

Levels of Cultural Activity: Differences by Type of Roommate

by

Holly A. Minson

Thesis submitted to the Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

MASTER OF ARTS IN EDUCATION

in

Higher Education and Student Affairs

APPROVED:

Joan B. Hirt, Chair

Gerard J. Kowalski

D. David Ostroth

May 2000

Blacksburg, Virginia

Key Words: Cultural Activity, Roommate Pairings

Levels of Cultural Activity: Differences by Type of Roommate

Holly A. Minson

(Abstract)

One recent trend in colleges and universities across the nation is the internationalization of higher education. This internationalization has taken form in two different areas: (a) the curriculum and (b) the co-curriculum. The curricular realm has responded by offering additional or new programs in languages and area studies as well as opportunities to study abroad. The co-curricular realm has also responded in the construction of international centers, and the development of international-style programming and international theme housing.

One component of the co-curricular realm, international theme housing, has enabled American students to experience a living arrangement with a cross-cultural focus. Researchers have explored the impact this type of arrangement can make in the lives of students during their college career. However, no extensive research has been conducted to see if a connection can be made between roommate pairings and cultural activity.

The purpose of this study was to examine the cultural activity of two groups of American students. Cultural activity was defined in this study as: (a) a focus on international issues in academic work, (b) establishing and maintaining relations with non-American people, and (c) participating in events with an international theme. The two groups of students included Americans with International Roommates and Americans with non-International Roommates. The study compared the levels of cultural activity between participants in the two groups.

To discover the differences in cultural activity between these two groupings of students, a series of logs were created for participants to record their daily activities. These logs included sections for participants to record classes, assignments in classes, use of media, social interactions, and social activities. The researcher recruited 30 participants (15 participants with an international roommate and 15 participants with a non-international roommate) to complete these logs. Data were collected over a two-week period. Participants were also asked questions in an exit interview.

Results revealed only limited differences in the levels of cultural activity between the two groups. The findings suggest that living with an international student does not promote higher levels of cultural activity among American college students.

TABLE OF CONTENTS

Abstract	ii
Table of Contents	iv
List of Tables.....	vi
List of Appendices	vii
Chapter 1 Introduction.....	1
Purpose of the Study	5
Research Questions	6
Significance of the Study	6
Limitations of the Study	7
Organization of the Study	8
Chapter 2 Literature Review	9
Knowledge of International Issues	9
Interaction with People	13
Participation in International Activities	15
Living Arrangements of American and International Students	18
Chapter 3 Methodology	20
Sample Selection	20
Apparatus	22
Data Collection Procedures	26
Trustworthiness and Authenticity	27
Data Analysis Procedures	28
Chapter 4 Results	32
Changes in Data Collection Procedure.....	32
Description of the Sample	33
Results	35
Chapter 5 Discussion of the Results.....	44
Discussion	44
Relationship of the Findings to Prior Research.....	49
Implications for Future Research and Practice.....	51

Limitations	54
Conclusion.....	55
References	57
Appendices	61

LIST OF TABLES

Table 1: Demographic Characteristics of Participants	34
Table 2: Cultural Activities of Students Rooming with International Students.....	37
Table 3: Cultural Activities of Students Rooming with non-International Students	39
Table 4: Comparison of Activities Between IRs & NIRs	41
Table 5: Results of Exit Interviews	42

LIST OF APPENDICES

Appendix A: Letter to IR Participants	62
Appendix B: Screening Protocol for Possible Participants	64
Appendix C: Flier for NIR Participants	66
Appendix D: Sample Blank Log	68
Appendix E: Sample Completed Logs	74
Appendix F: Questions Asked in Exit Interviews	80

Chapter One

Introduction

College and university campuses across the U.S. have been charged with internationalizing higher education in recent years. This charge has been made in response to the increasing demands made by stakeholders (e.g., parents, government officials, employers) in higher education to produce students who meet the demands of a more global society. These demands include cross-cultural communication skills, fluency in foreign languages, and a global outlook towards other cultures (Pickert, 1992).

The concept of internationalizing the campus is a relatively new paradigm shift for many colleges and universities. Although many stakeholders have made the claim that this shift is important, no mandate by government to pursue the direction of internationalization has been drafted. This has allowed institutions of higher education the opportunity to discover how they choose to respond to the definition of internationalization on their particular campus (Altbach & Peterson, 1998).

Several components of the college campus have traditionally been called upon to internationalize their offerings. One such area involves the curriculum. Courses have been added to reflect perspectives outside the American culture. Traditional curricula have been expanded to include international dimensions. Technology is utilized to connect students in the classroom with activities and events in the world (Pickert, 1992).

The curricular realm has also responded to this charge with offerings in area studies and language studies and in work and study abroad programs. Sharma and Mulka (1993) explain that area studies provide key historical information on other cultures whereas language studies provide a basis for communication with other cultures. Through work and study abroad programs, students can apply what has been learned in the classroom (i.e., language and area studies) to an actual cross-cultural experience.

One of the greatest calls for curricular change is found in the foreign language department. Colleges and universities are addressing their policies on general requirements for foreign language. Foreign language departments are also expanding their offerings to include Chinese, Japanese, and Arabic and other non-traditional foreign languages. Administrators are

expanding the definition of internationalized education to include language requirements for students in the U.S. (Altbach & Peterson, 1998).

International programs have also made great strides in the internationalization of higher education. These programs are typically provided to promote cross-cultural communication and interaction. One such program is the opportunity for cultural exchange. Exchanges can be arranged for students both locally and internationally. These exchanges afford students the opportunity to travel to a destination outside the American culture (Berry, 1987).

Faculty exchanges for educational and research purposes have also increased in recent years. Faculty members often choose to go abroad as a means of improving or developing language skills and increasing their global awareness. Government-sponsored organizations such as the Fulbright Program assist faculty in their pursuits to teach or study overseas (Pickert, 1992).

Stakeholders in the internationalization of higher education are interested in the success of their efforts. To that end, assessment has been conducted on the outcomes derived from the internationalization of higher education. Several instruments have been created to measure if the internationalization of the curriculum is affecting students in a positive way. For example, the Survey of Global Understanding was created to measure college students' knowledge and beliefs of the world (Barrows, 1981). Survey instruments have also been created to test students' cultural awareness and what is being learned in the classroom about international issues (Sharma & Klasek, 1986).

Cultural activity is one outcome that promoters of internationalized education hope to achieve (Sharma & Mulka, 1993). Cultural activity can be defined as interaction with people and knowledge of and participation in events outside the American culture. Students can achieve cultural activity by participating in activities and programs provided by curricular experiences as well as co-curricular experiences.

The co-curricular realm has responded to the call to promote cultural activity by providing services for students. One response has been the establishment of international programs. This includes not only the creation of international student centers but also programs that deal specifically with the needs and interests of international students. The development of an international program provides "a laboratory for learning how to live and interrelate in a complex world" (Spees & Spees, 1986, p. 6).

Another component of the co-curricular realm, residential hall arrangements, have established a niche in promoting cultural activity among students by creating theme housing units (Saidla & Grant, 1993). Theme housing is a specialized program that combines an academic component or intentional (theme) program of activities with a personal development component. Academic courses as well as non-credit activities are created for residents that reflect the goals of the specific type of theme housing. Each resident who chooses to live in this type of housing agrees to participate in the activities provided (Schein & Bowers, 1992)

Some theme housing programs find students grouped by academic major, religious affiliation, interest in substance-free living, or ethnic background. In each of these groupings, the students choose a living option based upon a connection with the theme. As a result, community is developed among the residents. Development of community is one of the outcomes associated with theme housing (Schein & Bowers, 1992).

Other outcomes are also associated with theme housing. For example, identification with the university is one outcome mentioned by residents of theme housing. The creation of living options based upon students' interests and background relays a perception that the institution understands student needs. The result of having various living options creates for students a connection with their university.

Retention is another outcome associated with residents of theme housing. Research has suggested that higher levels of faculty-student interaction and greater satisfaction with the social interaction and peer support found in theme living arrangements promote retention among students. Students who participate in theme housing make a commitment, both academically and socially, to take part in the experience in its entirety (Pike, Schroeder, & Berry, 1997).

International housing is one form of theme housing offered on many campuses across the country. This form of theme housing pairs roommates from different cultures, typically one international student and one American student. For the international student, this arrangement provides assistance in adjusting to the campus and American culture. For the American student, this living option provides first-hand exposure to living in a global society. (Saidla & Grant, 1993).

Often, programs, events, and services are designed to promote further interaction and understanding among the residents in international theme housing. The academic component of

this living option often includes forums, tutors, and discussion groups that deal with international issues. The personal development component incorporates peer mentoring, cultural shows and displays, and conversational hours in which both American and international students can participate. Both the academic and personal development components encourage an atmosphere of cross-cultural exchange (Reiff, 1986).

To explore the dynamics of theme housing and its participants, research has been conducted in several areas. Some studies have looked at the students who participate in theme housing and the outcomes associated with involvement in theme housing. Involvement refers to the student taking an active role in the learning experience. For example, students were interviewed about their experience in an all-freshman living option. When questioned about class involvement based upon the theme housing model versus the traditional classroom model, students experienced higher levels of involvement as a result of participating in the theme housing model (Schein & Bowers, 1992).

Studies on persistence in theme housing were also conducted on students living in an all-freshmen hall. Persistence is the concept that students continue or persist in their academic endeavors to graduation. Data about persistence had been gleaned from student grade reports as well as student satisfaction surveys. While participation in all-freshman theme housing did not directly improve student persistence, it indirectly enhanced the student's awareness of faculty-student interaction which might have influenced persistence (Pike, Schroeder, & Berry, 1997).

While research on theme housing is fairly extensive, studies on international theme housing are limited. Sharma and Mulka (1993) looked at the influence of internationalized education on cultural awareness and international understanding. Approximately 2,400 students completed questionnaires evaluating attitudes in worldmindedness (i.e., knowledge of international issues), international career aspirations, cultural pluralism, and political liberalism. Results revealed that students who reside on campus between one and five semesters exhibit higher levels of cultural acceptance and understanding than those students who live on campus for six semesters or more. The study is unclear, however, as to whether the students who exhibited higher levels of cultural activity and international understanding resided in international theme housing.

Research has also been conducted on students who did participate in international theme housing. Specifically, roommate understanding and rapport were examined (Saidla & Grant, 1993). Roommate pairs from traditional residence halls and from international theme housing units were investigated. Each roommate completed two questionnaires that elicited data about interpersonal relationships and roommate rapport. The results showed that both types of roommates (i.e., traditional and international) reported moderate to high levels of roommate rapport but American/International pairs scored lower than American/American pairs on intimacy, trust, and understanding. While this research is beneficial to those interested in the level of rapport between international students and American students, the study did not explore the issue of cultural activity.

In summary, campuses across the nation have been working to internationalize higher education. In the curricular realm, the expansion of subject matter to include an international theme has occurred. In the co-curricular realm, programs and services with an international theme have also been established. One such program that has been established in the co-curricular realm is international theme housing. This type of housing has been investigated with respect to its effectiveness in roommate rapport and understanding. However, no study has been conducted that compares American participants living with internationals and American participants living with non-internationals and the level of cultural activity that exists for those participants. The present study was designed to address this gap in the existing body of literature on the issue of cultural activity.

Purpose of the Study

The purpose of this study was to explore the differences in cultural activity levels of Americans residing with international students with Americans living with non-international students. Students' levels of cultural activity were compared according to their rooming arrangement. The two types of rooming arrangements included: (a) American students with International Roommate (IRs) and (b) American students with Non-International Roommates (NIRs). Cultural activity was defined as interaction with people and knowledge of and participation in events outside the American culture.

Data were collected through two means. The first method asked participants to record their daily activities in a log. The second method elicited participants' opinions on cultural activity during the exit interview.

Research Questions

This study explored the issue of cultural activity among two types of residents (i.e, IRs and NIRs). Specifically, the study examined the following research questions:

1. What is the level of cultural activity of American students who room with international students (IRs)?
2. What is the level of cultural activity of American students who room with students other than international students (NIRs)?
3. What are the differences in the levels of cultural activity between IRs and NIRs?

Significance of the Study

The present study was significant for both future practice and future research. In terms of practice, the study was beneficial to several audiences. Residence life staff in charge of housing programs that have international students and American students living together might benefit from the results of this study. The results provided staff with information on how housing arrangements affect cultural activity. Staff might use this information to evaluate the influence of certain housing units on the cultural activity of American students.

Faculty who are interested in international affairs might benefit from the results of the study. The study might inform them about the effects that living with international students has on American students. Such information may help faculty discern the validity of incorporating roommate pairings of American and international students into their academic strategic plan.

The research also might benefit other student affairs officers involved with international programming. The results shed light on the levels of cultural activity among participants in various types of living arrangements. This information may serve as a springboard to promote other types of programming related to international issues.

Additionally, current students might benefit from the findings of the study. The results provided clues as to the level of cultural activity among students who live with international students versus those who do not live in such rooming arrangements. Students might use the results to determine if they wish to live with an international student.

Prospective college students may find these results informative. The results revealed the levels of cultural activity among students living in two types of roommate arrangements. Prospective students might use this information to decide whether they wish to apply for an international roommate when they matriculate.

Future studies could also be conducted as a result of this research. The current study was conducted at Research I university. Other scholars may explore levels of cultural activity among residents at other types of schools (e.g., liberal arts college, state comprehensive university). Such a study might reveal whether there are differences in levels of cultural activity among residents at different types of institutions.

Another future study could compare the levels of cultural activity found between males and females who live with international students. This study did not compare the responses of participants by gender. It might be interesting to investigate the issue of gender differences with respect to cultural activity.

A study that explored cultural activity by class standing (e.g., sophomores, juniors), might also be a significant contribution to the literature. Again, the present study did not analyze results by class standing. A study that examined differences in cultural activity class standing might reveal whether the level of activity varied based upon years in college.

Limitations of the Study

As with all research, the present study was not without some limitations. The first limitation related to the sample. All participants in the study were from a single institution. It is possible that students on this campus differed in some important way from students at other campuses. If so, the results might have been influenced.

A second limitation also relates to the sample. Almost 85% of on-campus students at the institution where the study was conducted are first and second year students. While the researcher took steps to incorporate participants in her sample of all class years, it is possible that the results generalize to an audience of only first and second year students. Thus, the results might have been influenced.

Another limitation was the instrumentation used in the study. The instrumentation was developed by the researcher. While steps were taken to ensure the authenticity and

trustworthiness of the data, it is possible that the instruments did not accurately or adequately measure cultural activity. If this occurred, the results might have been influenced.

A final limitation in this study was related to the nature of the data. All data provided in the study were self-reported. It is possible that participants were less than candid in their responses regarding cultural activity. If this occurred, the results of the study may have been influenced.

Despite these limitations, however, the study was an important, initial exploration of a topic that has not been previously explored. This study examined the relationship between cultural activity as it relates to roommate assignment. Other studies have examined other variables to compare cultural activity but little research has been conducted on the relationship between roommate pairings and activity as it relates to culture.

Organization of the Study

This study is organized around five chapters. Chapter One introduced the study as well as its purpose, research questions, and significance. Chapter Two examines the literature available on the subject of cultural activity. Chapter Three describes the methodology of the study, including sampling techniques and procedures used to collect and analyze the data. The fourth chapter reports the results of the study while the fifth chapter discusses those results and their implications for future practice and research.

Chapter Two

Literature Review

The present study was designed to measure levels of cultural activity among participants in three areas, so it was necessary to examine literature in those three areas. Cultural activity was defined as interaction with people and knowledge of and participation in events outside the American culture.

This chapter is divided into four sections. First, the literature involving knowledge of international issues is examined. Next, research on interaction with peers outside the American culture is described. The third section describes literature as it relates to participation in cultural events. Since the study examined levels of cultural activity among Americans with different types of roommates, the final section in this chapter includes research on living arrangements of American and international students.

Knowledge of International Issues

Knowledge of international issues is one way that students' levels of cultural activity can be assessed. This knowledge can be gained from in-class experiences that relate to international issues.

Students' feelings toward an international curriculum may be influenced in several ways. First, students who come from institutions that stress internationalization inside and outside the classroom often score high on scales that measure attitudes towards international education. Attitude indicators include empathy toward other cultures, knowledge of the native culture, career aspirations to work internationally, and participation in international activities. (Sharma & Klasek, 1986)

Students also respond differently to international education based on the number of semesters they have lived on campus. Students who live one to five semesters on campus are more likely to be responsive to international education than those who have lived on campus six semesters or more. Freshman and sophomore year students, as a result, are more likely to pursue study abroad opportunities and have a heterogeneous circle of friends than are students in their junior and senior years (Sharma & Mulka, 1993).

Academic majors can also influence attitudes toward international education. In one study, alumni from various departments at a large, research university were surveyed. Graduates

from human ecology and social science programs responded favorably to cultural issues because of the emphasis placed upon internationalization in those particular programs. (Richardson, 1993).

One type of academic program that frequently includes an international focus is foreign language. Student attitudes regarding foreign language are reflected in statistics of enrollment and retention in foreign language courses. In 1987, approximately 74% of all college freshmen had studied a foreign language in high school. However during that same year, only 7.8% of college students enrolled in language courses. Reasons for low enrollments included a lack of preparedness in high school for college-level language classes and apathy towards learning a second language. (Pickert, 1992)

Subsequent studies have been conducted to probe into student apathy towards learning another language. English (1996) asked 450 seniors at a four-year institution whether studying a foreign language should be required of all students. While a majority of participants reported that studying a foreign language should not be a requirement, it was suggested that instruction of foreign language in high school be improved. Students claimed that they might have enrolled in foreign language courses in college if they had gained a better grasp of the language after completing language classes at the high school level.

Other studies have looked at the positive effects of foreign language on academic programs. One study explored a new degree offering that required courses in a foreign language. Participants in the business department of a small mid-Atlantic university were included in the sample. They provided information about their background in foreign language from high school, degree plans and use of foreign language in the future, and attendance at international education activities as a result of studying a foreign language. Of the 305 participants, a majority entered the university with some background knowledge of a foreign language. The foreign language requirement in the business department increased their interest in studying a foreign language. Over 1/3 of those surveyed plan to major in language and business. Finally, results indicated that increased study of foreign language for participants increases the likelihood that they will participate in international education activities (Miller & Grimes, 1991).

The relationship between motivation for studying a foreign language, personal fulfillment, and gender and ethnicity has also been explored. A sample of 50 German and

Spanish language students at a Western community college were surveyed on their motivations for studying a foreign language, gender, ethnicity, and perceptions of the quality of foreign language instruction at the institution. Participants ranked personal fulfillment as the highest criteria for wanting to enroll in a foreign language course (91.8%). Other motivations such as travel (54.1%) and prestige (31.1%) were also reported. According to the study, there were no differences by gender and ethnicity in the personal fulfillment responses for taking foreign language. Finally, the quality of foreign language instruction greatly affected the level of personal fulfillment experienced by participants in the courses. Those who study a foreign language report a high level of personal satisfaction from completing language classes (Thot, 1996).

Other academic programs such as ethnic and gender studies also promote levels of cultural awareness among college students. One study was conducted on 25,000 students at 217 four-year institutions over a four-year period. Results revealed that students who choose to enroll in courses that emphasize cultural diversity (such as ethnic and gender studies) are more committed to establishing racial harmony and more content with student life in general. Also, students who participate in active discussions on gender, race, and ethnic issues are less likely to drop out of school than those students who do not engage in these types of discussions. The researcher found that these discussions contribute to the overall academic development of the student in the areas of general knowledge, listening and writing skills, public speaking, and in preparation for graduate studies (Waugh, 1993).

Another measure of college students' cultural activity is their knowledge of global issues. Barrows' (1981) study on the knowledge base of university students regarding international issues provided a first look at what students understand about global issues. His instrument, the Survey of Global Understanding, sought to measure students' feelings towards learning about other cultures and their knowledge of international art, music, history, current events, and foreign language. Of the 3,000 students who participated in the study, only 50% of college seniors answered questions on world affairs correctly. The scores for college freshmen were even lower (40%).

When the study was replicated six years later, student scores seemed to improve. Three hundred and forty (340) participants were selected from the freshman and senior classes of a Midwest university and asked to complete the modified Global Awareness Survey in the 1985-

1986 school year. Overall, results showed that both freshmen and senior scores improved ten percentage points from the test scores in 1980 (Woyach, 1988).

Several variables of the test takers were analyzed in the hope of explaining the rise in test scores. A comparison of academic majors among the participants showed that those in the Humanities, Math, and Physical Sciences scored significantly higher than those in Education, Social Work and Social and Behavioral Science majors. Also, background characteristics of the participants relayed information on which students scored higher on the test. For example, men scored higher than women did. Also, students who had either traveled abroad or studied a foreign language scored significantly higher than those students with no background in foreign travel or language. Finally, the six subsets of questions on the Global Awareness Survey were compared in terms of which section students most often scored the highest. The section related to Third World development received the highest scores among the participants. The section on which students earned the lowest scores was related to international art, religion, and history (Woyach, 1988).

A similar study was conducted using Barrow's (1981) Survey of Global Understanding that compared Japanese and American students' knowledge on world affairs. Participants provided background information and completed surveys on current global issues, attitudes towards topics such as war and human rights, and multiple-choice questions about their knowledge of world issues. The test was administered to 50 freshman and 50 seniors in American and Japanese colleges. Results indicated that in terms of knowledge about world issues, Japanese students are more knowledgeable but only by a small increment. While this study sought to show how the Japanese educational system must be expanded to include internationalization of higher education, researchers remarked that the American students' relatively high scores in this study are a result of increased efforts to internationalize the nation's curriculum (Cogan, Torney-Purta, & Anderson, 1988).

Barrows' (1981) test was also used in a study that looked at students who enroll in community service programs and academic courses that have an international agenda. This study focused on a two-year service learning program that combined four academic units with a community service project in Jamaica. The researcher wanted to discover if participation in academic coursework that included an international service project increased the level of

international understanding among participants. The participants in this program completed the Survey of Global Understanding and their scores were compared against two other groups: (a) service, no learning (i.e., group that did community service but no academic coursework) and (b) no service (i.e., group that had no prior service learning experience). Results showed a statistically significant difference in international understanding between the group which had both the service learning and academic components versus the groups that had either just service or no prior exposure to service learning. Those who experienced both the service and the learning components scored significantly higher on measures of international understanding (Myers-Lipton, 1996).

Interaction with People

Interaction with people is another indicator of how students' cultural activity can be measured. This measure involves contact with and development of relationships with individuals who reside outside the students' native culture.

Studies have examined the attitudes of students toward peer relationships. Results revealed common patterns among students who seek to find and make friends who are like themselves. Building relationships with people who share similar views and interests allows for identification within a certain peer group. Members of these groups, as a result, are more likely to be empathetic and sympathetic to those inside the group rather than outsiders or those who do not share similar views and interests (Globetti, Globetti, Brown, & Smith, 1993).

Globetti et al (1993) explored student attitudes about friendships with minority students. In a measure of how often majority race students interacted with members of a different race, only one student in four claimed to socialize with someone of a different ethnic identity. Participants in the study claimed they often think it would be good to have interactions with those who are different from themselves but they have trouble initiating such interactions.

This struggle with initiation of social interaction often is associated with differences in worldviews. Students bring various attitudes, worldviews, and values into a cross-cultural encounter. If students believe that students from other cultures do not agree with their attitudes, worldviews, or values, defensive or threatening behavior may result. Thus, students who initiate social interaction must have open minds and must be willing to listen (Broome, 1980).

Several scholars have looked into the barriers that international students face in trying to form relationships with American students. Whetten and Song (1992) conducted interviews with international students at a large, Southern institution on their perceived barriers to communication. Interviewees stated that the apathy shown by American students was the most difficult barrier to overcome. This apathy was explained by participants in a variety of ways that included: (a) lack of knowledge of other cultures, (b) lack of attention shown to international students, and (c) the impatient attitude of Americans toward internationals because of language difficulties.

Whetten and Song (1992) went on to explain that the barriers that exist between the two groups are caused by certain contributing factors. First, because the United States is known to be a technological, highly educated, and wealthy nation, there exists a certain amount of pride in America that is displayed by its citizens. This attitude of superiority expressed overtly and covertly by Americans often relays to the international student an unequal peer relationship. Second, Americans often cite that their reason for not wanting to build relationships with internationals is because they do not know enough about various cultures. The authors quote an international student advisor in response to this barrier who says, “the more you deal with the international students, the more you will find out they are basically the same” (Whetten & Song, 1992, p. 16). Finally, American students are less knowledgeable about geography than their international counterparts. International students find it ironic and frustrating that Americans who come from a nation of immigrants and are a well-traveled society are unfamiliar with the world around them. International students state that they often know more about America than American citizens do.

Despite the barriers that exist between the two groups, international students desire to build friendships with Americans while living in the United States. Studies show that students who desire to build friendships with American students are more likely to reduce the anxieties that are related with living in a foreign country. Also, American students who are willing to participate in building friendships are more likely to develop reinforcement mechanisms that encourage the building of future international relationships (Westwood & Barker, 1990).

Participation in International Activities

Participation in international activities has also been used to examine college students' levels of cultural activity. This area of research focuses on students' willingness to participate in activities that involve an international or cross-cultural exchange. For example, international travel has become a recent indicator of college students' understanding of other cultures. Most often, the measure of college students in regards to international travel has involved participation in a study abroad program. A second measure utilizes participation in clubs or social programs with international students as an indicator of students' experience with cultural events.

Participation in a study abroad experience involves taking academic courses in a country outside the United States. Study abroad programs were established in colleges and universities prior to World War II. The number of students who participate in study abroad programs, however, continues to rise each year. For example, in 1984, an estimated 48,000 students were involved in a study abroad experience. By 1998, the number of students participating in study abroad programs doubled to 90,000 (Hoffa, 1998).

Several studies on study abroad have focused upon the educational impact that such programs may or may not make. One study investigated student perceptions of what they gained from participating in a study abroad program. Participants from 39 states and various institutions who enrolled in a 3-week and 5-week British studies course through a southern university were surveyed. Questionnaires were distributed to participants upon return to the U.S. to evaluate the program. Overall, participants seemed satisfied with the opportunity to live and learn overseas and developed an appreciation of the British culture. However, participants cited homesickness, adjustment difficulties, and age and gender differences as barriers to the experience. Participants suggested that administrators could more adequately prepare students for a study abroad experience if these issues were addressed prior to travel overseas. As a result, the administrators of the program created a manual that addressed student perceptions of the program. They used it as an aid in orientating new students to the British studies opportunity (Gurman, Taylor, & Hudson, 1990).

Another study focused on the degree to which enrollment in a study abroad program impacted participants after the experience and throughout the college career. Participants from a small, liberal arts institution who were involved in a semester-long study abroad experience were

surveyed. These participants participated in a study abroad program in their sophomore year. They were surveyed immediately after their return to the U.S. and again in their senior year. The instrument elicited data about the overall impact the experience made on the students' college experience. Both sophomore and senior respondents reported positive effects as a result of participation in study abroad. Some general categories which respondents listed as growth areas included independence in making decisions, better understanding of a global environment, and increased tolerance of others and their ideas (Cash, 1993).

Students who choose to participate in a study abroad experience cite various effects after completing their overseas course work. University students who study abroad achieve high levels of personal growth. They appreciate other cultures more so than those who do not study abroad. Moreover, study abroad students report high levels of open-mindedness and report higher levels of appreciation for their native culture. Students who study in foreign countries also report a broader heterogeneity of friendships and enjoy travel more than those who do not study abroad (Thomilson, 1991).

Other studies show there is a neutral or negative attitude towards study abroad and international travel. Students often set no goals about what they hope to accomplish from the study abroad experience. This is why oftentimes students struggle overseas with studying a foreign language, maintaining a healthy lifestyle, and dealing with homesickness. Negative attitudes could be alleviated if administrators of study abroad programs encouraged more students to set goals and discussed those expectations with students before the study abroad experience (Rohrlich, 1993).

After the study abroad experience, most students are eager to share their experiences with others. Programs have even been created to assist students in the sharing of their study abroad experiences. One Oregon University, for example, uses study abroad students to share their testimonies with children in local schools and members of local clubs. In 1994, these 93 former study abroad students made 218 such presentations. Students who participated in this program remarked that sharing their experiences helped them re-enter American life after living abroad (Mills & Campbell, 1994).

Participation in cultural activities also influences college students' level of cultural activity. While this is an indicator of cultural activity, students vary in their attendance of

international activities. Rates of participation in international activities are also influenced by race and gender. In a survey conducted on freshmen about their level of participation in cultural events, 27% of non-white male students report attending events outside their own culture. Only half as many White males, on the other hand, attend such events. Because White males represent the majority culture on college campuses, activities varying from the majority culture are less emphasized and thus, less important. As a result, White students report they are less apt to want to participate in activities that lie outside the majority culture (Flacks & Thomas, 1997).

In an effort to address students' lack of participation in international activities, one institution rewrote its mission statement to include diversity issues. Part of this mission included the creation of an international club and a theater group that addressed multicultural issues. This initiative sparked interest in activities and attitudes changed as a result, according to institutional assessment (Clements, 1997).

Studies that focus on intercultural programs and students' attitudes towards other cultures also have been conducted. One study in particular focused on an international volunteer program that brought together American and International students for discussions about global issues. Participants from a Western university took part in either a group discussion, a one-on-one discussion, or in a control group discussion. Attitudes of participants' cultural sensitivity on several issues and their sense of responsibility towards other cultures and peoples involved were evaluated. Results indicated that participants' understanding of other cultures is increased through active discussion in groups. Also, participants who once thought of issues from an American perspective began to make applications from a global perspective. The researchers reported that participants in the group discussion cite higher levels of international awareness than those in the one-on-one discussions. This was due to the variety of opinions and topics that were discussed in the group setting versus the one-on-one encounters (Bideshi & Wiseman, 1992).

The involvement of international and American students in a peer-mentoring program has also been explored. This program matched international students with American mentors and each pair was responsible for meeting twice a month for either academic or social reasons. Participant pairs during the 1984-1987 school years were included in a longitudinal study that measured their reactions to the program (Westwood & Barker, 1990).

While the study's focus was on the effects of peer mentoring on international students, results from the host students' perspective were extracted. Overall, a positive relationship was established between participation in the peer-mentoring program for the American student and continued participation in cultural activities. Some benefits listed by American student mentors included establishing friendships of an international nature, developing a spirit of service and hospitality to the global community, and increasing consideration for international career opportunities and study abroad opportunities (Westwood & Barker, 1990).

Living Arrangements of American and International Students

Analysis of living arrangements in a college setting provides a means by which to measure cultural activity. The living arrangements of American students with students of other ethnic and racial backgrounds have been investigated extensively over the past three decades.

Marion and Stafford (1975) examined how residence hall proximity affected American students' international attitudes, interactions with students outside their culture, and international activities. The researchers used an international-theme residence hall as the location to gather their sample. Two groups of participants were selected for the study: those who lived in proximity to foreign students (i.e., next to or across from foreign students) and those who did not live in proximity to foreign students (i.e., down the hall or different sections of the same floor). Each group was asked to complete questionnaires that asked about students' participation in international activities, exposure to international students, and measurement of their foreign travel experiences.

The results revealed some interesting findings. First, international attitudes for the two groups were not affected by living in an international theme residence hall. Thus, Marion and Stafford (1975) argued that participants operated on a more nationalistic level than internationalistic level. Second, participants who live in proximity to international students are more apt to interact with international students versus those who do not live in proximity with international students. Also, roommates of international students are more apt to participate in international activities than those students who do not have an international roommate. Finally, the researchers found that a background in foreign travel does not affect the amount of interaction participants have with international students (Marion & Stafford, 1975).

In Saidla and Grant's (1993) study of American and International roommate pairings, roommates were asked to rate their international or American roommate about how well they communicated with one another (i.e., roommate rapport and understanding). Two groups of roommates were studied: American/International roommates and American/American roommates. The results revealed that American/International roommates exhibit high levels of communication with one another. The pairs score high in understanding of one another but not in daily rapport. The American/American pairs score significantly higher in both understanding of one another and in daily rapport.

Research has revealed that there are differences in levels of cultural activity among different types of students. These differences are a result of varying degrees of knowledge of international issues, participation in cultural events, and interaction with people of other cultures and backgrounds found in today's college students. Research has suggested that these variables can measure students' level of activity. However, little research has been done on cultural activity that compares students who choose to live with an international student versus those who do not choose to live with an international student. The present study sought to address this gap in the existing body of literature.

Chapter 3

Methodology

This study was conducted to examine differences in levels of cultural activity among two groups of American students. The first group consisted of American students who roomed with international students (IRs). The second group consisted of American students who roomed with students other than international students (NIRs).

For purposes of this study, cultural activity was operationalized as: (a) a focus on international issues in academic work; (b) establishing and maintaining relations with non-American people; and (c) participating in events with an international theme. Specifically, the study was designed to answer the following research questions:

1. What is the level of cultural activity of American students who room with international students (IRs)?
2. What is the level of cultural activity of American students who room with students other than international students (NIRs)?
3. What are the differences in the levels of cultural activity between IRs and NIRs?

Sample Selection

The sample was drawn from students enrolled in a large, public, research institution located in a mid-Atlantic state. Thirty (30) students from the institution were recruited and selected to participate in the study. Of the 30 participants, 15 were IRs and 15 were NIRs.

IR and NIR participants had to meet three criteria in order to be part of this study. The first requirement was citizenship. Because this study focuses on American students, all participants in the study were required to be U.S. citizens or permanent U.S. residents.

The second requirement involved participants' living options. All participants were required to be living on campus. This requirement was necessary to ensure that participants lived under similar circumstances and were exposed to similar opportunities. This controlled for differences that might have occurred had participants been both off-campus students and on-campus students.

The third requirement focused on participants' status in school. To be eligible for the study, both IRs and NIRs were required to have undergraduate status. Having this status ensured

that there was no mix of graduate and undergraduate students in the target population. This also ensured that the participants would share similar experiences.

To recruit the IRs, the researcher distributed letters to Americans who roomed with international students. The researcher worked with Residence Life administrators to gather a list of all undergraduate American students who lived with undergraduate international students in the 8,100-bed housing system on campus. The letter explained the purpose of the study was to examine students' activities and their reasons for participating in those activities. The letter went on to explain the expectations of the study for the participants. These expectations included a willingness to attend an orientation session, maintain logs, and participate in an exit interview. If students agreed to meet these expectations, the letter stated that incentives would be offered. The letter then asked interested participants to call the researcher for further information. A copy of the letter to potential IR participants can be found in Appendix A.

When potential IR participants contacted the researcher, they were asked a series of questions to see if they qualified for participation in the study. First, potential participants were asked if they were US citizens or permanent residents, if they had an international roommate, if they lived on campus, and if they were undergraduates. These questions determined whether the caller was eligible to participate. The researcher also asked callers their roommate's nation of origin. This was to determine if participants were aware of roommates' nationality and understood the difference between international students (i.e., students born, raised, and up to now, living in their native country) and multicultural students (i.e., students of a different nationality but born in the United States such as Chinese Americans).

The next part of the call screened callers' willingness to participate in the activities associated with the study. This involved, first, participation in an orientation session. This was important to ask callers in that the orientation session provided participants the guidelines about how the study was to be conducted. Next, callers were asked about their willingness to log activities for a period of two weeks. This was important in communicating the form of data collection being used in the study as well as eliciting information about potential participants' feelings about using logs. Finally, the researcher asked if callers would participate in an exit interview. The researcher explained to the participant what an exit interview was and the importance of validating the information the participant provided in logs. The researcher also

informed participants that they would be asked four additional questions that related to the study during the exit interview. A copy of the protocol used to screen potential IR participants is provided in Appendix B.

If a respondent was able to say “yes” to each question throughout the screening, they were selected for the study. The researcher screened respondents until 15 IR participants were selected.

The NIRs were recruited through a different process since there were thousands of potential NIRs in the housing system. Flyers were posted in residence halls that did not house large numbers of international students. The flyers explained some of the criteria necessary to be a part of the study. These criteria included being an undergraduate, an American citizen, and living in a residence hall. The flyer went on to explain some of the expectations of the study for the participants. These expectations included maintaining logs of activities for a two week time period. If students agreed to meet these expectations, the flyer stated that incentives would be offered. Students, if interested, were asked to contact the researcher. A sample flier can be found in Appendix C.

When potential NIR participants contacted the researcher, she conducted a screening interview. Each potential participant was asked questions about being a U.S. citizen, the nationality of their roommate, whether they were an undergraduate, and if they lived on campus. This information was necessary to establish if callers were eligible for the study.

The next part of the call screened callers’ willingness to participate in the activities associated with the study. Potential NIR participants were asked the same questions as the potential IR participants (see Appendix B for the screening protocol for both groups of participants). If potential NIRs were able to respond “yes” to each question throughout the screening, they were eligible for the study. The researcher screened respondents until 15 NIR participants were selected.

Apparatus

Two techniques were used to collect data about the level of cultural activity among participants: logs and exit interviews. The techniques were designed to elicit information about respondents’ level of involvement in international activities. Participants were asked to respond in logs and in exit interviews with the researcher about their interaction with non-American

people their knowledge of international events and their participation in events outside the American culture.

The first technique used to measure cultural activity involved logs. The researcher developed a draft log form that enabled participants to track their activities in three areas. The log contained five sections: Classes, Assignments, Media Activity, Social Interactions, and Activities. Each section of the draft log was examined by a panel of experts (i.e., a Higher Education Professor, a Residence Life Administrator and a Student Activities Administrator) to validate the information collected on the log and its effectiveness in measuring cultural activity. The draft was revised to reflect the suggestions made by the experts.

The first three sections of the log elicited information about participants' knowledge of international issues. This knowledge was measured by the sections on the log entitled Classes, Assignments, and Media Activity. The Classes section asked participants to record on a daily basis the classes they attended and information about each of those classes. Three columns were found in the Classes section: (a) Course number and Title, (b) Teacher's name and (c) Topics covered in Class today. In the first column, participants listed courses that they attended on that day by number and title. The next column asked for the name of the professor who taught the course. The third and final column asked participants to give a description of topics covered in the class. For example, a participant attending a history class would record the course number (i.e., HIST 2061), the course title (i.e., American History), the teacher's name (i.e., Plumb) and an explanation of what took place in class (i.e., chronological events of WWI and countries involved). Participants were asked to relay as much information as possible that explained the information covered in the class for that particular day. Some other information that might be highlighted from this example includes: (a) events that led to World War I, (b) key countries and alliances built from the war, and (c) negotiations sought as a result of the war. See Appendix D for a sample of the blank Classes log. See Appendix E for a completed Classes log.

In conjunction with the classes log, participants were asked to generate a listing of assignments and projects due in each course over the semester in the Assignments log. Participants were asked to list these assignments and projects on this section of the log in one sitting. Projects were defined as any activity outside the regular class period that counted toward

the participant's final grade. This could include such things as tests, papers, group projects, class demonstrations, and/or experiments.

The Assignments section of the log had four columns. The first column listed participants' courses by number and title. The second column asked for the type of project (e.g., paper, group project). The third column asked for a description of project. The fourth and final column asked the participant to list the topic selected for an assignment if applicable. For example, if a student had to write a paper for sociology class, the student would record first the course number and title of the sociology class. Under type of project, the participant would list "paper". Finally, the participant would describe that this paper compared two groups by social class. A possible topic listed by the participant might include the analysis of two neighborhoods classified by social class. See Appendix D for a blank Assignments log. See Appendix E for a completed Assignments log.

The second section of the log, Media Activity, was used to record participants' use of media throughout the day. Each time a participant interacted with media, they were asked to record the type of media used, its title, and the subject matter of the media. For example, if a participant watched a film, they would record "Movie" under the column labeled "Type". Next, the title of the film, "Children of the Corn" would be inserted into the log. Finally, the subject matter of the film was recorded. A participant in this example might record that this movie analyzed the influence of cults on society. Other types of media that a participant might record on the log included television shows they watched, newspapers they read, and websites they visited. See Appendix D for a sample of a blank Media log. See Appendix E for a sample of a completed Media log.

The third section of the log was designed to collect data about Social Interactions. In this section, participants were asked to record their interactions with people both inside and outside the classroom. Each time a social interaction occurred, participants recorded five items: the name of the person, the relationship of the participant to the person, the citizenship of the other person, where the contact occurred, and topics discussed in the interaction. For example, if a participant talked with his or her international roommate about something discussed in class, the participant would record the roommate's name and enter the relationship as "roommate." Citizenship of the roommate is noted as International. Students made contact in the dorm room and that would be

the location listed. Finally, they discussed comments that used American slang. Again, the researcher encouraged participants to share as much information as possible about what was discussed during each contact. See Appendix D for the blank log and Appendix E for the sample completed log. Other types of contacts participants may list include a classmate, friend, family member, or professor.

To highlight the activities participants were involved in outside of class, the Activities section of the log was created. This section asked participants to record each of their activities outside of classes during the day. For each activity recorded, the participant noted the name of the activity, the reason for attending the activity, and what occurred at the activity. For example, if a participant attended a safe sex program in the residence hall that his or her RA sponsored, the respondent would list the title of the program as a Safe Sex program. Next, the participant would record the reason for going: because the RA asked if the participant would like to attend. Finally, the participant would outline the specifics of the program. This could include statistics about safe sex, the effects of unprotected sex, or recording a question the participant asked about the safety of condoms. Other activities that could be listed in this section of log include: club meetings, library visits, and jobs. A copy of the blank log form can be found in Appendix D. A sample of a completed log is provided in Appendix E.

The second technique used to collect data consisted of a series of questions to which participants responded during the exit interview. During the exit interview, participants were asked to respond to four questions that related to cultural activity. The questions related to the three factors used to measure cultural activity in the study and responses were used to supplement data collected via the logs. The researcher took extensive field notes of the participants' comments during the exit interview in order to extract quotes that could supplement the data collected in the logs. A copy of the questions asked in the exit interviews appear in Appendix F.

The first question asked the participants to describe how knowledgeable they were about international issues. This item supplemented the logs that elicited information about classes, assignments, and the use of media. It was designed to collect additional information about participants and their knowledge of international events.

The next question asked about peer relationships. Participants were asked to share whether they had built friendships with any international students while in college. This item supplemented the logs that elicited information about social interactions. It was designed to elicit additional information about participants and their interaction with non-American people.

The final two questions elicited additional information about participation in international events. One question asked students about their participation in international activities. Participants were asked to reflect upon the past year and if they had attended any international activities in that time period. International activities could be events with an international theme or events with international students in attendance. This question supplemented the Activities log in providing additional information on participants' experiences in activities with an international theme.

To gather additional information about international activities, the researcher asked participants about their international travel experience. This question asked about participants' previous travel experience and their willingness to travel outside America. Specifically, participants were asked if they had ever traveled outside the U.S., where they had traveled, and what influenced the participant to go. If the participant had not traveled abroad, then the participant would explain if he or she had ever considered traveling abroad. This item supplemented the Activities log. This question was designed to provide additional information about participants' experiences in activities with an international theme that and was not asked in the Activities log.

Data Collection Procedures

Prior to the study, the researcher sought permission to conduct the study from the Institutional Review Board for Research Using Human Subjects at the school where the study was conducted. Permission was granted before data collection commenced.

The study began with an orientation session. All selected IRs and NIRs were required to attend an orientation session. The purpose of the orientation session was to explain what was involved for participants in this study. Two orientation sessions were scheduled on January 30 and February 1, 2000 to accommodate the participants' schedules.

The 60-minute orientation session began with potential participants signing in on a roster sheet. The roster sheet asked for name and contact information such as phone number and e-mail

address. After the information was filled out on the roster, each student was handed a sample of blank logs and completed logs and was asked to sit with the group until all participants scheduled to attend the session had signed in.

After all students had signed in and received sample logs, the researcher introduced herself and explained the purpose of the study. The researcher then asked for students to direct their attention to an overhead transparency that had an example of a completed log on it. The researcher explained how to complete each section of the log and gave examples of sample entries. The researcher also explained that the logs would be kept on a daily basis for fourteen (14) days from February 2-16, 2000.

Once the logs were explained, the researcher discussed the exit interview and its two-fold purpose. Students were instructed that this 30-minute time period would be used to check responses written in the logs and to ask four questions that related to the study.

After the explanation of the exit interview, the researcher directed the students again to the overhead. A transparency of a timeline related to the data collection was presented. This timeline explained the dates to complete logs, dates to schedule an exit interview, and dates that incentives would be paid. After the timeline was presented, students had the opportunity to ask questions that related to the study. At the end of the orientation session, participants were asked to sign an informed consent form which reiterated the requirements of the study (i.e., completing logs for 14 days and completing an exit interview.)

To promote participation, all participants were paid \$20 for full participation in the study. Part (i.e., \$5) of the incentive was paid to participants at the conclusion of the orientation session if they signed the informed consent form. The remaining \$15 was paid to participants at the conclusion of the exit interview. Those who failed to complete all requirements stated in the contract were asked to return the initial payment of \$5 and were not eligible to receive the additional \$15.

Trustworthiness and Authenticity

The issues of trustworthiness and authenticity are important in qualitative research. Trustworthiness refers to how well the data collected related to the research questions posed in the study (Miles & Huberman, 1994). To enhance trustworthiness in the present study, several steps were taken. First, the researcher conducted exit interviews with the participants to confirm

the accuracy of the data on the logs. This ensured that the data accurately reflected the respondents' activities and experiences.

Efforts to enhance trustworthiness were also addressed in the development of the logs. A panel of faculty were asked to review drafts of the log and exit interview questions. This was done to ensure that the data collected would answer the study's research questions. This form of expert review is a standard measure used to enhance trustworthiness (Miles & Huberman, 1994).

Issues of authenticity were addressed as well in this study. Authenticity relates to accurately portraying to readers the data collected for the study (Miles & Huberman, 1994). Authenticity in the present study was enhanced in three ways.

First, the data in this study were collected in two forms: logs and exit interview questions. Using multiple forms of data to verify participants' responses is one way to enhance authenticity.

Second, participants were contacted halfway through the data collection period. This was done to ensure that participants were recording activities in the logs daily and not waiting until the last day to record their responses. Ensuring that respondents were recording activities daily diminished the possibility that they would forget or omit data, therefore enhancing the authenticity of the data.

Finally, the data collected were indicative of the target population. All college students are involved in classes, social interactions, and activities of some sort. Therefore, any number of participants could have provided the information necessary to the study and the data were not limited to the participants selected for the study. Again, this enhanced the authenticity of the data.

Data Analysis Procedures

An analysis of the data was conducted upon receipt of all the participants' logs and conclusion of all exit interviews. First, the researcher reviewed the logs that recorded the participants' activities.

In the Classes section of the log, the researcher looked at items recorded in the column entitled "Topics Covered in Class Today". The researcher grouped the responses into two categories: (a) topics with an international theme and (b) topics with a non-international theme. An example of a topic with international theme was WWI and the relationship between England and the U.S. An example of a topic with a non-international theme was WWI without mention of the alliance between England and the U.S. This enabled the researcher to calculate the total

number of courses in which participants were enrolled, the total number of class sessions they attended during the data collection process, the total number of topics covered in those class sessions, and the frequency with which those topics contained an international theme.

In the Assignments section of the log, a similar system was used. In this section, participants were asked to list any projects outside of the course lectures for which they would receive credit. The researcher analyzed the “Topic you Selected” column for mention of an international theme. Again, topics were divided into: (a) topics with an international theme and (b) topics with a non-international theme. An example of a topic with an international theme in this section might include writing a paper on communication tactics and the student chose communication patterns of the Middle Eastern family. An example of a topic with a non-international theme in this section might include the communication paper mentioned previously but one written on communication tactics between RAs and residents instead of on the patterns of the Middle Eastern family. This approach enabled the researcher to calculate the total number of assignments reported by participants, the total number of each type of assignment (e.g., test, paper) and the frequencies with which those assignments involved international themes and non-international themes.

In the Media activity section of the log, media contacts with and without an international theme were examined. An example of a contact without an international theme might include a participant recording a movie that discussed cults in society. An example of a contact with an international theme in this section might include the participant watching a film that looked at cults in Asia. The researcher grouped all contacts by type (e.g., newspapers, movies, TV shows). Then, the researcher calculated the frequency with which each type of media contact reflected international themes and the frequency with which media contacts did not involve international themes.

A similar system of analyzing themes was applied in the Social Interactions section of the log. Information elicited by students was analyzed in two ways: (a) citizenship of others with whom participants interacted and (b) topics of discussion.

Contacts mentioned in the citizenship section were grouped into three categories: (a) international contact, (b) non-international contact, and (c) unknown. The total number of

contacts, international, non-international, and unknown, were calculated for each participant in the study.

Topics of discussion in the social interactions section of the log were also grouped into two categories: (a) topics with an international theme and (b) topics with a non-international theme. An example of an interaction with an international theme might involve an e-mail mentioning taking French in the Spring semester. An example of an interaction with a non-international theme might involve a similar e-mail that mentions taking Sociology in the Spring semester. The researcher calculated the total number of topics discussed, the frequency of topics with an international theme and the frequency of topics with non-international themes.

The last section of the log, Activities, was scored in a similar format. Specifically, the researcher looked at comments from the “What occurred?” column for international and non-international themes. For example, a participant might have recorded that she attended a group meeting for a project and the group decided that they would focus their project on the subject of building good relationships with roommates. Because this example did not mention an international theme, this response was recorded under items without an international theme. However, if the participant had mentioned that the topic was on building good relationships with an international roommate, this response was recorded under items with an international theme. The researcher grouped the activities by type (e.g., meetings, clubs, programs) and calculated the total number of each type of activity reported by participants. Then, the researcher calculated the frequency with which each type of activity had an international or non-international theme, and the overall frequency of international and non-international themes among all activities.

Responses of participants to exit interview questions were also used in the analysis of the data. The researcher used field notes taken during the exit interview sessions to extract quotes mentioned by participants about their cultural activities. These quotes were used to validate responses made by participants in the logs.

The information analyzed in the logs and exit interviews were used to answer the research questions posed in the study. The first research question examined the cultural activities of IR participants. To respond to this question, the researcher assigned logs two groups, those from IR and those from NIR participants. Then, the frequency of responses with an international theme and with a non-international theme were calculated in the logs of IR participants.

The second research question examined the cultural activities of NIR participants. To respond to this question, the researcher examined responses on logs from NIRs. The frequency of responses with an international theme and with a non-international theme were calculated in the logs of NIR participants.

The third and final research question examined the differences in the cultural activities of IR and NIR participants. The researcher looked at the completed logs of IR and NIR participants to respond to this question. The total scores derived from the frequency of responses to topics with an international theme and with a non-international theme for each group of participants were compared. This was done to see if any differences existed in responses to the classes, assignments, media, interactions, and events sections of the logs.

In summary, the present study was designed to examine the levels of cultural activity among IRs and NIRs. The methodology described in this chapter was deemed sufficient to respond to the research questions posed in the study.

Chapter Four

Results

The study examined the differences in level of cultural activity by type of roommate. Participants were grouped according to roommate type (international roommate vs. non-international roommate) and recorded their activities for a period of two weeks. This chapter outlines the changes in data collection procedures, a description of the sample, and the results of the study.

Changes in Data Collection Procedure

The researcher revised the data collection procedures described in Chapter Three in some minor ways to accommodate circumstances she encountered while conducting the study. For example, the sample used in the study consisted of 30 students who were targeted according to type of roommate. As highlighted in Chapter Three, participants for the two groups were to be recruited in two ways: letters to the Americans with International Roommates (IRs) and flyers for the Americans with non-International Roommates (NIRs).

Initial plans were to send materials to recruit potential IRs and NIRs prior to the first week of the spring 2000 semester. The materials were not sent at that time for several reasons. Records of student addresses from Residence Life administrators were not available until the first week of classes. Also, the researcher was advised by administrators that sending letters and/or posting flyers would be more beneficial once potential participants were more settled in their residence hall. Initial contact with participants did not begin until January 24, 2000.

Letters to recruit IR participants yielded approximately one half of the needed number participants. In order to ensure a full complement of participants, the researcher placed follow-up telephone calls to all students who received a letter. Potential participants were asked during those calls if they were interested in participating in the study. If there was interest, the researcher conducted the screening protocol to assure these students were eligible to participate in the study. All IRs participating in the study were successfully recruited through these efforts. NIR participants were recruited through the procedures described in Chapter Three.

The delay in securing participants delayed orientation sessions and the start of data collection for some participants. Most participants were oriented on one of the three evenings: February 3, 4, or 6, 2000. All those oriented at these sessions began data collection on February

7. There were 8 participants (4 IRs and 4 NIRs) who began the study after the February 7 start date. These participants contacted the researcher to set up a time for a one-on-one orientation session. Most often, the researcher met the participant in their residence hall to explain the parameters of the study. Each participant was given a timeline specific to their start date and contact information on the researcher. All participants of the study were oriented and logging their activities by February 14, 2000.

Throughout the study, participants were encouraged to contact the researcher. The researcher scheduled two days in the data collection period to contact participants and check on their progress. Several participants did contact the researcher during that time when questions arose and the researcher responded to those questions.

Data collection ended between February 21 and 28, 2000 (depending upon the date data collection commenced). All participants were asked to submit logs at a central location on campus and schedule an exit interview. The submission of logs to the researcher took place over a period of one week. This time enabled participants who began the study at a later date an opportunity to complete and submit their logs in a timely fashion.

Exit interviews were conducted during the week of February 21-28. Each participant met with the researcher during this time period. The researcher first addressed questions regarding responses that were unclear in the logs. Then, the researcher asked participants the four questions designed to elicit supplemental information for the study. The remaining portion of the incentive was paid to participants at the conclusion of the exit interview.

Description of the Sample

The sample drawn for this study was selected according to roommate type. Fifteen (15) participants were selected to represent the IR group (Americans living with Internationals) and fifteen (15) participants were selected to represent the NIR group (Americans not living with Internationals). In these two groups, participants were required to share these three characteristics: (a) American citizenship, (b) undergraduate status, and (c) residing on campus.

While the two groups did share some characteristics, the IRs and NIRs did vary in their demographic makeup. Table 1 highlights the characteristics of the two groups in terms of gender, year in school, and academic major.

Table 1

Demographic Characteristics of Participants (n=30)

Characteristic	IRs (n=15)	NIRs (n=15)	Total
Gender			
Male	8	6	14
Female	7	9	16
Subtotal	15	15	30
Year in School			
1 st Year	12	7	19
2 nd Year	2	4	6
3 rd Year	0	4	4
4 th Year	1	0	1
Subtotal	15	15	30
Academic College			
Agriculture & Life Sciences	1	2	3
Architecture & Urban Studies	2	1	3
Arts & Sciences	2	7	9
Business	5	2	7
Engineering	3	1	4
Human Resources & Education	0	1	1
Natural Resources	1	0	1
University Studies	1	1	2
Subtotal	15	15	30

The IR group consisted of 8 males and 7 females. Of the 15 IRs, 12 were in their first year of college while 2 were in their second year and 1 was in his/her fourth year. Majors varied among the IRs with larger numbers found in the Colleges of Engineering and Business.

The NIR group consisted of 6 males and 9 females. Of the 15 NIRs, 7 were in their first year of college while 4 were in their second year and 4 were in their third year. Majors also varied in the NIR group with the greatest number of students in the College of Arts and Sciences.

Results

The results of the study were collected and analyzed by the researcher. The researcher took each set of logs of the individual participants and sorted the sheets by category (Academics, Media, Social Interactions, and Activities). The researcher counted the total number of responses for each category for each participant and recorded the results on an individual participant summary sheet.

In general, the overall data from the two groups were fairly consistent. The IRs reported a total of 4,849 activities and the NIRs reported a total of 4,911 activities. Among IRs, the total number of activities ranged from 207 in the Assignments section to 1,930 in the Social Interactions topics section. Among NIRs, the total number of activities ranged from 157 in the Assignments section to 1,808 in the Social Interactions Topics section.

There were also limited differences in the number of activities found in each category. As mentioned previously, IRs reported 207 in the Assignments section as compared to 157 reported by the NIRs. Under Class Topics, IRs reported discussing 558 topics versus the 689 topics reported by NIRs. For Media Activity, IRs reported interacting with media 544 times in comparison with 735 reported by the NIRs. Under Citizenship, IRs reported 1,341 responses versus 1,269 reported by NIRs. Social Interactions Topics, as mentioned previously, reported 1,930 topics discussed by IRs versus 1,808 topics discussed by NIRs. Finally, in the Activities section, IRs reported 269 activities in comparison to 253 activities reported by NIRs.

Analysis was based on the total number of activities in each category. To do this, the responses from each participant in each category were assigned to one of two sub-categories: (a) responses with an International Theme (IT) and (b) responses with a non-International Theme (NIT). Direct quotations from the logs were recorded onto the summary sheet. These quotations were used as examples of IT and NIT responses.

The first research question posed in the study examined the cultural activities of students who room with international students (IRs). Table 2 highlights the responses of the IR group.

The Assignments section related to the assignments IRs had to complete for their classes. Of the 207 assignments reported by the IR group, 7 had an international theme (IT) and 200 had a non-international theme (NIT). Responses that reflected the IT included things such as, “Write a paper on a country’s (Brazil) economy” and “How OPEC influenced US foreign policy.” NIT responses from IRs included, “Lab exercise in Microsoft Excel” and “Dissect a pig with a partner.”

In the Classes section, participants listed all the topics covered in their classes during the data collection period. Of the 558 topics listed by the IR group, 37 were ITs and 521 were NITs. IT responses from this group included, “Germany post WWI with rise of Nazism” and “Copper Mining in Chile.” NIT responses included, “the ecology of animal behavior” and “boot floppies.”

In the Media section, the researcher counted the number of different types of media interactions the IRs experienced during the data collection period. Five hundred fifty-four (544) media interactions were recorded by the IR participants. Of the 544 media responses, 23 reflected an IT response and 521 reflected a NIT response. IT responses from this group included, “watched Japanese TV on video” and “Wall Street Journal International Section.” NIT responses included, “Oprah show on makeovers” and “web page on golf tournament scores.”

Under the Social Interactions section, two components were analyzed: (a) citizenship of the person with whom the participant conversed and (b) the topic of the conversation. Of the 1,341 conversations held with IRs, 119 were discussions with internationals, 1,202 were with Americans, and 20 were with people whose citizenship was unknown. Of the 1,341 conversations, 1,930 topics were discussed. Of these, 19 had an international theme and 1,911 had a non-international theme. IT topics for IRs included, “roommate missing her family in India” and “talking with Mom about Dad’s business trip to Japan.” NIT topics for IRs included, “parents sending me grapefruit” and “friend’s plans for Valentine’s Day.”

The final section, Activities, reflected the number of activities IR participants were involved in outside of classes. Of the 269 IR activities, 7 were IT related and 262 were NIT related.

Table 2

Cultural Activities of Students Rooming with International Students (N=4849)

Type of Activity	n	%n	%N
Assignments			
IT	7	3.4	
NIT	200	96.6	
Subtotal	207	100.0	4.3
Class Topics			
IT	37	6.6	
NIT	521	93.4	
Subtotal	558	100.0	11.5
Media Activity			
IT	23	4.2	
NIT	521	95.8	
Subtotal	544	100.0	11.2
Citizenship			
I	119	8.9	
A	1202	89.6	
U	20	1.5	
Subtotal	1341	100.0	27.7
Social Interactions Topics			
IT	19	1	
NIT	1911	99	
Subtotal	1930	100	39.8
Activities			
IT	7	2.6	
NIT	262	97.4	
Subtotal	269	100.0	5.5
Total	4849		100%

IT activities included, “attended an Amnesty International meeting” and “ate at El Rodeo.” NIT activities included, “did homework at the Math Emporium” and “I got my allergy shot.”

The second research question examined the cultural activities of students who room with non-International students (NIRs). Table 3 summarizes the responses of the NIR group. The Assignments sections included a total of 157 assignments reported by the NIR group. The 157 assignments were comprised of 4 with an international theme and 153 with a non-international theme. IT responses included such things as “midterm in Spanish” and “test on world issues.” NIT responses included, “paper on race & religion in the US” and “prepare a debate on mental illness.”

The 689 Class Topics consisted of 73 IT topics and 616 NIT topics. IT topics included, “beginning of effects of Flemish Painting on the High Renaissance” and “Plato and Aristotle’s view on morality and justice.” NIT topics included, “applications of 1st order differential equations” and “nominal interest rates.”

NIR participants recorded a total of 735 uses of Media. The 34 IT media examples included, “comic book on the fictional story of an African king” and “magazine article about American women who move overseas with their foreign husbands.” The 701 NIT media examples included, “newspaper article on football player suspended for cocaine use” and “documentary on gravity and how it affects humans.”

In the Social Interactions section, NIR participants recorded a total of 1,269 conversations in which they discussed 1,808 topics. Of the total number of conversations, 22 were conversations with Internationals, 1,234 were with Americans, and 13 were with people whose citizenship was unknown. Of the total number of topics discussed, 14 relayed an international theme and 1,794 reflected a non-international theme. IT topics for the NIRs included, “discussed with co-worker having a Spanish conversation class at YMCA Open University” and “discussed more ideas about possibly going to Ecuador for study abroad.” NIT topics for the NIRs included, “talked about tutoring in chemistry” and “discussed with roommate our fish and how they’re growing.”

In the Activities section, NIR participants reported 253 activities. Of these activities, 3 had an IT theme and 250 had a NIT theme. IT themes for this group included, “lunch at El Rodeo

Table 3

Cultural Activities of Students Rooming with non-International Students (N=4911)

Type of Activity	n	%n	%N
Assignments			
IT	4	2.5	
NIT	153	97.5	
Subtotal	157	100.0	3.2
Class Topics			
IT	73	10.6	
NIT	616	89.4	
Subtotal	689	100.0	14
Media Activity			
IT	34	4.6	
NIT	701	95.4	
Subtotal	735	100.0	15
Citizenship			
I	22	1.7	
A	1234	97.2	
U	13	1	
Subtotal	1269	100.0	26
Social Interactions Topics			
IT	14	.8	
NIT	1794	99.2	
Subtotal	1808	100.0	36.8
Activities			
IT	3	1.2	
NIT	250	98.8	
Subtotal	253	100.0	5
Total	4911		100%

Restaurant” and “art history study session from late Gothic to High Renaissance.” NIT themes for this group included, “shot photos of a women’s tennis match” and “group interview to be a resident advisor.”

The third research question explored the differences in levels of cultural activity between the two groups. Table 4 illustrates the differences in the two groups. The total number of responses for all sections was recorded by the researcher for both the IR and NIR groups. IR participants recorded a total of 4,849 responses and NIR participants recorded 4,911 responses.

In the IR group, the 1,930 Social Interactions topics comprised the largest percentage of activities reported. Citizenship followed with 1,341 activities reported. The other categories reported by IRs in descending order were: (a) Class Topics (n=558), (b) Media Activity (n=544), (c) Activities (n=269), and (d) Assignments at 4.3% (n=207).

In the NIR group, the 1,830 Social Interactions topics also comprised the largest number of activities reported. Citizenship was second with 1,269 responses. The other categories in the NIR group included: Media Activity (n=735), (b) Class Topics (n=689), (c) Activities (n=253), and (d) Assignments (n=157).

Comparisons between IR and NIR responses reveal limited differences. In the Assignments section, 3.4% of IR responses reflected an international theme as compared to 2.5% of responses from NIRs. In the Class Topics section, 6.6% of IR responses reflected an international theme versus 10.6% of responses from NIRs. The 4.2% of Media Activities with an international theme reported by IRs can be compared to the 4.6% of Media Activities with an international theme reported by NIRs. The Citizenship section reported IRs conversed with Internationals 8.9% of the time versus NIRs at 1.7%. In the Social Interactions Topics section, 1% of IR responses reflected an international theme as compared to .8% from NIRs. Finally, the Activities section reported IRs participate in activities that reflect an international theme 2.6% of the time versus NIRs activities at 1.2%.

Exit interviews conducted at the end of the data collection period revealed other differences between IRs and NIRs. Each participant answered four open-ended questions concerning knowledge of international issues, international friends, participation in international activities, and travel abroad. Responses to the questions were then rated by the researcher for both IRs and NIRs. Results from the exit interviews for IRs and NIRs can be found in Table 5.

Table 4

Comparison of Activities Between IRs & NIRs (N=9760)

Type of Activity	IR		NIR		Total
	n	%n	n	%n	
Assignments					
IT	7	3.4	4	2.5	
NIT	200	96.6	153	97.5	
Subtotal	207		157		
Class Topics					
IT	37	6.6	73	10.6	
NIT	521	93.4	616	89.4	
Subtotal	558		689		
Media Activity					
IT	23	4.2	34	4.6	
NIT	521	95.8	701	95.4	
Subtotal	544		735		
Citizenship					
I	119	8.9	22	1.7	
A	1202	89.6	1234	97.2	
U	20	1.5	13	1	
Subtotal	1341		1269		
Social Interactions Topics					
IT	19	1	14	.8	
NIT	1911	99	1794	99.2	
Subtotal	1930		1808		
Activities					
IT	7	2.6	3	1.2	
NIT	262	97.4	250	98.8	
Subtotal	269		253		
Total	4849		4911		9760

Table 5

Results of Exit Interviews (N=120)

Interview Questions	n	IR	%n	n	NIR	%n	Total
International Issues							
High	5		33.3	1		6.7	
Moderate	6		40	8		53.3	
Low	4		26.7	6		40	
Subtotal	15		100.0	15		100.0	
International Friends							
Yes	13		86.7	9		60	
No	2		13.3	6		40	
Subtotal	15		100.0	15		100	
International Activities							
Yes	10		66.7	9		60	
No	5		33.3	6		40	
Subtotal	15		100.0	15		100	
Travel Abroad							
Yes	9		60	8		53.3	
No	6		40	7		46.7	
Subtotal	15		100	15		100.0	
Total	60			60			120

The unit of the analysis for this portion of the study was the response. A response consisted of all comments made by a participant to one exit interview question. Since there were 30 participants, and each was asked 4 questions there was a total of 120 responses analyzed in this part of the study.

The first question addressed participants' knowledge of international issues. The researcher ranked participants' responses either as High, Moderate, or Low. In the IR group, 5 achieved a High ranking, 6 a Moderate ranking, and 4 a Low ranking. In the NIR group, 1 received a High ranking, 8 a Moderate ranking, and 6 a Low ranking. Participants who received a High ranking responded with comments such as, "am interested because I lived overseas and have an academic concentration in Global Business." Participants who received a Moderate ranking responded with these comments like, "somewhat...I like to know what goes around." Finally, participants with a Low ranking responded with, "don't ignore it but am not thrilled about it."

The second question addressed international friendships. Participants responded by listing various friendships made in their college career. The researcher, based upon participant response, categorized the reply with a Yes (participant had international friends) or No (participant did not have international friends). In the IR group, 13 responded as having international friends as compared to 9 in the NIR group.

The third exit interview question addressed participation in international activities. IRs and NIRs were asked to share if they had participated in an activity in the past year that had an international theme or was attended by international students. The researcher grouped their responses as either Yes or No. In the IR group, 10 participants answered as having participated in an international activity versus 9 in the NIR group.

The final exit interview question looked at participants' experience in traveling abroad. Participants were asked to share with the researcher if they had or had not traveled overseas. Again, the researcher grouped their answers in the categories of Yes or No. Among the IR group, 9 participants had traveled abroad versus 8 in the NIR group.

In summary, the results of the study reflect some interesting trends. These trends and their implications for future practice and research are discussed in the final chapter of this report.

Chapter 5

Discussion of the Results

This chapter takes an in-depth look at the findings of this study. Discussion of what the results signify is examined. Also, a comparison of this study to the findings of prior studies on cultural activity is provided. The implications of the findings for future professional practice and future research are discussed. Finally, the limitations of the current study are described and some general conclusions are drawn.

Discussion

The first research hypothesis posed in this study explored levels of cultural activity among American college students who lived in on-campus housing and had roommates who were international students (IRs). The results suggest that IRs were fairly active during the data collection period, reporting a total of 4,849 activities. The majority of these activities, however, did not reflect an international theme. At best, their level of cultural activity might be described as modest. The greatest amount of activity was reported in terms of conversations with others. Nearly 9 percent of the conversations IRs held were with Internationals. However, since participants were living with international roommates, and it might be expected that they would converse with their roommates fairly regularly, this finding is not overly surprising. In fact, the researcher took an additional step in counting the number of conversations IRs held with their international roommates. Of the 119 conversations held with an International for IRs, 74 were with their international roommate. Thus, only 45 of the 119 conversations with IRs were held with internationals other than a roommate.

The other activity that reflected a reasonable degree of internationalism was the topics addressed in the classes of IRs. In this case, over 6% of topics addressed in their classes related to international topics. Also, in the supplemental section of the classes log entitled Assignments, over 3% of assignments due in the spring semester reflected an international theme.

There may be two possible explanations for these modest findings among IRs. First, since the majority of IRs were first year students, it is possible that their classes consisted primarily of core curricular requirements like introductory math, science, and English. It is reasonable to suggest that topics related to international themes would be less likely in such classes.

A second possible explanation for the limited levels of cultural activity could be found in the major itself. While some academic disciplines have a strong international component in their curriculum, others may focus on international issues on a smaller scale. This might suggest that IRs who are majoring in International Business through the College of Business have a stronger international component than Management majors in the same college and thus, report more international topics discussed in class.

IRs reported low levels of activities with an international theme in the remaining sections of the log. For example, IRs reported that in their uses of media, a little over 4% reflected an international theme. There are several reasons this may be so. First, participant knowledge of media sources that reflect an international theme may be low. Participants may not be aware of media resources that provide international dimensions. Second, a lack of knowledge by our society in general on international issues may influence the participation of IRs in media activities. In exit interviews, 2 IRs responded their exposure to international issues was low because, “you don’t hear about it” and “people don’t seem to care here.” Their responses may be a reflection of the limited information reported on U.S. news and in U.S. newspapers about international issues.

Another area where IRs reported a low percentage of activities that reflect an international theme was in the Activities section. Only 2% of activities reported by the IRs reflected an international theme. This low percentage could be a result of a variety of factors. Because many of the IRs were in their first year of college, knowledge of activities on the campus may be limited. Another factor might involve the influence of the participants’ friendship circle. If the IR participants had friends who were not exposed to international activities, this might influence participants to keep their involvement in these activities to a minimum as well. Finally, the availability of activities that reflect an international theme may be limited on the campus.

The final section that IRs reported a low level of international activity was in Social Interactions Topics. Only 1% of the 1,930 discussions held with IRs reflected an international theme. Again, several factors may be in play. First, lack of knowledge on international issues may have played a pivotal role in what IRs discussed in social settings. Also, participants may have rated topics that have an international theme as having more depth and therefore not appropriate in social settings. Third, participants may have been in social settings where topics

that involve an international theme were not of interest. All these factors could have affected the IR participants and resulted in limited discussions of international topics.

The second research hypothesis in this study explored levels of cultural activity among American college students who lived in on-campus housing and had roommates who were not international students (NIRs). The results suggest that NIRs also were fairly active during the data collection period, reporting a total of 4,911 activities. Much as in the case of the IR group, a majority of the activities that NIRs participated in did not reflect an international theme. However, NIRs did report that over 10% of their class topics reflected an international theme. This difference of 4% between IRs (6%) and NIRs (10%) in terms of class topics may be a result of several factors. A majority of the NIR participants were in their second or third year of college. Therefore, these participants were more likely to select classes that related to their major rather than classes fell into a general studies category. This selection may have resulted in a more diversified class list that reflected international themes. Another possible explanation for this difference might relate to the NIRs' year in college. Participants in their second and third year of college have had more exposure to the university, and therefore, learn first-hand which courses contain the content that they are looking for. This may have played a factor with NIR participants in selecting courses based upon their interest in international issues.

Despite the high percentage of international activity found in the Class Topics log, the Assignments log for NIRs reported that only 2.5% of assignments reflected an international theme. The disconnect between Class Topics and Assignments could have emerged for several reasons. First, the professors of the courses may have found a topic with an international theme that was covered in class could not be developed into some type of additional assignment. Also, the participant may have chosen to focus a project within the scope of the course but did not elect to discuss an international dimension in the assignment.

Another area in which NIRs recorded a higher percentage of international activity was in Media Activity. Of the media contacts made by NIRs, over 4% displayed an international theme and there may be one obvious reason for this score. The influence of classes played a role in the media contacts made by this group. Eight of the 23 media uses that reflected an international theme were a result of class requirements and research. Participants recorded looking at websites,

books, and newspaper articles in preparation for their classes that had topics with an international theme.

Other sections of the logs by NIRs elicited smaller percentages of international activity. For example, in the Citizenship section of the log, NIRs reported holding conversations with 1,269 individuals and only 1.7% were with internationals. Explanations for this low percentage might be viewed in two ways. First, the residence hall situation in which NIRs are living could play a factor. If a participant was not living in a community where international students were present, there would be fewer opportunities to meet and interact with internationals. Also, NIRs may have been in classes that have very few international students. Again, this factor reduces the chance that NIRs would have to converse with internationals.

In the Activities section of the log, NIRs reported low levels of international activity as well. A little over 1% of activities NIRs participated in had an international theme. Again, issues of exposure to international activities might be limited in this group. Also, because the NIR group had been in the university community longer, these participants might have established which activities are of importance in their lives. The idea of including another activity that is international, outside of their routine, may have been considered burdensome by NIRs.

The final section of the log that reflected a low level of international activity for NIRs was the Social Interactions Topics section. Of the 1,808 topics discussed by NIRs, less than 1% had an international theme. Issues of exposure to international topics might have influenced such low levels of international discussion. Also, lack of international friendships might have played a role in this scenario.

The third research hypothesis posed in this study explored the differences in cultural activity among the IR and NIR groups. The results revealed that there were greater similarities than differences between the two groups in their levels of cultural activity. Of the total number of activities, IRs reported 4,849 activities and NIRs reported 4,911 activities. While this reflects a difference of only 62 total activities, differences within categories distinguished the two groups. For example, in the Media Activity section, almost 200 more uses of media were recorded by NIRs over IRs. Also, in the Citizenship section, IRs conversed with over 120 more individuals than the NIRs.

Reasons for these differences may exist because of several issues. For example, as noted, NIRs reported using media to complete class assignments. Also, several NIR participants listed their majors as being computer-intensive. Majors that involve more computer applications may have resulted in increased activity on the computer that boosted the number of media activities. IRs and NIRs both reported a little over 4% of media hits that had an international theme. It is difficult to speculate why both groups reported such low levels of IT Media Activity.

As for Citizenship, IRs recorded more conversations than the NIR group. Reasons for this difference might have related to exposure to larger groups of individuals. IRs may have found themselves more exposed to a variety of individuals inside and outside the classroom.

Another difference was found in the Activities section of the log. IRs reported that 2.6% of their activities had international themes as compared to 1.2% of activities reported by NIRs. While the numbers are low for both groups, there may be reasons why IRs were more culturally active. First, influence from international friends to participate in international activities might have been higher. IRs reported having a higher percentage of discussions with internationals and these conversations might have revolved around international activities. Also, IRs might have found they were more exposed to advertisements about international activities on the campus because of roommate and other international relationships.

Overall, similarities existed between the two groups on the logs as well as in responses given in exit interviews. Under Assignments, low percentages of assignments that displayed an international theme were reported by both IRs (3.4%) and NIRs (2.5%). One explanation for these low percentages might have been the topics discussed in the course. If participants were involved in courses where topics that have an international theme were limited, there was less likelihood that assignments that have an international theme would be given.

In the Class Topics log, both IRs (6.6%) and NIRs (10.6%) reported higher numbers of topics that had an international theme. While the numbers were moderate for both groups, the NIRs reported a higher percentage of IT topics. As mentioned previously, NIRs might have reported a higher percentage of ITs due to year in school, knowledge of courses that have international components, and freedom to choose courses outside of general studies requirements.

Finally, the Social Interactions Topics section reflected the lowest amount of international activity for IRs (1%) and NIRs (0.8%). This may have occurred for several reasons. Lack of knowledge on international issues may have prohibited participants in the two groups from feeling that discussion of topics with an international theme was feasible. Also, there may have been limited interest in international issues when engaged in social interactions. Finally, participants may have operated on a more local level of conversation and found it easier to talk about campus events than international events when engaged in social conversations.

Relationship of the Findings to Prior Research

The results found in this study reveal interesting connections to past research on cultural activity. This section compares the findings of the present study with past findings to show how they support and contradict previous research.

The results of the IR participant group supported previous studies related to a variety of topics with an international theme. The English (1996) and Woyach (1988) studies both addressed knowledge of international issues in the areas of foreign language and study abroad. English's study revealed that students are generally apathetic to studying a foreign language while in college. This study supports that finding in that no participants were currently studying a foreign language at the time of data collection. The Woyach study related study abroad to knowledge of international issues. Data recorded during the exit interviews in the present study revealed that 9 of the 15 IR participants had traveled abroad. Because a majority of IRs had participated in an overseas experience, there could exist a higher level of knowledge of international issues. Such a pattern would support the findings of Woyach.

Results from IRs also supported studies that related to interactions with people and participation in international activities. One study on friendships with internationals found that Americans who are willing to participate in building international friendships are more likely in the future to develop other international friendships (Westwood & Barker, 1990). IRs in the present study reported high levels of conversations with internationals, a fact which seems to support the findings of Westwood and Barker. Another study done by Flacks and Thomas (1997) reported that students are less apt to involve themselves in activities that lie outside the majority culture. The present findings are consistent with the Flacks and Thomas' results in that IRs reported only 7 of the 269 total number of Activities had an international theme.

Studies involving roommate relationships between Americans and Internationals also can be related to the findings of the present study. Marion and Stafford (1975) found that Americans who live in close proximity to Internationals report little effect on international attitudes (i.e., thinking on a nationalistic vs. internationalistic level). This finding is supported by the results of the present study. In the Social Interactions Topics and Class Topics sections of the logs, topics that supported an international theme were limited. Another finding of the Marion and Stafford study found that close proximity to international students affects building friendships with international students. In the present study, IRs had immediate access to international friendships through their roommates, which might support the Marion and Stafford finding. Also, 5 of the 15 IR participants lived in an international theme residence hall. These 5 participants were more accessible to internationals and therefore, more likely to develop friendships with internationals.

The results from NIR participants also support several past studies on international education. In terms of knowledge of international issues, the results reported by NIRs support the study previously cited on apathy towards a foreign language (English, 1996). Of the 15 NIR participants, only one reported attending a foreign language class. Also, the Woyach study was supported by the results of NIRs in that 8 of the 15 NIR participants had traveled abroad.

Another study that the results from NIR participants might support focused on the relationship between certain academic programs and an increase in cultural awareness (Richardson, 1993). In that study, those in academic programs that focused on international issues reported higher levels of cultural awareness. In the present study, NIRs reported higher levels of class topics with an international theme. One might conclude that choice of academic classes relates to cultural activity.

The results from NIRs, like IRs also supported studies that analyzed interactions with people and participation in international activities. One study concluded that relationships tend to be built with those with whom a common interest is shared. The study went on to report that developing friendships with those from minority groups is a struggle to initiate for students (Globetti, Globetti, Brown & Smith, 1993). These results are consistent with the findings of the NIR group in that only 22 of 1,269 conversations were held with an international.

Much like the results from IRs, findings from NIRs supported the findings in the Flacks and Thomas (1997) study. NIR participants reported that 3 of the 253 activities they participated in had an international theme. This would support the finding of the previous researchers that students are not likely to participate in activities outside the majority culture.

While the present findings support some previous research, they contradict other prior studies. For example, one study discussed the barriers international students have in building relationships with Americans. That study concluded that one barrier was a lack of attention shown to internationals (Whetten & Song, 1992). In the case of IRs in the present study, almost 9% of conversations held by this group were with internationals. While this percentage may seem small, IRs did choose to spend time conversing with internationals which seems to contradict the findings of Whetten and Song.

Another study that is contradicted as a result of this study focused on the relationship between roommate pairings and understanding and daily rapport. In that study on American/American and American/International roommate pairings, American and International roommates scored high on understanding but not on daily rapport (Saidla & Grant, 1993). In the present study, however, the IR group was very active in conversations with their roommates. As stated previously, 74 of the 119 conversations held with an international were with a roommate. Over a two-week period, this result would suggest that IRs converse daily with their roommates, a fact that would contradict the Saidla and Grant finding.

There are also prior studies that results from the NIR group in this study contradict. In the Sharma and Mulka (1993) study, it was reported that students who lived on campus 5 or more semesters were less responsive to international education as a whole. A majority of NIRs in the present study were in their second or third year of college and this group reported more class topics that reflected an international theme. This finding would suggest, at least in the classroom, that knowledge of international issues does not end after the fifth semester of college.

Implications for Future Practice and Research

The results of this study were significant in their implications for several audiences. To begin, the findings have several implications for staff who work with international students. It is possible that those staff believe American roommates are highly interested in international issues and are helping their international roommates to adjust to life at an American college. The results

of this study suggest that might not be the case. Therefore, staff who deal with international students might want to work more closely with American roommates of those international students. They could take several actions. First, they could offer orientation programs for Americans living with internationals. Such programs would include sessions on the challenges that international students face in adjusting to college. The purpose of such orientation programs would be to promote more actions on the part of Americans living with international students that assist their roommates in adjusting to college.

Second, residence life administrators may choose to create programs that allow Americans and Internationals an opportunity to develop learning through the roommate relationship. One such program may involve Internationals taking on the role of Americans and vice versa to understand how the other portrays their personality and communication style.

Also, residence life administrators working in a international-style residence hall may use this information to assess the quality of the program that they are providing. The results could be used to assess if the program has the needed mix of Americans and internationals that the housing option needs. Also, administrators can use the information to assess the effectiveness of the programming component of its' residents. Assessing the effectiveness of the existing international-style residence may lead to continued improvements of the theme housing option.

Current students living in an International/American roommate situation may also be interested in the information provided in this study. There may be an assumption that American students who chose to live with an international feel they are culturally active. These students might find, after looking at the results of the present study, that they are not more culturally active. In response, current students might choose to act by promoting more international programming in their hall. Students may choose to promote international programs through their resident advisors. Or, students may feel that a more formal position is necessary, such as a hall council position, to help in creating programs that have an international theme. Students might also choose to confer with other students as to their feelings on cultural activity in the hall. Finally, if students are disturbed by the findings, they may consult with administrators on the goals of this type of rooming arrangement and why more improvements have not been made to enhance their learning outside the classroom.

Professionals who work with study abroad students may find these results important as well. These administrators might use the results as a tool to market a living arrangement of Americans and Internationals. By promoting in their literature the benefits of living with an International prior to a study abroad experience (e.g., development of international friendships), students may be more apt to participate in this type of living arrangement. Thus, the results from this study could be used to promote cultural activity early on for students preparing to travel abroad.

Faculty who are interested in international issues may find the results of this study helpful as well. IRs and NIRs reported on courses that discussed international themes and those that did not. These findings may raise awareness among faculty that their courses are not providing the material necessary to understand their academic specialty from a global perspective. This could spark minor and major changes on the part of curricular reform. For example, faculty could decide to address a major part of the course from an international perspective. This could include class assignments as well as discussions in the classroom that relate to international issues. Or, faculty members might feel there is discussion in the classroom about topics with an international theme but no assignment to supplement that learning (or vice versa). This may prompt faculty to create additional components that reflect internationalism in an established course.

Finally, institutions invested in internationalizing the campus may find this study of interest. This study looked at cultural activity from the curricular and co-curricular perspective. Institutions who feel that they offer a culturally diverse environment inside and outside the classroom may want to explore what students do find as a cultural stimulant on their campus. This additional information could be used to promote the campus environment to prospective students as well as pinpoint areas for improvement in increased cultural activity.

The implications of this study for many interested parties create the need for future research on the issue of cultural activity. This study looked qualitatively at the issue of cultural activity based upon roommate type. While this information was indeed valuable, there are several other ways the research could have been conducted to glean additional results.

One study might choose to further explore one topic of the present study in greater detail. This study examined five components that analyzed the cultural activities of participants: Classes, Assignments, Media, Social Interactions, and Activities. A future researcher may choose

to focus on Activities only and to study which aspects of these activities held an international theme and which did not. The researcher might explore motivations for attending different activities. Such a study could lead to a list of factors that influence high and low levels of cultural activity.

Another study might employ a different method of data collection. This study employed a log for participants to record their activities. A future researcher may find that in-depth interviews or an ethnographic study of participants may elicit different information about levels of cultural activity. Using different research techniques would expand the literature base of information on cultural activity among students.

Another possible study could look at the international perspectives of the roommate relationship. This study looked specifically at Americans who lived with Internationals and Americans who lived with other Americans. A future study might choose to look at Internationals who live with Americans and Internationals who live with Internationals. This type of study would benefit those working with Internationals and might help them understand if the roommate relationship is beneficial in the cultural adjustment of international students to the United States.

A future scholar also may want to consider the cultural activity of IRs and NIRs based upon academic program. The present study did not analyze differences in levels of cultural activity by academic program. Students who are in the College of Arts and Sciences may find that they are considered more culturally active inside and outside the classroom than students in the College of Engineering. Such a study would help in understanding what academic programs create a learning environment from a global perspective.

Limitations of the Study

The present study was conducted in a manner in which several limitations surfaced. The first limitation related to the dissemination of information prior to data collection. A majority of participants were oriented to the study in a formal information session. However, eight participants had one-on-one information sessions with the researcher. Most of the one-on-one information sessions were held in a more informal manner. It is possible that the information shared in the informal sessions differed in some important ways from the information shared in the formal sessions. If so, the results might have been influenced.

Another limitation related to the recordings in the logs. All participants were asked in the information sessions to record as much information as possible about the activities recorded each day. Oftentimes, the information was sparse. It is possible that participants did not list all their relevant activities on the logs. If this occurred, the results might have been influenced.

The manner in which responses were recorded in the study poses another limitation. In the logs, the researcher counted each activity recorded with equal measure. There was no consideration for the breadth and depth of the activity recorded. Thus, there was no consideration for the qualitative differences in the activities. The results might have been influenced if the researcher had viewed the research from a more qualitative standpoint.

A final limitation related to the decision rules the researcher used to assign data to the “international theme” and the “non-international theme.” Other scholars may disagree with the way in which data were assigned to categories. Therefore, the interpretation of the findings may be reflective of the researcher’s ideas on cultural activity and may be limited.

Despite these limitations, the present study revealed some interesting findings. While this study may not have found major differences in the levels of cultural activity between Americans who live with Internationals and Americans who live with Americans, other issues of significance were discovered. For example, living with an international does seem to influence the number of conversations between Americans and Internationals. Additionally, the findings suggest that assignments that reflect an international theme seem to promote the use of media.

In general, however, there were only limited differences in levels of cultural activity between the two groups. Those invested in internationalization may be disheartened by these results and may be left wondering what course of action is necessary to create a more culturally active environment. This researcher suggests an alternative perspective. That is, societal demands to increase global awareness continue to press those in higher education to promote internationalism on their campuses. Higher education administrators have responded to this press by developing programs and courses to promote internationalism.

However, the findings of the present study suggest that the efforts of higher education administrators to promote internationalism may not be achieving the outcomes they were designed to achieve. Levels of cultural activity among students remain relatively modest. It would seem, therefore, that greater efforts to promote cultural awareness are needed. Only when

greater attention is paid to promoting internationalism can we expect to see levels of cultural activity among students increase.

References

Altbach, P. G., & Peterson, P. M. (1998). Internationalize higher education? Change, 30, (4), 36-39.

Barrows, T. (1981). College students' knowledge and beliefs: A survey of global understanding. Princeton, NJ: Council on Learning (ERIC Document Reproduction Service No. ED 215 653).

Berry, H. (1987). Beyond entry-level: Service-learning, business, and the world. In C. M. Sakamoto & M. L. Fifield (Eds.), The next challenge: Balancing international competition & cooperation (pp. 57-62). Washington, DC: American Association of Community and Junior Colleges.

Bideshi, D., & Wiseman, R.L. (1992). The partners program: The effects of a cultural sensitivity experience on attitudes toward others. Boise, ID: Western Speech Communication Association (ERIC Document Reproduction Service No. ED 346 522)

Broome, B. J. (1980). The expression of differences in intercultural encounters. Acapulco, Mexico: Intercultural Communication Association (ERIC Document Reproduction Service No. ED 207 090)

Cash, R. W. (1993). Assessment of study-abroad programs using surveys of student participants. Chicago, IL: Annual Forum of the Association for Institutional Research (ERIC Document Reproduction Service No. ED 360 925)

Clements, E. (1997). Creating a campus climate that truly values diversity. Bedford, MA: Middlesex Community College (ERIC Document Reproduction Service No. ED 418 750).

Cogan, J., Torney-Purta, J., & Anderson, D. (1988). Knowledge and attitudes toward global issues: Students in Japan and the United States. Comparative Education Review, 32, (3), 282-297.

English, S. L. (1996). College influence on student intentions toward international competence. Memphis, TN: Association for the Study of Higher Education (ERIC Document Reproduction Service No. ED 402 818)

Flacks, R., & Thomas, S. L. (1997). College students in the nineties: Report on a project in progress. Albuquerque, NM: American Association for the Study of Higher Education (ERIC Document Reproduction Service No. ED 415 827)

Globetti, E. C., Globetti, G., Brown, C. L., & Smith, R. E. (1993). Social interaction and multiculturalism. NASPA Journal, 30, (3), 209-218.

Gurman, E. B., Taylor, W. B., & Hudson, T. W. (1990). Study abroad: A case study in international education. Psychological Reports, 67, 579-585.

Hoffa, W. W. (1998) Study abroad: A parent's perspective. New York: NAFSA.

Marion, P. B., & Stafford, T. (1975). Contact with foreign students as an influence on selected attitudes of American college students: Research and implications. Atlanta, GA: American College Personnel Association (ERIC Document Reproduction Service No. ED 130 206)

Miles & Huberman (1994). Analysis of Qualitative Techniques. San Francisco: Jossey-Bass.

Miller, F. L., & Grimes, J. M. (1991). Foreign language study among business students: A foundation for internationalization? Ypsilanti, MI: Annual Eastern Michigan University Conference on Languages and Communication for World Business and Professions (ERIC Document Reproduction Service No. ED 345 545)

Mills, T. J., & Campbell, J. B. (1994). Educational use of foreign students and Americans returned from study abroad: A project to improve global education. Washington, DC: Fund for the Improvement of Postsecondary Education (ERIC Document Reproduction Service No. ED 416 807)

Myers-Lipton, S. (1996). Effect of service-learning on college students' attitudes toward international understanding. Journal of College Student Development, 37, 659-667.

Pickert, S. (1992). Preparing for a global community: Achieving an international perspective in education. ASHE-ERIC Higher Education Report No. 2. Washington, DC: The George Washington University, School of Education and Human Development.

Pike, G. R., Schroeder, C. C., & Berry, T. R. (1997). Enhancing the educational impact of residence halls: The relationship between residential learning communities and first-year college

experiences and persistence. Journal of College Student Development, 38, 609-621.

Reiff, R. (1986). Living and learning for international interchange: A sourcebook for housing personnel. Washington, DC: National Association for Foreign Student Affairs (ERIC Document Reproductions Service No. ED 331 346)

Richardson, W. E. (1993). Academic major and alumni perceptions of growth and development. Chicago, IL: Annual Forum of the Association for Institutional Research (ERIC Document Reproductions Service No. ED 367 267)

Rohrlich, B. F. (1993). Expecting the worst (or the best!). What exchange programs should know about student expectations. New York: Center for the Study of Intercultural Learning (ERIC Document Reproduction Service No. ED 368 289).

Saidla, D. D., & Grant, S. (1993). Roommate understanding and rapport between international and American roommates. Journal of College Student Development, 34, 335-340.

Schein, H. K., & Bowers, P. M. (1992). Using living/learning centers to provide integrated campus services for freshmen. Journal of the Freshman Year Experience, 4, 59-77.

Sharma, M. P., & Klasek, C. B. (1986). Does the involvement of American institutions of higher education in international programs abroad affect the international attitudes of American students? Journal of Service in Technical Careers, 8, (4), 295-305.

Sharma, M. P. & Mulka, J. S. (1993). The impact of international education upon United States students in comparative perspective. Kingston, Jamaica: Annual Conference of the Comparative and International Education Society. (ERIC Document Reproduction Service No. ED 358 800)

Spees, E. C., & Spees, E. R. (1986). Internationalizing the campus: Questions and concerns. In Pyle, K. R. (Ed.), Guiding the development of foreign students (pp. 5-18). San Francisco: Jossey-Bass.

Thomlison, T. D. (1991). Effects of a study-abroad program on university students: Toward a predictive theory of intercultural contact. Miami, FL: Intercultural and Communication Conference (ERIC Document Reproduction Service No. ED 332 629)

Thot, I. (1996). Personal fulfillment and foreign language study: Making the match. (ERIC Document Reproduction Service No. ED 405 036)

Waugh, D. (1993, August 1). Students win out when trained in cultural diversity, study

says. San Francisco Examiner, pp. 77A.

Westwood, M.J., & Barker, M. (1990). Academic achievement and social adaptation among international students: A comparison groups study of the peer-pairing program. International Journal of Intercultural Relations, 14, 251-263.

Whetten, C.L., & Song, C. (1992). International students in America's universities: An opportunity, a challenge. Journal of International Education, 21, (2), 11-18.

Woyach, R. (1988). Understanding the global arena: A report on the Ohio State University global awareness survey. Columbus, OH: Office of International Programs (ERIC Document Reproduction Service No. ED 296 943)

Appendix A
Letter to IR Participants

January 15, 2000

Dear Student:

You have been selected from a group of students at Virginia Tech to participate in a study about students and their activities. This study will examine the activities you participate in and the reasons behind your participation.

This study will be conducted for a two-week time period in the month of February. This study will ask that you record your activities in a log-style format for those two weeks. You will also be asked to participate in an interview time at the end of the two weeks to verify the information you shared in the journals. For your participation, you will be paid \$20.

If you are interested in participating, please call me at 951-0826. The phone call will validate your eligibility to participate in the study as well as inform you of the orientation session times that you will need to attend prior to the study.

Please consider taking part in this study next month. Your information will be used in helping professionals better understand your interest in activities at Virginia Tech.

Sincerely,

Holly A. Minson, Researcher
Higher Education & Student Affairs Program, Virginia Tech

Appendix B
Screening Protocol for Possible Participants

SCREENING SHEET

Name: **SELECTED FOR STUDY: YES NO**

Date: **ORIENTATION DATE:**
 1/31/00 7:00 p.m., Cranwell
 2/1/00 7:00 p.m. Cranwell

E-mail: **SELECTED AS: IR NIR**

Phone:

Gender:

Question	Response
U.S. Citizen?	Circle: YES NO
Have an international roommate(s)?	Circle: YES NO
Status in School:	Circle: Undergrad Grad
Roommate's nation of origin:	
On or off Campus?	Circle: ON OFF
Participate in Orientation Session On: 1/31/00, 7:30 p.m., Cranwell? 2/1/00, 8:00 p.m., Cranwell?	Circle: YES NO YES NO
Willing to complete log for two weeks?	Circle: YES NO
Participate in Exit Interview in February 2000?	Circle: YES NO.

Appendix C
Flier for NIR Participants

Are you an:
American? Undergrad?
Living in a Residence Hall?
Wanting to make \$20?

I'm doing my thesis and I need your help. I'm looking for 15 dedicated people who are willing to record their daily activities in a log for two weeks. This log will ask you about your classes, people you hang out with, and your activities outside class.

If you think you would like to participate, please give Holly a call at 951-0826 and say you're interested in the study. I'll tell you if you're eligible or not.

Thanks!!!

Appendix D
Sample Blank Log

Name: _____

Date: _____

I. Classes

Please complete the information found below concerning classes you attended today.

Course # & Title of Class	Teacher's Name	Topics Covered in Class Today

Name: _____
Date: _____

A. Assignments Log

Please complete a listing of classes and all projects in those classes you will complete in this semester.

Class (course and title #)	Type of Project	Description of Project	Topic you selected (if applicable)

Appendix E
Sample Completed Logs

Name: _____

Date: _____

I. Classes

Please complete the information found below concerning classes you attended today. Several examples are given below.

Course # & Title of Class	Teacher's Name	Topics Covered in Class Today
PSYC 1261- Introduction to Psychology	Craft	Fundamentals of gender role relationships, male tendencies & female tendencies, case studies of male and female interactions, variations of interactions of male and female from different ethnic, socioeconomic, and racial backgrounds
HIST 2061- American History	Plumb	Chronological events of WWI, Countries involved, key issues during the war, alliances built during the war, national and international impact from WWI
COMM 2456- Group Dynamics	Upstage	The leadership role in a group, tendencies of a leader, communication tactics that express leadership, leadership expressed in different circumstances, the role of leadership from a global perspective

Name: _____

Date: _____

A. Assignments Log

Please complete a listing of classes and all projects in those classes you will complete in this semester. Examples are given below.

Class (course and title #)	Type of Project	Description of Project	Topic You Selected (if applicable)
SOC1234-Introduction to Sociology	Paper	Comparison of two groups paper	Two classifications of neighborhood dwellers (classified by social class)
HIST 2061- American History	Paper	Paper on one issue in one war in U.S. History	Slavery and the Civil War
HIST 2061	Mid-Term Exam	Test on Chapters 1-3	Revolutionary War, War of 1812, & Civil War
HIST 2061	Final Exam	Test on Chapters 4-6	Reconstruction Era & WWI
COMM 2456-Group Dynamics	Class Presentation	A Presentation on a company utilizing group dynamics	Corning Plant on the assembly line
PSYCH 1261- Introduction to Psychology	Group Project	Analysis of a culture and the characteristics that defined that culture	The Indian Student Association: Students brought together by nationality

Name: _____

Date: _____

II. Media Activity

Please complete the information found below concerning media you used throughout the day. Examples are given.

Media Type	Title	Subject Matter
movie	"Children of the Corn"	To analyze the influence of Cults on society, esp. on young people
TV Show	"Beverly Hills 90210"	Episode discussed a white male wanting to marry an Asian female and the Asian female's family struggle with acceptance
Newspaper	<u>Collegiate Times</u>	Read about the recent football win, ads on jobs abroad, Article on Habitat for Humanity
Website	CareerMosaic.com	Went to Career Services and looked at jobs in my field (Communications) and where jobs were located, on East Coast and overseas

Name: _____

Date: _____

III. Social Interactions

Please complete the information found below concerning your social interactions throughout the day. Several examples are given below. Note: Citizenship of person may be: I (international), A (American), or U (unknown).

Name of Person	Relationship to Person	Citizenship?	Nature of Contact	Topic of Discussion
Sophie	Roommate	I (x) A () U ()	in dorm room	Sophie heard several comments and didn't understand the meaning. So I explained some American greetings and how slang is used in those greetings.
Daphne	Classmate	I () A () U (x)	in class	She wanted to know the time and place of our group meeting for public speaking. We're doing a run through of our speech on "How to build a good relationship with your roommate"
Arnold	Friend	I () A (x) U ()	lunch meeting	We want to have a tailgate party so we discussed where to have it and who to invite, we also talked about our public speaking class and his group's presentation on "How to clean a fish"
Mom	Mother	I () A (x) U ()	on telephone	Wants to get specifics on what time I'm coming home next weekend, what food to cook, and will I have my mid-term grades by then
Dr. Wagener	Advisor	I () A (x) U ()	on e-mail	Opscan question about taking French in Spring Semester
		I () A () U ()		
		I () A () U ()		
		I () A () U ()		
		I () A () U ()		
		I () A () U ()		
		I () A () U ()		
		I () A () U ()		

Name: _____

Date: _____

IV. Activities

Please complete the information found below concerning activities you participated in outside of class. Several examples are given below. Several examples are given below.

Name of Activity	Why did you attend?	What occurred?
"Safe Sex" Program	My RA was sponsoring the program	We all learned about the preventive measures for safe sex. We played a "do you know all about sex?" board game, had to answer questions about our current sexual activity, and were given condoms as gifts for attending
Group Meeting	Public Speaking project	We did a trial run of our project on building a good relationship with your roommate. I took the section on communication, Aaron did the part about doing activities together, and Daphne talked about what to do when you have a fight
International Club	I'm the treasurer of the club	We had a speaker come and talk about "International Business and What That Means to You". The speaker mainly discussed the recent stock market crashes in Asia and how that has impact world trade. We talked about our knowledge of the topic and as a club, if we would start an investment project.
War Memorial Gym	I work there	My job is to oversee one of the gym areas. I collect the i.d. cards while students use the equipment. I also talked with Jim, my classmate, and we worked on our communications project together
Library trip	I needed to do some research	We're starting to do historical research in my American history class. I chose the Reconstruction period after the Civil War and went to look up documents from that time period. I saw a classmate, Gagan, who is from India and is interested in our American history. He asked me about possible topics.

Appendix F
Questions Asked in Exit Interviews

➤ Question 1- International Student Issues

“How interested are you in international issues?”

➤ Question 2- Peer Relationships

“Have you built friendships with any international students? If so, please share about the friendship(s)?”

➤ Question 3-International Activities

“Over the past year, did you attend any events that had an international theme and/or were attended by international students? If so, what sparked your interest to attend? What did you learn from the experience?”

➤ Question 4-International Activities

“Have you ever traveled outside the U.S.? If so, where? What influenced you to go? If not, would you ever consider traveling abroad? Why or why not?”

