

Identifying Opportunities to Attract and Manage Quality of the Academic and Social Experiences of International Students

Han, You-Kyung^a · Lee, Catherine Dakyung^b

^aEwha Womans University

^bSeoul National University

ABSTRACT

The purpose of this study is to inform the direction of programs and policies aimed at improving the academic and social experiences of international students attending Korean universities. The researches that were conducted previously on the internationalization of higher education in Korea—which is largely limited to international students' motivations for and satisfaction with studying in Korea—offers limited guidance for Korean policymakers and university leaders interested in enhancing the quality of international students' experience. To overcome the lack of research in this area and fill this gap, the authors of this study administer a survey to 91 international students attending the University of Iowa (UI). This survey asked international students to consider their motivations for studying abroad and choosing IU, the quality of their academic and social experiences, and their anticipated plans following graduation. Results from this survey are compared to responses that Byun et al. (2011) obtained using a similar survey administered to international students at Korea University (KU).

The authors draw four main conclusions from the results of this study. First, additional investments in online, promotional materials and scholarship opportunities may increase the visibility and affordability of Korean universities for international students. Second, specialized curriculum accompanied by ongoing supervision may help international students to develop greater knowledge related to a specific field or discipline, thereby enhancing their academic experiences. Third, on- and off-campus internship experiences may help to induce international students to seek employment opportunities in Korea following graduation. Finally, initiatives aimed at improving understanding of relationships with international students may help to reduce discrimination they face from peers and university staff.

Keywords: international student recruitment, international students, internationalization of colleges & universities

I. Introduction

1. Background

The Korean government's Study Korea Project as well

as the contribution of Korean universities has yielded more than a fifteen times increase in domestically residing international students from 6,279 in 1999 to 92,076 in 2015 (Table 1-1). This result were developed by multiple factors that worked together, such as economic growth of Korea, the Korean Wave, efforts of individual universities along with the Study Korea Project, and a comprehensive government measure to increase the number of international students in Korea.

* Corresponding author: Han, You-Kyung
Department of Education, College of Education, Ewha Womans University, 52, Ewhayeodae-gil, Seodaemun-gu, Seoul.
Tel: +82-2-3277-4476
E-mail: ykhan@ewha.ac.kr.

<Table 1-1> Increase in Progression of International students

Year	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
The number of students	6,279	32,557	49,270	63,952	75,850	83,842	89,537	86,878	85,923	84,891	92,076

* Criteria April 1st annually & criteria February 28th in 2015

Source. MOE (2015. 2)

Korea is well known for its outbound students who study outside the country. However, it is beginning to receive attention as an inbound destination for international students. Given that international students are increasingly choosing to attend Korean universities, it has become critical for Korean policymakers and university leaders to improve the quality of international students' experiences. Consequently, the Korean government has already taken steps to respond to the internationalization of its higher education system. For example, the 2011 "University Accreditation for Foreign Students" placed a greater emphasis on attracting high-achieving international students, thereby increasing the academic quality of Korea's higher education system.

However, the research of international students within Korea has been quite overlooked compared to other areas. The Korean universities and government have not dealt properly with how to attract and efficiently manage international students, especially in considerations of academic performance during their stay in Korea, employment upon graduation, and encouraging the students to contribute for development of Korea after returning to their home countries. Namely, the previous studies have not been sufficiently a long-term based, multi-dimensional, and comprehensively conducted studies. Therefore, it is necessary to come up with follow-up research that could make up for the shortcomings of research upon international students.

Attempts to research international students' academic experience and employment options should be accompanied by efforts to examine the consequences of the discrimination that these students face in Korean society. Evidence indicates that international students face discrimination and prejudice based on their nationality, race, and ethnicity; however, no studies have examined the extent to which such discrimination influences international students' experiences as they adapt to college life in Korea. In order to resolve such problems, it is necessary to enact policies for international students which Korean government can draw upon the experience of

case studies in the countries that have experienced similar challenges.

Accordingly, Korea should learn from the case studies of the countries that have the most effective policies for the international students. Korea needs to overcome the challenges posed by the limits of existing studies and to come up with policies for which measures that will bring about an increase in the quality management along with the quantity of international students.

This research might take the form of comparative international case studies to compare how foreign governments and universities have responded to discrimination faced by their international students. Collectively, such research would aid Korean policymakers and university officials develop policies and measures that promise to improve the quality of international students' experiences in Korea.

2. Objectives

The previous conducted researches on the internationalization of higher education in Korea is largely limited to surveys measuring international students' motivations for and satisfaction with studying in Korea. This literature offers limited information about the quality of students' academic and social experiences. Although some studies have examined the challenges that international students face as they adapt to Korean society, they typically limit themselves to qualitative research methods and are not comparative (i.e., they focus singularly on Korean students).

However, for the quality management of domestically residing international students, it is necessary to carry out a fundamental study on attracting international students and producing measures for the quality management for international students. First and foremost, a systematic study should be conducted on international students' motivations for studying abroad as well as a qualitative and quantitative studies of their lives within Korea. It is also imperative to conduct a comparative study on

successful case studies in other countries in attracting and managing international students. Such studies will generate proposals and improvement measures that can support international students in Korea more effectively.

If the proposals generated by such research are to be implemented on a nation-wide basis, they will likely require participation not only from prominent universities in Seoul, but also from universities in other regions. Therefore, it is essential to identify cases in which universities in other countries have been able to overcome geographic drawbacks and lesser renown to attract international students.

With these considerations in mind, the authors of this study selected The University of Iowa (UI), a university located in the United States' Midwest region. Despite lacking the geographic or institutional appeal of many universities located along the East Coast or the West Coast, it has been successful of attracting numerous international students. Through the case study and analysis of the UI, this study aims to examine the future direction of policies for international students within Korea and to come up with policies that are revised and customized to Korea's current situation, thereby contributing to the internationalization of Korea's higher education.

II. Literature Review

1. Factors Influencing International Students' University and Country Selection

1) *Academic Reasons*

Ahn (2009) and Park (2009) shed light on the reasons that international students choose to study in Korea as well as the factors influencing their university choice. These studies find that international students typically choose Korea because they hope to attain degrees that will enhance their career opportunities and offer upward mobility. Additionally, many see Korea as offering high-quality education opportunities and hope to learn the Korean language. In selecting a Korean university, international students typically consider its reputation and educational quality. Another factor influencing their university selection is the presence of an international student population. Although Ahn (2009) analyzes the

decisions made by international students before, during, and after their time in Korea and Park (2009) examines the experiences of Korean-Chinese and Han students in Korean universities, both studies yield substantive findings regarding the reasons that international students choose to study in Korea.

2) *Academic Experiences*

Extant research on the experiences of international students largely focuses on their cultural adjustment to Korea rather than on the quality of their academic experiences. Among these studies, Chu (2010) hailed academic experiences in classroom of international students through qualitative research. According to this study, in lectures using Korean, international students had suffered difficulties because Korean students had a lack of understanding for other culture and patience, and furthermore, in lectures using English, international students could not have good quality of learning experience due to a lack of English ability and passive participation attitude of Korean students to lectures. Based on the result above, the author pointed out that the Korea high education is required to construct learning circumstances which about intercultural communication is possible, to control quality and to regulate implement lectures in English. Lastly, active involvement of the university is needed to enhance openness about cross-cultural understanding and diversity and makes diagnosis systematically for acceptability and comprehension to other culture in the university.

3) *Socio-Cultural Reasons*

Several studies examine factors that influence international students' cultural adjustment as they begin to study at Korean universities. Cho & Sung (2010) identify several factors that appear to influence international students' ability to adapt to Korean culture, including their Korean language ability, the quality of their interactions with Korean people, the ongoing use of their native language, the use of media from their country, and their participation in affinity groups related to their country. Moreover, Na (2006) identifies homesickness and—to a greater extent—difficulty with the Korean language as challenges faced by international students seeking to adjust. Both studies emphasize the centrality

of Korean language ability in influencing international students' cultural adjustment, suggesting that universities may consider taking additional steps to improve the quality of Korean language classes for their students.

In addition to language barriers, Kim (2007a, 2007b) finds that Korea's cultural heterogeneity may negatively influence international students' ability to adapt, and argues that interpersonal communication and mass media may help to remediate this. Kim (2009) finds that Chinese and Japanese students might benefit from Korean language instruction, personalized guidance, additional financial support, active learning activities, and cross-cultural friendships.

Several scholars take a closer look at the discrimination and bias that international students face in Korea based on their nationality, race, and ethnicity, and determine that these challenges may negatively influence international students' ability to adjust (Row & Bang, 2008; Lim & Kim, 2011; Hwang, 2009). Moreover, other several scholars have studied the discrimination and biased attention regarding international students' home countries and races, and these problems are likely to affect the difficulties of international students' adjustment (Row & Bang, 2008; Lim & Kim, 2011; Hwang, 2009). Kim & Kim (2011) researched Chinese students' perceived discrimination and coping strategies with discrimination based on cultural identity development phase, and paid attention on situations that Chinese students have been discriminated. Also, Kim (2009) assesses the needs of Chinese and Japanese students in Korea and finds that the degree of discrimination that they face varies to the extent that they perceive their adjustment as demanding and to the degree that their native country is economically developed.

2. To manage quality of international students in university unit

1) *English centered lecture*

It is commonly assumed that English-based instruction serves to attract international students and increase the likelihood that they will graduate. However, Kwon (2013) finds that international students were not more likely to seek out English-based instruction, and instead chose courses in the liberal arts, Korean culture, and Korean

history, even if they were taught in Korean. This suggests that increasing the number of English-based courses may not offer to improve the academic experiences of international students in Korea.

2) *Formal education programs for international students*

Park (2000) pointed out that the biggest problem when to attract international students is the vulnerable quality of education and support services provided for international students. Also, Ha (2012) suggested essential factors for attracting international students that the university grasps various education demands of international students and provides stable environment of education and education programs consisted of diverse curriculum.

3) *Liberal education for international students*

Lee et al. (2013) suggests that efforts to improve liberal arts education programs might begin with increased cross-cultural dialogues. These dialogues might seek to induce more cooperative team teaching between international students and Korean professors or lead to the creation of additional courses comprising both Korean and international students (i.e., mixed enrollment courses). However, the author also notes that many international students do not arrive with university-level Korean language proficiency and calls for additional investments in Korean language education.

4) *Language education Program*

Kim (2010) contends that international students' success depends on adequate Korean language education. Similarly, after assessing satisfaction with Korean education language education, Lee (2011) suggests that it could be improved through differentiated instruction for international students.

According to Lee (2015) who organized preceding studies about education program which is related to international students, first, opening of the original language class is not very helpful to international students, and second, the regular curriculum education program has consisted of diverse curriculum and stable education environment depending on the demand of international students, and also, this would more effective when it will be accompanied by the support of the policy at

university dimension. Third, in liberal arts education or other education programs, interaction for understanding culture should be adequate but, it is important to be based on active participation of international students. And lastly, the author emphasized language education factor of international students which determined success of international student policy.

5) *A case of Korea University (Byun et al., 2011)*

Since the early 2000s, Korea University (KU) has actively refined its policies to attract international students. For example, Korea University has continued its effort on exchange agreement contract and exchange program of students and professors. As its representative programs, there are exchange programs such as international exchange students program and visiting program which are exchanging between Korean students and foreign students. Korea University had joined ISEP in 1987, and hoped to increase exchange students with other countries' colleges. After this Korea University has supported active exchange and sent exchange students to universities which had agreement with Korea University and for non-agreement university Korea University has sent visiting students. Furthermore, for induction admission, facilitation and recommendation of international students Korea University also has provided various scholarship programs such as "Global KU" scholarship, University's "21 scholarship" and "APRU scholarship".

In addition, as a short-term program, Korea University has held International Summer Campus inviting eminent professors to enhance the international exchange and over 1,500 students have applied annually.

Finally, KU operates a "Korean Culture and Language Education Center," which offers Korean-language courses that are differentiated based on language ability. The center also seeks to improve cross-cultural relationships between international and Korean students. KU's pledge to expand English-based instruction warrants special attention. KU policies require professors appointed after 2003 to offer all instruction in English. Additionally, students must take at least five English-based courses (Byun et al., 2011). The introduction of these policies coincides with an increase in the number of international students at KU. Specifically, the population of visiting international students has increased from 306 students in 2004 to 2,082 students in 2010. The number of full-time international

students also increased from 2,113 students in 2007 to 3,038 students in 2010.

Consequently in 2011, the Korean government formulated advancement measures in attracting top international students, which would put an emphasis upon the quality control of international students, while also increasing the overall level of Korea's higher education. Hence, the government implemented the 'University Accreditation for Foreign Students.'

III. Methodology

In order to achieve the research objectives, this study has employed multiple research methods, including surveys and interviews with the University of Iowa's international student office staff, international student advisors and international students.

This study survey results collected from 91 international students attending the University of Iowa (UI). Broadly, this survey asked students to consider their motivations for studying abroad and choosing UI, the quality of their academic and social experiences, and their anticipated plans following graduation. Results from this survey are compared to responses that Byun et al. (2011) obtained using a similar survey administered to international students at KU.

The interview were also conducted with international student office staffs, international student advisors and international students. When interviewing international student office staff and advisors, comprehensive and in-depth questions regarding measures implemented by the UI to attract international students, international students' management policies and the difficulties of managing international students were asked. The method for data analysis was descriptive statistics in analyzing the quantitative data from surveys.

IV. International Students Survey Results

1. Choosing study abroad country and college

According to the survey result, of the 91 respondents,

<Table 4-1> Personal Reasons for choosing UI

	Sample size	Average	SD	
Univ. of Iowa	Better job opportunities outside home country	91	2.69	1.03
	To experience culture	88	2.68	.97
	Better job opportunities in home country	91	2.60	.96
	To learn and practice English	89	2.48	1.12
	Opportunity to academic research about US	88	2.41	1.14
	Teacher/counselor advised to study in US	90	1.73	.95
	Have friends in US	90	1.71	.94
	Vacation away from home	89	1.66	.93
	Have family in US	90	1.30	.77
Korea Univ.	Learn & practice Korean language	411	2.81	1.02
	Korea cultural experiences	412	2.77	.87
	Better job opportunities in home country	417	2.60	.91
	Better job opportunities outside home country	414	2.60	.93
	Korea related academic research	406	2.20	.94
	Vacation away from home	410	1.82	.95
	Have friends in Korea	403	1.80	.97
	Teacher/counselor advised to study in Korea	409	1.68	.94
	Korean heritage	390	1.62	.95
Have family in Korea	402	1.38	.83	

*1=Not Important; 2=Somewhat Important; 3=Very Important; 4=Most Important

52 (56.0%) indicated that UI was not their first-choice institution when applying abroad. This suggests that UI was not substantially preferable for these students in comparison to other foreign institutions.

As seen in Table 4-1, respondents offered various personal reasons for choosing a UI. For these students, the most important factor appeared to be the prospect of attaining better job opportunities outside of their home countries (M=2.69, SD=1.03) after graduations. Many of these students also valued the opportunity to experience U.S. culture (M=2.68, SD=0.97). Others hoped that UI would offer a route to better job opportunities in their home countries (M=2.60, SD=0.96). For some, the opportunity to learn and practice English (M=2.48, SD=1.12) was most pivotal reason. Comparatively, few international students appear to have chosen UI due to the advice of a former teachers or counselors advised to study in the US was marginal. These results are similar to those obtained from international students at KU, for whom employment and cultural experiences were also influential factors (Byun et al., 2011).

International students were also asked to identify

<Table 4-2> UI related reasons

	Sample size	Average	SD
Scholarship opportunity	91	2.92	1.15
UI is safe compared to other colleges & universities	91	2.58	1.12
Lower cost of living compared to other colleges & universities	90	2.26	1.03
More opportunity to work while at school	90	1.92	1.04
UI's easier visa and application procedures compared to other countries I considered	91	1.76	.94

*1=Not important; 2=Somewhat Important; 3=Very Important; 4=Most Important

characteristics of UI that influenced them to matriculate (Table 4-2). The opportunity to receive a scholarship appeared to be most salient (M=2.92, SD=1.15) followed by the perceived levels of safety offered by UI relative to other colleges and universities (M=2.58, SD=1.12). Many students also cited the UI's low cost of living

<Table 4-3> Sources of information about universities

	Sample	Average	SD	
Univ. of Iowa	Internet/brochures/advertisements (TV, newspaper)	89	2.31	1.09
	Students who attended UI	89	2.00	1.14
	Friends who have studied abroad	87	1.98	1.01
	Professors at UI	89	1.97	1.12
	Professors at previous university	90	1.74	1.08
	Study abroad agency in home country	90	1.66	1.10
	Family members who have studied abroad	89	1.55	.97
	Counselor/ teacher in high school	89	1.55	.93
	Contract agreement with a university in home country (exchange agreement between institutions)	89	1.53	1.00
	Recruiters (e.g. recruiting events, exhibit)	89	1.52	.87
Korea Univ.	Study abroad or international education office at home university	89	1.48	.85
	Students who attended Univ. of Korea	117	2.25	1.14
	Internet/brochures/advertisement(TV, newspaper)	114	2.24	1.02
	Exchange students program	111	2.21	1.25
	Friends who have studied abroad	113	2.21	1.15
	Study abroad or international education office at home university	112	2.04	1.11
	Professors at previous university(home country)	113	1.83	1.04
	Professors at previous university(Korea university)	111	1.71	1.00
	Recruiters (e.g. recruiting events, exhibit)	110	1.49	.76
	Study abroad agency in home country	112	1.40	.82
	Family members who have studied abroad	112	1.35	.77
	Counselor / teacher in high school	113	1.25	.58

*1=Not at all; 2=A little; 3=A fair amount; 4=A lot

as a factor that influenced their choice. Survey results collected from of international students at KU also

emphasize the importance of scholarship opportunities and security (Byun et al., 2011).

Table 4-3 depicts the methods international students reportedly used to collect information about foreign universities. Most students relied on internet/brochures/advertisements ($M=2.31$, $SD=1.09$), but many also sought information from students who attended UI ($M=2.00$, $SD=1.14$), friends who had studied abroad ($M=1.98$, $SD=1.01$), and professors at UI ($M=1.97$, $SD=1.12$). In contrast, far fewer students reported obtaining information from recruiters ($M=1.52$, $SD=0.87$) and offices that managed study abroad or international education programs ($M=1.48$, $SD=0.85$). However, these results should be interpreted cautiously because there were no sources for which the average international student reported obtaining “a fair amount of information,” which would correspond to a mean value of 3.00 points. On average international students appeared to use these sources to obtain “a little” information. Byun et al. (2011) obtained similar findings at KU, and concluded that international students receive insufficient information about the educational institutions that they are considering.

The most influential factor behind international students’ decision to attend UI was the prospect of a higher-quality education than one that could might obtained in their native countries ($M=2.87$, $SD=1.04$). The offer of financial support was the second most influential factor ($M=2.55$, $SD=1.30$). Lesser but otherwise important factors for choosing UI included: the opportunity to study and research with a particular faculty member or research group at UI ($M=2.33$, $SD=1.18$); UI’s educational cost compared to other colleges and universities in U.S.; the advice of a former teacher or counselor to study at UI ($M=2.23$, $SD=1.09$); and the opportunity to pursue an academic program or major not available in a student’s home country ($M=2.21$, $SD=1.11$).

2. Academic Experiences

1) Difficulties: academic, social, personal reasons

As seen in Table 4-4, international students reported difficulties with their academic, social, and personal lives. Social difficulties were most critical for UI students ($M = 3.02$, $SD = 1.30$), followed by academic ($M = 2.95$,

<Table 4-4> Difficulties of studying abroad: academic, social, personal reasons

		Sample size	Average	Std.
Univ. of Iowa	Social life (e.g. relationships with friends, professors)	91	3.02	1.30
	Academic life	91	2.95	1.17
	Personal life (e.g. feelings)	91	2.71	1.35
Korea Univ.	Academic	390	2.85	1.33
	Social life(e.g. relationships with friends, professors)	385	2.55	1.26
	Personal life(e.g. feelings)	376	2.32	1.21

*1=Least difficult; 5=Most difficult

SD = 2.71) and personal (M = 2.71, SD = 1.35) challenges. This result corresponds to results obtained from Student Experience in the Research University (SERU), a survey conducted at 16 universities of the United States that found that international students faced the greatest difficulties with respect to their social lives. Compared to responses collected from non-international students at UI, international students experienced greater social difficulties as evidenced by significantly lower self-assessments of their social skills and less satisfaction with their social experience on campus. Whereas the international students at UI reportedly experienced the greatest difficulty in establishing and maintaining relationship with their peers and professors, international students at KU indicated that their academic lives were most difficult (Byun et al., 2011).

2) Academic Satisfaction

International students at UI reported high levels of satisfaction with their academic experiences (Table 4-5). The items presented were assessed using a five-point Likert scale that ranged from very dissatisfied (1) to very satisfied (5). International students were most satisfied with off-campus work opportunities (M=3.99, SD=1.80). They also expressed satisfaction with the ability to transfer courses from other universities for UI academic credit (M=3.87, SD=1.89) and with resources that improved their job preparedness (M=3.84, SD=3.60). International students at UI also expressed satisfaction with on-campus work opportunities (M=3.60, SD=1.75), scientific research

and laboratory equipment (M=3.51, SD=1.75) and scholarships, grants, and other forms of financial aid (M=3.39, SD=1.64). These students were somewhat less satisfied with their overall campus experience (M=3.02, SD=1.41), the quality of teaching staff (M=3.01, SD=1.65).

This corresponds to findings from SERU (2014), which indicated that international students tend to value work opportunities. In fact, 54% of SERU respondents reported working 9.4 hours per week while 46% reported working 7.7 hours per week. Compared to this, 60% of UI students reported working 11 hours per week, and the reported rate of on-campus (37%) or off-campus (31%) work was greater at UI than many of its peer institutions in the US.

Next, international students at UI reported gaining knowledge of a particular field or discipline (M=4.34, SD=0.74) when asked to assess the growth they had made since enrolling in UI. Additionally, the students reported improved English language ability (M=4.17, SD=0.83), research skills (M=4.10, SD=0.73), academic writing skills (M=4.06, SD=0.74) and analytical and problem solving skills (M=4.06, SD=0.74). However, they reported smaller improvements in their cooperation abilities (M=3.83, SD=0.82), computer skills (M=3.74, SD=0.80) and mathematical skills (M=3.41, SD=1.00).

3. Social Experiences

1) Difficulties studying abroad in social experience aspect

Respondents at UI reported limited social difficulties (Table 4-6). International students at UI indicated that they experienced the most difficulty in making friends with American students (M=2.94, SD=1.40). Some also reported challenges with financial assistance (M=2.91, SD=1.35) and the affordability of their education (M=2.79, SD=1.18). They experienced the least difficulty in making friends with students from their home countries (M=2.25, SD=1.34). International students at UI offered similar responses in the SERU (2014). The research had found that international students and non-international students expressed similar levels satisfaction in their relationships with professors, and that international students reported lower levels of satisfaction in socializing with friends. Collectively, this evidence suggests that international students attending UI found it most difficult to make friends.

<Table 4-5> Satisfaction with academic experiences

	Sample	Average	Std.
	88	3.99	1.80
	88	3.87	1.89
	88	3.84	1.44
	88	3.60	1.75
	88	3.51	1.75
	88	3.39	1.64
	88	3.30	1.58
	87	3.24	1.57
	88	3.24	1.49
	88	3.23	1.74
Univ. of Iowa	88	3.22	1.44
	88	3.16	1.40
	85	3.12	1.56
	88	3.09	1.90
	88	3.08	1.60
	90	3.06	1.69
	88	3.05	1.56
	88	3.03	1.48
	88	3.03	1.69
	87	3.02	1.41
	88	3.01	1.65
	387	4.20	.91
	379	4.13	.85
	388	3.97	.87
	288	3.80	.98
	377	3.76	1.07
	377	3.74	.95
Korea Univ.	374	3.71	1.04
	357	3.67	1.19
	385	3.66	1.08
	371	3.61	1.09
	273	3.52	1.06
	383	3.45	1.02
	351	3.27	1.15

1=Very dissatisfied; 5=Very satisfied

2) Friendship

More detailed responses on the topic of friendships can be found in Tables 4-7 and 4-8. International students reported that 42.9% of their friendships were with students from their home countries and reported that only 22.0% of their friendships were with American students (Table

4-7). However, 63.3% of international students expressed a strong desire to build friendships with American students (Table 4-8). Byun et al. (2011) gathered similar findings from KU's international students, 50.6% of whom expressed interest in pursuing a relationship with Korean students (even as most of their friendships were with students from their home countries).

<Table 4-6> Difficulties of international students

	Sample	Average	SD
Univ. of Iowa	Making friends with American students	86	2.94 1.40
	Availability of financial assistance	86	2.91 1.35
	Affordability of education (tuition, supplies, etc.)	86	2.79 1.18
	Academic pressure to succeed	86	2.77 1.18
	Affordability of living (rent, food, transportation, etc.)	86	2.74 1.16
	Feeling welcomed on UI campus	86	2.59 1.31
	Availability of support services	85	2.56 1.11
	Acceptance by UI students	86	2.52 1.21
	Advice and information given by UI international student office	85	2.46 1.23
	Acceptance by UI faculty and staff	86	2.42 1.22
Korea Univ.	Making friends with international students	86	2.36 1.23
	Communicating in English	86	2.28 1.18
	Making friends with students from home countries	85	2.25 1.34
	Communicating in Korea	385	2.84 1.34
	Making friends with Korean students	384	2.76 1.24
	Availability of support services	381	2.52 1.07
	Affordability of living (rent, food, transportation, etc.)	384	2.51 1.18
	Acceptance by Univ. of Korea students	385	2.44 1.13
	Feeling welcome on university campus	383	2.39 1.18
	Acceptance by Univ. of Korea faculty and staff	385	2.18 1.08
Feeling comfortable on Korean life	385	2.12 1.03	
Making friends with international student	384	2.11 1.14	
Making friends with students from home countries	383	1.70 .99	

1=Least difficult; 5=Most difficult

International students at UI reported receiving the most help from family and friends residing in their home countries (M=2.80, SD=1.05). To a lesser extent, they also reported receiving help from UI students from their home country (M=2.71, SD=1.15) and university faculty

<Table 4-7> Friendship: Backgrounds

	Frequency (person)	(%)
Univ. of Iowa	Mostly students from home country	39 42.9
	Mostly other international students	23 25.3
	Mostly American students	20 22
	No friends at UI	2 2.2
	Other	7 7.7
	Total	91 100.0
Korea Univ.	Mostly students from my home country	170 43.9
	Mostly other international students	109 28.2
	Mostly Korean students	72 18.6
	No friends at Univ. of Korea	3 0.8
	Other	33 8.5
	Total	387 100.0

*Korea University: No response (38 persons)

<Table 4-8> Desired friendship: Background

	Frequency (person)	%
Univ. of Iowa	American students	57 63.3
	Students from home country	15 16.7
	other international students	9 10.0
	Other	9 10.0
Total	90 100.0	
Korea Univ.	Korean students	196 50.6%
	Other international students	111 28.7%
	No friends at Univ. of Korea	47 12.1%
	Students from home country	33 8.5%
Total	387 100.0	

*Korea University: No response (38 persons)

(M=2.67, SD=0.90). Far fewer reported receiving help from American students in the UI (M=2.22, SD=0.86). This suggests that international students are more likely to rely on family and friends at home or peers from their home countries than on American students. Similar findings were obtained from international students at KU (Byun et al., 2011).

3) Discrimination

According to the survey result, 82 (90.1%) of the 91 international students who participated in the survey indicated that they felt accepted and comfortable in UI. As seen in Table 4-9, a majority of international students reported that they were treated fairly by classmates, professors and administrative staff, suggesting that they did not feel discriminated. Compared to the 20.0% of students who reported discrimination on campus, 37.4% of international students indicated that they were not treated fairly outside the university. Similar results were obtained from international students attending KU (Byun et al., 2011). Additionally, 24.2% of UI's international students reported facing discrimination from classmates, which is far greater than the percentage of students reporting unfair treatment from professors (14.3%) or administrative staff (7.7%). These results are similar to those obtained from SERU (2014), which found that international students of UI reported discrimination from other students far more frequently than from university faculty or staff. Improving peer relationships may be a pivotal factor in resolving the discrimination that international students experience.

When UI's international students were asked to consider how they were treated compared to other international students, they generally reported that they were treated fairly by classmates, professors and administrative staff. However, international students reported greater levels of unfair treatment in off-campus than on-campus settings. These results correspond to those obtained from international students attending Korea University (Byun et al., 2011).

Additionally, international students at UI reported being discriminated against because of their English ability (23.1%), nationality (17.6%), religion, (17.6%)—and to

a lesser extent—their race (8.8%), and gender (5.5%). Similar findings were obtained from a survey of international students at KU (Byun et al., 2011). Specifically, international students at KU reported that their English-language as their second language was a reason for discrimination.

4) Plans after graduation

The survey asked international students at UI to consider their academic and career plans following graduation. Table 4-10 depicts where international students' hope to pursue their post-graduation academic and career goals. A large majority of students at UI hope to further their education in the United States is 77.3%. Far fewer students wish to pursue additional education in their home countries or in other countries. This differs from results obtained from international students at KU (Byun et al., 2011). Only 44.7% of international students at KU hoped to pursue further education in Korea. This suggests that international students at UI are highly satisfied with their educational experience in the U.S and students at KU are not.

<Table 4-10> Future goals for education (person)

		Hope to further education in US/Korea	Hope to further education in home country	Hope to further education in another country
Univ. of Iowa	Yes	68(77.3%)	34(39.1%)	29(32.6%)
	No	20(22.7%)	53(60.9%)	60(67.4%)
	Total	88(100.0%)	91(100.0%)	89(100.0%)
Korea Univ.	Yes	147 (44.7%)	157 (47.1%)	213 (61.7%)
	No	182 (55.3%)	176 (52.9%)	132 (38.3%)
	Total	329(100.0%)	333(100.0%)	345(100.0%)

<Table 4-9> Treated fairly as compared to non-international students

		Classmates	Professors	Administrative Staff	On campus (outside the classroom)	Off campus
Univ. of Iowa	Yes	69(75.8%)	78(85.7%)	84(92.3%)	72(79.1%)	57(62.6%)
	No	22(24.2%)	13(14.3%)	7(7.7%)	19(20.9%)	34(37.4%)
	Total	91(100.0%)	91(100.0%)	91(100.0%)	91(100.0%)	91(100.0%)
Korea Univ.	Yes	255(66.9%)	286(74.9%)	304(80.0%)	298(78.6%)	211(56.0%)
	No	126(33.1%)	96(25.1%)	76(20.0%)	81(21.4%)	166(44.0%)
	Total	381(100.0%)	382(100.0%)	380(100.0%)	379(100.0%)	377(100.0%)

<Table 4-11> Future goals for career (person)

		Hope to further career in US/Korea	Hope to further career in home country	Hope to further career in another country
Univ. of Iowa	Yes	73(81.1%)	66(74.2%)	52(58.4%)
	No	17(18.9%)	23(25.8%)	37(41.6%)
	Total	90(100.0%)	89(100.0%)	89(100.0%)
Korea Univ.	Yes	192 (60.6%)	284 (83.8%)	189 (60.4%)
	No	125 (39.4%)	55 (16.2%)	124 (39.6%)
	Total	317(100.0%)	339(100.0%)	313(100.0%)

Similarly, with regard to employment after graduation, a majority of international students wish to pursue a career in the United States (81.1%). As seen in Table 4-11, this differs from results obtained from international students at KU (Byun et al., 2011). At KU, far fewer students expressed interest in pursuing a career in Korea. This suggests that UI’s international students see the U.S. as offering attractive employment opportunities following graduation, but KU’s international students may not see similar opportunities in Korea.

V. Conclusion

The purpose of this study is to examine the future direction of policies for international students within Korea and to come up with adequate policies that would contribute to the internationalization of Korea's higher education. This study compared survey results from international students attending the UI with those obtained from international students at KU (Byun et al., 2011). This study compared students’ motivations for studying abroad and choosing their institution, the quality of their academic and social experiences, and their anticipated plans following graduation. Followings are the key characteristics and suggestions based on the analysis results of surveys which was distributed to UI international students.

First of all, Korean government and universities should expand scholarship opportunities and strengthen promotion of universities which would give accessibility that allows international students to collect information. From the results of questions, the most important factors upon

choosing UI to other universities was scholarship opportunities. The survey results of international students at Korea University had similar results to survey results from this study, and thus, international students regard scholarship opportunities crucial factor in college selection. Therefore, Korean government and universities should endeavor to make attractive studying abroad environment for international students by expanding scholarship opportunities which would relieve financial burden for them. Also, the universities should reinforce strategical promotion methods that targets international students to allow them to collect information about Korean universities. The universities should mainly focus on internet advertisement as the survey responded the main information collection methods to internet, booklets, and TV or newspaper advertisements.

Second, specialized curriculum accompanied by ongoing supervision may help international students to develop greater knowledge related to a specific field or discipline, thereby enhancing their academic experiences. International students at UI and KU appeared to select their university to access higher-quality educational opportunities than those afforded in their home countries. International students at UI reported greater academic development than their peers at KU. Whereas UI’s international students indicated that they developed knowledge of particular field or discipline and enhanced English language ability, KU’s international students indicated that they had only increased their knowledge of Korean culture. This suggests that Korean universities’ must do more to meet the academic needs of their international students.

Third, on- and off-campus internship experiences may help to induce international students to seek employment opportunities in Korea following graduation. Third, the Korean governments should positively provide various on and off-campus job experiences such as internship programs for international students with cooperation from local society. The UI international students had shown high satisfaction with on and off campus opportunities and job preparedness for work after studying at the university which led them to consider pursuing a career in the United States. The international students from Korea University had also chosen studying abroad for better job opportunity, but they responded to pursue a career in home which can be seen that Korea is not an attractive country regarding employment after graduation. Thus,

the Korean government and universities should consider the career interests of international students to offer internship opportunity which would lead to satisfaction upon studying abroad in Korea. Furthermore, Korea should develop into an attractive country regarding employment after graduation upon international students.

Finally, initiatives aimed at improving understanding of relationships with international students may help to reduce discrimination they face from peers and university staff. This study offers a detailed analysis of the social experiences of international students in Korea, a topic that has been previously overlooked by most scholarly research. International students at both KU and UI experienced difficulty in terms of their peer relationships and were challenged by the discrimination that they faced. However, international students attending KU were more likely to struggle with discrimination in Korean society than were international students attending UI. These findings suggest a need for educational initiatives that offer to improve cross-cultural understanding and reduce discrimination against international students.

The Korean government has already taken steps to respond to the internationalization of its higher education system by placing a greater emphasis on attracting high-achieving international students, thereby increasing the academic quality of Korea's higher education system. However, some difficulties had occurred on academic, job opportunity and social experience aspects compared to UI, which are due to lack of supporting plans for international students. Considering the situation, Korea needs transition in international student policies which would increase their adaptation on studying abroad environment and quality of learning experiences. With this point of view, International Education Quality Assurance System (IEQAS) which had imposed qualitative indicator that allows the Korean policy makers to determine overall problems upon international students gives significant meaning on improvement on those international student policies. Therefore, the international policy from now on should expand to improve in qualitative meanings which would provide practical learning experience and support on social difficulties that leads to reinforcement on management and support capacity on international students who study in Korea.

References

- Ahn, Y. J. (2009). A Study on Incoming International Students' Immigration Process and Backgrounds. *The Journal of the Economic Geographical Society of Korea*, 12(4), 344-363.
- Byun et al. (2011). A Study on the Analysis and the Supporting System of International Students' Learning Experience in Korea University. Higher Education Policy Research Institute. RR 2011-01.
- Cho, C. H. & Sung, Y. H. (2010). Factors Influencing Adaptation to Korean Culture and Ethnic Affinity: Focus on English-speaking Foreigners and International Students. *Korean Journal of Journalism & Communication Studies*, 54(4), 374-397.
- Chu, H. J. (2010). Learning Experiences of International Students in Korea University. *The Journal of Research in Education*, 36, 135-159.
- Ha, H. J. (2012). An Analysis of Influential Factors on Foreign Students' Academic Satisfaction. Unpublished master's thesis. Graduate School of Education, Korea University.
- Ha, Y., Lee, J, Shin, G. (2015). *Estimating the Economic Benefits of International Students Recruitment*. The Journal of Economics and Finance of Education, 24(3), 89-112.
- Hwang, M. A. (2009). Students' Discriminating Attitude Toward a Socioeconomic Status of Foreigners. *Theory and Research in Citizenship Education*, 41(3), 205-226.
- Jon, J. E. (2009). 'Inter-culturality' in Higher Education as Student Intercultural Learning and Development: A Case Study in South Korea. *Intercultural Education*, 20(5), 439-449.
- Kim, J. S. (2010). Policy of International Students' Success Depends on Substantiality of Korean Language Education. *Higher Education*, 163, 38-42.
- Kim, S. A. & Kim, T. H. (2011). The Development of Cultural Identity and Strategies for Coping with Discrimination of Chinese Students in Korea. *Multicultural Education Studies*, 4(1), 1-17.
- Kim, S. N. (2007a). A study on the Determinants of International students' college Adaptation. *Korean Society for Journalism & Communication Studies*, 29-46.
- Kim, S. N. (2007b). A Study on Communication Strategies for Enhancing Chinese Students' College Adaptation to Korean Universities. *The Korean Association of Political Science & Communication*, 10(1), 185-206.
- Kim, Y. K. (2009). Needs Analysis for Chinese and

- Japanese International Students' Adaptation to University Life in Korea. *Korea Journal of Counseling*, 10(1), 535-559.
- Kwon, E. Y. (2013). Research for the Liberal Arts Curriculum for International Students. *Korean Journal of General Education*, 7(2), 373-398.
- Lee et al. (2013). Studies on University Curricula Programs Developed in Response to Globalization in Korea. *Korean Journal of General Education*, 7(2), 221-248.
- Lee, H. B. (2011). Suggestions to Improve of Korean Language Lecture for Foreign Students. *Soonchunhyang University Institute of Humanities*, 28, 323-344.
- Lee, I. C. (2015). A Study on Changed Instances of University Management Caused by Recruiting International Students. Unpublished master's thesis. Graduate School of Education, Busan National University.
- Lim, D. K. & Kim, C. S. (2011). A Study on Korean College Students' Perception of Multi-Cultural Society and its Antecedent Factors: Focusing on Social Distance, Image of Foreign Residents, and Qualifications for being a Korean. *Korea Journal of Communication Studies*, 19(1), 5-34.
- Ministry of Education Ministry of Justice & Korea Research Foundation (2015). The Handbook of International Education Quality Assurance System (IEQAS).
- Na, I. S. (2006). A Study on the Effects of Acculturative Stress and Life Stress among Foreign Students. *Korean Association of Nonprofit Organization Research*, 5(2), 159-197.
- Park, T. H. (2000). A Study on the Internationalization supports of University and Strategies for attracting international students. Ministry of Education, Human Resources Development.
- Park, W. (2009). A Study on Migration and Characteristics of Chinese Foreign Students in Korea - Focusing on the Comparison between Han and Korean Chinese Students. *Studies of Koreans Abroad*, 19, 155-181.
- Row, K. R. & Bang, H. J. (2008). Differences in Explicit and Implicit Racial Attitudes between Korean and Foreign College Students. *The Korean Journal of Social and Personality Psychology*, 22(4), 75-92.
- SERU (2014). How do international students experience UI? SERU Brief 2014, 1. Retrieved from <https://uiowa.edu/assessment/sites/uiowa.edu.assessment/files/SERU2014-1.pdf>