driven more by push factors, in light of the limited post-secondary capacity of many countries within the region. The outbound mobility rate of students from this region (six percent) is the highest in the world by a factor of three (Bhandari, Belyavina, & Gutierrez, 2011).

Interestingly, no studies seem to have been undertaken in relation to students studying in IEPs. The very first IEP in the US – the English Language Institute at University of Michigan – was established in 1941. IEPs really began to proliferate in the 1950s and 1960s, however, as international students flocked to the US after World War II. By 1953, approximately 150 institutes of higher education offered an ESL

program of some sort (Christison & Stoller, 1997). This number had grown to three hundred in 1987 and to 521 by 1997 (Rubin, 1997). Today, the IIE's "Intensive English USA" portal website includes information on a total of 622 IEPs (see <http://www.intensiveenglishusa.org/index.asp>). Many of these programs were initially established on an ad hoc basis, in an effort to meet an unexpected and very immediate need. Institutions were often uncertain as to where to locate these programs within the overall university structure (the English department? The foreign languages department? Student services? Continuing education?). This historical legacy, when combined with the multi-dimensional nature of IEPs, has made it difficult for many institutions to know how best to administer and support these programs (Christison & Stoller, 1997).

Understanding the decision-making processes followed by international students destined for IEPs may prove even more complicated and difficult than understanding the paths followed by other international students. Consider the three stages of decision-making outlined by Mazzarol and Soutar (2002): When does the decision to study English get taken? It seems plausible that this choice be taken at any level. It could be the very first decision taken, if the student is primarily driven to learn English and does not see attractive options to do so within his/her home country; it could occur after the student has opted to study abroad, before the destination country is selected; it could also happen after the country is selected (in the event that a bilingual country such as Canada is chosen); and finally, it could even happen after the institution is selected (in the case of a branch campus or institution offering

programs in English despite being in a country with other official languages, such as is the case with many schools in the European ERASMUS program) (Altbach & Knight, 2006). The timing of the decision is also linked to exactly what the decision being taken to relates to: is the student opting to study the English *language*, or is s/he actually making a commitment to study *in* English? Indeed, within the US many of the largest and most established language schools are attached to colleges and universities, with which there are often arrangements in place to facilitate easy matriculation once the student has successfully completed the IEP (as at SCSU).

The project being proposed will be undertaken with a view towards further understanding this complex situation, particularly with regards to international students who decide to enroll at SCSU's IEC. Focus will be limited to analyzing the second and third phases of Mazarrol and Soutar's 2002 model of decision-making, namely on the "pull" factors that were involved when students decided to a) come to the US and b) study at the IEC.

Research Questions

1. What are the main factors involved when students choose to study English at SCSU's IEC?
2. Given these findings, as well as potentially influential factors at the international, national, and institutional levels, are there things that the IEC could be doing to more effectively target potential students in the short- to medium-term future?

Chapter III

OVERVIEW OF THE IEC

History and Mission

The IEC was founded with the goal of generating teaching assistantships for students within the MA/TESL program (Inkster et al., 2003). The IEC has been housed both institutionally and physically within SCSU's Department of English since the Center's inception in 1997.

The mission of the IEC is to provide "intensive, high quality academic instruction of English and critical thinking skills to student populations whose primary language is other than English. It also strives to expose students to the American culture, to facilitate their successful functioning in the US academic environment, with a focus on SCSU. It strives to enhance the students' perceptions of cross-cultural communication and cultural behavioral patterns" (Inkster et al., 2003).

Human Resources

The Center has to date been led by a full-time faculty member who is also assigned teaching responsibilities within the Department's TESL program. The post is currently vacant following the May 2011 retirement of the Center's founding director, Dr. Marya Teutsch-Dwyer. The Director of the TESL program, Dr. James H.

Robinson, is serving as Interim Director of the IEC while the post is being filled. Other administrative staff members include an Office Manager and a Coordinator, as well as graduate assistants (GAs) and student employees who work on a part-time basis.

Instruction at the IEC is provided by a combination of adjunct and fixed-term instructors (mostly graduates of the MA/TESL program) and, more significantly, GAs who are currently enrolled in the MA/TESL program. For Fall Semester 2011, twenty-six instructors (four adjunct, one fixed-term, one staff, and twenty GAs) were responsible for providing a total of 184 hours of weekly instruction and a small number of tutorial hours. In Spring Semester 2012, thirty instructors (five adjunct, one fixed-term, one staff, and twenty-three GAs) were responsible for providing a total of 207 hours of weekly instruction.

Recruitment

The IEC's current recruitment strategy consists of six main components: 1) student networking; 2) referrals; 3) institutional agreements/memoranda of understanding (MOUs), such as the one currently in effect with Woosong University (Daejeon, Republic of Korea); 4) promotion through the IEC's own web site (which includes fact sheets in Arabic, Chinese, Japanese, Korean, and Portuguese; see <http://www.stcloudstate.edu/iec/>); 5) promotion through the "Study in the USA" website (<http://studyusa.com/>) and 6) promotion through the university's Center for International Studies (CIS), which has overall responsibility for issues related to

international students (Fagerland & Schlicht, 2008). Although the IEC has not entered into official arrangements with any official “recruiters” or “agents,” it does maintain informal relationships with two individuals who recruit on a freelance basis. It appears that relatively few students have been introduced to the IEC by these individuals (J. Robinson, personal communication, December 5, 2011).

The Center has not needed to be proactive in its recruitment efforts in recent years, as the numbers of applicants have continued to increase fairly steadily on their own. Many IEC affiliates speculate that this phenomenon is largely the result of word of mouth; indeed, informal chats with students often reveal that they have a cousin, sibling or friend who studied at the IEC previously. Some students may also have discovered the IEC by participating in a summer study tour organized as a result of an institutional MOU. The most formal (and costly) recruitment endeavour that the IEC engages in, inclusion on the “Study in the USA” website, has led only a handful of students to the IEC (as supported by the monthly data provided by the site host) (J. Grether, personal communication, November 15, 2011).

In the age of the Internet, the IEC’s website has become its most valuable promotional material and care is taken to make sure it is always kept up-to-date. Printing a physical brochure is no longer viewed as cost effective. The magazine produced by IEC students each semester, *The IEC Journal*, is used as a promotional material to a certain extent, particularly by CIS. Each student is also given an IEC book bag at the start of every semester.

Student Body

As noted previously, enrollment at the IEC has grown from an initial seven students in 1997 to one hundred eleven students in Spring Semester 2012, representing a whopping 1,486 percent increase. Enrollments rose an impressive 23.3 percent between Fall Semester 2011 and Spring Semester 2012 alone. This rise was attributable mainly to a 27.6 percent increase in Saudi student enrollments. Saudi Arabia is currently the leading source country of IEC students (due largely to the King Abdullah Scholarship program launched in late 2004; see <http://www.mohe.gov.sa/en/E-Services/StudentServices/Pages/KasService.aspx>), claiming 66.7 percent of current enrollment. The next two most significant countries for Spring Semester 2012 were China (14.4 percent) and the Republic of Korea (6.3 percent), aided in part by partnerships between SCSU and universities within those countries (SCSU International Vision Task Force, 2011). Other countries represented at the IEC during Spring Semester 2012 include Burundi, Burkina Faso, Cameroon, Iraq, Ivory Coast, Mali, Peru, the Russian Federation, and Turkey. Student enrollments were 84.7 percent male and 15.3 percent female. An overview of the IEC student body for Fall Semester 2011 and Spring Semester 2012 is included in Table 1 below.

Country	Fall Semester 2011	Spring Semester 2012
Saudi Arabia	7	11
China	0	2
Republic of Korea	0	1
Other	0	8
Total	7	11

Table 1

Overview of IEC student body, Academic year 2011-2012

	Fall Semester 2011		Spring Semester 2012	
	Number of students	% of total	Number of students	% of total
A. Country of origin				
Benin	1	1.1 %	--	
Burundi	1	1.1 %	1	0.9 %
Burkina Faso	1	1.1 %	2	1.8 %
Cameroon	--		2	1.8 %
China	15	16.7 %	16	14.4 %
Ivory Coast	1	1.1 %	1	0.9 %
Iraq	2	2.4 %	2	1.8 %
Japan	1	1.1 %	--	
Mali	--		2	1.8 %
Peru	--		1	0.9 %
Republic of Korea	7	7.8 %	7	6.3 %
Russian Federation	--		1	0.9 %
Saudi Arabia	58	64.4 %	74	66.7 %
Taiwan	1	1.1 %	--	
Turkey	2	2.2 %	2	1.8 %
Total	90		111	
B. Gender				
Female	10	11.1 %	17	15.3 %
Male	80	88.9 %	94	84.7 %

Admission Policies and Procedures

Incoming students must be at least eighteen years of age and have a high school diploma. They are also required to have had at least two years of school instruction in English, although no formal proof of level is required. Students must also have the appropriate visa (usually an F-1 or J-1).

At the time of application, students must also submit proof of their ability to cover all expenses related to their tenure in St. Cloud. The IEC charges an all-inclusive, one-time program fee which covers each student's tuition, SCSU fees, books, and participation in outings. This was set at \$4,150 per semester for the academic year 2011-2012 but will increase to \$4,500 per semester for 2012-2013. Health insurance must be purchased separately.

All IEC students receive an SCSU student identification card, which allows them access to the same facilities available to matriculated students (including computer labs and the library). Students are obliged to adhere to the SCSU Students' Code of Conduct as well as to standard immigration regulations (Inkster et al., 2003).

Placement and Programming

At the beginning of each semester, all new IEC students are required to take a half-day placement examination, consisting of a written essay and the Michigan English Placement test. These scores are then used as the basis for assigning students into one of five levels: pre-level one (beginner/false beginner), level one (upper-beginner), level two (low intermediate), level three (intermediate), or level four

(upper-intermediate/low advanced) (Fagerland & Schlicht, 2008). Students who hold a Bachelor's degree and are aiming for admission to a graduate program may also be placed in level five. The length of stay at the IEC could be as short as one semester (if the student is placed directly into level four or five) or as long as five or six semesters (if the student begins at pre-level one).

During their stay at the IEC, students receive twenty-three to twenty-four hours of instruction per week. This includes courses focused on skills important for academic English, including reading, composition, listening, speaking, structure, and oral presentation, in addition to cultural orientation and technology. Students are also invited to participate in a series of field trips and excursions organized throughout the semester to events and points of interest within the greater St. Cloud area.

Most classes are held in the small suite of classrooms designated for IEC use only within Building 51-B (which also houses the English Department). As enrollment has grown, the IEC has been forced to schedule classes in a variety of alternate spaces, including assorted classrooms in neighboring Stewart Hall.

Post-IEC Student Paths

As noted on the university's portal website for international students, SCSU will accept successful completion of IEC level four or five in lieu of the standardized English test scores required respectively for admission to undergraduate and graduate programs (see <http://www.stcloudstate.edu/internationaladmissions>). In some

instances, admission to the university is contingent upon the student enrolling in courses offered through IEC's sister program, College ESL.

An overwhelming majority of students who successfully complete these levels do matriculate at SCSU. The current rate is ninety to ninety-five percent (J. Robinson, personal communication, December 5, 2011). On an annual basis, it is estimated that approximately fifty international students complete the IEC and enter regular SCSU undergraduate or graduate programs (SCSU International Vision Task Force, 2011). According to statistics provided by SCSU's Office of Institutional Research, IEC graduates comprised a total of twelve percent of the university's international students enrolled in degree programs during the academic year 2010-2011. Those who do not matriculate have generally returned to their own country, applied to other universities, or have been permanent residents or refugees who enrolled in the IEC for vocational or other academic purposes (Inkster et al., 2003).

Research Design and Procedures

This study was undertaken using a combination of quantitative and qualitative research methods, namely a questionnaire survey. Before any action was taken in regards to collecting data, general permission to invite IEC students to participate in the study was obtained from the Center's Interim Director. In the case of a secondary permission to use official IEC class time for data collection was

Chapter IV

METHODOLOGY

Participants

The main participants in this study were students enrolled in the IEC during Fall Semester 2011 and/or Spring Semester 2012. Only students in level two or above were invited to participate, to avoid putting lower-level students in the position of being asked to do something that they may not understand from a language point of view (given that the pre-level one and level one students were all from China, the Republic of Korea, or Saudi Arabia, countries that are well represented at higher levels, it was not foreseen that omitting this group would skew the data). A small number of students who have successfully completed the IEC and are now matriculated SCSU students were also invited to participate.

SCSU staff members involved in areas linked to those being considered within this study were also asked to provide background information or share their insights. This included staff of the IEC itself and staff of the SCSU Center for International Studies (which is responsible for providing a variety of assistance to potential and current international students).

Research Design and Procedures

This study was undertaken using a combination of quantitative and qualitative research methods, namely a questionnaire and interviews. Before any action was taken in regards to collecting data, general permission to invite IEC students to participate in the study was obtained from the Center's Interim Director. In the case of the questionnaire, permission to use official IEC class time for data collection was also secured (see Appendix A).

Questionnaire. Quantitative data was collected from all consenting level two and above IEC students using a "pen-and-paper" questionnaire (see Appendix B). In addition to a section requesting bio-data, the questionnaire included three main parts. The first part asked participants to indicate how important assorted factors were in their decision to study in the US using a four-point Likert scale, as well as to identify other countries where they considered studying (in short-answer format). The second part requested participants to rate how important different factors were in their decision to study specifically at the IEC (using the same Likert scale), as well as to respond to a short-answer question asking for other schools they considered. The third part, which is almost identical to a section that exists on the IEC application form, asked students to identify the ways in which they first learned about the IEC. The questionnaire has been crafted after reviewing questionnaires used in the research and studies mentioned above (Abubakar et al., 2010; Bodycott, 2009; Chen, 2006; Cubillo et al., 2006; Lee, 2008; Maringe & Carter, 2007; Mazzarol & Soutar, 2002; Naidoo,

2007; Wilkins & Huisman, 2011), and was pilot-tested with a small group of international students before being finalized.

All six IEC classes containing level two through level five students during Fall Semester 2011 were visited between 17 and 21 November 2011. Students received a thorough explanation of the nature and purpose of the study and were presented with an informed participant consent letter (see also Appendix B). In the case of the level two classes, an Arabic-speaking MA/TESL student was on hand to interpret and translate as necessary. Only students who opted to participate and sign a consent letter were given a questionnaire to complete.

Interviews. As a second step in the data collection process, qualitative data was gathered by conducting in-depth semi-structured oral interviews of nine current IEC students and recent IEC graduates. The interviews, which were undertaken to get a more in-depth understanding of the paths followed by a sampling of students, were conducted using an interview protocol developed on the basis of the questionnaire (see Appendix C). The interviews were also used to gain further insights into interesting trends that emerge from the data obtained through the questionnaires.

Potential interviewees were identified in consultation with other IEC instructors. Efforts were made to ensure that interviewees represented a range of countries and regions of origin and genders. Consideration was also given to identifying students who were comfortable talking in a one-on-one setting, fairly articulate in expressing their ideas (even if their language skills were not perfect), and

amenable to sharing their personal stories. Students who were invited to be interviewed for the study were provided with an informed consent letter that they were asked to review and sign before the interview began (also contained in Appendix C). The interviews, which lasted ten to fifteen minutes on average, took place outside of regular class time between 30 January and 9 February 2012. The discussions were recorded and transcribed for further analysis.

Data Analysis

All quantitative data (including bio data) collected through the questionnaires was coded and recorded electronically. Codes for open-ended items were developed on the basis of responses received (Dörnyei & Taguchi, 2010). This data was then evaluated using both differential statistical analyses and inferential statistical tools, including Analysis of Variance (ANOVA) and Tukey's Honestly Significant Difference (HSD). The goal was to identify the factors that were most commonly taken into consideration when IEC students a) chose to study in the US, and b) decided to enroll at the IEC. Comparisons were made between students grouped by country of origin (Saudi Arabia, China/Taiwan, Republic of Korea, and Other) and by region of origin (the Middle East, Africa, Asia, and Other). An attempt was made to determine the most "popular" ways of learning about the IEC by analyzing the information sources most frequently selected.

All interviews were recorded and transcribed for analysis. In accordance with methodology proposed by Strauss and Corbin, open, axial, and selective coding was

undertaken to develop a relevant classification scheme that could be used to assist in identifying important trends and glean further insights (Strauss & Corbin, 1998). Although it did not prove feasible to code on the basis of the exact factors included on the questionnaire, an attempt was made to capture the essence of these factors to the greatest extent possible. Given the relatively small sample size, statistical tests were not undertaken. The interviews were also used as a way to probe more deeply into the some of the findings from the quantitative portion of the study. Finally, interview transcripts were used as a source of comments and personal anecdotes to help illustrate the histories and concerns of IEC students more vividly.

RESULTS

Country categories included Saudi Arabia ($n = 37$), Africa (Benin, Burkina Faso, Ivory Coast; $n = 9$), Asia (China, Japan, Republic of Korea, Taiwan; $n = 17$), and Other (Chile, Turkey; $n = 2$). Country categories included Saudi Arabia ($n = 37$), China/Taiwan ($n = 14$), and the Republic of Korea ($n = 4$), and Other (which included all countries of origin that represented only one or two respondents, namely Benin, Burkina Faso, Chile, Iraq, Ivory Coast, Japan, Turkey; $n = 9$). The two "Other" categories were introduced to best protect the anonymity of the respondents and assist in the statistical analysis.

All questionnaires returned included complete bio-data, but not every questionnaire included a response to all of the substantive questions. Sample size has therefore been included for each item to indicate variation.

Why IEC students chose to study in the U.S. When all questionnaires from respondents were considered, the three highest-ranking factors related to why

Chapter V

RESULTS

Questionnaire Results

A total of fifty-nine questionnaires were returned. Data was considered for the sample population as a whole ($N = 59$), as well as by regions and by countries.

Regions were defined as the Middle East (Iraq, Saudi Arabia; $n = 37$), Africa (Benin, Burkina Faso, Ivory Coast; $n = 4$), Asia (China, Japan, Republic of Korea, Taiwan; $n = 15$), and Other (Chile, Turkey; $n = 3$). Country categories included Saudi Arabia ($n = 35$), China/Taiwan ($n = 11$), and the Republic of Korea ($n = 4$), and Other (which included all countries of origin that represented only one or two respondents, namely Benin, Burkina Faso, Chile, Iraq, Ivory Coast, Japan, Turkey; $n = 9$). The two "Other" categories were introduced to both protect the anonymity of the respondents and assist in the statistical analysis.

All questionnaires returned included complete bio-data, but not every questionnaire included a response to all of the substantive questions. Sample size has therefore been included for each item to indicate variation.

Why IEC students chose to study in the US. When all questionnaires from respondents were considered, the three highest-ranking factors related to why

respondents chose to study in the US were a desire to learn American English, a desire to obtain an American degree, and a perception that American education is of a high quality. The three factors with the lowest average importance scores were receiving advice from a teacher or counselor, a perception that it is not expensive in the US, and a perception that it is easy to obtain a visa. Table 2 below contains the relevant data.

Table 2

Why IEC students chose to study in the United States –
Descriptive statistics, all respondents (*ranked by mean*)

Question	Mean	N	Standard Deviation	Answer Range
I want to learn American English	3.71	58	0.701	1-4
I want to get a degree in the US	3.59	58	0.726	1-4
American education is high quality	3.36	59	0.783	1-4
My parents wanted me to come to the US	3.15	59	0.997	1-4
There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	2.95	59	1.105	1-4
Someone in my family studied in the US	2.84	58	1.281	1-4
The US is a safe place to live and study	2.74	57	1.061	1-4
The US is a good place for foreigners	2.74	57	1.009	1-4
I have friends who studied (or study) in the US	2.72	57	1.206	1-4
I have family and friends in the US	2.6	57	1.132	1-4
I want to work in the US some day	2.32	59	1.041	1-4
A teacher/counselor advised me to study in the US	2.28	58	1.136	1-4
It's not expensive here	2.22	58	0.974	1-4
It's easy to get a visa for the US	2.03	58	1.092	1-4

Note: Minimum value = 1 ("not important"), maximum value = 4 ("very important")

A. Results by region of origin. When the information was considered by region, descriptive statistics revealed that students from different regions ranked the importance of the fourteen given factors very differently. For instance, respondents from Other ranked the “It’s not expensive [in the US]” as the most important factor in their decision-making process, while students from the Middle East ranked this as one of the two least important factors they considered when they selected the US. Some notable similarities between groups also exist. For example, respondents from the Middle East and Asia (the two largest regional groupings) ranked the same factors as their top three, namely: a desire to learn American English, a desire to obtain a U.S. degree, and the perceived high quality of American education. Table 3 below contains a summary of the factors deemed most and least important by each region. Complete descriptive statistical information is contained in Appendix D.

Table 3

Factors identified as most and least important in choosing the US,
by respondents’ region of origin (*ranked by mean*)

	Middle East	Africa	Asia	Other
Highest means	I want to learn American English	I want to get a degree in the US	I want to learn American English	It’s not expensive here
	I want to get a degree in the US	My parents wanted me to come to the US	I want to get a degree in the US	I want to learn American English; there was a special opportunity for me to study in the US (<i>tied</i>)
	American education is high quality	Someone in my family studied in the US	American education is high quality	
Lowest means	A teacher/counselor advised me to study in the US	The US is a good place for foreigners; I want to work in the US someday (<i>tied</i>)	It’s easy to get a visa for the US	I have friends who studied/study in the US; it’s easy to get a visa for the US (<i>tied</i>)
	It’s easy to get a visa for the US; it’s not expensive here (<i>tied</i>)		Someone in my family studied in the US; I have family/ friends in the US (<i>tied</i>)	
		It’s easy to get a visa for the US		

The ANOVA and Tukey's HSD tests revealed a number of statistically significant differences between regional groupings. Three of these differences related to knowing people who have spent time in the US or who are living in the country now:

- Having a family member who studied in the US emerged as a factor that was notably more important for students from the Middle East than for those from Asia ($M = 3.22, 1.80; p < .05$);
- Having friends who studied (or currently study) in the US was significantly more important for students from the Middle East than for those from Other ($M = 3.06, 1.00; p < .05$); and
- Having friends and family in the US in general was notably more important for students from the Middle East than for those from Asia ($M = 2.86, 1.80; p < .05$).

The tests also revealed that students from the Middle East placed much more value on learning American English than students from Africa ($M = 3.94, 3.00; p < .05$).

B. Results by country of origin. When the descriptive statistics for the data were calculated for the four country groupings, it became apparent that there were also both differences and similarities how respondents from different countries viewed the fourteen factors related to country choice. For instance, while respondents from the Republic of Korea indicated that the perceived ease of securing a U.S. visa played an

important role in deciding to study in the US, respondents from all other country groups ranked this as one of the least influential factors that they considered. Table 4 below provides a summary of the factors assigned most and least importance by respondents from all four country of origin groupings. Complete descriptive statistical information is contained in Appendix D.

Table 4

Factors identified as most and least important in choosing the US,
by respondents' country of origin (*ranked by mean*)

	Saudi Arabia	China/Taiwan	Republic of Korea	Other
Highest means	I want to learn American English	I want to get a degree in the US	I want to learn American English	Someone in my family studied in the US
	I want to get a degree in the US	American education is high quality	It's easy to get a visa for the US; it's not expensive here (<i>tied</i>)	I want to get a degree in the US
	American education is high quality	I want to learn American English		
Lowest means	A teacher/counselor advised me to study in the US; it's easy to get a visa for the US (<i>tied</i>)	It's not expensive here	I have family/ friends in the US	I want to work in the US some day
	It's not expensive here	I have family/friends in the US; it's easy to get a visa for the US (<i>tied</i>)	Someone in my family studied in the US	I have friends who studied/study in the US
				It's easy to get a visa for the US

The inferential statistical tests revealed an even greater number of meaningful differences between respondents from different country groupings. Several differences emerged once again in relation to knowing people who were or currently are in the US, namely:

- Having a family member who studied in the US was notably more important for students from both Other and Saudi Arabia than for those from China/Taiwan ($M = 3.38, 3.17, 1.82; p < .05$);
- Having friends who studied (or currently study) in the US was significantly more important for respondents from Saudi Arabia than for those from both China/Taiwan and Other ($M = 3.15, 2.00, 1.89; p < .05$); and
- Having friends and family in the US in general was notably more important for respondents from both Other and Saudi Arabia than for those from China/Taiwan ($M = 3.22, 2.79, 1.55; p < .05$).

Differences were also revealed again in relation to the importance the desire to learn American English was given. Respondents from Saudi Arabia indicated that this was a significantly weightier factor in their decision-making process than students from either China/Taiwan or Other ($M = 3.94, 3.27, 3.22; p < .05$).

In contrast to the regional analysis, differences were also revealed concerning more practical factors. First, respondents from the Republic of Korea indicated that perceived ease of obtaining a U.S. visa played a greater role in selecting the US than students from Saudi Arabia, China/Taiwan, or Other ($M = 3.75, 2.18, 1.55, 1.33; p < .05$). Second, Korean respondents took the view that the US is not expensive into greater consideration than respondents from either Saudi Arabia or China/Taiwan ($M = 3.75, 2.12, 1.73; p < .05$).

C. Other countries considered. In response to the short-answer question regarding other countries respondents considered as a possible destination, nineteen respondents either left the question blank or indicated that the US was the only country that they considered. When respondents did list at least one other option, the most commonly mentioned countries were by far Canada, the UK, and Australia. All fifteen countries noted are listed in Table 5 below, accompanied by an indication of frequency of mention.

Table 5

Other countries considered by IEC students
for their studies

Country	Number of mentions
N/A (blank or US only)	19
Canada	16
The United Kingdom	16
Australia	13
France	5
Japan	5
Germany	3
Italy	3
New Zealand	3
India	2
Spain	2
Ukraine	2
China	1
Egypt	1
The Netherlands	1
Singapore	1

Why IEC students chose to study at the IEC. When all returned questionnaires were considered, the factors that emerged as being most important when respondents opted to study at SCSU's IEC were a desire to seek a degree at SCSU, the good reputation of SCSU, the availability of a special opportunity to study at the IEC (such as a scholarship or an exchange program), and the good reputation of the State of Minnesota. The factors with the lowest average important rating were the international mix of students at the IEC, parental desire, and advice received from a teacher or counselor. Table 6 below provides further details.

Table 6

Why students chose to study at SCSU's IEC – Descriptive statistics, all respondents (*ranked by mean*)

Question	Mean	N	Standard Deviation	Answer Range
I want to get a degree at SCSU	2.86	59	1.181	1-4
SCSU has a good reputation	2.78	58	0.992	1-4
There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.73	59	1.187	1-4
Minnesota has a good reputation	2.71	59	1.068	1-4
The international mix of students at SCSU	2.59	58	1.109	1-4
Someone in my family studied (or studies) at the IEC	2.56	59	1.381	1-4
The IEC has a good reputation	2.55	58	0.994	1-4
Low tuition and expenses	2.50	58	1.064	1-4
I have friends who studied (or study) at the IEC	2.43	58	1.339	1-4
I have family and friends in Minnesota	2.42	59	1.235	1-4
The international mix of students at the IEC	2.17	59	1.07	1-4
My parents wanted me to study at the IEC	2.10	59	1.199	1-4
A teacher/counselor advised me to study at the IEC	1.85	59	1.064	1-4

Note: Minimum value = 1 ("not important"), maximum value = 4 ("very important")

As was done in relation to why students chose to study in the US, data concerning the factors students took into consideration they decided to enroll at SCSU's IEC was disaggregated and compared by region and country of origin (using both descriptive and inferential statistics). A number of statistically significant trends once again emerged.

A. Results by region of origin. Descriptive statistics revealed that respondents from the four regions assigned different levels of importance to the thirteen factors listed, which resulted in very different rankings. The factors with the highest and lowest average importance weights for each region are listed in Table 7 below. Complete descriptive statistical information may be found in Appendix E.

Table 7

Factors identified as most and least important in choosing the IEC,
by respondents' region of origin (*ranked by mean*)

	Middle East	Africa	Asia	Other
Highest means	Someone in my family studied /studies at the IEC	SCSU has a good reputation	There was a special opportunity for me to study at the IEC	I have family and friends in Minnesota
	Minnesota has a good reputation	I want to get a degree at SCSU	Low tuition and expenses	Low tuition and expenses
	I want to get a degree at SCSU	The IEC has a good reputation	I want to get a degree at SCSU	There was a special opportunity for me to study at the IEC
Lowest means	Low tuition and expenses	The international mix of students at the IEC; the international mix of students at SCSU; there was a special opportunity for me to study at the IEC (<i>tied</i>)	I have friends who studied/studies at the IEC	My parents wanted me to study at the IEC; I have friends who studied/study at the IEC; the international mix of students at the IEC and SCSU; the good reputation of the IEC and SCSU; I want to get a degree at SCSU (<i>tied</i>)
	My parents wanted me to study at the IEC		I have family and friends in Minnesota	
	A teacher/counselor advised me to study at the IEC		Someone in my family studied/studies at the IEC	

The ANOVA and Tukey HSD tests revealed which differences between regional groupings were most statistically significant. First, the tests indicated that there are many differences in how respondents from different regions valued knowing people who studied or who are currently studying at the IEC when they selected the institution:

- Having a family member who studied/studies at the IEC emerged as a factor that was notably more important for respondents from the Middle East than for respondents from Asia ($M = 3.22, 1.27; p < .05$); and
- Having friends who studied/study at the IEC was significantly more important for respondents from the Middle East than for respondents from either Asia or Other ($M = 2.97, 1.53, 1.00; p < .05$).

Knowing people in Minnesota also emerged as a factor that was more important for respondents from both Other and the Middle East than those from Asia ($M = 3.67, 2.81, 1.33; p < .05$).

Notable variation was also revealed in relation to the importance respondents from different regions attached to a “good” reputation:

- The reputation of the IEC was a notably more important factor for respondents from Africa and the Middle East than for those from Other ($M = 3.00, 2.67, 1.00; p < .05$);
- The reputation of SCSU was more important for respondents from Africa, the Middle East and Asia than for those from Other ($M = 3.50, 2.94, 2.53, 1.00; p < .05$); and

- The reputation of Minnesota was given more significance by respondents from the Middle East than by those from Other ($M = 3.03, 1.33; p < .05$);

Finally, the tests indicated that respondents from the Middle East assigned significantly more weight in their decision-making process to wanting to obtain a degree from SCSU than respondents from Other ($M = 3.00, 1.00; p < .05$).

B. Results by country of origin. Descriptive statistics calculated for the data grouped by country of origin again resulted in rankings that reflected different levels of importance ascribed to the thirteen given factors. Table 8 below summarizes the factors ranked highest and lowest for each country grouping. Full descriptive statistical information is included in Appendix E.

Table 8

Factors identified as most and least important in choosing the IEC,
by respondents' country of origin (ranked by mean)

	Saudi Arabia	China/Taiwan	Republic of Korea	Other
Highest means	Someone in my family studied/studies at the IEC	I want to get a degree at SCSU	A teacher/counselor advised me to study at the IEC; low tuition and expenses; there was a special opportunity for me to study at the IEC (<i>tied</i>)	I have family/friends in Minnesota
	I have friends who studied/study at the IEC	There was a special opportunity for me to study at the IEC		Low tuition and expenses
	Minnesota has a good reputation	Low tuition and expenses		SCSU has a good reputation
Lowest means	Low tuition and expenses	I have friends who studied/studies at the IEC; I have family/friends in Minnesota (<i>tied</i>)	I want to get a degree at SCSU	The international mix of students at the IEC
	My parents wanted me to study at the IEC		Someone in my family studied/studies at the IEC	A teacher/counselor advised me to study at the IEC; I have friends who studied/ study at the IEC (<i>tied</i>)
	A teacher/ counselor advised me to study at the IEC	Someone in my family studied/studies at the IEC	I have family/friends in Minnesota	

When the inferential statistical tests were run, differences in relation to knowing people who studied or who are currently studying at the IEC were again apparent between several country groupings:

- Having a family member who studied/studies at the IEC emerged as a factor that is notably more important for respondents from Saudi Arabia than for those from China/Taiwan ($M = 3.17, 1.09; p < .05$); and
- Having friends who studied/study at the IEC was more important for respondents from Saudi Arabia than for respondents from either Other or China/Taiwan ($M = 3.09, 1.44, 1.27; p < .05$).

Knowing people in Minnesota emerged as a factor that was more important when respondents from both Other and Saudi Arabia decided to study at the IEC than those from China/Taiwan ($M = 2.89, 2.77, 1.27; p < .05$).

Differences were also revealed in relation to two factors not previously highlighted through the ANOVA and Tukey's HSD tests. First, being advised to study at the IEC by a teacher or counselor was determined to be significantly more important for respondents from the Republic of Korea than for those from Saudi Arabia, Other, or China/Taiwan ($M = 3.50, 1.74, 1.44, 1.41; p < .05$). Second, the international mix of students at SCSU emerged as being notably more important for respondents from Saudi Arabia than for those from Other ($M = 2.86, 1.75; p < .05$).

C. Other institutions considered. In response to the short-answer question regarding other institutions considered, thirty-two respondents either left the question

blank or indicated that they only considered SCSU/IEC. When students did name at least one other institution, the University of Minnesota and the University of St. Thomas/ELS Language Center (another Minnesota institution) were overwhelmingly noted most frequently. The twelve institutions noted at least once are listed in Table 9 below, along with their location and frequency of mention.

Table 9

Other institutions considered by IEC students for their studies

Institution	Location	Mentions
N/A (SCUS/IEC only or blank)	--	32
University of Minnesota	Minneapolis, MN	11
University of St. Thomas/ELS	St. Paul, MN	9
Ohio State University	Columbus, OH	4
University of Alberta	Edmonton, Alberta (Canada)	1
Florida State University	Tallahassee, FL	1
California State University at Long Beach	Long Beach, CA	1
Mississippi State University	Starkville, MS	1
St. Cloud Technical and Community College	St. Cloud, MN	1
Stanford University	Stanford, CA	1
Temple University	Philadelphia, PA	1
University of Michigan	Ann Arbor, MI	1
University of Houston	Houston, TX	1

Note: Institution names frequently had to be inferred from partial or incorrect information provided and may as a result not be wholly correct.

How IEC students discovered the IEC. The fifty-nine respondents indicated a variety of ways in which they first learned about the IEC. Indeed, each of the fourteen

possibilities included on the questionnaire was selected at least once. Table 10 below summarizes the data received, ranked in descending mean order.

Table 10

How IEC students discovered the IEC – Descriptive statistics,
all respondents (*ranked by mean*)

Question	Mean	N	Standard Deviation	Answer Range
Friends or family living in Minnesota	.729	59	.448	0-1
SCSU student	.424	59	.498	0-1
IEC student (former or current)	.356	59	.483	0-1
Intensive English Center Website	.271	59	.448	0-1
Internet search	.271	59	.448	0-1
SCSU Website	.220	59	.418	0-1
International studies advisor in your country	.186	59	.393	0-1
SCSU Center for International Studies	.136	59	.345	0-1
SCSU Graduate Studies Office	.119	59	.326	0-1
SCSU professor	.085	59	.281	0-1
SCSU Admissions Office	.085	59	.281	0-1
Study in the USA catalog	.085	59	.281	0-1
Study in the USA online (Internet)	.068	59	.254	0-1
Other	.017	59	.130	0-1

Note: Minimum value = 0 (not selected), maximum value = 1 (selected)

In this table, the mean represents the percentage of the respondents ($N = 59$) who selected each individual option, with “1” representing one hundred percent and “0” representing zero percent. It should be recalled that respondents were allowed to

select as many options as were relevant. The number one channel for discovering the IEC was overwhelmingly people who live in Minnesota (72.9 percent), followed by an SCSU or IEC student (42.4 and 35.6 percent, respectively). The channels selected most infrequently were the "Study in the USA" website and "other" (where one respondent noted learning about the program from a friend).

A. Results by region of origin. The ANOVA and Tukey's HSD tests run to compare the data received by region revealed significant differences in relation to three possible channels of discovery. First, international advisors at home played a more significant role in introducing Asian respondents to the IEC than they did for Middle Eastern respondents ($M = .467, .108; p < .05$). Second, friends or family in Minnesota played a much greater role in introducing Middle Eastern respondents to the IEC than they did for Asian respondents ($M = .892, .333; p < .05$). Third, an internet search was a much more common way for respondents from Other to learn about the IEC than it was for respondents from Asia, the Middle East or Africa ($M = 1.00, .268, .246, .000; p < .05$). Appendix F contains full descriptive statistics for the data disaggregated by region.

B. Results by country of origin. The inferential statistical tests again indicated noteworthy differences surrounding three means of discovery. First, international advisors were more helpful in introducing respondents from China/Taiwan to the IEC than they were for respondents from either Saudi Arabia or Other ($M = .546, .114, .000; p < .05$). Second, friends or family in Minnesota were significantly more

important in introducing respondents from Saudi Arabia and Other to the IEC than they were for respondents from China/Taiwan ($M = .886, .778, .273; p < .05$). Finally, the SCSU website was a much more common means for respondents from China/Taiwan to discover the IEC than it was for those from the Middle East ($M = .455, .086; p < .05$). Descriptive statistics for the data disaggregated by the four country of origin groupings is included in Appendix F.

Interview Results

A total of nine students current IEC students and recent IEC graduates were interviewed as part of this study, following the methodology outlined above (see Chapter II). As noted previously, an effort was made to select students who would represent a microcosm of the IEC in terms of gender and country/region of origin. A profile of the participants is contained in Table 11 below.

Table 11

Interview participants – Descriptive statistics
($N = 9$)

Country of origin	Saudi Arabia	3
	China/Taiwan	2
	Republic of Korea	1
	Other	3
Gender	Male	7
	Female	2
Status	Current IEC student	7
	Former IEC student	2

One Saudi SCSU student who did not study at the IEC but nonetheless has strong personal ties to the program was also interviewed. Observations and insights shared by this individual are not reflected in the results presented below, but are included where relevant in Chapter 6 (“Discussion”).

In an effort to maintain anonymity, participants have only been described by country of origin (namely, Saudi Arabia, China/Taiwan, Republic of Korea, and Other).

Why IEC students chose to study in the US. After reviewing all interview transcripts, a series of codes were developed to classify the data obtained in relation to factors participants mentioned while outlining the decision-process they followed in selecting the US as a destination country. The results are presented in Table 12 below. For ease of reference, results are grouped loosely in the order of importance that arose for the entire sample population size ($N = 59$) during the quantitative portion of the study (see Table 2 above).

	Response by country of origin			
	Saudi Arabia	China/Taiwan	Republic of Korea	Other
1. Value of an American degree/education	3	1	1	1
2. Value of an American degree/education	3	1	1	1
3. Value of an American degree/education	3	1	1	1
4. Value of an American degree/education	3	1	1	1
5. Value of an American degree/education	3	1	1	1
6. Value of an American degree/education	3	1	1	1
7. Value of an American degree/education	3	1	1	1
8. Value of an American degree/education	3	1	1	1
9. Value of an American degree/education	3	1	1	1
10. Value of an American degree/education	3	1	1	1
11. Value of an American degree/education	3	1	1	1
12. Value of an American degree/education	3	1	1	1
13. Value of an American degree/education	3	1	1	1
14. Value of an American degree/education	3	1	1	1
15. Value of an American degree/education	3	1	1	1
16. Value of an American degree/education	3	1	1	1
17. Value of an American degree/education	3	1	1	1
18. Value of an American degree/education	3	1	1	1
19. Value of an American degree/education	3	1	1	1
20. Value of an American degree/education	3	1	1	1
21. Value of an American degree/education	3	1	1	1
22. Value of an American degree/education	3	1	1	1
23. Value of an American degree/education	3	1	1	1
24. Value of an American degree/education	3	1	1	1
25. Value of an American degree/education	3	1	1	1
26. Value of an American degree/education	3	1	1	1
27. Value of an American degree/education	3	1	1	1
28. Value of an American degree/education	3	1	1	1
29. Value of an American degree/education	3	1	1	1
30. Value of an American degree/education	3	1	1	1
31. Value of an American degree/education	3	1	1	1
32. Value of an American degree/education	3	1	1	1
33. Value of an American degree/education	3	1	1	1
34. Value of an American degree/education	3	1	1	1
35. Value of an American degree/education	3	1	1	1
36. Value of an American degree/education	3	1	1	1
37. Value of an American degree/education	3	1	1	1
38. Value of an American degree/education	3	1	1	1
39. Value of an American degree/education	3	1	1	1
40. Value of an American degree/education	3	1	1	1
41. Value of an American degree/education	3	1	1	1
42. Value of an American degree/education	3	1	1	1
43. Value of an American degree/education	3	1	1	1
44. Value of an American degree/education	3	1	1	1
45. Value of an American degree/education	3	1	1	1
46. Value of an American degree/education	3	1	1	1
47. Value of an American degree/education	3	1	1	1
48. Value of an American degree/education	3	1	1	1
49. Value of an American degree/education	3	1	1	1
50. Value of an American degree/education	3	1	1	1

Table 12

Factors interview participants discussed in relation to their decision to study in the US ($N = 9$)

Factor	Response by country of origin			
	Saudi Arabia	China/Taiwan	Republic of Korea	Other
1. Value of English				
Learning English is important, especially for getting a good job	3	1	1	3
Learning English will enable communication with people from other countries	2			
2. Value of an American degree/education				
Getting a U.S. degree is helpful for getting a good job	1	1		3
U.S. education is high quality	1	1		1
U.S. technology is high		1		
3. Parental influence				
The idea of studying abroad was parent-introduced	1	1		1
The idea of studying abroad was student-driven, but parent-supported	2	1	1	2
4. Home institution influence				
A special opportunity to study in the US was proposed by an undergraduate institution		1	1	
5. Presence of friends and family				
Has friends/family in the US	3	1		3
Is the first person in family to study in US		2		1
6. Link to post-education plans				
Wants to return home to work	3	2	1	3
Might consider staying in the US if an opportunity arises				1
7. Cost influence				
Low cost of a U.S. education seemed to play an important role in selecting the US				2
8. Visa process				
A visa was relatively easy to obtain		1		1
A visa was relatively difficult to obtain	1	1	1	2
9. Other				
Coming to the US represented a personal dream	2	1		
The experience has the potential to be life-changing	2	1		

In relation to other countries considered, six out of the nine participants noted that they had focused exclusively on the US (three from Saudi Arabia, one from China/Taiwan, one from the Republic of Korea, and one from Other). Three noted having seriously considered studying in another country: a participant from China mentioned considering the UK (but was deterred by that country's standard of one-year Master's degrees); a participant from Other noted looking into Canada (but was put off by the high cost of Canadian graduate schools), and another participant from Other mentioned thinking about studying in English-speaking universities in Egypt and Lebanon.

Why IEC students chose to study at the IEC. Interview transcripts were also used as the basis for developing codes to classify the data gathered concerning participants' decision to study at the IEC/SCSU. The results are presented in Table 13 below. As most participants attributed their decision to study at the IEC/SCSU to their connections to SCSU, other lines of inquiry were not really pursued. Information is also presented, however, concerning the participants' knowledge of the IEC prior to coming to St. Cloud as well as their post-IEC plans.

Statement	1	2	3	4
It was necessary to pursue a degree at IEC/SCSU	3	1	0	1
It was necessary to pursue a degree at IEC/SCSU	4	2	1	1
It was necessary to pursue a degree at IEC/SCSU	1	0	0	0

Table 13

Factors interview participants discussed in relation to their decision to study at IEC/SCSU ($N = 9$)

Factor	Response by country of origin			
	Saudi Arabia	China/Taiwan	Republic of Korea	Other
1. Influence of contacts				
Had a connection to an IEC student	2			1
Had a connection to an SCSU student	3	1		3
Had a connection to an SCSU professor				1
Had a connection to a professor at another Minnesota State Colleges and University system institution		1		
Home institution is connected to SCSU		1	1	
2. Knowledge of IEC				
Was aware that time would be spent at the IEC prior to matriculation	2	2	1	3
Had not heard of the IEC at the time of application to SCSU, and was surprised to have to study there prior to matriculation	1			
Chose to study at the IEC prior to matriculation, even though it may not have been required based on TOEFL scores				1
Came to SCSU <i>only</i> to study at the IEC (exchange program)			1	
3. Plans to pursue a degree				
Will pursue an undergraduate degree at SCSU (if a Bachelor's degree is not already held)	3	1		1
Is interested in pursuing a Master's degree at SCSU	1	2	1	1
Is interested in pursuing a doctorate or professional degree in the US, but would have to transfer to another university to do so		1		2

Upon completion of their education (at whatever level that may be), all nine participants indicated that they plan to return home to seek employment. Only one participant (from an Other country) indicated a possible interest in working in the US, should the opportunity arise.

DISCUSSION

How IEC students discovered the IEC. In light of the comments made in response to questions about how and why interview participants ended up in St. Cloud, it did not seem necessary to ask many questions in relation to how these students first discovered the IEC. It is clear that they largely discovered the program through their personal or institutional contacts. When asked if they conducted any internet research prior to coming to the US, most participants reported that they had looked up information about the university, city, and state. Two participants from Saudi Arabia, however, noted that they did not look *anything* up: the recommendation from friends or family members was considered sufficient enough to secure their decision.

Relevant quotes from interview participants are interspersed throughout the following chapter to shed more light on the findings of the study and further illustrate specific points.

Chapter VI

DISCUSSION

Why IEC Students Chose to Study in the US

With reference to the “push-pull” model for the decision-making process followed by international students outlined by Mazzarol and Soutar (2002), it should be recalled that the scope of this project is limited to analyzing the “pull” factors related to students’ decisions to come to the US and study at the IEC. The project did not include an analysis of the “push” factors that were involved when students made an initial decision to study outside of their home countries.

From the outset, it is interesting to note that no single factor on the questionnaire received an overall mean of less than two, indicating that every factor was on average considered to be at least “a little important” in respondents’ decision-making processes (see Table 2 above).

Overall, it appears that most IEC students were attracted to the US by the value that they perceive American English, American degrees, and American education carry in general. It is somewhat difficult to correlate the findings of this study directly to those of studies considering sample international student populations in other contexts, given that each study has asked participants to evaluate a different closed set

of factors. For instance, most other studies have not asked students to indicate how important they considered learning English, whether it is the language in general or a specific variety (such as American English, which was specified on the questionnaire used in this study). The fact that this was ranked as the most important factor by students in the current study ($\bar{x} = 3.71$) is nonetheless interesting, as it seems to indicate that IEC students either have great dialect loyalty or feel in some way that learning American English (as opposed to, say, Australian, British, or Canadian varieties), is advantageous. This may also help to account for why so many of the IEC's students come from countries with a recent history of friendly relations with the US, such as Saudi Arabia. As was explained by a Saudi SCSU student, Saudi Arabia could be characterized as falling within the general U.S. sphere of influence, in both economic and cultural terms. Indeed, Saudi respondents gave wanting to learn American English the extremely high importance rating of 3.94 on average, which was significantly higher than the 3.24 rating assigned by students from China/Taiwan. A significant difference concerning the value of American English also existed between respondents from the Middle East and respondents from Africa (none of whom were from countries with traditionally close ties to the US). The overall bias towards American English may also help to explain while relatively few students from Western Europe, which could be expected to fall more under the influence of British English, come to the IEC. The lack of Western European students at the IEC could of course also relate to other factors, such as these students simply having high enough

TOEFL scores that they do not *need* to come to the IEC. Exploration of these possible phenomena is beyond the scope of this project.

The responses on the questionnaire concerning the importance of American English could also be interpreted more generally as an indication that students simply wish to learn English, or are what Lasanowski dubs “eager-for-English” students (Lasanowski, 2011, p. 204). The extremely high importance assigned this factor by Saudi respondents ($\bar{X} = 3.94$) would correlate with the findings of Denman and Hilal (2011), who noted that English instruction is the single-most important factor for Saudi students when they decide to study abroad. Indeed, these authors have gone so far as to assert that within Saudi Arabia, “English is considered the new *lingua franca*” (Denman & Hilal, 2011, p. 312). When asked if it was important to be learning *American* English, one Saudi interview participant responded immediately “No, just English!” before the question could even be completed. The two other Saudi interview participants also stressed the value they feel English has as a global language of communication. All three Saudi participants mentioned that learning English would be helpful in getting a good job in their home country. It is perhaps a limitation of the study that this factor was not listed on the questionnaire in two forms: “I want to learn English” and “I want to learn American English.”

The perceived value of an American degree and an American education were ranked respectively as the second and third most important factors questionnaire respondents took into consideration when choosing to come to the US. The relative importance given to the perceived value of a degree and an education from a particular

country are very much in line with the findings of other researchers, including Abubakar et al. (2010), Bodycott (2009), Chen (2006), Maringe and Carter (2007), Wilkins and Huisman (2011), and Yang (2007). The particular value ascribed to an American degree and education in particular correlates with Chow's finding that 75.6 percent of potential international students feel that the US has a "high quality higher education system" ($N = 9,379$) (Chow, 2011, p. 6). In this area the quantitative findings of the current study were very much supported by its qualitative findings, which also provided further insights into IEC students' perceptions about the value of studying in the US. As an interview participant from China explained:

Actually, in my country, we think [...] that the United States [has] the best education in the world, because you know the most of Nobel Prize winner in the United States, also they have [the most] high technology in the world. So we come to here to learn some new things [...]

The three interview participants from Other countries shared similar sentiments. One explained that even a short stay in the US can trump a graduate degree in the participant's home country:

Even if I don't complete my studies here, if I go back right now, just because I'm coming from here I can have a better job [...] I can be on the same level with someone who has even a Master's, just because I came here for one year.

In the case of Saudi Arabia, the government may have played an important role in securing the US as a destination for its students. When the King Abdullah Scholar Program (KASP) was launched in 2005, it was only available to support studies undertaken within the US. Other countries have subsequently been added, with the list of possible destination countries now numbering approximately twenty-four. Several other English-speaking countries (including both the UK and Australia) have been

removed from the list, however, as a result of what the Saudi Ministry of Higher Education has perceived as excessive Saudi enrollments (Denman & Hilal, 2011). When asked why an American education is valuable, one Saudi interview participant noted “[T]hat’s what the government says to us.”

A Saudi SCSU student interviewed, however, suggested that there may be more than meets the eye when Saudis decide to avail themselves of the KASP and move to the US. The student noted: “There’s a lot of things hidden behind coming to the United States – it’s not just the education.” The student went on to explain that following the Saudi economic crisis of 2009, the Saudi government may have begun using the KASP as an option to support unemployed youth.

It’s becoming day after day a joke – everyone who doesn’t have a job – [...] some of them would prefer to go to study. [...] Let’s say for seventy percent the point is to go to the US, not to go to have a degree. Because they are given a monthly allowance that is about \$1,845 a month for a non-married person – it’s about the same salary given to a first-year or non-experienced worker in Saudi Arabia. So they say to themselves: “Okay, I can go to a new place, and a better place, and have a new experience, and take the same income I’d have in Saudi Arabia.” From my own experience, sixty-seventy percent of the Saudi students are not for having a degree – they’re not focused on that. Ninety percent of the Saudis here major in International Business, because it’s the easiest major they can have. [Note: According to recent data, at 18.4 percent Business/Management was the third most popular field of study among the 22,704 Saudi students who studied in the US during the academic year 2010-2011, following Intensive English (29.1 percent) and Engineering (21.8 percent) (IIE, 2011a). It should also be noted that the KASP particularly encourages applicants interested in fields related to mathematics, medicine, science, engineering, computers, and business (Denman & Hilal, 2011).]

The student observed that some of these individuals truly view the US as a “big amusement park to be explored.”

The role of parents in selecting the US was ranked fourth in importance in the quantitative findings of the study. When results were disaggregated by country of origin, respondents from Saudi Arabia, China/Taiwan, and Other countries all assigned this factor a value greater than three (“Somewhat important”). During the interviews it was revealed that for three participants (one from Saudi Arabia, one from China/Taiwan, and one from Other), the idea of studying in another country stemmed wholly from the parents. When asked how the participants decided to come to the US, one participant from an Other paused for a few seconds before smiling and responding “My mum decided.” The participant elaborated:

She said that I could have a better education here than in my country, since [the] United States, it’s known as the wealthiest country in the world, and that learning in English would be a very, very good benefit for me.

When asked how a participant’s parents reacted when the participant communicated a desire to study in the US, a Saudi participant laughed: “I didn’t say. *They* said.” All six of the other interview participants indicated that the initial idea of studying in the US was their own, but that the decision was generally supported by their parents. Separating this factor into two – namely, “It was my own idea to come to the US” and “It was my parents’ idea for me to come to the US” may have provided greater insights into the role parents truly play in the decision-making process.

As noted previously, it appears that the importance having personal connections – or what Mazzarol and Soutar have dubbed “social links” (Mazzarol & Soutar, 2002, p. 83) – to the US has in IEC students’ decision-making processes varies depending on what part of the world students are from. Questionnaire respondents

from the Middle East valued having family members who have studied or lived in the US in the past or present significantly more than students from Asia. This may be partially attributable to differences in cultural attitudes towards family and independence, which could be an interesting area of further research. When asked if consideration would have been given to going somewhere where the participant had no personal connections, a Saudi interview participant explained “[No...] because in another country, you don't have family. You don't have anyone, just your friends. And your friends, they're your family.” A participant from an Other country who had followed a cousin to St. Cloud explained that having family members together can also give peace of mind to parents at home: “My mother, she's the one who takes care of all of us, so it's really good for her to have everybody here. We're all here, and we can take care of each other.” A Saudi participant explained:

Actually, it wasn't my plan to come to Minnesota. My sister-in-law is studying here and she got engaged with my brother, that time that I was planning to study here, so my mom told me you will be safe with her. Because I'm the baby [of the] family. So, I came with her. I wasn't really planning to come to Minnesota.

The discrepancy in importance given to having social links may also be attributable, however, to the pragmatic question of how likely people from different countries or regions are to know people in the US. The existence of government-sponsored schemes like the KASP in Saudi Arabia and the China Scholarship Council (Bhandari et al., 2011) increases the absolute numbers of students studying overseas, thus raising the odds that potential international students have personal contacts in possible destination countries. In this regard Saudi Arabia merits special

consideration: the KASP, which commenced in 2005 and will continue at least until 2015, has helped upwards of 70,000 Saudi students pursue higher education abroad (Ministry of Higher Education, Kingdom of Saudi Arabia, 2010). Once one student has established him- or herself at a particular institution and begins moving through the educational pipeline, it may become attractive for their friends, spouses, siblings, and cousins to follow them. When such generous financial support is not readily available, the costs associated with studying internationally might limit a family's capacity to send multiple children abroad. These observations may also help to explain why respondents from Saudi Arabia and China/Taiwan gave little importance to cost as a deciding factor, while students from the Republic of Korea and Other countries ranked it fairly high on average. There may also be important external factors at play that stand to impact how likely students are to have a close connection who has established him-/herself overseas. For instance, the "one-child" policy, which has been effect in mainland China since 1978, may mean that many Chinese students simply do not have brothers or sisters to follow (see http://en.wikipedia.org/wiki/One-child_policy).

Nonetheless, a handful of interview participants did indicate that their own attraction to the US had trumped the ease of going someplace where they may have had friends or family members. For example, a student from an Other country noted that the US was the only destination country the participant considered, despite the fact that the participant has two sisters living in London.

Interviews revealed that some students might simply feel a personal pull to the US. For instance, an interview participant from Saudi Arabia noted:

Since I was in high school, I watched a lot of movies – American movies. I was obsessed with visiting this country. So I told...my parents that I wanted to go to study in the US. [...] It was my dream, actually.

When asked directly if the US had been the only study abroad destination considered, another Saudi participant responded “Yeah. It was my dream. I want to be in the US and that’s it.” A Chinese participant also commented that studying in the US had been a childhood dream.

Another insight revealed purely through the qualitative portion of the study was the value that some participants placed on the life-changing experience a stay in another country can offer, on either a personal and or a cultural level. A respondent from China explained that “If I [leave China], I can open my eyes [...]. Maybe this can change my life in the future.” A Saudi respondent considered the issue from a broader perspective:

[M]y country is not that open minded, so when I come here and see how people act, how they talk to each other, how they say hi everywhere, how they smile -- my mind is really open now, and I like it better. So when I go to my country and I smile to people, they feel kind of strange, why does he smile? So I think it’s a good thing to educate me, and my people in my country. So yeah, I think I’ll benefit from this experience.

It is interesting to note that while questionnaire respondents from most regions and countries did not indicate that ease of obtaining a U.S. visa was very important, respondents from the Republic of Korea ranked it as second (tied with cost). This may be attributable in part to the support Korean students coming to St. Cloud as part of an

MOU/exchange program receive from their sending institutions (SCSU International Vision Task Force, 2011). During the interview portion of the study, five participants (including one from the Republic of Korea) noted that they felt the visa process was relatively difficult. It is impossible to determine from the current study how many potential applicants were deterred by or unsuccessful in the visa process, but this would be an interesting area for further research.

The data collected in relation to other countries respondents considered as a study destination appear to align fairly well with the current overall trends in international student mobility patterns. The most frequent response to this question on the questionnaire was either that the respondent had only considered the US or no answer, which correlates to the fact that the US continues to maintain its position of the world's leading international student destination. The frequent mentions of the UK (sixteen) and Australia (thirteen) is also not a surprise, given that these countries are ranked respectively second and third behind the US worldwide. Results were mirrored in the interviews, where six respondents indicated that they had only seriously considered the US as a destination (with the other three mentioning the UK, Canada, and English-medium universities in Egypt and Lebanon). The fact that Canada emerged towards the top of the list (on par with the UK, with sixteen mentions apiece) is somewhat out-of-line with global rankings, where Canada is relegated to sixth place (OECD, 2011). The discrepancy seems understandable, however, if one assumes that students who ultimately ended up in the US may have had a particular interest in coming to North America. This would relate to Chen's findings that many

East Asian students enrolled in Canadian graduate schools viewed Canada's proximity to the US as being important in their decision making (1986). The fact that the top alternate countries listed are English-speaking could be seen to reveal that IEC students are committed first and foremost to improving their English. This would be supported by the findings of Lasanowski (2011) that English is valued highly by international students as a key to opening the door to economic opportunities. It could also indicate that the decision to commit to a particular language (in this instance, English) comes early on in the decision-making process. In relation to Mazzarol and Soutar's model (which consists of stage one: choosing to study abroad, stage two: choosing a country destination, and stage three: choosing an institution), these findings could be used to argue that for these respondents, choosing a language actually either preceded stage one or came between stages one and two (Mazzarol & Soutar, 2002).

Why IEC Students Chose to Study at the IEC

In general, it appears that when questionnaire respondents selected the IEC, the most important factor in their decision-making process was a desire to eventually obtain a degree from SCSU. This is supported by the fact that 69.5 percent of the respondents indicated in the bio-data section of the questionnaire that they had already provisionally been admitted to study in the university ($N = 59$). This appears to demonstrate that most IEC students are truly not selecting the IEC at all; instead, they are choosing SCSU and are simply taking advantage of the IEC's status as an

alternative path to fulfilling the university's language proficiency requirements. As an interview participant from China explained:

So actually my friend told me you can to come to St. Cloud. Actually my English [was] not very [good]. [He] told me you can to come to St. Cloud and first learn English one year, and then you have enough English skill and then you can receive the formal education.

All nine interview participants indicated plans to pursue an undergraduate and/or graduate degree at SCSU (including the Korean participant on an exchange program, who would like to return to complete a Master's degree in St. Cloud).

The level of awareness about the IEC may vary among students at the point of selecting SCSU as a post-secondary institution. During the qualitative portion of the study, eight out of the nine participants said that they knew about the IEC from the onset. One respondent from an Other country even explained taking a deliberate choice to study at the IEC regardless of the participant's TOEFL scores, as it would give the participant a chance to "spend more time with American people" and get used to the setting before entering a degree program. In some cases, however, students may not be aware of the existence of the IEC when they start the application process to SCSU. One Saudi interview participant noted:

Actually, I didn't know about the IEC. I thought I would just take a test – like the TOEFL – and I would go to study in the university right away. But when I came here, I knew that I have to take an English program and go to the university. So, yeah, I took the test, and I was in level three [of the IEC]."

The IEC may therefore best be viewed as a "gateway" program. This observation is also supported by the fact that such an overwhelming percentage of IEC graduates do matriculate at SCSU. As IEC enrollments climb, it is anticipated that

IEC graduates will represent an ever-increasing portion of international enrollments in degree-granting programs at the university. Indeed, it is expected that fifty to sixty new IEC graduates will be prepared to matriculate in Fall Semester 2012 alone (J. Robinson, personal communication, January 31, 2012).

Perhaps unsurprisingly, the factor with the second highest average importance weighting was the reputation of the SCSU. It stands to reason that if students are going to have confidence in the institution that they select for their graduate or undergraduate education. These findings correspond with those of Lee (2008), who found that institutional "name" and reputation played an important role in attracting international students to a university in the U.S. southwest.

Interestingly, no single factor received an overall mean of three ("Somewhat important") or greater, which may be an indication that there was little consensus on the importance of the thirteen factors listed on the questionnaire. Even the top two factors received an average importance weight of only 2.86 and 2.78, respectively (see Table 6 above).

Social links were significantly more important for questionnaire respondents from the Middle East than they were for those from Asia, just as they were for respondents from Saudi Arabia as compared to respondents from China/Taiwan. This essentially mirrors the results of the study relating to why respondents from these regions chose the US as a destination country. As such, many of the possible explanations noted above may as a result be applicable in this domain as well. The particular role social links played in the decision-making process was highlighted by

all of the interview participants from the Middle East/Saudi Arabia. For instance, a

Saudi SCSU student commented:

More than ninety-five percent of the Saudi students come here because of the connections. I've only met two or three Saudi students who came here and had no connections, while there are about one hundred eighty or one hundred ninety Saudis who came through connections. [...] It's not about SCSU – it's about the connections. If I'm coming from Saudi Arabia to St. Cloud, and I already have friends who will welcome me, and since I'm not going to be alone and suffering, and knowing all of [this information] about this place, all these policies, and someone is going to help me with that – that will be the biggest thing for them.

The student estimated that the two largest Saudi families in St. Cloud currently number fifty and thirty-five. This student has directly helped sixteen or seventeen IEC students come to St. Cloud, with support ranging from helping with the application and visa processes to finding suitable housing. With regards to the student's own younger brother, the student explained:

If it was about the life here, or what's best for him -- I'd say no to come St. Cloud. But it will be better to manage, or to direct, or to guide an eighteen-year-old teenager under your command, because you are the older brother, you can see and watch him all the time.

Interestingly, one Saudi interview participant noted not wanting to recommend St. Cloud to friends or family members due to the burden it would entail: "I don't want to be responsible for anything that happens here, if he fails."

Information obtained during the qualitative portion of the study helped shed further light on the exact nature of respondents' social links and the role these contacts played in introducing the participants to SCSU. Overall, three participants indicated knowing an IEC student, seven indicated knowing an SCSU student, one indicated

knowing an SCSU professor, and one indicated knowing a University of Minnesota (U of M) professor. Two participants commented that their home university had an institutional relationship with SCSU.

Interviews also revealed that the presence of social links may have raised St. Cloud's appeal as a relatively easy and convenient option for some students. For example, while being interviewed one Saudi participant indicated that a friend in St. Cloud had actually obtained the I-20 form required by the USDHS for visa issuance from SCSU and mailed it to the participant directly, within a matter of just days. It follows that social links would also help to make respondents more aware of the reputation of the state of Minnesota, which respondents from the Middle East ranked on average as their second most important factor. It stands to reason that individuals with personal ties to the state are more likely to have received first-hand testimonials. Students with such links are probably not highly likely to have heard much about Minnesota, at least in comparison to the larger and more well-known California, New York and Texas (the current top U.S. destinations for international students). For the academic year 2010-2011, Minnesota ranked only eighteenth as an international student destination within the US (IIE, 2011f).

It is also worthwhile to make an observation concerning the importance respondents attached to "low tuition and expenses." In line with the above discussion, it is unclear as to whether questionnaire respondents were truly evaluating the cost of the IEC or if they were considering the general tuition of SCSU. If the latter, it is impossible to surmise if respondents were evaluating regular tuition rates or the in-

state tuition rates they will be granted if they take advantage of SCSU's own "Academic and Cultural Sharing Scholarship" program, which is open to all international students so long as they maintain certain eligibility requirements. The fact that costs were ranked eighth out thirteen for importance in choosing the IEC (see Table 6 above) may nonetheless be misleading. Here the data is undoubtedly skewed by respondents from Saudi Arabia, most of whom are availing themselves of the KASP. Indeed, respondents from China/Taiwan, the Republic of Korea, and Other countries all ranked this as one of the most important three factors in their decision-making process. During the interviews, the only two participants who seemed to indicate that cost played a factor in choosing SCSU were from Other countries. One of these participants noted being drawn to SCSU expressly by the high availability of scholarships and assistantships. Most of the other seven participants seemed to feel that the costs associated with studying in St. Cloud were reasonable, but did not play a significant role in their selection of SCSU. In essence, while cost is not a large concern for the IEC's largest source country, it appears to play at least some role for students from all other countries of origin.

Interviews also revealed that most respondents were fairly satisfied with their decision to come to St. Cloud – at least satisfied enough that they plan to pursue a degree at SCSU and would recommend the destination to friends and family members at home. The biggest area of complaint was perhaps unsurprisingly the winter weather, which does represent a new extreme for a majority of IEC students. In the case of Saudi Arabia, a response from one participant shed light on one important

reason why a majority of Saudi students matriculate at SCSU regardless of individual levels of satisfaction with the institution, the city or the state: stipulations of the KASP. The participant indicated not being very happy to be in St. Cloud, as a result of the cold. When asked why the participant was still planning to stay and pursue a degree, the participant explained “Because now I have scholarship, and if I want to transfer to another university, they want a real reason to transfer, and I don't have real reasons, just cold -- that's not a good reason.” It appears that the reason given may need to be quite serious, such as the abolition of a major. One of the few Saudi students known to have recently transferred away from St. Cloud wanted to study aviation – a degree program that was cut from SCSU at the end of 2011.

In relation to other institutions respondents considered attending, it appears from the quantitative data that most respondents considered either only SCSU/IEC or only other institutions within the State of Minnesota: the University of Minnesota (U of M), which is the only institution in the state with more international enrollments than SCSU (5,124 students, as opposed to 1,355) and the University of St. Thomas (UST), which is tied for fourth place with the Minnesota State University – Moorhead (393 students each) (IIE, 2011f). These results are not surprising, given that both the U of M and UST have IEPs that are fairly comparable to SCSU's IEC in terms of both instruction and capacity to fulfill the degree-granting institution's language proficiency requirements (see <http://www.cce.umn.edu/Minnesota-English-Language-Program/Intensive-English-Program/index.html> and <http://www.els.edu/en/ELSCenters/Detail?locid=SPA>, respectively). Interestingly, not a single respondent

mentioned Minnesota State University – Mankato, which is ranked third within the state (708 students) and hosts an Intensive English Language Institute for incoming students with a TOEFL score within fifty points of the university's required minimum (see <http://www.mnsu.edu/admissions/international/englishproficiency.html>). This may reflect the fact the 52.5 percent of the respondents indicated that they were placed at a beginner's level (pre-level one or level one) when they first began at the IEC, which would indicate that they probably would not have had a TOEFL score within the required range. During the qualitative portion of the study, the only other U.S. institutions mentioned by name were the University of Wisconsin (which the participant had excluded on the basis of cost) and the University of North Carolina (which had not admitted the participant).

With reference to the decision-making model of Mazzarol and Soutar (2002), it is somewhat difficult to ascertain from the data if IEC students are always following the proposed hierarchy of choosing a country (stage two) before choosing an institution (stage three). In relation to respondents from Asia, who ranked having a special opportunity to study at the IEC as the most important factor in their decision-making process, it could be argued that stages two and three are actually combined. In relation to respondents who placed a high value on social links to the IEC, SCSU, and/or Minnesota (that is, respondents from the Middle East and to a lesser extent "Other" regions of origin), the desire to follow or be near family and friends may have actually "sold" them on coming to the IEC/SCSU – which then led them to coming to

the US. This could be an indication that these respondents could have chosen to study in another country had they had strong (or stronger) social links to that destination.

How IEC Students Discovered the IEC

On the basis of the above discussion, it is not at all surprising that “friends or family living in Minnesota” emerged as by far the most frequently indicated means of discovering the IEC, at 72.9 percent ($N = 59$). The fact that such a gap exists between this option and the next two most popular choices (“SCSU student” and “IEC student (current or former)”, respectively at 42.4 and 35.6 percent) indicates that respondents are learning about the IEC from individuals outside of the SCSU community as well as from those within. These quantitative findings were largely supported by data obtained during the interview portion of the study, as noted in the preceding section. Only one participant (from China/Taiwan) indicated first learning about the IEC/SCSU from someone not affiliated with SCSU. Instead, this participant learned about institution from a friend who was coming to the US as a visiting scholar at the U of M – one of SCSU’s sister schools.

The fact that Asian respondents were much more likely to learn about the IEC/SCSU from “international advisors” than respondents from other regions of origin could also have been anticipated, in light of the increasing use of education agents in this region. This is particularly true of mainland China, where it has been noted that “a large number of Chinese students first became aware of specific foreign institutions

and subsequently chose one with the assistance of an education agent” (Hagedorn & Zhang, 2011, p. 187).

On average, only around twenty-five percent of the questionnaire respondents indicated that they had found the IEC through the IEC or SCSU website or through an internet search. This result is tricky to interpret, given that selection of one or more of these channels could actually mean that it was either the very first point of contact for the respondent or was a secondary resource that was consulted once the respondent had been informed of IEC/SCSU’s existence by, say, a friend or family member.

Limitations

A growing amount of scholarship has been undertaken to understand the decision-making processes international students follow when selecting destination countries and institutions. Most of this work appears to have been focused on students who are seeking to enroll directly in degree-granting programs at either undergraduate or graduate levels. It does not appear that much research has been undertaken on how international students select an IEP. As such, this project was intended to be an exploratory case study, and to offer insights as to how one of international students discovered and ultimately decided to study at an IEP at a specific American university. For practical reasons, it could only be focused on students who have selected the program, and cannot shed light on why other students have not.

It should be noted that the sample sizes of both the quantitative and qualitative portion of the study ($N = 59$ and $N = 9$, respectively) were relatively small. When the

entire sample population was disaggregated into region and country of origin, some groups were so small that it became difficult to draw any meaningful conclusions (such as the African grouping, where $n = 4$ in relation to the questionnaire). This reflects just as much on the reality of the current enrollment situation at the IEC as it does on the design of the study.

There may also have been some limitations in the design of the data collection methods. First, it was difficult to make direct correlations between the results of this study and those of previous studies, given that the questionnaire for the current study was developed after reviewing several different data collection instruments used by other researchers (as opposed to being modeled directly on one particular questionnaire). Second, there may have been some unintentional ambiguity in the wording of the items on the questionnaire. For instance, as explained previously, respondents were asked to assign an importance value to "I want to learn American English" in relation to their decision to study in the US. Adding the more general factor of "I want to learn English" would have led to more insightful results. During analysis of the results, it also became apparent that it would have been helpful to have included factors in the section relating to respondents' decision to study at the IEC that would have helped to reveal under what circumstances respondents were truly selecting an IEP and when they were actually selecting a degree institution. As it was written, the results can be interpreted in a number of ways. Third, greater triangulation could have been achieved if interview participants had been asked more explicitly about the most significant factors included in the questionnaire.

Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

This study has attempted to identify the decision-making processes that led students from different parts of the world to SCSU's IEC, and to understand how these processes relate to international education trends and realities at global, national, state, and institutional levels. The findings that may be most salient for IEC/SCSU administrators may be summarized as follows:

1. As outlined in the literature review, neither the U.S. government nor the State of Minnesota currently provide any massive, coordinated support for the internationalization of post-secondary institutions. Although IEC/SCSU administrators should keep themselves apprised of developments in this arena, it does not appear that any changes to this situation are eminently forthcoming. This applies to both direct support (such as assistance with recruitment) and indirect support (such as easing student visa requirements).
2. Indications are that the US will remain a leading international education destination for the foreseeable future. As such, the IEC/SCSU should expect to enjoy a continued inflow of international students. The potential for fluctuations must be accounted for, however, given the impact external

- political, social and economic factors can have on the international education market, as well as the potential for shifts within the international education market itself (such as an increase in the number of “sellers,” or destination countries).
3. In light of both national and institutional trends, there is no reason to believe that Saudi Arabia, China/Taiwan and the Republic of Korea will not continue to be the IEC’s largest source countries. It should be borne in mind, however, that a majority of Saudi students (who currently comprise 66.7 percent of the IEC’s student body) are able to study abroad mainly as a result of a national scholarship scheme that is at the moment only guaranteed until 2015. There is also a possibility that the US could be removed from the list of accepted destination countries for KASP participants, but given the Saudi government’s apparent preference for internationally-mobile Saudi students to select the US, the odds of this happening seem low.
 4. It appears that students who end up studying at the IEC largely took the decision to study in English before they selected a destination country or institution. As such, at the national level competition for these students was overwhelmingly between the US, Canada, the UK, and Australia. Although it is clear that IEC students place a very high value on becoming proficient in English, it is unclear whether they value “American English” over other Englishes.

5. In addition to being drawn to the US on linguistic grounds, IEC students appear to be attracted by the quality of education that they believe they will receive and the value they feel is attached to a U.S. degree. There is also evidence that some students simply feel a strong attraction to or affinity for the US and see coming here to study as fulfillment of a personal dream.
6. It seems that students who end up studying at the IEC did not deliberately select the IEC. Rather, they deliberately decided to study at SCSU, and are using the IEC as a means to achieving that end.
7. In some instances, the decision to study specifically at the IEC/SCSU may either be taken at the same time that the US is selected as a destination country (in the case of exchange programs, for instance) or even *before* the US is selected (particularly when a student has strong social links to the institution, the community or the state).
8. Students from the Middle East, which is by far the largest source region for the IEC, end up in St. Cloud largely as a result of social links.
9. Students from Asia, currently the IEC's second most important source region, place a greater importance on special study opportunities and low tuition.
10. At the moment, credit for introducing new students to the IEC goes overwhelmingly to individuals who live in Minnesota and/or have links to SCSU or the IEC. Internet resources (with the exception of StudyintheUSA.com) also serve as an important information source.

On the basis of the above, the IEC/SCSU may wish to consider implementing the following practical suggestions aimed to support their efforts to ensure steady or increasing enrollments at the IEC:

1. Within the context of the SCSU website, the IEC and the CIS may wish to consider including more prominent cross-references/links between their respective homepages. The IEC's page could highlight the role the IEC can play as a gateway for matriculation to the university, while the CIS page could call greater attention to the fact that completion of the IEC can fulfill the university's English language requirement. This may help to attract potential students who fear that their language skills (or more specifically, their TOEFL scores) are at a level that would prevent them from applying for regular admission.
2. In addition to promoting the reasonable price of its own program, the IEC may also find it useful to promote on its website the fact that successful IEC graduates who matriculate at SCSU will be eligible for the Academic and Cultural Sharing Scholarship (which makes SCSU tuition extremely competitive for international students).
3. The IEC may also wish to introduce more information and material on its homepage that would appeal to students seeking an American cultural experience (such as pictures of IEC students ice skating or a description of the teaching styles and types of activities they are likely to encounter in the classroom).

4. In general, the IEC should bear in mind that its website may serve as both an initial point of contact and a secondary resource for potential students.
5. The overwhelming majority of IEC students are coming from three source countries (Saudi Arabia, China/Taiwan, and the Republic of Korea). While efforts should definitely continue to make the IEC attractive to students from a broader range of geographic areas, it does not seem that it would be either necessary or cost-effective to launch major recruitment campaigns in the short-term for other countries.
6. The IEC may wish to explore avenues for reaching out to members of the local region's international community who do not have specific ties to SCSU or the IEC. Members of this community could be interested in the IEC themselves; more importantly, however, they could have friends and family in their countries of origin who might be interested in coming to study in the US if they knew of the opportunity the IEC affords students with insufficient academic English proficiency for university-level studies. Efforts could include submitting articles or information to newsletters aimed at various international groups or placing brochures at events where international residents are likely to gather.
7. The IEC may also wish to consider cultivating an alumni network to help maintain interest in and support of the IEC. This could include hosting an annual IEC party/open-house or maintaining an active IEC Facebook page

(which could be used for important IEC-related announcements and to promote achievements and milestones of graduates).

8. The IEC may also find it useful to explore avenues for creating a range of IEC-specific promotional materials designed for students to distribute to their friends and family at home. This could include inexpensive “freebies” (such as pens, car stickers, or student magazines) as well as more expensive items that could be available for students to purchase (such as t-shirts, key chains, and coffee mugs).

Perhaps the most important recommendation for the IEC, however, is the most obvious: to maintain its commitment to delivering high-quality instruction and to preparing students to be successful and well-adjusted members of the SCSU student community – which is the true terminus of the road to St. Cloud.

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APPENDICES

APPENDICES

Permission to Conduct Research in the IEC

The Road to St. Cloud: How students discover and decide to study at SCSU's IEC

Dear IEC Director,

I am writing to ask your permission for students enrolled in the Intensive English Center (IEC) during the academic year 2011-2012 to participate in research being conducted in connection with the thesis I am writing for my Master of Arts in Teaching English as a Second Language degree. As you are aware, the purpose of this study is to explore the main factors involved (what students choose to study English at the IEC, and on the basis of those findings (as well as influential factors at the international, national, and institutional levels) identify ways the IEC may be able to more effectively target potential students. The study is expected to be conducted from November 2011 through March 2012.

Participation in the study is completely voluntary. Participants will be informed that they may withdraw from the study at any time without influencing their grade or their relationship with me, the IEC, or St. Cloud State University. The students will also be told that information obtained in connection with the study will be kept confidential and not be used for other purposes. In all instances participants will be provided with an informed consent letter to review and sign before they are asked to provide any feedback (attached to annex I).

Data will be collected in two ways. First, I would like to distribute a questionnaire (see annex II) to IEC students at levels two, three, four, and five. With your permission, I will arrange with one instructor of each IEC level and another faculty member to have fifteen minutes of class time be used for this purpose. Great care will be taken to ensure that the inconvenience for each teacher is selected so as to minimize the interruption of instruction. Second, I would like to invite approximately eight to ten advanced IEC students/recent IEC graduates from different countries to participate in a semi-structured open interview (see annex III) during their class times, going to interview personal development and other questions in a meeting room (see annex III).

APPENDIX A

Permission to Conduct Research in the IEC

Should you have any questions regarding this study, please do not hesitate to contact me at tel. 763/878-4032 or via email: vian200@stcloudstate.edu.

Thank you in advance for your time and cooperation. Your assistance in completing this project is greatly appreciated.

Sincerely,

Scott D. Vian

I have read the questionnaire being prepared by Ms. Vian and agree that it may be distributed to level two through level five IEC students during class time in both Fall Semester 2011 and Spring Semester 2012. Furthermore, I agree that Ms. Vian may invite a select group of IEC students/recent IEC graduates to be interviewed in connection with her project.

James H. Robinson, Ph.D.
Interim Director, Intensive English Center
Director, TESL Program
St. Cloud State University

Date

The Road to St. Cloud: How students discover and decide to study at SCSU's IEC

Dear IEC Director,

I am writing to ask your permission for students enrolled in the Intensive English Center (IEC) during the academic year 2011-2012 to participate in research being conducted in connection with the thesis I am writing for my Master of Arts in Teaching English as a Second Language degree. As you are aware, the purpose of this study is to explore the main factors involved when students choose to study English at the IEC, and on the basis of these findings (as well as influential factors at the international, national, and institutional levels) identify ways the IEC may be able to more effectively target potential students. The study is expected to be conducted from November 2011 through March 2012.

Participation in the study is completely voluntary. Participants will be informed that they may withdraw from the study at any time without influencing their grade or their relationship with me, the IEC, or St. Cloud State University. The students will also be told that information obtained in connection with the study will be kept confidential and not be used for other purposes. In all instances participants will be provided with an informed consent letter to review and sign before they are asked to provide any feedback (attached in annex I).

Data will be collected in two ways. First, I would like to distribute a questionnaire (see annex II) to IEC students at levels two, three, four, and five. With your permission, I will arrange with one instructor of each IEC level and section that approximately fifteen minutes of class time be used for this purpose. Great care will be taken to ensure that a date and time convenient for each teacher is selected so as to minimize the interruption of instruction. Second, I would like to invite approximately eight to ten advanced IEC students/recent IEC graduates from different countries to participate in a semi-structured open interview. These interviews will be conducted outside of regular class times, using an interview protocol developed on the basis of the questionnaire as a starting point (see annex III).

Should you have any questions regarding this study, please do not hesitate to contact me at tel. 320/828-4032 or via email: visa1001@stcloudstate.edu.

Thank you in advance for your time and cooperation. Your assistance in completing this project is greatly appreciated.

Best regards,

Sarah G. Vinz

I have read the questionnaire being proposed by Ms. Vinz and agree that it may be distributed to level two through level five IEC students during class time in both Fall Semester 2011 and Spring Semester 2012. Furthermore, I agree that Ms. Vinz may invite a select group of IEC students/recent IEC graduates to be interviewed in connection with her project.

James H. Robinson, Ph.D.
Interim Director, Intensive English Center
Director, TESL Program
St. Cloud State University

Date

A. Questionnaire For IEC students

1. Why did you choose to study English in the US? Put an X in the best box for each statement.

	Not important	A little important	Somewhat important	Very important
A teacher or counselor advised me to study in the US				
My parents wanted me to come to the US				
Someone in my family studied in the US				
I have friends who studied (or study) in the US				
I have family and friends in the US				
It's easy to get a visa for the US				
The US is a safe place to live and study				
The US is a good place for foreigners				
It's not expensive here				
American education is high quality				
I want to get a degree in the US				
I want to work in the US some day				
I want to learn American English				
There was a special opportunity for me to study in the US (like a scholarship or an exchange program)				

APPENDIX B

2. What other country or countries did you think about going to?
Quantitative Data Collection Materials

3. Why did you choose to study in the IEC at SCSU? Put an X in the best box for each statement.

	Not important	A little important	Somewhat important	Very important
A teacher or counselor advised me to study at the IEC				
My parents wanted me to study at the IEC				
Someone in my family studied (or studies) at the IEC				
I have friends who studied (or study) at the IEC				
I have family and friends in Minnesota				
The international mix of students at the IEC				
The international mix of students at SCSU				
Low tuition and expenses				
The IEC has a good reputation				
SCSU has a good reputation				
Minnesota has a good reputation				
I want to get a degree at SCSU				
There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)				

A. Questionnaire for IEC students

1. Why did you choose to study English in the US? Put an X in the best box for each statement.

	Not important	A little important	Somewhat important	Very important
A teacher or counselor advised me to study in the US				
My parents wanted me to come to the US				
Someone in my family studied in the US				
I have friends who studied (or study) in the US				
I have family and friends in the US				
It's easy to get a visa for the US				
The US is a safe place to live and study				
The US is a good place for foreigners				
It's not expensive here				
American education is high quality				
I want to get a degree in the US				
I want to work in the US some day				
I want to learn American English				
There was a special opportunity for me to study in the US (like a scholarship or an exchange program)				

2. What other country or countries did you think about going to? _____

3. Why did you choose to study in the IEC at SCSU? Put an X in the best box for each statement.

	Not important	A little important	Somewhat important	Very important
A teacher or counselor advised me to study at the IEC				
My parents wanted me to study at the IEC				
Someone in my family studied (or studies) at the IEC				
I have friends who studied (or study) at the IEC				
I have family and friends in Minnesota				
The international mix of students at the IEC				
The international mix of students at SCSU				
Low tuition and expenses				
The IEC has a good reputation				
SCSU has a good reputation				
Minnesota has a good reputation				
I want to get a degree at SCSU				
There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)				

4. What other school or schools did you think about going to? _____

The Road to St. Cloud: How students discover and decide to study at SCSU's IEC

Dear student,

You are invited to participate in a research study looking into recruitment letters at St. Cloud State University's Intensive English Center (IEC). You were selected to participate because you are a

5. How did you learn about the IEC? Check all that apply.

- The purpose of the study is to find out how students learn about the IEC and decide to study here, and how the IEC is being conducted.
- | | |
|---|--|
| <input type="checkbox"/> Intensive English Center Website | <input type="checkbox"/> SCSU Graduate Studies Office |
| <input type="checkbox"/> IEC student (former or current) | <input type="checkbox"/> Study in the USA catalog |
| <input type="checkbox"/> SCSU student | <input type="checkbox"/> Study in the USA online (Internet) |
| <input type="checkbox"/> SCSU professor | <input type="checkbox"/> Internet search |
| <input type="checkbox"/> SCSU Website | <input type="checkbox"/> International studies advisor in your country |
| <input type="checkbox"/> SCSU Center for Int'l Studies | <input type="checkbox"/> Friends or family living in Minnesota |
| <input type="checkbox"/> SCSU Admissions Office | <input type="checkbox"/> Other _____ |

The information you share is confidential and will be used only for this study. Your name will not be used. Please sign this form if you are willing to participate.

If you do not want to participate, it will not affect your grade in any way. It will also not affect your relationship with me, the IEC, or St. Cloud State University. The same will be true if you decide to withdraw from the study later on or choose **About you** every question.

Although participation is not required, your help would really be appreciated. Learning about your experiences will make my research stronger and more meaningful. I am interested in what you

Home country: _____

Age: _____

Sex: Male Female

When did you start the IEC? _____ (semester) _____ (year)

What level did you start at? _____

What level are you now? _____

I have read the information about the study being conducted by Ms. Vinz, and I agree to participate. I understand that my participation is voluntary and that I may end my participation at any time.

Have you been provisionally admitted to get a degree at SCSU? Yes No

Student signature: _____

Date: _____

Thank you!

B. Informed consent letter for questionnaire participants

The Road to St. Cloud: How students discover and decide to study at SCSU's IEC

Dear student,

You are invited to participate in a research study looking into recruitment issues at St. Cloud State University's Intensive English Centre (IEC). You were selected to participate because you are a current IEC student.

The purpose of the study is to find out how students learn about the IEC and decide to study here, and identify ways in which the IEC can improve student recruitment in the future. It is being conducted during the 2011-2012 academic year.

I am conducting the study myself, as part of the thesis I am writing for my Master of Arts in Teaching English as a Second Language degree.

Participation is voluntary. If you are willing to participate, you will be asked to complete a short questionnaire. The information you share is confidential and will be used only for this study. Your name will not be used. Please sign this form if you are willing to participate.

If you do not want to participate, it will not affect your grade in any way. It will also not affect your relationship with me, the IEC, or St. Cloud State University. The same will be true if you decide to withdraw from the study later on or choose not to answer every question.

Although participation is not required, your help would really be appreciated. Learning about your experiences will make my research stronger and more meaningful. I am interested in what you have to say.

If you have questions, please ask. If you have more questions later, you may contact me at tel. 320/308-3062 or email: visa1001@stcloudstate.edu. You may also contact the faculty adviser for this project, Dr. James H. Robinson, at tel. 320-308-4956 or email: jhrobinson@stcloudstate.edu. You will be given a copy of this form to keep.

Thank you,

Sarah G. Vinz

I have read the information about the study being conducted by Ms. Vinz, and I agree to participate. I understand that my participation is voluntary and that I may end my participation at any time.

Student signature: _____ Date: _____

A. Interview protocol for advanced IEC students receive IEC professor

1. When did you start studying at the IEC? At what level were you initially placed?
2. How did you come to the decision to study outside of your home country? Tell me about the process.
3. What appealed to you about studying in the US, and not in another country?
4. Can you remember the first time you heard/learned about the IEC or SCNU? What was the circumstance?
5. Why did you think studying here (at the IEC/SCNU) would be a good idea? Did you seriously consider studying somewhere else instead?
6. Tell me how you finally

APPENDIX C

7. When you decided to come here, were you already studying about studying in English?
8. Are you happy that you chose to come here? Why or why not?
9. What are your plans when you finish at the IEC?
10. Do you think you would recommend the IEC to friends and family back home? Why or why not?

Qualitative Data Collection Materials

A. Interview protocol for advanced IEC students/recent IEC graduates

The Road to St. Cloud: How students discover and decide to study at St. Cloud IEC

1. When did you start studying at the IEC? At what level were you initially placed?
2. How did you come to the decision to study outside of your home country? Tell me about the process.
3. What appealed to you about studying in the US, and not in another country?
4. Can you remember the first time you heard/learned about the IEC or SCSU? What were the circumstances?
5. Why did you think studying here (at the IEC/SCSU) would be a good idea? Did you seriously consider studying someplace else instead?
6. Tell me how you finally decided to come here.
7. When you decided to come here, were you already thinking about staying to get a degree in the US, or did you just want to study English?
8. Are you happy that you chose to come here? Why or why not?
9. What are your plans when you finish at the IEC?
10. Do you think you would recommend the IEC to friends and families back home? Why or why not?

Thank you,

Sarah G. Vint

I have read the information about the study being conducted by Ms. Vint, and I agree to participate. I understand that my participation is voluntary and that I may end my participation at any time.

Student signature: _____

Date: _____

B. Informed consent letter for interview participants

The Road to St. Cloud: How students discover and decide to study at SCSU's IEC

Dear student,

You are invited to participate in a research study looking into recruitment issues at St. Cloud State University's Intensive English Center (IEC). You were selected to participate because you are a current IEC student or recent graduate.

The purpose of the study is to find out how students learn about the IEC and decide to study here, and identify ways in which the IEC can improve student recruitment in the future. It is being conducted during the 2011-2012 academic year.

I am conducting the study myself, as part of the thesis I am writing for my Master of Arts in Teaching English as a Second Language degree.

Participation is voluntary. If you are willing to participate, we will talk about issues related to your decision to study at the IEC. The interview, which I will record for accuracy purposes, should not take more than twenty minutes. The information you share is confidential and will be used only for this study. Your name will not be used. I will maintain all interview materials in a secure storage container. Efforts will be taken to ensure that any risks associated with your participation (including possible identification) are minimized. You will not be compensated monetarily, but you may benefit from having an opportunity for self-analysis as well as for practicing your listening/speaking skills.

Please sign this form if you are willing to participate. If you do not want to participate, it will not affect your grade in any way. It will also not affect your relationship with me, the IEC, or St. Cloud State University. The same will be true if you decide to withdraw from the study later on or choose not to answer every question.

Although participation is not required, your help would really be appreciated. Learning about your experiences will make my research stronger and more meaningful. I am interested in what you have to say.

If you have questions, please ask. If you have more questions later, you may contact me at tel. 320/308-3062 or email: visa1001@stcloudstate.edu. You may also contact the faculty adviser for this project, Dr. James H. Robinson, at tel. 320-308-4956 or email: jhrobinson@stcloudstate.edu. You will be given a copy of this form to keep.

Thank you,

Sarah G. Vinz

I have read the information about the study being conducted by Ms. Vinz, and I agree to participate. I understand that my participation is voluntary and that I may end my participation at any time.

Student signature: _____ Date: _____

2. Respondents by region of origin

Table 2a

Why IEC students chose to study in the United States,
Respondents from the Middle East
(Iraq, Saudi Arabia)

Question	Mean	n	Standard Deviation	Answer Range
A1 A teacher or relative advised me to study in the US	2.17	36	1.097	1-4
A2 My parents wanted me to come to the US	2.19	37	.899	1-4
A3 Someone in my family studied in the US	2.23	37	1.132	1-4
A4 I have friends who studied or study in the US	2.06	35	1.192	1-4
A5 I have family and friends in the US	2.06	35	1.061	1-4
A6 It's easy to get a visa for the US	2.11	36	1.053	1-4
A7 The US is a safe place to live and study	2.20	35	1.106	1-4
A8 The US is a good country	2.17	35	.871	1-4
A9 It's not expensive	2.17	35	.854	1-4
A10 Americans enjoy it to visit	2.23	37	.901	1-4
A11 I want to get a degree in the US	2.60	36	.924	2-4
A12 I want to work in the US when I'm done	2.23	37	1.058	1-4
A13 I want to learn American English	2.04	36	.887	1-4
A14 There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	3.08	37	1.050	1-4

APPENDIX D

Questionnaire Results:
Why IEC Students Chose to Study in the US –
Descriptive Statistics

2. Respondents by region of origin

Table 2a

Why IEC students chose to study in the United States,
 Respondents from the Middle East
(Iraq, Saudi Arabia)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.17	36	1.207	1-4
A2	My parents wanted me to come to the US	3.19	37	.995	1-4
A3	Someone in my family studied in the US	3.22	37	1.182	1-4
A4	I have friends who studied (or study) in the US	3.06	35	1.162	1-4
A5	I have family and friends in the US	2.86	35	1.061	1-4
A6	It's easy to get a visa for the US	2.11	36	1.063	1-4
A7	The US is a safe place to live and study	2.80	35	1.106	1-4
A8	The US is a good place for foreigners	2.86	35	.974	1-4
A9	It's not expensive here	2.11	36	.854	1-4
A10	American education is high quality	3.43	37	.801	1-4
A11	I want to get a degree in the US	3.69	36	.624	2-4
A12	I want to work in the US some day	2.22	37	1.058	1-4
A13	I want to learn American English	3.94	36	.232	3-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	3.08	37	1.090	1-4

Table 2b

Why IEC students chose to study in the United States,
 Respondents from Africa
(Benin, Burkina Faso, Ivory Coast)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.50	4	1.000	1-3
A2	My parents wanted me to come to the US	3.75	4	.500	3-4
A3	Someone in my family studied in the US	3.67	3	.577	3-4
A4	I have friends who studied (or study) in the US	2.75	4	1.500	1-4
A5	I have family and friends in the US	3.25	4	1.500	1-4
A6	It's easy to get a visa for the US	1.75	4	.957	1-3
A7	The US is a safe place to live and study	2.50	4	1.000	1-3
A8	The US is a good place for foreigners	2.00	4	1.155	1-3
A9	It's not expensive here	2.25	4	.957	1-3
A10	American education is high quality	3.25	4	.500	3-4
A11	I want to get a degree in the US	4.00	4	.000	4
A12	I want to work in the US some day	2.00	4	1.155	1-3
A13	I want to learn American English	3.00	4	1.414	1-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	2.50	4	1.291	1-4

Table 2c

Why IEC students chose to study in the United States,
 Respondents from Asia
 (China, Japan, Republic of Korea, Taiwan)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.53	15	.915	1-4
A2	My parents wanted me to come to the US	3.07	15	1.033	1-4
A3	Someone in my family studied in the US	1.80	15	1.014	1-4
A4	I have friends who studied (or study) in the US	2.27	15	.961	1-4
A5	I have family and friends in the US	1.80	15	.775	1-3
A6	It's easy to get a visa for the US	2.13	15	1.246	1-4
A7	The US is a safe place to live and study	2.80	15	1.014	1-4
A8	The US is a good place for foreigners	2.80	15	1.014	1-4
A9	It's not expensive here	2.27	15	1.163	1-4
A10	American education is high quality	3.33	15	.617	2-4
A11	I want to get a degree in the US	3.40	15	.737	2-4
A12	I want to work in the US some day	2.73	15	.799	1-4
A13	I want to learn American English	3.47	15	.743	2-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	2.73	15	1.033	1-4

Respondents by country of origin

Table 2d

Why IEC students chose to study in the United States,
 Respondents from other regions
 (Chile, Turkey)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.00	3	1.732	1-4
A2	My parents wanted me to come to the US	2.33	3	1.155	1-3
A3	Someone in my family studied in the US	2.67	3	1.528	1-4
A4	I have friends who studied (or study) in the US	1.00	3	.000	1
A5	I have family and friends in the US	2.67	3	.882	1-4
A6	It's easy to get a visa for the US	1.00	3	.000	1
A7	The US is a safe place to live and study	2.00	3	1.000	1-3
A8	The US is a good place for foreigners	2.00	3	1.000	1-3
A9	It's not expensive here	3.33	3	1.155	2-4
A10	American education is high quality	2.67	3	1.528	1-4
A11	I want to get a degree in the US	2.67	3	1.528	1-4
A12	I want to work in the US some day	2.00	3	1.732	1-4
A13	I want to learn American English	3.00	3	1.732	1-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	3.00	3	1.732	1-4

3. Respondents by country of origin

Table 3a

Why IEC students chose to study in the United States,
Respondents from Saudi Arabia

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.18	34	1.218	1-4
A2	My parents wanted me to come to the US	3.17	35	1.014	1-4
A3	Someone in my family studied in the US	3.17	35	1.200	1-4
A4	I have friends who studied (or study) in the US	3.15	33	1.121	1-4
A5	I have family and friends in the US	2.79	33	1.053	1-4
A6	It's easy to get a visa for the US	2.18	34	1.058	1-4
A7	The US is a safe place to live and study	2.85	33	1.121	1-4
A8	The US is a good place for foreigners	2.85	33	.972	1-4
A9	It's not expensive here	2.12	34	.880	1-4
A10	American education is high quality	3.43	35	.815	1-4
A11	I want to get a degree in the US	3.74	34	.618	2-4
A12	I want to work in the US some day	2.23	35	1.060	1-4
A13	I want to learn American English	3.94	34	.239	3-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	3.11	35	1.051	1-4

Table 3b

Why IEC students chose to study in the United States,
Respondents from China/Taiwan

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.36	11	.924	1-4
A2	My parents wanted me to come to the US	3.18	11	.874	2-4
A3	Someone in my family studied in the US	1.82	11	1.079	1-4
A4	I have friends who studied (or study) in the US	2.00	11	.894	1-4
A5	I have family and friends in the US	1.55	11	.688	1-3
A6	It's easy to get a visa for the US	1.55	11	.820	1-3
A7	The US is a safe place to live and study	2.64	11	1.027	1-4
A8	The US is a good place for foreigners	2.82	11	1.079	1-4
A9	It's not expensive here	1.73	11	.786	1-3
A10	American education is high quality	3.45	11	.522	3-4
A11	I want to get a degree in the US	3.55	11	.688	2-4
A12	I want to work in the US some day	2.64	11	.505	2-3
A13	I want to learn American English	3.27	11	.786	2-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	2.55	11	1.036	1-4

Table 3c

Why IEC students chose to study in the United States,
 Respondents from the Republic of Korea

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	3.00	4	.816	2-4
A2	My parents wanted me to come to the US	2.75	4	1.500	1-4
A3	Someone in my family studied in the US	1.75	4	.957	1-3
A4	I have friends who studied (or study) in the US	3.00	4	.816	2-4
A5	I have family and friends in the US	2.50	4	.577	2-3
A6	It's easy to get a visa for the US	3.75	4	.500	3-4
A7	The US is a safe place to live and study	3.25	4	.957	2-4
A8	The US is a good place for foreigners	2.75	4	.957	2-4
A9	It's not expensive here	3.75	4	.500	3-4
A10	American education is high quality	3.00	4	.816	2-4
A11	I want to get a degree in the US	3.00	4	.816	2-4
A12	I want to work in the US some day	3.00	4	1.414	1-4
A13	I want to learn American English	4.00	4	.000	4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	3.25	4	.957	2-4

Table 3d

Why IEC students chose to study in the United States,
 Respondents from other countries
(Benin, Burkina Faso, Chile, Iraq, Ivory Coast, Japan, Turkey)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.22	9	1.202	1-4
A2	My parents wanted me to come to the US	3.22	9	.972	1-4
A3	Someone in my family studied in the US	3.38	8	1.061	1-4
A4	I have friends who studied (or study) in the US	1.89	9	1.269	1-4
A5	I have family and friends in the US	3.22	9	1.302	1-4
A6	It's easy to get a visa for the US	1.33	9	.707	1-3
A7	The US is a safe place to live and study	2.22	9	.833	1-3
A8	The US is a good place for foreigners	2.22	9	1.093	1-4
A9	It's not expensive here	2.56	9	1.014	1-4
A10	American education is high quality	3.11	9	.928	1-4
A11	I want to get a degree in the US	3.33	9	1.000	1-4
A12	I want to work in the US some day	2.00	9	1.225	1-4
A13	I want to learn American English	3.22	9	1.302	1-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	2.67	9	1.414	1-4

Note: In all tables contained in this Appendix, minimum value = 1 ("not important"), maximum value = 4 ("very important").

All respondents

Table 1

Why IEC students chose to study at SCSU's IEC.
All respondents

Question	Mean	N	Standard Deviation	Answer Range
C1 A teacher or instructor advised me to study at the IEC	1.85	59	1.068	1-4
C2 My parents wanted me to study at the IEC	2.39	59	1.199	1-4
C3 Someone in my family wanted me to study at the IEC	2.56	59	1.380	1-4
C4 I have friends who studied at the IEC	2.49	58	1.339	1-4
C5 I have family and friends in Minnesota	2.42	59	1.235	1-4
C6 The international site of the IEC	2.49	59	1.069	1-4
C7 The international site of the IEC	2.49	59	1.109	1-4
C8 Low tuition and expenses	2.49	58	1.064	1-4
C9 The IEC has a good reputation	2.55	59	0.991	1-4
C10 SCSU has a good reputation	2.75	58	0.992	1-4
C11 Minnesota has a good reputation	2.71	59	1.068	1-4
C12 I want to get a degree at SCSU	2.59	59	1.191	1-4
C13 There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.33	59	1.147	1-4

APPENDIX E

Questionnaire Results: Why IEC Students Chose to Study at SCSU's IEC – Descriptive Statistics

Note: In all tables contained in this Appendix, minimum value = 1 (“not important”), maximum value = 4 (“very important”).

1. All respondents

Table 1

Why IEC students chose to study at SCSU’s IEC,
All respondents

	Question	Mean	<i>N</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.85	59	1.064	1-4
C2	My parents wanted me to study at the IEC	2.10	59	1.199	1-4
C3	Someone in my family studied (or studies) at the IEC	2.56	59	1.380	1-4
C4	I have friends who studied (or study) at the IEC	2.43	58	1.339	1-4
C5	I have family and friends in Minnesota	2.42	59	1.235	1-4
C6	The international mix of students at the IEC	2.17	59	1.069	1-4
C7	The international mix of students at SCSU	2.59	58	1.109	1-4
C8	Low tuition and expenses	2.50	58	1.064	1-4
C9	The IEC has a good reputation	2.55	58	0.994	1-4
C10	SCSU has a good reputation	2.78	58	0.992	1-4
C11	Minnesota has a good reputation	2.71	59	1.068	1-4
C12	I want to get a degree at SCSU	2.86	59	1.181	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.73	59	1.187	1-4

Note: In all tables contained in this Appendix, minimum value = 1 (“not important”), maximum value = 4 (“very important”).

1. All respondents

Table 1
Why IEC students chose to study in the United States,
All respondents

	Question	Mean	N	Standard Deviation	Answer Range
A1	A teacher or counselor advised me to study in the US	2.28	58	1.136	1-4
A2	My parents wanted me to come to the US	3.15	59	0.997	1-4
A3	Someone in my family studied in the US	2.84	58	1.281	1-4
A4	I have friends who studied (or study) in the US	2.72	57	1.206	1-4
A5	I have family and friends in the US	2.60	57	1.132	1-4
A6	It's easy to get a visa for the US	2.03	58	1.092	1-4
A7	The US is a safe place to live and study	2.74	57	1.061	1-4
A8	The US is a good place for foreigners	2.74	57	1.009	1-4
A9	It's not expensive here	2.22	58	0.974	1-4
A10	American education is high quality	3.36	59	0.783	1-4
A11	I want to get a degree in the US	3.59	58	0.726	1-4
A12	I want to work in the US some day	2.32	59	1.041	1-4
A13	I want to learn American English	3.71	58	0.701	1-4
A14	There was a special opportunity for me to study in the US (like a scholarship or an exchange program)	2.95	59	1.105	1-4

2. Respondents by region of origin

Table 2a

Why IEC students chose to study at SCSU's IEC,
 Respondents from the Middle East
(Iraq, Saudi Arabia)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.70	37	1.051	1-4
C2	My parents wanted me to study at the IEC	2.27	37	1.283	1-4
C3	Someone in my family studied (or studies) at the IEC	3.22	37	1.205	1-4
C4	I have friends who studied (or study) at the IEC	2.97	36	1.230	1-4
C5	I have family and friends in Minnesota	2.81	37	1.508	1-4
C6	The international mix of students at the IEC	2.41	37	1.117	1-4
C7	The international mix of students at SCSU	2.86	37	1.344	1-4
C8	Low tuition and expenses	2.30	37	.968	1-4
C9	The IEC has a good reputation	2.67	36	.926	1-4
C10	SCSU has a good reputation	2.94	36	.955	1-4
C11	Minnesota has a good reputation	3.03	37	1.067	1-4
C12	I want to get a degree at SCSU	3.00	37	1.080	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.73	37	1.194	1-4

Table 2b

Why IEC students chose to study at SCSU's IEC,
 Respondents from Africa
(Benin, Burkina Faso, Ivory Coast)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.75	4	.957	1-3
C2	My parents wanted me to study at the IEC	1.75	4	.957	1-3
C3	Someone in my family studied (or studies) at the IEC	1.75	4	.957	1-3
C4	I have friends who studied (or study) at the IEC	2.00	4	1.414	1-4
C5	I have family and friends in Minnesota	2.00	4	1.414	1-4
C6	The international mix of students at the IEC	1.50	4	1.000	1-3
C7	The international mix of students at SCSU	1.50	4	.577	1-2
C8	Low tuition and expenses	2.33	4	1.528	1-4
C9	The IEC has a good reputation	3.00	4	1.414	1-4
C10	SCSU has a good reputation	3.50	4	.577	3-4
C11	Minnesota has a good reputation	2.50	4	1.000	1-3
C12	I want to get a degree at SCSU	3.25	4	1.500	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	1.50	4	1.000	1-3

Table 2c

Why IEC students chose to study at SCSU's IEC,
 Respondents from Asia
 (China, Japan, Republic of Korea, Taiwan)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	2.33	15	1.113	1-4
C2	My parents wanted me to study at the IEC	2.00	15	1.069	1-4
C3	Someone in my family studied (or studies) at the IEC	1.27	15	.594	1-3
C4	I have friends who studied (or study) at the IEC	1.53	15	.990	1-4
C5	I have family and friends in Minnesota	1.33	15	.617	1-3
C6	The international mix of students at the IEC	2.00	15	.845	1-4
C7	The international mix of students at SCSU	2.40	15	.828	1-4
C8	Low tuition and expenses	2.87	15	1.125	1-4
C9	The IEC has a good reputation	2.47	15	.915	1-4
C10	SCSU has a good reputation	2.53	15	.834	1-4
C11	Minnesota has a good reputation	2.27	15	.799	1-4
C12	I want to get a degree at SCSU	2.80	15	1.207	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	3.00	15	1.000	1-4

2 Respondents by country of origin

Table 2d

Why IEC students chose to study at SCSU's IEC,
Respondents from other regions
(Chile, Turkey)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.33	3	.577	1-2
C2	My parents wanted me to study at the IEC	1.00	3	.000	1
C3	Someone in my family studied (or studies) at the IEC	2.00	3	1.732	1-4
C4	I have friends who studied (or study) at the IEC	1.00	3	.000	1
C5	I have family and friends in Minnesota	3.67	3	.577	3-4
C6	The international mix of students at the IEC	1.00	3	.000	1
C7	The international mix of students at SCSU	1.00	2	.000	1
C8	Low tuition and expenses	3.33	3	1.155	2-4
C9	The IEC has a good reputation	1.00	3	.000	1
C10	SCSU has a good reputation	1.00	3	.000	1
C11	Minnesota has a good reputation	1.33	3	.577	1-2
C12	I want to get a degree at SCSU	1.00	3	.000	1
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	3.00	3	1.732	1-4

3. Respondents by country of origin

Table 3a

Why IEC students chose to study at SCSU's IEC,
Respondents from Saudi Arabia

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.74	35	1.067	1-4
C2	My parents wanted me to study at the IEC	2.23	35	1.308	1-4
C3	Someone in my family studied (or studies) at the IEC	3.17	35	1.224	1-4
C4	I have friends who studied (or study) at the IEC	3.09	34	1.164	1-4
C5	I have family and friends in Minnesota	2.77	35	1.165	1-4
C6	The international mix of students at the IEC	2.37	35	1.114	1-4
C7	The international mix of students at SCSU	2.86	35	1.141	1-4
C8	Low tuition and expenses	2.29	35	.987	1-4
C9	The IEC has a good reputation	2.71	34	.938	1-4
C10	SCSU has a good reputation	2.97	34	.969	1-4
C11	Minnesota has a good reputation	3.06	35	1.083	1-4
C12	I want to get a degree at SCSU	3.03	35	1.098	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.77	35	1.190	1-4

Table 3b

Why IEC students chose to study at SCSU's IEC,
Respondents from China/Taiwan

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.91	11	.944	1-3
C2	My parents wanted me to study at the IEC	1.82	11	.982	1-4
C3	Someone in my family studied (or studies) at the IEC	1.09	11	.302	1-2
C4	I have friends who studied (or study) at the IEC	1.27	11	.905	1-4
C5	I have family and friends in Minnesota	1.27	11	.647	1-3
C6	The international mix of students at the IEC	1.82	11	.751	1-3
C7	The international mix of students at SCSU	2.09	11	.539	1-3
C8	Low tuition and expenses	2.64	11	1.206	1-4
C9	The IEC has a good reputation	2.27	11	.786	1-3
C10	SCSU has a good reputation	2.36	11	.809	1-4
C11	Minnesota has a good reputation	2.18	11	.874	1-4
C12	I want to get a degree at SCSU	3.09	11	1.044	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.82	11	.982	1-4

Table 3c

Why IEC students chose to study at SCSU's IEC,
Respondents from the Republic of Korea

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	3.50	4	.577	3-4
C2	My parents wanted me to study at the IEC	2.50	4	1.291	1-4
C3	Someone in my family studied (or studies) at the IEC	1.75	4	.957	1-3
C4	I have friends who studied (or study) at the IEC	2.25	4	.957	1-3
C5	I have family and friends in Minnesota	1.50	4	.577	1-2
C6	The international mix of students at the IEC	2.50	4	1.000	2-4
C7	The international mix of students at SCSU	3.25	4	.957	2-4
C8	Low tuition and expenses	3.50	4	.577	3-4
C9	The IEC has a good reputation	3.00	4	1.155	2-4
C10	SCSU has a good reputation	3.00	4	.817	2-4
C11	Minnesota has a good reputation	2.50	4	.577	2-3
C12	I want to get a degree at SCSU	2.00	4	1.414	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	3.50	4	1.000	2-4

Table 3d

Why IEC students chose to study at SCSU's IEC,
 Respondents from other countries
(Benin, Burkina Faso, Chile, Iraq, Ivory Coast, Japan, Turkey)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
C1	A teacher or counselor advised me to study at the IEC	1.44	9	.726	1-3
C2	My parents wanted me to study at the IEC	1.78	9	.972	1-3
C3	Someone in my family studied (or studies) at the IEC	2.33	9	1.414	1-4
C4	I have friends who studied (or study) at the IEC	1.44	9	1.014	1-4
C5	I have family and friends in Minnesota	2.89	9	1.270	1-4
C6	The international mix of students at the IEC	1.67	9	1.118	1-4
C7	The international mix of students at SCSU	1.75	8	1.035	1-4
C8	Low tuition and expenses	2.75	8	1.165	1-4
C9	The IEC has a good reputation	2.11	9	1.269	1-4
C10	SCSU has a good reputation	2.44	9	1.236	1-4
C11	Minnesota has a good reputation	2.11	9	.928	1-3
C12	I want to get a degree at SCSU	2.33	9	1.414	1-4
C13	There was a special opportunity for me to study at the IEC (like a scholarship or an exchange program)	2.11	9	1.364	1-4

Note: In all tables contained in this Appendix, minimum value = 0 (not selected), maximum value = 1 (selected).

All respondents

Table 1

How IEC students discovered the IEC,
All respondents

Item	Item	Mean	N	Standard Deviation	Answer Range
11	Executive English Center Website	.271	59	0.445	0-1
12	IEC student (former or current)	.356	59	0.483	0-1
13	SCSU student	.434	59	0.505	0-1
14	SCSU professor	.485	59	0.521	0-1
15	SCSU Website	.529	59	0.495	0-1
16	SCSU Center for International Studies	.585	59	0.529	0-1
17	SCSU Admissions Office	.605	59	0.521	0-1
18	SCSU Graduate	.629	59	0.525	0-1
19	Study in the USA website	.639	59	0.521	0-1
20	Study in the USA website (reference)	.659	59	0.521	0-1
21	Friend or family	.771	59	0.425	0-1
22	International studies advisor at your college	.785	59	0.425	0-1
23	Friends or family living in Wisconsin	.729	59	0.445	0-1
24	Other	.917	59	0.129	0-1

APPENDIX F

Questionnaire Results:
How IEC Students Discovered the IEC –
Descriptive Statistics

Note: In all tables contained in this Appendix, minimum value = 0 (not selected), maximum value = 1 (selected).

1. All respondents

Table 1

How IEC students discovered the IEC,
All respondents

Item	Question	Mean	N	Standard Deviation	Answer Range
E1	Intensive English Center Website	.271	59	0.448	0-1
E2	IEC student (former or current)	.356	59	0.483	0-1
E3	SCSU student	.424	59	0.498	0-1
E4	SCSU professor	.085	59	0.281	0-1
E5	SCSU Website	.220	59	0.418	0-1
E6	SCSU Center for International Studies	.136	59	0.345	0-1
E7	SCSU Admissions Office	.085	59	0.281	0-1
E8	SCSU Graduate Studies Office	.119	59	0.326	0-1
E9	Study in the USA catalog	.085	59	0.281	0-1
E10	Study in the USA online (Internet)	.068	59	0.254	0-1
E11	Internet search	.271	59	0.448	0-1
E12	International studies advisor in your country	.186	59	0.393	0-1
E13	Friends or family living in Minnesota	.729	59	0.448	0-1
E14	Other	.017	59	0.130	0-1

2. Respondents by region

Table 2a

How IEC students discovered the IEC,
 Respondents from the Middle East
(Iraq, Saudi Arabia)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.216	37	.417	0-1
E2	IEC student (former or current)	.351	37	.484	0-1
E3	SCSU student	.432	37	.502	0-1
E4	SCSU professor	.108	37	.315	0-1
E5	SCSU Website	.108	37	.315	0-1
E6	SCSU Center for International Studies	.081	37	.277	0-1
E7	SCSU Admissions Office	.054	37	.229	0-1
E8	SCSU Graduate Studies Office	.081	37	.277	0-1
E9	Study in the USA catalog	.135	37	.347	0-1
E10	Study in the USA online (Internet)	.081	37	.277	0-1
E11	Internet search	.243	37	.435	0-1
E12	International studies advisor in your country	.108	37	.315	0-1
E13	Friends or family living in Minnesota	.892	37	.315	0-1
E14	Other	.000	37	.000	0

Table 2b

How IEC students discovered the IEC,
 Respondents from Africa
(Ch (Benin, Burkina Faso, Ivory Coast))

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.250	4	.500	0-1
E2	IEC student (former or current)	.250	4	.500	0-1
E3	SCSU student	.500	4	.577	0-1
E4	SCSU professor	.000	4	.000	0
E5	SCSU Website	.500	4	.577	0-1
E6	SCSU Center for International Studies	.500	4	.577	0-1
E7	SCSU Admissions Office	.250	4	.500	0-1
E8	SCSU Graduate Studies Office	.250	4	.500	0-1
E9	Study in the USA catalog	.000	4	.000	0
E10	Study in the USA online (Internet)	.000	4	.000	0
E11	Internet search	.000	4	.000	0
E12	International studies advisor in your country	.000	4	.000	0
E13	Friends or family living in Minnesota	.750	4	.500	0-1
E14	Other	.000	4	.000	0

Table 2c

How IEC students discovered the IEC,
 Respondents from Asia
 (China, Japan, Republic of Korea, Taiwan)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.400	15	.507	0-1
E2	IEC student (former or current)	.467	15	.516	0-1
E3	SCSU student	.400	15	.507	0-1
E4	SCSU professor	.067	15	.258	0-1
E5	SCSU Website	.400	15	.507	0-1
E6	SCSU Center for International Studies	.200	15	.414	0-1
E7	SCSU Admissions Office	.133	15	.352	0-1
E8	SCSU Graduate Studies Office	.200	15	.414	0-1
E9	Study in the USA catalog	.000	15	.000	0
E10	Study in the USA online (Internet)	.067	15	.258	0-1
E11	Internet search	.267	15	.458	0-1
E12	International studies advisor in your country	.467	15	.516	0-1
E13	Friends or family living in Minnesota	.333	15	.488	0-1
E14	Other	.067	15	.258	0-1

Table 2d

How IEC students discovered the IEC,
 Respondents from other regions
(Chile, Turkey)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.333	3	.577	0-1
E2	IEC student (former or current)	.000	3	.000	0
E3	SCSU student	.333	3	.577	0-1
E4	SCSU professor	.000	3	.000	0
E5	SCSU Website	.333	3	.577	0-1
E6	SCSU Center for International Studies	.000	3	.000	0
E7	SCSU Admissions Office	.000	3	.000	0
E8	SCSU Graduate Studies Office	.000	3	.000	0
E9	Study in the USA catalog	.000	3	.000	0
E10	Study in the USA online (Internet)	.000	3	.000	0
E11	Internet search	1.000	3	.000	1
E12	International studies advisor in your country	.000	3	.000	0
E13	Friends or family living in Minnesota	.667	3	.577	0-1
E14	Other	.000	3	.000	0

3. Respondents by country

Table 3a

How IEC students discovered the IEC,
Respondents from Saudi Arabia

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.200	35	.406	0-1
E2	IEC student (former or current)	.343	35	.482	0-1
E3	SCSU student	.429	35	.502	0-1
E4	SCSU professor	.086	35	.284	0-1
E5	SCSU Website	.086	35	.284	0-1
E6	SCSU Center for International Studies	.057	35	.236	0-1
E7	SCSU Admissions Office	.057	35	.236	0-1
E8	SCSU Graduate Studies Office	.086	35	.284	0-1
E9	Study in the USA catalog	.114	35	.323	0-1
E10	Study in the USA online (Internet)	.086	35	.284	0-1
E11	Internet search	.229	35	.426	0-1
E12	International studies advisor in your country	.114	35	.323	0-1
E13	Friends or family living in Minnesota	.886	35	.323	0-1
E14	Other	.000	35	.000	0

Table 3b

How IEC students discovered the IEC
 Respondents from China/Taiwan

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.455	11	.522	0-1
E2	IEC student (former or current)	.546	11	.522	0-1
E3	SCSU student	.364	11	.505	0-1
E4	SCSU professor	.091	11	.302	0-1
E5	SCSU Website	.455	11	.522	0-1
E6	SCSU Center for International Studies	.273	11	.467	0-1
E7	SCSU Admissions Office	.091	11	.302	0-1
E8	SCSU Graduate Studies Office	.273	11	.467	0-1
E9	Study in the USA catalog	.000	11	.000	0
E10	Study in the USA online (Internet)	.000	11	.000	0
E11	Internet search	.364	11	.505	0-1
E12	International studies advisor in your country	.546	11	.522	0-1
E13	Friends or family living in Minnesota	.273	11	.467	0-1
E14	Other	.000	11	.000	0

Table 3c

How IEC students discovered the IEC,
Respondents from the Republic of Korea

(Korea, Bahrain, Peru, China, Iraq, Ivory Coast, Japan, Turkey)

Question		Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.250	4	.500	0-1
E2	IEC student (former or current)	.250	4	.500	0-1
E3	SCSU student	.500	4	.577	0-1
E4	SCSU professor	.000	4	.000	0
E5	SCSU Website	.250	4	.500	0-1
E6	SCSU Center for International Studies	.000	4	.000	0
E7	SCSU Admissions Office	.250	4	.500	0-1
E8	SCSU Graduate Studies Office	.000	4	.000	0
E9	Study in the USA catalog	.000	4	.000	0
E10	Study in the USA online (Internet)	.250	4	.500	0-1
E11	Internet search	.000	4	.000	0
E12	International studies advisor in your country	.250	4	.500	0-1
E13	Friends or family living in Minnesota	.500	4	.577	0-1
E14	Other	.250	4	.500	0-1

Table 3d

How IEC students discovered the IEC,
 Respondents from other countries
 (*Benin, Burkina Faso, Chile, Iraq, Ivory Coast, Japan, Turkey*)

	Question	Mean	<i>n</i>	Standard Deviation	Answer Range
E1	Intensive English Center Website	.333	9	.500	0-1
E2	IEC student (former or current)	.222	9	.441	0-1
E3	SCSU student	.444	9	.527	0-1
E4	SCSU professor	.111	9	.333	0-1
E5	SCSU Website	.444	9	.527	0-1
E6	SCSU Center for International Studies	.333	9	.500	0-1
E7	SCSU Admissions Office	.111	9	.333	0-1
E8	SCSU Graduate Studies Office	.111	9	.333	0-1
E9	Study in the USA catalog	.111	9	.333	0-1
E10	Study in the USA online (Internet)	.000	9	.000	0
E11	Internet search	.444	9	.527	0-1
E12	International studies advisor in your country	.000	9	.000	0
E13	Friends or family living in Minnesota	.778	9	.441	0-1
E14	Other	.000	9	.000	0