INTERNATIONAL EDUCATION PROGRAMS
AT COMMUNITY COLLEGES
IN THE STATE OF TEXAS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Mary L. Emerson, B. A., M.A.

Denton, Texas

August, 1993
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This study examined international education (IE) programs in Texas community colleges to determine how they compare to a general, theoretical model of IE programs discussed in the literature. The study proposed: (a) to describe, through a review of literature, the components of IE; (b) to describe the administration of IE within the Texas community colleges; (c) to identify existing IE instructional activities; (d) to describe the student support services related to IE which are in practice; (e) to describe what community and out of country outreach components are in operation; and (f) to determine how the IE programs in Texas community colleges compare to theoretical components of IE programs as identified in the literature.

A 33 item questionnaire was developed and distributed to the population of the 65 public community colleges in the State of Texas. Forty-seven institutions responded to the survey, for a response rate of 72.30%.

A taxonomy of IE consists of the following four subparts: (a) administrative, (b) instruction, (c) international student support services, and (d) outreach.
In the majority of Texas community colleges there are no IE administrative structures, written IE policies, IE committees/task forces, memberships in IE associations, and IE is not included in the mission statements. Of the reporting institutions, 6 (13.04%) have an international office, 11 (23.91%) have a designated person, and 27 (58.69%) have no entity responsible for IE.

Instructional IE activities, which include faculty development, internationalized curriculum, and out of country education, are non-existent in the majority of the respondent institutions. International student support services are provided in 73.91% of the respondent institutions.

Even though the majority provide some community outreach in the international dimension, primarily through continuing education courses (69.56%), the number of the activities and services is very limited. Eighty-two percent reported having no out of country outreach activities.

The literature’s description of a general theoretical model IE program is present in reality in only three Texas community colleges—one district and two non-districts.
# TABLE OF CONTENTS

| LIST OF TABLES | ..... | v |

<table>
<thead>
<tr>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
</tr>
<tr>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>Purposes of the Study</td>
</tr>
<tr>
<td>Research Questions</td>
</tr>
<tr>
<td>Significance of the Study</td>
</tr>
<tr>
<td>Definition of Terms</td>
</tr>
<tr>
<td>Limitations</td>
</tr>
<tr>
<td>Delimitations</td>
</tr>
<tr>
<td>Assumptions</td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
</tr>
<tr>
<td>The Background of IE in Community Colleges</td>
</tr>
<tr>
<td>Components of an IE Program</td>
</tr>
<tr>
<td>Theories on the Value of IE</td>
</tr>
<tr>
<td>Model Two-Year Institution IE Programs</td>
</tr>
<tr>
<td>III. PROCEDURES FOR DATA COLLECTION</td>
</tr>
<tr>
<td>Population</td>
</tr>
<tr>
<td>The Survey Instrument</td>
</tr>
<tr>
<td>Instrument Validity</td>
</tr>
<tr>
<td>Administration of the Revised Survey Instrument</td>
</tr>
<tr>
<td>Data Analysis</td>
</tr>
<tr>
<td>IV. PRESENTATION AND ANALYSIS OF DATA</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Analysis of the Literature’s Inferred IE Model</td>
</tr>
<tr>
<td>Research Question One</td>
</tr>
<tr>
<td>Analysis of the Questionnaire and Responses To</td>
</tr>
<tr>
<td>Research Questions</td>
</tr>
<tr>
<td>Research Question Two</td>
</tr>
<tr>
<td>Research Question Three</td>
</tr>
<tr>
<td>Research Question Four</td>
</tr>
<tr>
<td>Research Question Five</td>
</tr>
<tr>
<td>Research Question Six</td>
</tr>
<tr>
<td>Chapter</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Analysis of Demographics of Three Texas Community Colleges with Model IE Components</td>
</tr>
<tr>
<td>Analysis of Comparison of IE Administrative Structures</td>
</tr>
<tr>
<td>Summary of Findings</td>
</tr>
<tr>
<td>V. SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE STUDY</td>
</tr>
<tr>
<td>VI. APPENDICES</td>
</tr>
<tr>
<td>VII. REFERENCES</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrollment Data for all Public Texas Community Colleges and Respondent Institutions</td>
<td>53</td>
</tr>
<tr>
<td>2. Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs</td>
<td>54</td>
</tr>
<tr>
<td>3. Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs (Questionnaire Part 1, Question 3)</td>
<td>57</td>
</tr>
<tr>
<td>4. Responses to Questions Regarding the Administration of IE Programs (Questionnaire Part 1, Question 4)</td>
<td>58</td>
</tr>
<tr>
<td>5. Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs (Questionnaire Part 1, Question 5)</td>
<td>59</td>
</tr>
<tr>
<td>6. Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs (Questionnaire Part 1, Question 6)</td>
<td>60</td>
</tr>
<tr>
<td>7. Cross Tabulation of Responses to Questions Regarding Instructional IE Activities – Faculty Development</td>
<td>63</td>
</tr>
<tr>
<td>8. Cross Tabulation of Responses to Questions Regarding Instructional IE Activities – Curriculum</td>
<td>66</td>
</tr>
<tr>
<td>9. Cross Tabulation of Responses to Questions Regarding Instructional IE Activities – Out of Country Education</td>
<td>69</td>
</tr>
<tr>
<td>10. Cross Tabulation of Responses to Questions Regarding International Student Support Services</td>
<td>72</td>
</tr>
<tr>
<td>11. Reported International Student Enrollment Ranges and Average International Student Support Services Provided (Questionnaire Part 3)</td>
<td>75</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>12. Cross Tabulation of Responses to Questions</td>
<td>77</td>
</tr>
<tr>
<td>Regarding Outreach - Community</td>
<td></td>
</tr>
<tr>
<td>13. Cross Tabulation of Responses to Questions</td>
<td>79</td>
</tr>
<tr>
<td>Regarding Outreach - Out of Country</td>
<td></td>
</tr>
<tr>
<td>14. Comparison of Texas Community College IE Programs to the Literature's Theoretical IE Components</td>
<td>80</td>
</tr>
<tr>
<td>15. Enrollment Ranking of Three Texas Community Colleges Which Reflect the Literature's Model IE Programs</td>
<td>84</td>
</tr>
<tr>
<td>16. Comparison of IE Administrative Structures and Activities/Services Provided</td>
<td>86</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

As the 21st century approaches, higher education is faced with evolving education needs. The rapid growth of advanced technology, the collapse of Soviet communism, changes of international trade policies, and a scarcity of resources are quickly changing the world. A new international agenda and interdependent world economy is developing.

The challenge to educators is to deliver graduates who are competent not only to function professionally in an international environment, but who are equipped to make personal and public-policy decisions as citizens of an international society (Pickert, 1992, p. iii).

The need for international education (IE) is expressed in the following statement from the American Association of Community and Junior Colleges:

The urgency of world issues confronting the United States increases the need for an internationally aware and competent citizenry to understand and function within the diverse cultures and systems of our country and of the world. To create this competent citizenry, international education must receive increased emphasis (cited in Adams & Greene, 1984, p. 31).
Numerous studies have been made which highlight the need to improve IE in the United States (Council on Learning, 1981; Educational Testing Service, 1981; Fifield, Foster, Hamm, & Lee, 1990; Shannon, 1978).

... our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial (President's Commission on Foreign Language and International Studies, 1979, p. 1).

Brown (1984) states that "... the United States' need for citizens with some international acumen is not being met at the college level" (p. 2).

In 1989, The National Governors' Association prepared six educational goals which should be met by the year 2000. The fifth goal stressed that every adult American should have the knowledge and skills required to compete in a global economy.

The implications of a global economy were also recognized by the 71st Texas Legislature. The members documented the importance of IE to the future of the state when it issued the following resolution:

RESOLVED, That the 71st Legislature of the State of Texas hereby encourage the State Board of Education to emphasize the importance of international education in Texas by developing a program that will include international studies and foreign language curriculum
for Texas public schools with instruction starting in the early grades...(House Concurrent Resolution No. 194, 1989).

The Texas Commissioner of Higher Education created an Advisory Committee on International Issues composed of educators, business leaders, and state and federal public officials throughout the state. The purpose of the committee is to recommend policy, programs, and activities that will help higher education in Texas respond to IE and the international economic development needs of the state (Commissioner's Advisory Committee on International Issues, 1990).

The committee prepared "Partners on a Rising Curve," which documented their two-year efforts to assess Texas' progress in implementing IE in higher education. From their study they recommended several objectives for Texas higher education institutions.

THE PROBLEM

What IE programs exist in community colleges in Texas, and how do these compare to a general theoretical model of IE programs discussed in the literature?

PURPOSES OF THE STUDY

The purposes of this study to determine what IE programs exist in community colleges in Texas are as
follows:

1. to describe, through a review of literature, the components of IE;

2. to describe how the administration of IE is organized within the Texas community colleges;

3. to identify the instructional activities of IE which are being performed at the Texas community colleges;

4. to describe the student support services related to IE which are in current practice within the Texas community colleges;

5. to describe what community and out of country outreach components are in operation within the Texas community colleges; and

6. to determine how the IE programs in Texas community colleges compare to theoretical components of IE programs as identified in the literature.

RESEARCH QUESTIONS

In order to fulfill the stated purposes, six major research questions guide the study.

1. Based on the literature, what are the theoretical components of IE?

2. How is the administration of IE organized within Texas community colleges?
3. What instructional IE activities—faculty development, internationalized curriculum, and out of country education—exist in Texas community colleges?

4. What student support services are provided for international students at Texas community colleges?

5. What community and out of country outreach activities are in operation at Texas community colleges?

6. Given the descriptive findings of IE programs in Texas community colleges, how do they compare to the descriptions in the literature regarding what a general theoretical model of IE programs should be?

SIGNIFICANCE OF STUDY

The literature validates the value of IE programs in higher education institutions. The need has been recognized by the educational, business and public leaders in Texas (Commissioner’s Advisory Committee on International Issues, 1990). Presently there is no definitive study of how many or what types of IE components are functioning in the state of Texas.

Burn (1980) discusses the appropriateness of assessing the current state of IE by surveying community colleges. She bases her judgment that such a study of community colleges is important on the large numbers of students who are enrolled in these institutions. These large numbers are reflected in enrollment figures for Texas. For the academic
year 1991-92 there were 768,344 students enrolled in two-year Texas community colleges, compared to 794,871 students enrolled in four-year public institutions (Texas Coordinating Board of Higher Education, 1992). Zikopoulos (1989-90) reports that Texas two-year institutions rank third after California and Florida in population of foreign students. This study will document the status of IE in these two-year institutions.

The Texas Higher Education Coordinating Board has voiced a desire for information about IE programs in the state. One of its objectives related to economic development is:

Develop inventory of Texas higher education programs and resources related to international issues and Texas economic development (Commissioner's Advisory Committee on International Issues, 1990, p. 19).

The initial specific charges from Commissioner Ashworth (1990) to the Commissioner's Advisory Committee on International Issues included the following questions:

What language and area study strengths currently exist in Texas institutions of higher education? What voids, if any, exist? . . . . What role do/should/can the continuing education programs of various Texas institutions of higher education play in supporting international trade, exporting and international awareness in Texas? (p. 16)
In order to answer these and other questions, the committee conducted a survey, "Institutional Survey of International Activity in Higher Education Within the State of Texas 1988-89." Each Texas Higher Education institution was asked to describe all of their activities having international scope.

The members of the committee later made this statement about the survey, "If hindsight is, indeed, '20/20,' the subcommittee might look back and change the approach of the survey" (Commissioner’s Advisory Committee on International Issues, 1990, p. 12). Concern was expressed that the open-ended design of the questionnaire created problems for the respondents and the analysts. The committee made no claim to describe or even summarize all the educational activities under way at Texas institutions of higher education. The committee stressed a commitment to continue in its efforts to assure that students develop a global perspective sufficient to become enlightened citizens.

Even though the Committee’s survey provides some baseline data that can be utilized in this study, the status of IE in Texas has yet to be fully researched. The information from this study will provide current information which will enable the state’s policy makers to propose funding and activities to assist instructional development in the areas of most need.

Most community colleges are involved in some aspects of IE. Some have only bits and pieces of a program and feel no
more needs to be done to achieve global awareness among students. In this period of extreme budget cuts, for an institution's leadership to make sound judgements regarding diverting funds from existing programs to create new international programs, basic research information is necessary.

Community colleges will benefit from this research. It will offer institutions clarification and guidance regarding IE programs and assist in the effective implementation of making international understanding a part of their general mission.

In summary, the need for this study is focused in the following four areas: (a) the data will provide community colleges with beneficial information which can assist them in developing or revising their IE programs; (b) the information can be used to encourage administrators to initiate changes and additions that are necessary for meeting the many challenges of IE; (c) the information will provide the state's policy makers with the information they need to formulate policies and actions with regard to IE; and (d) the study will provide insight into the present IE status and practices among community colleges in the state of Texas.

DEFINITION OF TERMS

The following terms are defined as they relate to the study.
Community College is a public two-year higher education institution which offers freshman and sophomore level transfer courses and vocational-technical programs, as well as other programs and services. It is used interchangeably with public junior college.

Entity is a being or existence of something that has a separate and distinct existence.

International Education has many definitions assigned to it. For purposes of this study the following definition from the American Association of Community and Junior Colleges will be used:

... a term which encompasses a number of educational activities, most commonly including the following programs: overall curriculum with global dimensions, foreign language programs, cultural ethnic studies; study abroad programs; community forums on foreign policy issues, and the provision of technical assistance to other countries. (cited in Fersh & Greene, 1984, p. 3)

International Studies include the following: (a) study of relations among countries; (b) study of certain regions of the world; (c) foreign languages and cultures; (d) comparative and international approaches to individual disciplines; (e) environmental, global, or peace studies which examine issues affecting more than one nation (Pickert, 1992).
Theoretical is defined by Bogdan and Biklen (1982) as the following:

When we refer to a "theoretical orientation" or "theoretical perspective," we are talking about a way of looking at the world, the assumptions people have about what is important, and what makes the world work. (p. 30)

DELIMITATION

The population of the study is limited to the chief executive and other administrators and faculty responsible for IE in Texas community colleges.

LIMITATION

This study does not address the social or political inhibitors to IE.

ASSUMPTIONS

This study makes the following assumptions:

1. IE is accepted as being philosophically valuable.

2. The survey respondents base their judgements upon their knowledge and experiences related to IE.

3. The analysis of the study profiles the current status of IE in the community colleges of Texas.
CHAPTER II

REVIEW OF LITERATURE

The Background of IE in Community Colleges

IE programs are new to many community colleges today, but the concept dates back many years. Scanlon (1990) states: "...after every major war from the seventeenth century onward, there has been a determined constituency that called for nations to work together for peace" (p. 5). He notes that it was in such a post-war period, after World War II, that higher education became involved in IE because America needed trained foreign-area specialists.

Prior to World War II citizens in the United States considered themselves geographically isolated and were not concerned with international affairs (Kerr, 1980). These feelings began to change after World War II as Americans assisted in rebuilding war-damaged countries and helped less developed countries improve economically. It was during this period that government and educational leaders realized that our citizens lacked even the basic knowledge of foreign cultures.

In Scanlon's study of the history of IE he describes two acts passed by Congress which began the IE programs: (a) the Fulbright Act, 1946, which allowed Americans to study abroad to increase their knowledge, and (b) the
Smith-Mundt Act, 1949, which created an educational exchange service between nations.

It was also after World War II that the community college system was created and designed to serve the local needs of the community (King & Fersh, 1989). These two-year institutions were a variation of the junior college which had gained recognition in the 1920's (Deiner, 1986). International needs were not included as part of the community colleges' missions as they have historically been geographically restricted by the service areas limited to the county or district sponsoring the institution (Palmer, 1989).

In 1958 the National Defense Education Act was passed which provided funding for the development of curriculum and research in international studies (Burn, 1980). According to Scanlon (1990), between 1959 and 1969, tremendous national interest in IE produced large grants from the government to four-year institutions, but two-year institutions were not included.

The first IE program was established in a two-year institution in 1969. The State University of New York shifted its traditional junior-year abroad concept to its affiliate the Rockland Community College (Hess, 1976). Hess noted that the idea of a community college being internationalized, at that time, was new and radical since
it was usually only in the domain of the four-year institutions.

Fersh and Greene (1984) document the important IE events that occurred in the period of time from 1970 through 1983. This listing includes national and regional workshops and various state resolutions during that period.

In 1971, the American Association of Community and Junior Colleges (AACJC), the premier organization for community colleges, established its International Programs Office (Schultz, 1977). This was possible with the financial support from the Kellogg Foundation. It was through AACJC's efforts during this time that Community and Junior Colleges were included under Title VI funding for Foreign Studies and Language Development. Prior to this, only four-year institutions could receive funds. Shannon (1978) states that this inclusion greatly expanded the opportunities for two-year institutions to participate in international education.

The role of the community colleges in relation to IE was nationally recognized when the President's Commission on Foreign Languages and International Studies (1979) gave a report stressing, "A special effort should be mounted in community colleges" (p. 75). Due to the high enrollment at these colleges, they were urged to hold a central role in educating the citizens about international issues.
Ernest Boyer (1979), former United States Commissioner of Education, was committed to the community college role in IE. He stated the following:

Now let me be very candid here. There has, and I’ve heard it, been a shocking attitude in higher education that it is somehow illegitimate for our community colleges to concern themselves with global education. It’s been snobbishly proposed that this is the senior college turf — as if 35 percent of our higher education students could be cut off from the significant issues of our time. I reject absolutely such disturbing nonsense. Instead, I am convinced that the two-year colleges not only have a right to establish international linkages, they should lead the way. (p. 14)

Community colleges became more and more involved in IE as their foreign student enrollment increased. Backman (1984) believes that the massive influx of international students was perhaps the biggest stimulus to international programs in two-year institutions. He reported 50 percent of foreign students enrolled in undergraduate studies were attending two-year institutions.

The increasing numbers of international students in the community colleges presented new concerns. These challenges were discussed by a National Colloquium on the Foreign Student in the United States Community and Junior Colleges
in 1977. The following statement was part of their conclusions:

The colloquium participants expect that enrollment to increase and urged colleges to assure sound programs that will benefit both the foreign students and United States citizens. With such programs and related efforts, the community colleges as responsible participants in international education and intercultural awareness can make a significant contribution to the citizenship education of United States students and to mutual understanding between those students and students from other nations.

(College Entrance Examination Board, 1978, p. 83)

Deiner (1986) points to the importance of the two-year institutions' role in IE in his statement that follows:

The increasing interdependence of the peoples of the world has become important even for American two-year institutions. Students looking for instruction in technologies, developing countries looking for the rapid training of managers and technicians among their people—all these seized the opportunities offered by America's rich resource in technical education, the two-year college. (p. 183)

A study by Fersh and Green (1984) stressed that the community college had a special responsibility since it is the final educational experience for many students. They
stated that, otherwise, a "massive number of Americans will lack the fundamental understanding of the interdependent world necessary for effective citizen action" (p.4).

The 1990's bring new challenges partially due to the emergence of an increasing free-world economy.

To meet the needs of commerce and industry for a more sophisticated and globally competitive work force, American business is again turning to community colleges. Beyond the on-going critical need for workers with higher levels of technical and problem-solving skills is the emerging demand for employees who understand and can function in the world marketplace (Fifield, Foster, Hamm, & Lee, 1990, p. 15).

King (1990) agrees and points out that prior to the new demand brought on by recent world developments, U.S. community colleges were neither well known nor much respected abroad. He continues to say that now a growing number of foreign educators and governments are looking to United States' community colleges for new kinds of nontraditional occupational training related to technology.

International/Intercultural Education was one of six areas of priority that the AACJC listed for its 1990 agenda. It stated the following:

... AACJC will work with colleges to increase curricular emphasis on international and intercultural education as well as help arrange an exchange of
information to help other countries understand and establish community, technical, and junior colleges in their countries (American Association of Community and Junior Colleges, 1990, p. 47).

The National Security Education Act (NSEA) of 1991 provides for a new source of funding for IE. The objectives of the act include the following: (a) to meet national security education needs as they change over time; (b) to strengthen teaching in language, area, and international studies; (c) to interest more people in Government jobs; (d) to broaden the nation’s international perspective; and (e) to strengthen government advocacy and support for international education (National Security Education Program, 1992).

IE in the 1990’s is encountering a more aware public. Pickert (1992) speaks of the integrated world and comments, "... Americans increasingly see that they live and work in a global marketplace of goods, services and ideas" (p. iii). She offers strategies for faculty and administrators in higher education to improve IE programs in their institutions.

Components of an IE Program

There are a number of IE components composed of a wide range of activities. In 1978 Shannon conducted a survey of two-year colleges and found that the most common activities on the campuses were English language programs, exchange and
study abroad programs, bilingual programs, and technical training.

According to the literature, IE components and their specific activities are generally composed of (a) faculty development, (b) internationalizing the curriculum, (c) foreign education, and (d) support services for international students (Arum, 1987; Backman, 1984; Greenfield, 1990; Hayden, 1984; Leinwand, 1983).

**Faculty Development**

Faculty Development is crucial and necessary not only to educate the faculty, but also to create a desire and commitment to participate in internationalizing the curriculum. This need has been documented by many authors (Burn, 1980; Edwards & Tonkin, 1990; King & Fersh, 1989; President's Commission on Foreign Language and International Studies, 1979). Burn (1980) advocates programs which include the following: (a) processes to seek federal funding for the preparation of new curricular materials and special seminars to retrain teachers to teach the new curricula; (b) sponsorship of institutions and seminars to extend IE expertise of existing faculty; (c) opportunities to teach and do research abroad; and (d) provisions for release time and professional-growth grants to selected faculty members in order to expand their IE experience and knowledge.

Because of the present enthusiasm for IE, many of the national and state associations offer seminars and workshops
which focus on IE. Although opportunities to teach and do research abroad are not as common for community colleges due to lack of funding, the benefits of a faculty abroad experience would be very rewarding.

Community college faculty, once exposed to education abroad, are more supportive of efforts to internationalize the curriculum. Faculty returning from an exchange program are revitalized and interested in bringing an international perspective to the classroom. (Fersh & Greene, 1984, p.16)

Harari (1992) reports that no more than five percent of U.S. teachers have the equivalent to an academic semester in a course on another culture or in the international area. A less expensive way to promote faculty abroad opportunities is a faculty exchange program which enables faculty members to exchange their classrooms and homes for a specified time with foreign institutions.

A practice which is implemented in some community colleges is the offering of monetary or release time incentives to faculty members if they participate in IE professional activities, develop IE curriculum, or study or work in multicultural activities (Bailey, 1984).

The faculty needs to be informed (Leinwand, 1983). Exposing them, at minimum, to workshops and seminars can stimulate an enthusiasm which may lead to individual
decisions to make additions to the curriculum. Harari (1992) states the following:

We estimate that a critical mass of fifteen percent of the faculty is sufficient to carry forward the movement to internationalize an institution. . . . There is no substitute to a consensus-building process which must be initiated and nurtured on campus. (p. 69)

**Internationalizing the Curriculum**

Internationalizing the Curriculum has been labeled the most difficult challenge facing institutions wanting to initiate reform (Leinwand, 1983). In agreement are Pickert (1992) and Wiley (1990). Wiley makes this statement:

It is easy to identify the abysmal ignorance of undergraduates in knowledge of world affairs and to call for "increased international understanding and global knowledge." It is far more difficult to specify the nature of the learning that should occur in each discipline and in the various courses. (p. 8)

Hayden and Muller (1990) describe two methods by which internationalizing the curriculum can be accomplished: (a) the addition of courses within each discipline to specifically address international dimensions of the discipline; or (b) the infusion of international content in key courses.

Pickert (1992) affirms that higher education is meeting the challenge of internationalizing the curriculum by
incorporating comparative and international assessments into the individual disciplines, and by altering core curricula to ensure all students are informed about the language and cultures of other countries. Sanders and Ward (1970) add a third method of internationalizing the curriculum—the creation of a separate, dedicated department, such as international business, to serve special international interests.

The methods utilized by institutions vary. Some have strong opinions which advocate the infusion approach over the stand-alone courses. Groennings and Wiley (1990) present collected essays of authors from seven academic disciplines who shared their methods for incorporating international content within traditional existing courses. Their belief is that the specific international courses—such as international relations, world history, contemporary global issues, or area studies—usually achieve low enrollments. They contend that in order to reach the majors in a discipline, international content must be infused into the mainstream courses which undergraduate majors are expected to take. Some urge the IE infusion of the "...entire undergraduate curriculum in terms of the internal content taught in all courses, ..." (Leinwand, 1983, p. 21).

Others have documented the procedures on how to internationalize the curriculum across the campus. Edwards
and Tonkin (1990) present strategies for working with international modules within existing courses, revision of course syllabi, the redefinition of major requirements, and ways to reform the general education curriculum. Sikkink (1982) also provides numerous activities and suggestions which were compiled by the foreign students, faculty and students of his study at St. Cloud State University. Harari (1992) states the rationale for the internationalization of the undergraduate education, identifying national trends, important issues, and numerous ways an institution can begin the process.

Even though internationalizing the curriculum is a slow process, there is much available in the literature to assist novices.

There are now hundreds of community colleges that provide examples of how to implement the international/intercultural dimension. (King & Fersh, 1992, p.25).

The literature, plus workshops and seminars, can give interested faculty the needed impetus to begin their own internationalization process.

Establishing a new program which focuses specifically on internationalization and leads to a degree or certificate is another option. Many community colleges offer international business programs. Fifield and Sam (1989) have studied such programs. They state that in order to
make a long-term commitment to business internationalization and to have complete integration of global perspectives within an institution, an international trade degree and certificate program should be established. These programs, which specialize in international business, can play an important role in the economic development of the community and state.

Rookstool (1990) researched international business education programs in California community colleges. She found that there were few international business programs at the community colleges studied. Her findings led to recommendations for curricula changes, policy statements, adequate funding, and partnerships between community, colleges and business.

Out of Country

Out of country education was researched by Goodwin and Nacht (1988) and they compiled information on the objectives, pitfalls and creation of this program. Modern educational and social goals include the following: (a) opportunity to learn from others and understand the meaning of national culture; (b) fulfillment of the institution's mission; (c) master a foreign language or fieldwork laboratory; and (e) international relations. Institutional and administrative goals include the following: (a) prestige for the school; (b) sister school relationships; and (c) response to governmental policy.
Student study-abroad programs are gaining more attention from the U. S. government according to Pickert (1992). She describes how the National Security Education Act of 1991 tripled federal spending on undergraduate study abroad and for graduate research and grants in international studies. Student study-abroad programs vary in their length and goals. Many two-year institutions offer short, two to six week, courses for their students. Four-year institutions many times reserve the junior year for study abroad, but due to the current "pressing need for all students to have an international experience in order to be prepared for our increasingly interdependent world," the single semester abroad experience is becoming more attractive (Spofford, 1990, p. 27). He, and several other researchers (Schultz, 1977; Leinwand, 1983; Aitches & Hoemeke, 1992) discuss the problems and steps in having a successful student study-abroad program.

Student-exchange programs are similar to the faculty-exchange programs which involve students from two institutions exchanging residence for a specified period of time. Many times a student from a host family becomes the host in that student's home in return. The students learn from one another in and out of the classroom.

 Consortia arrangements are chosen by many two-year institutions when establishing overseas educational experiences. Consortia membership provides information and
services to member institutions. McLean (1990) writes about consortial approaches and discusses what he terms as a model consortium in describing the College Consortium for International Studies (CCIS). In his list of advantages of consortium membership he includes program variety, organizational stability, efficiency, low costs and quality programming.

King & Fersh (1989) state that there are twelve consortia among community colleges to help implement an international dimension. These consortia act as clearinghouses for information on international education of interest to community colleges and provide a link to U.S. and foreign governments.

**Support Services for International Students**

Support services for international students include special clubs and support groups for international students. It is important that special efforts be made to help the international students as their perceptions and understanding of the host country are being formed. They will carry these impressions back to their country and they can become very important to future international understanding (Kerr, 1980). Researchers have made contributions regarding institutions' responsibilities to foreign students (Diener & Kerr, 1979; Kerr, 1980; Leinwand, 1983; Tillman, 1990). Leinwand documents ideas for achieving better integration of foreign students and how to
enable them to contribute to the enrichment of campus and community life. His suggestions include the following:
(a) assigning a U.S. student friend; (b) arranging international social events; (c) interaction with elementary and secondary schools; (d) encouraging faculty and community hospitality; (e) allowing them to serve as teaching assistants or guest lecturers or resource persons; and (f) providing orientation services to the college staff and faculty in how to assist the foreign students.

Outreach

Campus outreach is described in the literature as having several different purposes. Hochhauser (1990) describes two as follows:

One is to use the resources of the community to facilitate the academic progress and personal development of the international students and scholars. The second is to use these students and scholars to strengthen the international dimension of the community. (p. 102-3)

Fifield and Sam (1989) see community outreach as "... designed to strengthen the local economy through business assistance programs" (p. 37). This can be accomplished by offering international business courses, or continuing education courses and seminars to familiarize business persons with global marketing, sponsoring special events to promote international trade, or by maintaining a
resource library for business persons and residents who are international travelers.

The community college is linked by mission to the community. Involving and interesting the community in an international agenda requires planning. Martorana and Shannon (1979) give several strategies and activities a community college can use to involve the community and gain support and understanding of the college's IE program. Their recommendations include the following: (a) annual international festivals to inform the community and the students about other cultures; (b) the assignment of a host family to each international student; and (c) tours abroad with orientation and language programs tied in with the travel.

Out of country outreach includes foreign technical assistance programs which offer cooperative and technical assistance to foreign countries. Greene (1990) describes the different structures of these programs and makes recommendations for their success. These programs can be established in formal or informal linkages which include the following: (a) collaboration which involves curriculum assistance and guidelines for academic standards; (b) utilization of the same course numbers and titles of the U.S. link; and (c) full U.S. accreditation. Individual institutions may develop a "sister" relationship with a foreign institution which sometimes includes faculty
travelling to the countries to present seminars and workshops to train teachers and or students.

Private enterprise contracts are another option. Community colleges can enter into contracts to provide technical assistance abroad by working with private enterprise companies. King (1990) labels the community colleges in this arrangement "subcontractors rather than signatories to bilateral agreements" (p. 39). He describes organizations which work with institutions wishing to be participants in these programs.

In an effort to arrange all these IE components into categories, and insisting that the term "international education" is generic, Arum (1987) developed a taxonomy consisting of three subparts: (a) international studies; (b) international educational exchange; and (c) technical assistance to foreign countries.

Shannon (1978) in his earlier survey of two-year colleges, had a different categorization for the IE components. He grouped them as follows:

...1) those that are specifically international and/or intercultural - study abroad, faculty exchange, foreign languages, area studies, and technical assistance to other nations; and, 2) those that can be modified to have an international/intercultural dimension with an infusion of certain elements - for example, social
studies, political science, economics, and the arts. (p. 13)

In either Arum's or Shannon's categorizations there is no mention of the administrative, or organizational, structure. This component was included in Urquiola-Audas's (1989) listing of four IE components as follows:

...1) Organizational Structure, 2) Curriculum, 3) Educational Exchanges, and 4) University and Community/Private Sector Awareness. (p. 9)

Urquiola-Audas's research compared administrative IE policy statements and practices of higher education institutions. Recommendations from the study included the steps for initial creation and the implementation of an organizational structure.

The administration of international education is supported and strengthened by the Association of International Education Administrators (AIEA), established in 1982 (Hoemeke, 1992). The Association establishes and maintains information exchange among IE administrators and provides a unified voice on specific issues within IE on the state, regional and national levels. It seeks to improve the efficiency and effectiveness of international education administration within institutions of higher education (Association of International Education Administrators, 1991).
Researchers point to the importance of the administration component in IE. Backman (1984) describes "an institutional commitment from the highest administrative officers" (p. xvi) as one of the main keys for success in developing appropriate IE programs. In order to have someone within the institution accountable for international programs, many recommend the presence of an Office of International Programs (Leinwand, 1983). Hayden (1984) concurs and states the following:

The "bottom line" for success is clear, namely that an institution must have an authentic commitment to the task at hand, someone in charge, a visible international office, ... (p. ix)

Also in agreement are Adams and Greene (1984) who state that the commitment should be evidenced by the establishment of a central office to provide leadership, and an international policy statement in the institution's mission statement.

Anderson (1988) made a study of international educational activities at community colleges for the American Council on Education and found at that time many institutions had only piecemeal approaches to the development of administrative support.

In 1989 another community college study was conducted by Ebersole. He identified three patterns of administration of IE programs which assign the primary responsibility for IE to one of the following: (a) the instructional unit of
the institution; (b) the institutional development unit; or (c) the president. In addition to the central administrator, because IE activities affect many different areas in the institution, they are frequently administered on different levels in a decentralized manner.

No matter who retains the programmatic control, in order to enlarge the international perspectives across the institution, commitment must come from the administration, faculty and board members. The best way to crystalize this process is to have written policy statements. Kerr (1980) calls for "explicit institution-wide statements of education policy" (p. xxxi).

The policy should be included in the institution's mission statement, and better yet, be compiled into board-approved written policy (Greenfield, 1990). A board-approved policy is important for the following reasons: (a) clarifies the purpose and commitment, (b) helps gain support from all within the college, and (c) legitimizes the activities (Ebersole, 1989).

In summary, from the literature the following are the components of an inferred ideal IE model: (a) administration, (b) instruction, (c) international student support services, and (d) outreach. The literature also identifies the activities of these components and their subparts (see Appendix A).
Theories on the Value of IE

Colleges and universities across the United States are seeking to become increasingly international in their missions...this change is profound, providing evidence that internationalization is becoming one of the most powerful substantive developments in the history of American higher education (Groennings, 1990, p. 12).

There are several different theories on the value of IE and why there is a need to implement these programs in higher education institutions. The reasons for its importance coincide with the changes in the world as it has a close relationship to national policy.

After World War II leaders in the U.S. stressed the importance of IE because the education of students in knowledge of other cultures promotes international understanding and contributes to world peace (Fersh & Greene, 1984; Kerr, 1980; Scanlon & Shields, 1968). This theory implies that IE is necessary for national security; we need to understand both our allies and our enemies. An ethnocentric perspective prevents nations from attempting to understand each other. The assumption is that through studying diverse cultures, the knowledge and sharing will promote cooperation and understanding, which will lead to the elimination of future wars.

In 1983 Groennings stated that our country was moving into a new era where the importance of commerce was
hastening the internationalization of the curriculum more than matters of national security. This prediction came true. Fife (1992) records that the changes in our world today are "...a far greater challenge to the welfare of the United States than any military threat yet experienced in this century" (p. xvii).

The Carnegie Endowment and the Johnson Foundation sponsored a study which states:

National security interests and international security threats have been altered by the end of the Cold War. International economics acquires new primacy for all countries. ... Given the new context of international relations, we'll have to define security not in terms of war, but in terms of environment, crime, AIDS, race and so on (Bray & Fabian, 1992, p. 3-4).

In the judgment of many, IE is the main prerequisite for international trade and for Americans to maintain their standard of living and stay competitive in the global market (Fifield, Foster, Hamm, & Lee, 1990; King, 1990; Scanlon, 1990). In order to take part in the global market, and maintain our international leadership, graduates must be informed and prepared to work in modern business enterprises within the framework of international competition and interdependence of nations. Harari (1992) notes that in recent years economic competitiveness has become an increasingly powerful argument advanced by many in the
business community for internationalizing higher education.

IE is important as part of higher education’s role in solving the problem of shrinking world resources. Fersh and Greene (1984) stress this view in the following:

The planet which we occupy contains finite resources and, as inhabitants, we must share and trade these resources - not destroy, spoil, or squander them. Americans, as major producers and consumers of these finite resources, must learn to appreciate the interdependence and needs of all nations. Higher education must assume responsibility for raising the consciousness level of our citizens to include legitimate international concerns. (p. 3)

Backman (1984) agrees and includes "...overpopulation, hunger, environmental quality, energy, poverty,..." (p. xiii) as other world problems which require international solutions.

Norfleet and Wilcox (1992) stress their concern for a scarcity of resources and the need for countries to depend on each other. They voice an urgency of a stronger emphasis on global awareness and comprehensive educational programs, stating, "The survival of every nation depends on its ability to build and foster international and intercultural relationships" (p. 25).

Another theory on the value of IE is its benefit to the development of the student. The Carnegie Foundation for
Advancement of Teaching (1984) discusses the thought that the educated person should have qualities which stress learned capacities for dealing with life and the world today. An educated person should be concerned with the entire world, not just a part of it.

To understand today's world and work effectively in it, our students must acquire vital international knowledge and skills (Coalition for the Advancement of Foreign Languages and International Studies, 1989, p. 5). A person's acquisition of knowledge should include skills that enable him or her to function effectively in more than one culture (Kerr, 1980). "...graduates must have some understanding of the world in which they live to function responsibly as citizens" (Adams, 1979, p. 3). The student is given the opportunity to study abroad, or be taught courses with intercultural-international content to experience and learn about other cultures. This will enlarge the field of knowledge and shape attitudes and feelings about all peoples of the world.

Scanlon and Shields (1968) say that the IE programs which provide technical assistance and intellectual relations abroad help promote our country's self image. They express the hope that an era will arrive when "words and ideas will replace soldiers and armies in world conflicts" (p. xv).
This reasoning, coincides with Hamilton's (1986) opinion that the way Americans behave as a nation makes a difference, politically and socially, when viewed by the world at large. His study, funded in part by the Carnegie Corporation, points to the strong ties American communities have to the Third World developing countries and the importance of being knowledgeable and educated about their world since events happening there have a tremendous affect on American's lives. He stresses the importance of Americans not isolating themselves. Backman (1984) states the following:

With advanced technology, everyday events in any nation can directly affect another nation; each has become an interrelated part of a world society. Therefore, citizens of all nations need to understand their citizenship in relation to global concerns as well as to local or national issues. (p. xiv)

The need and value of internationalizing the curriculum is also evident by the increasing number of foreign nationals who are studying in the United States. Faculty and students need an understanding of multiple cultures to train these people in language and job skills in order that they may be successfully integrated into the American way of life (Conway, Fulton and Khirallah, 1990). If they return to their own countries, their experience here will hopefully contribute to their country's mutual understanding and world
stability. Fersh and Greene (1984) state the following,

Such exposure to American education has the potential for life-long understanding and sympathies toward the United States once the foreign student returns to his native country. (p. 2a)

Many do not see value in IE, but instead harm, regarding the education of foreign students. Leinwand (1983) notes that some tax payers object to the education of students from abroad. Their arguments against IE include:

(a) their children are denied admission and yet foreign students are in the program; (b) foreign exchange instructors, with little skill in speaking English, are teaching their children; (c) the foreign students are taking jobs away from U.S. citizens; and (d) our country's ideas may be stolen. He continues,

There remain substantial questions among boards of higher education and in the legislatures of several states as to the necessity for and the wisdom of subsidizing the education of students from abroad. (p. 28)

Those emotions reported by Leinwand in 1983 are still around today. Jaschik (1992) proclaims that the House of Representatives Science Subcommittee held a hearing on a bill that would require higher education institutions receiving federal research grants to certify that no qualified Americans were available to perform the work.
They do not want to use tax dollars to train individuals who will take their skills abroad and work for foreign companies that compete with the United States. He said some academic leaders "fear emergence of xenophobia that could hurt higher education" (p. A27). Others said the restrictions would be the antithesis of the idea of an international scientific community.

Most educators want to maintain the academic tradition of an open campus. Foreign students should be viewed as assets, not threats, as they make the classroom more competitive which results in better students (Rifkin, 1989).

The literature is lacking in information about possible bias and prejudice among the faculty and administrators. Such known issues as objections to the number of foreign students allowed to serve as teaching assistants, or raising certain higher education program admission requirements to decrease the number of foreign students are not addressed in the literature.

In addition to criticizing the education of international students, there are those who do not want the curriculum to be internationalized. Levine and Cureton (1992) state that there are some who feel higher education is "purging the curriculum of its historic Western canon and replacing it willy-nilly with non-Western, ethnic, gender studies" (p. 25). They conducted a survey to see if that perspective, and one holding that college curriculum has
been impermeable to multiculturalism, and found that both perspectives are inaccurate. The survey indicated that the courses are not replacing the historic canon, but are principally add-ons to, rather than substitutes for, existing courses.

Another area of controversy in internationalizing the curriculum focuses on presenting global perspectives and comparative approaches to course content. Mathematics, physics, and chemistry and some of the physical and natural sciences are comparatively constant throughout the world, but practically all social science and humanities subjects are susceptible to interpretation from the perspectives of different cultures. Whose perspective should be presented? Kerr (1980) says:

In some subjects, important principles and concepts have origins in several countries, and instructors should be able to identify not only the source of these ideas but also the conditions in the country or region of origin that help explain the ideas’ emergence, definition, and influence. (p. xxii)

Silvers (1990) discusses the teaching of isolationism which is the opposite to embracing the concept of IE. Isolationists encourage students to ignore societies and nations other than their own. This reflects an attitude that one’s own culture is so rich and wonderful that others should be grateful to learn about it and the student need
not learn about others. She gives the example of how a
globalist and an isolationist may each look at learning a
second language. The globalist may see this as learning
about others cultures, whereas the isolationist may see it
as a tool for gaining economic, political or cultural
domination over the countries who speak them.

Model IE Programs

Community colleges throughout the United States have
implemented IE programs on their campuses. The review of
literature disclosed IE programs at three institutions—
Bergen Community College, located in Paramus, New Jersey;
Pima Community College, located in Tucson, Arizona; and
Rockland Community College, located in Suffern, New York—as
being exemplary (Backman, 1984; and Shannon, 1978). Backman
explains that his selection is "...to provide tested models
of development..." but that it is not an attempt to present
or classify them as the most ideal or successful IE models
in the United States, or as the only appropriate models for
emulation. He continues to state "...there is no single
approach that is ideal for every type of institution." (p.
xv-xvi). A fourth institution, Broward Community College,
in Ft. Lauderdale, Florida, is also labeled exemplary by
Shannon (1978) and is included in numerous articles about IE
programs (Brown, 1984; Fersh & Greene, 1984; Greene, 1984).

These oft-mentioned models, though sharing a great deal
of commonality, illustrate the diversity in international
programs at two-year institutions. Bergen’s concentration is on international marketing and import/export management; Pima focuses on bilingual education; and Rockland, with its Rockland Center for International Studies, focuses on study abroad programs (Backman, 1984). Broward is recognized for its American two-year college programs in foreign locations (Greenfield, 1990). The IE components shared in common by these four models follows.

**Administration**

Each of these institutions have strong administrative structures with written, board-approved policies regarding IE. Each has an office, staffed with a director and personnel, dedicated to IE activities. Each has received federal funding to improve their programs.

**Instruction**

The four institutions have strong Faculty Development programs which include faculty exchange and faculty study—abroad offerings, workshops and seminars, off-campus conferences, and incentives for curriculum development in the area of international dimensions.

All four institutions internationalize the curriculum by the infusion approach of integrating international studies in existing and new courses, and also by offering standalone courses which address international dimensions. They offer a full range of language studies, bilingual courses and other intercultural courses.
Pima offers an extensive two-year training program in foreign languages as well as certificate programs in bilingual courses. Bergen has degree programs in International Studies, International Marketing and Import/Export Management. Rockland has an academic division called International College which offers three choices of two-year Associate Degree programs: the International Baccalaureate; Man, Community and the World; and International Business and Careers (Shannon, 1978). Broward offers an Associate of Science degree in international business.

Broward has an international general education degree requirement which requires students earning an Associate in Arts degree to earn a minimum of six credits in courses designated as having a major international or intercultural content and emphasis (Greene, 1984). Bergen requires modern languages in all Associate degree programs.

Each of the models have strong foreign education programs and offer study abroad and student exchange programs. Pima has educational and cultural exchange with Germany. Bergen has study abroad programs to Spain, France and Puerto Rico. Rockland has semester and short-term programs in Denmark, Egypt, England, Germany, Ghana, and India. Broward offers a semester-long overseas program in Seville, Spain where the language of instruction is English. A private college in Malaysia has adopted a limited
curriculum from Broward and uses the courses numbers, titles and course outlines (Brown, 1984).

International Student Support Services

Strong international student support services are active on all the model campuses. They all have numerous international student clubs and activities for the students. Pima publishes a student bilingual literary magazine. Broward has an office of International Student Coordinator who directs the activities of the international students. Rockland has a Center for International Students whose function is to provide a range of support services to the international students (Berry, 1984).

Outreach

All of the model IE programs are actively involved with their communities and local businesses. Pima sponsors an annual city international/multicultural festival and other numerous cultural councils. Bergen has direct contact with local leaders in industry through an International Trade Round Table Association which meets the needs of the industry for "International Awareness" seminars, workshops and courses. In addition, they offer translation and counseling services, and intercultural events such as arts and crafts exhibitions, and concerts (Icochea, 1984). According to Fersh and Greene (1984), Broward has "a structured process for the involvement of the community and

Pima's out of country outreach includes sister city associations in Mexico and Taiwan (Bailey, 1984). Bergen sponsors a visiting scholar every year from countries such as Taiwan and Japan. Rockland has "...become partners with a Caribbean community for cultural interchange and educational development (Berry, 1984, p. 16). Greene (1984) describes Broward's five-year contract with Kolej Damansara Utama (KDU) in Kuala Lumpur, Malaysia to assist KDU in developing and offering a U.S.-parallel freshman/sophomore program on its campus.

Summary

The review of literature revealed a great amount of information about IE programs. Based on this review, an inferred theoretical model of IE programs comprises the following components: (a) administration, (b) instruction, (c) international student support services, and (d) outreach. Studies, books and articles have been published which describe these components and the activities associated with them; the history of IE; and the theories of why IE is important. While there have been studies about other states' IE programs, (California Postsecondary Education Commission, 1992; Florida Department of Education, 1991; Groennings, 1987), there is presently no definitive study on the status of IE programs in Texas.
From the review of literature it is evident that higher education institutions are challenged to graduate students with global perspectives and who have knowledge of the whole world, not be limited within their own national boundaries. Is higher education in Texas meeting the challenge? How do the IE programs which are in existence in Texas compare to the literature's general theoretical model? A comprehensive study needs to be made to assess how higher education institutions in Texas are responding to this challenge.
CHAPTER III

PROCEDURES FOR DATA COLLECTION

Population

The population for this study was the 43 community colleges, and six districts which include 22 campuses, totaling 65 public community colleges in the State of Texas. The 65 community colleges comprising the population were identified from records provided by the Texas Higher Education Coordinating Board (see Appendix B). The survey was mailed to the chief administrative officers of each Texas community college.

The Survey Instrument

The review of literature did not identify an instrument which would meet all the needs of the survey; therefore, an instrument was developed from the following compiled information: (a) a review of the relevant literature; (b) portions of the questionnaire utilized by Urquiola-Audas (1989, p.12-17) in her study which compared IE policy statements; (c) portions of "Questionnaire Worksheet for Program Planning and Evaluation in Foreign Language and International Studies" (Council on Learning, 1981); and (d) input from Dr. Thomas H. Hoemeke, Director of International Studies and Programs at the University of North Texas.
The questionnaire utilized a descriptive survey method and was designed to answer the six research questions to ascertain information about the current status of IE programs in Texas community colleges. It was grouped into four parts which represent the four components inferred from the literature to be present in a general theoretical IE model. These components are as follows: (a) administrative; (b) instruction; (c) international student support services; and (d) outreach. The specific questions within each component part address the component’s activities as identified from the literature. The design included space for additional comments.

Instrument Validity

A six-member jury panel, chosen from the field of Program Directors of established IE programs in community colleges, was asked to evaluate the preliminary survey instrument to establish its content validity (see Appendix C). Four of the jury panel members represented the four community colleges which were identified in the literature as having model IE programs discussed in Chapter II—Pima Community College in Arizona, Rockland Community College in New York, Broward Community College in Florida, and Bergen Community College in New Jersey.

Each panel member was mailed a copy of the survey and a letter that requested his or her assistance and explained
the purpose of the research (see Appendix D). The panel was asked to make suggestions to improve the questionnaire's clarity and appropriateness.

Upon receipt of the suggested changes by the jury panel, the comments were reviewed and if, in the opinion of the researcher, they were deemed to improve or clarify the questionnaire, they were implemented. Modifications made to the preliminary instrument included the addition of the following questions: (a) is the institution part of a district, and if so the name of the district, (b) the number of both full time and part time professional and support staff, and (c) if member of an IE association, list the name of the IE association/s. No preliminary questions were deleted.

Administration of the Revised Survey Instrument

The final survey instrument (see Appendix E) consists of 33 questions covering the following components:

Part I. Administration 8 questions

Part II. Instruction

Faculty Development 5 questions
Curriculum 5 questions
Out of Country 2 questions

Part III. International Student Support Services 4 questions

Part IV. Outreach

Community 5 questions
Out of Country  

4 questions

Total  

33

The survey was printed on a computer and copied on gray 8 1/2 by 11 inch paper, folded into a pamphlet format.

Dr. Kenneth Ashworth, Commissioner of the Texas Coordinating Board of Higher Education, provided a cover letter addressed to the Presidents of the community colleges (see Appendix F). On February 10, 1993, the surveys were mailed with Dr. Ashworth's letter and pre-addressed, stamped return envelopes, to the 65 names supplied by the Coordinating Board. Each respondent was asked to respond to the questionnaire and return by March 2, 1993.

By March 2, 1993, 38 (58.46%) of the Texas community colleges had responded. Even though 50% was the attempted return rate, in an effort to achieve an even higher response rate and to hear from some of the larger institutions, a second mailing was sent and follow-up telephone calls were made. By March 25, 1993, 47 questionnaires had been returned, achieving a return rate of 72.30%, and no further effort was made to obtain data.

Data Analysis

Upon receipt of the returned questionnaires, the researcher entered the data into a microcomputer using the EXCEL database software package published by Microsoft Corporation. The analysis of the data is organized to answer the six research questions stated in Chapter I. The
data are reported by frequency and percentages in tables displayed in Chapter IV.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

This study examined IE programs in community colleges in Texas with the intent of reporting how these programs compare to a theoretical model of IE programs discussed in the literature. The findings presented in this chapter are the results of the review of literature and of the descriptive data collected from completed questionnaires returned by the chief executive and other administrators and faculty responsible for IE in public Texas community colleges. Of the total 65 questionnaires mailed, 47 were returned for a return rate of 72.30%.

This study involved the investigation of six research questions (presented in Chapter I) which served as a guide for gathering information and data. The following section includes an analysis of the information and data gathered and provides an answer to each research question, based on the review of literature and the data obtained by the questionnaire.

Analysis of the Literature’s Inferred IE Model

Research Question One

Based on the literature, what are the theoretical components of IE?
The IE taxonomy in Appendix A illustrates a theoretical model of IE programs inferred in the literature. The literature described the following ideal components of an IE program: (a) administration, (b) instruction, (c) international student support services, and (d) outreach. A description of these components and their related activities is discussed in Chapter II, Review of the Literature. It was from the literature's description of the IE components and related activities that the questionnaire was developed.

Analysis of the Questionnaire and Responses

To Research Questions

Texas has 43 community colleges and six districts which include 22 campuses, totaling 65 public community colleges. A survey was mailed to each campus chief administrative officer. The initial part of the questionnaire requested the respondent institution's name and, if part of a district, the district's name.

The enrollment of the respondents represents more than 63.47% of the total Texas community college enrollment. This is not an exact percentage because one respondent did not list an institution name, preventing categorization and its inclusion into the percentage figures. The total of 47 respondent institutions represents 72.30% of the 65 community colleges. Of the six districts, each had responses from one to four campuses. One district respondent requested that the questionnaires for its two
locations be interpreted as one. This reduced the number of total respondents to 46 for reporting percentages of the responses for the survey answers.

Enrollment data for all public Texas community colleges and the number and percentage of the respondent institutions is presented in Table 1.

Table 1

<table>
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<th>Category</th>
<th>Schools</th>
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<th>%</th>
<th>Enrollment</th>
<th>Enrollment</th>
<th>%</th>
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<tr>
<td>Non-District</td>
<td>43</td>
<td>32</td>
<td>74.41</td>
<td>237,941</td>
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<td>14</td>
<td>63.60</td>
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<td>Total</td>
<td>65</td>
<td>47</td>
<td></td>
<td>397,586</td>
<td>252,349</td>
<td>63.47</td>
</tr>
</tbody>
</table>

Note. N = number responding; TCC F92 = Texas Community College Fall 1992; RI F92 = Responding Institution Fall 1992. Data in column 5 are from "2-Year Colleges Report Enrollment Increases" by the Staff, 1992, TJCTA Messenger, 24(2), p. 16.

Research Question Two

How is the administration of IE organized within Texas community colleges?
Research Question Two explores information about the administration of IE programs. The data presented in Table 2 reflect the responses of the surveyed group to questions designed to answer the research question.

Table 2

Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs

(Research Question 2)

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<tr>
<th>Part 1 Question Number</th>
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<th>% of 46</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
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<td>9</td>
<td>19.57</td>
</tr>
<tr>
<td>No</td>
<td>36</td>
<td>78.26</td>
</tr>
<tr>
<td>2. Written IE Policies</td>
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<td></td>
</tr>
<tr>
<td>Yes</td>
<td>13</td>
<td>28.26</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>69.57</td>
</tr>
<tr>
<td>3. Entity with primary responsibility for IE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IE Office</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Person</td>
<td>11</td>
<td>23.91</td>
</tr>
<tr>
<td>None</td>
<td>27</td>
<td>58.69</td>
</tr>
<tr>
<td>5. Committee/Task Force concerned with IE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10</td>
<td>21.74</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>71.74</td>
</tr>
</tbody>
</table>

(table continued)
The literature stresses the importance of an IE administrative structure. An institution declares its commitment to IE by including it in the mission statement and written policies of the organization. The majority (78.26%, n = 36) of the respondents report that they do not
include IE in their mission statement, nor do the majority (69.57%, n = 32) have written IE policies.

This lack of commitment is further evident in the data which reflect that a majority (58.69%, n = 27) of the institutions reported having no international office or person responsible for IE. Apparently, no one is in charge or accountable for IE in these institutions. Of the 17 (36.95%) who reported having a responsible entity, 6 had an international office, and 11 reported having no office but having a designated person to provide leadership in IE.

The titles of these 11 persons responsible varied from Foreign Student Advisor to Vice President of Student Services and the majority (54.54%, n = 6) represented the area of student services. The Dean of Admissions/Registrar was the only title that was reported by more than one institution (25.00%, n = 3) as being the person responsible for IE.

Seven (41.18%) of the seventeen respondents reported that their entity responsible for IE reports to the President, Chancellor, or CEO of their institution. This is a much larger percentage than the findings of the survey by the Association of International Education Administrators (AIEA) (Hoemeke, 1992) in which only 14.29% of the member respondents reported to the President and the largest proportion (53.57%) reported to the Vice President for Academic Affairs. This difference could be due, in part, to
the fact that the majority of the institutional members of
the AIEA are from four-year universities and the
organization of the administration is different. The
institutional reporting line of the 17 Texas community
colleges who reported having entities responsible for IE is
described in Table 3.

Table 3

Cross Tabulation of Responses to Questions Regarding the
Administration of IE Programs

(Questionnaire Part 1, Question 3) (Research Question 2)

<table>
<thead>
<tr>
<th>IE Entity reports to</th>
<th>N</th>
<th>% of 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>President, Chancellor, CEO</td>
<td>7</td>
<td>41.18</td>
</tr>
<tr>
<td>VP-Student Affairs/Development</td>
<td>4</td>
<td>23.53</td>
</tr>
<tr>
<td>VP-Academic Affairs/Provost/Instructional</td>
<td>3</td>
<td>17.65</td>
</tr>
<tr>
<td>VP-Educational &amp; Student Services</td>
<td>1</td>
<td>05.88</td>
</tr>
<tr>
<td>Director of Counseling and Testing</td>
<td>1</td>
<td>05.88</td>
</tr>
<tr>
<td>Other, within Student Affairs</td>
<td>1</td>
<td>05.88</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

The six respondent institutions with IE administrative
offices were asked to provide information regarding their
number of IE full time and part time professional and
support staff. The number of part time and full time staff
in the six IE administrative offices is reported in Table 4.
Table 4

Responses to Questions Regarding the Administration of IE Programs (Questionnaire Part 1, Question 4)
(Research Question 2)

<table>
<thead>
<tr>
<th>IE Office</th>
<th>Professional</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
<td>Part</td>
</tr>
<tr>
<td>International Center</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>International Office</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>District Office-Student &amp; Int'l</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>International Education</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Center for Int'l Studies</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>13</td>
</tr>
</tbody>
</table>

Note. The first three offices listed are part of one district.

Two of the three institutions and one district (with three locations with international offices) are well staffed. They employ both full time professional and support staff. One institution has only one part time professional person in charge of IE.
Seventy-one percent (n = 33) of the reporting institutions have no committee or task force in operation which is concerned with policy and practice issues of the international dimension on their campuses. An examination of Table 5 shows the variety that the 21.74% (n = 10) report as the areas the committee or task force deals.

Table 5

Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs

(Questionnaire Part 1, Question 5) (Research Question 2)

<table>
<thead>
<tr>
<th>IE Task Force/Committee</th>
<th>Area of Involvement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>International Admissions</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Community Cultural/Educational Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Curriculum</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Free Trade</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>International Advising</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Multicultural Issues</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student Exchange</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Study Abroad</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>
Note. Two institutions reported having two separate areas.

The presence of task forces or committees which are concerned with the international dimension on the campus is another indicator of an institution's involvement and interest in IE. They are a means for educating faculty and staff to the needs of the international student, the need for internationalizing the curriculum, and can serve as the sponsors for various outreach activities in the community.

Another area which reflects the commitment of an institution to IE is membership in state, national and international IE associations. Only 15 (32.61%) of the reporting institutions have membership in IE associations. The names of the IE organizations and the number of institutions which belong is presented in Table 6.

Table 6
Cross Tabulation of Responses to Questions Regarding the Administration of IE Programs
(Questionnaire Part 1, Question 6) (Research Question 2)

<table>
<thead>
<tr>
<th>Institutions' IE Organizational Membership</th>
<th>N</th>
<th>% of 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Assoc. for Foreign Student Affairs (NAFSA)</td>
<td>11</td>
<td>73.33</td>
</tr>
<tr>
<td>Institute of International Education (IIE)</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Assoc. International Education (AIE)</td>
<td>2</td>
<td>13.33</td>
</tr>
</tbody>
</table>

(table continued)
<table>
<thead>
<tr>
<th>Institutions' IE Organizational Membership</th>
<th>N</th>
<th>% of 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers of English to Speakers of other Languages (TESOL)</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>Texas Assoc. of International Educational Administration (TAIEA)</td>
<td>2</td>
<td>13.33</td>
</tr>
<tr>
<td>American Council on International Intercultural Education (ACIIE)</td>
<td>1</td>
<td>06.67</td>
</tr>
<tr>
<td>American Assoc. of Colleges &amp; Univ.-Japan</td>
<td>1</td>
<td>06.67</td>
</tr>
<tr>
<td>International Consortium for Education and Economic Development</td>
<td>1</td>
<td>06.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td></td>
</tr>
</tbody>
</table>

NAFSA is the most popular IE organization of the reporting institutions. This is consistent with the findings of a AIEA study (Hoemeke, 1992) in which 89.29% (n = 75) of the AIEA members listed NAFSA as the number one organization in which its members are enrolled.

One of the recommendations for the agenda of Texas higher education made by the Commissioner’s Advisory Committee on International Issues (1990) was for institutional databases on international issues be made readily available to the business community. This study found that only two (04.35%) of the reporting institutions
maintain a database of faculty/staff international experience.

Of the 16 (34.78%) institutions reporting primary sources of funding, seven reported more than one source. Twenty-nine (63.04%) respondents left the question blank. This could indicate that they either do not know their primary source of funding, or do not have any funding sources for IE. Of the 16 who completed the question, the majority (23.91%, n = 11) reported that institutional funds are budgeted to support IE. The remaining five (10.86%) who completed the question receive little or no institutional funds to maintain IE.

Research Question 3

What instructional IE activities—faculty development, internationalized curriculum, and out of country education—exist in Texas community colleges?

Research Question Three included three areas of instructional IE activities as described in the theoretical models of the literature as follows: (a) faculty development, (b) curriculum, and (c) out of country education.

The faculty plays an important role in creating an international ethos at an institution. The faculty must, first of all, then the students, be receptive to the world beyond the borders of their community, state, and nation.
By providing faculty development IE activities, institutions can educate the faculty and encourage participation.

The lack of faculty development IE activities in the responding community colleges in Texas is evident in the data in Table 7.

Table 7
Cross Tabulation of Responses to Questions Regarding Instructional IE Activities - Faculty Development
(Research Question 3)

<table>
<thead>
<tr>
<th>Part 2 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty participated in out of U.S. college-sponsored programs in last two academic years</td>
<td>13</td>
<td>28.26</td>
</tr>
<tr>
<td>2. Foreign faculty taught or conducted research on your campus in last two academic years</td>
<td>5</td>
<td>10.07</td>
</tr>
<tr>
<td>3. Provide funding for faculty activities outside U.S.</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>4. Faculty IE activities provided None</td>
<td>28</td>
<td>60.87</td>
</tr>
<tr>
<td>Foreign Language Classes</td>
<td>13</td>
<td>28.26</td>
</tr>
<tr>
<td>Linkage Programs</td>
<td>11</td>
<td>23.91</td>
</tr>
</tbody>
</table>

(table continued)
Part 2 Question Number                  N     % of 46

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-House Workshops/Seminars</td>
<td>10</td>
<td>21.74</td>
</tr>
<tr>
<td>Other: Multicultural Resources</td>
<td>1</td>
<td>2.17</td>
</tr>
</tbody>
</table>

5. Faculty reward/incentive activities for IE provided

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>36</td>
<td>78.26</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>4</td>
<td>08.70</td>
</tr>
<tr>
<td>Sabbaticals outside U.S.</td>
<td>5</td>
<td>10.87</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>Processes to seek funding for IE curriculum</td>
<td>3</td>
<td>06.52</td>
</tr>
</tbody>
</table>

In response to the five questions asked, to each the majority indicated that the activity is not provided. Sixty percent (n = 28) reported providing no faculty IE activities, and 78.26% (n = 36) provide no faculty reward or incentives to be involved in IE activities. Providing faculty incentives for international involvement was one of the recommendations to higher education from the Texas Higher Education Coordinating Board Commissioner's Advisory Committee on International Issues (1990).

The two faculty development IE activities with the highest positive percentage were: (a) faculty participation in out of U.S. college-sponsored programs in the last two
academic years, and (b) foreign language classes. Each of these activities are provided at 28.26% (n = 13) of the institutions. Of the thirteen, four institutions reported 10-12 participants, eight reported 1-2, and one reported less than 10 faculty member participants in out of U.S. college-sponsored programs. A total of approximately sixty-four community college faculty members were reported as participants in the programs in the last two years.

Each of the model IE programs (discussed in Chapter II) provide incentives for curriculum development in the area of international dimensions. Only six (13.04%) of the respondent Texas community colleges offer any faculty reward or incentive activities for IE.

The second area of the IE Instruction component is curriculum. The literature describes three methods of internationalizing the curriculum as follows: (a) integration or infusion into existing courses, (b) separate courses which address international dimensions, and (c) specialized curriculum which leads to a degree or certificate. The method being used in 36.96% (n = 17) of the respondent institutions is the infusion method. These data may be skewed as 56.52% (n = 26) did not answer the question. It is possible that the survey was completed by a person who was not sure of the method in use.

Four institutions reported offering specialized curriculum leading to a degree or certificate, but only one
institution reported offering degrees (9) and the other three institutions did not report the number offered. These data and the answers to four curriculum questions are depicted in Table 8.

Table 8

Cross Tabulation of Responses to Questions Regarding Instructional IE Activities - Curriculum
(Research Question 3)

<table>
<thead>
<tr>
<th>Part 2 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Organization of international/ global studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated/infused into regular curriculum</td>
<td>17</td>
<td>36.96</td>
</tr>
<tr>
<td>Separate courses addressing international dimensions</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Specialized curriculum leading to degree or certificate</td>
<td>4</td>
<td>08.70</td>
</tr>
<tr>
<td>No organized international/global studies offered</td>
<td>9</td>
<td>19.57</td>
</tr>
<tr>
<td>No answer</td>
<td>26</td>
<td>56.52</td>
</tr>
<tr>
<td>8. Languages offered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>42</td>
<td>91.30</td>
</tr>
<tr>
<td>French</td>
<td>29</td>
<td>63.04</td>
</tr>
<tr>
<td>German</td>
<td>19</td>
<td>41.30</td>
</tr>
<tr>
<td>Part 2 Question Number</td>
<td>N</td>
<td>% of 46</td>
</tr>
<tr>
<td>------------------------</td>
<td>----</td>
<td>---------</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>19</td>
<td>41.30</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>08.70</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>08.70</td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>06.52</td>
</tr>
<tr>
<td>Greek</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Chinese</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Italian</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Korean</td>
<td>1</td>
<td>02.17</td>
</tr>
</tbody>
</table>

9. Requirement for graduation

| Foreign Language       | 6  | 13.04   |
| Courses w/international content | 2  | 04.35   |
| International Experience | 0  | 00.00   |

10. Offer ESL for credit | 14 | 30.43 |

Note. Of the 20 (43.47%) institutions reporting IE organization, two provide each of the three types of organization as listed in question six.

All of the 42 respondents who completed question number 8 regarding languages taught, indicated that they teach Spanish. The researcher made a follow up call to the four institutions who left question number 8 blank to determine if the percentage is larger. Each of the four institutions
reported that they do teach Spanish, therefore, the percentage of Texas community colleges offering Spanish is 100%. French is the second highest language (63.04%, n = 29), followed by German and ESL, each with 41.30% (n = 19).

There may have been some confusion regarding question number 8. The purpose of question number 8 in the design of the survey was to determine the credit courses offered by the institutions and the number of courses offered. A limited number of the respondents listed the number of courses being offered. This is understandable from the point that within community colleges the number of courses offered vary greatly from semester to semester, making the answer unstable. The respondents indicated that the language is being taught, but not the number of courses.

Another problem in interpreting the results of this question is in determining if the respondents are offering the courses as credit and/or non-credit courses since the question did not specify either. In response to question number 10, 14 institutions (30.43%) reported offering ESL for credit. The analysis of this data, for the purposes of this study, is that the percentages of the languages as listed in Table 8 reflect the number of Texas community colleges offering the languages, whether for credit or non-credit.

The U. S. is one of the only nations in the world where colleges graduate students who have never studied a foreign
language (Harari, 1992). In order for students to interact in an interdependent world, they need to be able to speak more than their own native tongue. Only six (13.04%) of the respondent institutions require a foreign language for graduation.

The third area in the IE Instruction component is out of country education. An examination of the data reveals that there are very little out of country instructional IE activities provided by the respondent institutions. The data in Table 9 display the low percentages of institutions that are involved in any way in out of country education.

Table 9
Cross Tabulation of Responses to Questions Regarding Instructional IE Activities - Out of Country Education (Research Question 3)

<table>
<thead>
<tr>
<th>Part 2 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Facilitate U.S. students’ participation in credit-bearing study abroad programs Consortia arrangements Agencies</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>08.70</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>08.70</td>
</tr>
</tbody>
</table>

(table continued)
<table>
<thead>
<tr>
<th>Part 2 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution's own study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abroad programs</td>
<td>5</td>
<td>10.87</td>
</tr>
<tr>
<td>Direct Exchange Programs</td>
<td>4</td>
<td>08.70</td>
</tr>
<tr>
<td>Special program for transfer of credits from overseas</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Financial aid/scholarships</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Study abroad resource library</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Study abroad advisor</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Other: Contract to teach at U.S. military bases</td>
<td>1</td>
<td>02.17</td>
</tr>
</tbody>
</table>

12. Countries of the world where there are active institutional agreements

<table>
<thead>
<tr>
<th>Country</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Germany</td>
<td>5</td>
<td>10.87</td>
</tr>
<tr>
<td>England</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Russia</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Spain</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Panama</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Note. One institution reported providing all types of out of country education listed in question number 11.

Only ten (21.74%) of the respondents reported offering students study abroad or exchange activities. These figures are low compared to data from a study conducted by Farland and Cepeda (1989) to evaluate the study abroad programs in California community colleges. The findings in their study report that the 36 responding California community colleges offered a total of 94 study abroad programs in 1988, and of these, 371 students were provided financial aid. Only two Texas community colleges reported providing financial aid for study abroad.

The literature describes the benefits of consortia arrangements which many two-year institutions choose in order to facilitate students' participation in credit-bearing study abroad programs. Only five (10.87%) of the respondent institutions are engaged in consortia arrangements.

As might be expected in Texas, Mexico ranked the highest, 13.04% (n = 6), as the country where active institutional agreements are in effect. This percentage was very close to Germany's (10.87, n = 5). There are 18 active institutional agreements out of country in the respondent institutions.

One Texas community college is involved in a unique way in out of country education. It teaches college courses in
sixteen countries around the world at U.S. military bases in what they call their Continental and International schools. Since the schools are for U.S. service personnel only, they do not fit into the realm of the purpose of this study regarding out of country, study abroad and exchange programs and were omitted from the data.

Research Question 4

What student support services are provided for international students at Texas community colleges?

Of the four IE components described in the literature, international student support services is the area in which Texas community colleges provide the most IE activities. Data regarding the international student support services provided are presented in Table 10.

Table 10
Cross Tabulation of Responses to Questions Regarding International Student Support Services
(Research Question 4)

<table>
<thead>
<tr>
<th>Part 3 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Actively attempt to integrate the international student body into overall college life</td>
<td>28</td>
<td>60.86</td>
</tr>
</tbody>
</table>

(table continued)
### Part 3 Question Number

<table>
<thead>
<tr>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>30.43</td>
</tr>
</tbody>
</table>

3. Provide specific guidance to faculty/staff in how to assist the foreign students on campus

4. Activities and services provided to international students

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>34</td>
<td>73.91</td>
</tr>
<tr>
<td>Initial orientation</td>
<td>25</td>
<td>54.34</td>
</tr>
<tr>
<td>Assistance with documentation</td>
<td>25</td>
<td>54.34</td>
</tr>
<tr>
<td>Pre-academic ESL program</td>
<td>18</td>
<td>39.13</td>
</tr>
<tr>
<td>Immigration advising</td>
<td>18</td>
<td>39.13</td>
</tr>
<tr>
<td>International Club</td>
<td>18</td>
<td>39.13</td>
</tr>
<tr>
<td>International students utilized as guest lecturers in classroom</td>
<td>11</td>
<td>23.91</td>
</tr>
<tr>
<td>Foreign Language Club</td>
<td>8</td>
<td>17.39</td>
</tr>
<tr>
<td>International Week</td>
<td>8</td>
<td>17.39</td>
</tr>
<tr>
<td>Exit interviews</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>U.S. student peer assignments</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Student conferences on international affairs or global topics</td>
<td>5</td>
<td>10.86</td>
</tr>
<tr>
<td>Other critical services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Insurance services</td>
<td>1</td>
<td>02.17</td>
</tr>
</tbody>
</table>

*(table continued)*
Part 3 Question Number | N | % of 46
---|---|---
Liaison between city's Int'l Council and int'l students | 1 | 02.17
Housing suggestions | 1 | 02.17

**Note.** One institution reported providing all types of the listed support services to international students.

Integrating the international student body into the overall college life is attempted by 60.86% (n = 28) of the respondent institutions. Counseling services for the international student are provided by 73.91% (n = 34) of the respondents and over half (54.34%, n = 25) report providing initial orientation and assistance with documentation.

The reported enrollment of international students at the respondent institutions ranges from 0, at one institution, to 2000, a multi-campus institution, at another. The majority (52.18%, n = 24) reported enrolling from 1 to 50 international students. A total international student enrollment of 4,833 was reported for 37 of the institutions. Nine of the respondents left the question unanswered.

In verifying the enrollment figures reported by the institutions with the Texas Higher Education Coordinating Board's 1992 student enrollment figures, the researcher
found discrepancies. In a phone call to the Coordinating Board the researcher was informed that the problem lies in the way the institutions report the information. The Coordinating Board asks for enrollment figures in two separate instances—figures for those whose ethnic origin is coded as international, and figures for foreign students who are residents in the U.S. but who are not U.S. citizens. There may be some confusion with the difference in the two classifications and institutions may not accurately report these figures. The study's survey instrument asked for international student enrollment for Fall, 1992, and did not restrict or request a particular classification.

The relationship between reported international student enrollment and average number of international student support services is shown in Table 11.

Table 11

Reported International Student Enrollment Ranges and Average International Student Support Services Provided (Questionnaire Part 3) (Research Question 4)

<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>N</th>
<th>%</th>
<th>Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>02.17</td>
<td></td>
</tr>
<tr>
<td>1 - 50</td>
<td>24</td>
<td>52.18</td>
<td>5</td>
</tr>
</tbody>
</table>

(table continued)
<table>
<thead>
<tr>
<th>Enrollment Range</th>
<th>N</th>
<th>%</th>
<th>Average N Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>51 - 100</td>
<td>4</td>
<td>08.70</td>
<td>6</td>
</tr>
<tr>
<td>101 - 200</td>
<td>4</td>
<td>08.70</td>
<td>10</td>
</tr>
<tr>
<td>201 - 750</td>
<td>3</td>
<td>06.52</td>
<td>8</td>
</tr>
<tr>
<td>751 - 2000</td>
<td>1</td>
<td>02.17</td>
<td>9</td>
</tr>
<tr>
<td>No Answer</td>
<td>9</td>
<td>19.57</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research Question 5**

What community and out of country outreach activities are in operation at Texas community colleges?

Outreach is the fourth IE component discussed in the literature. Questions were designed to identify Texas community college outreach to the community and out of country.

Fifty-six percent (n = 26) of the respondent institutions offer the community short-term foreign language classes in their continuing education departments. Two other offerings, specialized English language training (39.13%, n = 18) and tailored occupational programs (30.43%, n = 14), are also popular courses. One institution listed in the "Other" category their offering of courses to a
specific international community—golf lessons and English programs for Japanese women.

Other services/activities listed by one institution for each are as follows: (a) library on cross-cultural communities; (b) Global Fest co-sponsored with city; (c) workshops for area organizations; (d) economic development seminars; and (e) close working relationship with local international club.

Examination of the data in Table 12 indicates that the majority of the respondent institutions offer few services to the community.

Table 12

Cross Tabulation of Responses to Questions Regarding Outreach - Community

(Research Question 5)

<table>
<thead>
<tr>
<th>Part 4 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sponsor community-based programs which enhance understanding of global or international issues</td>
<td>22</td>
<td>47.82</td>
</tr>
<tr>
<td>2. International Continuing Education programs offered to business community</td>
<td>Short-term foreign language</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Specialized English lang. training</td>
<td>18</td>
</tr>
</tbody>
</table>

(table continued)
<table>
<thead>
<tr>
<th>Part 4 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailored occupational programs</td>
<td>14</td>
<td>30.43</td>
</tr>
<tr>
<td>Import/Export Training</td>
<td>11</td>
<td>23.91</td>
</tr>
<tr>
<td>International business seminars</td>
<td>10</td>
<td>21.73</td>
</tr>
<tr>
<td>Training for Foreign Workers in U.S.</td>
<td>5</td>
<td>10.86</td>
</tr>
<tr>
<td>3. Outside speakers/guests visited campus in last two years to discuss international affairs, global issues</td>
<td>26</td>
<td>56.52</td>
</tr>
<tr>
<td>4. Host families for international stdnts</td>
<td>14</td>
<td>30.43</td>
</tr>
<tr>
<td>5. Services provided to the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students utilized as guest speakers</td>
<td>12</td>
<td>26.08</td>
</tr>
<tr>
<td>Translating</td>
<td>7</td>
<td>15.21</td>
</tr>
<tr>
<td>Assistance to K-12 schools to enhance IE</td>
<td>6</td>
<td>13.04</td>
</tr>
<tr>
<td>Document interpretation</td>
<td>6</td>
<td>13.04</td>
</tr>
</tbody>
</table>

Out of country outreach activities are not provided by the majority (69.57%, n = 32) of the responding Texas community colleges. Eight (17.39%) institutions have a total of 12 "sister" relationships outside the U.S., and only one institution provides technical assistance in
foreign countries. The low percentages of this outreach are reported in Table 13.

Table 13

<table>
<thead>
<tr>
<th>Cross Tabulation of Responses to Questions Regarding Outreach - Out of Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Research Question 5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4 Question Number</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. &quot;Sister&quot; relationship with city/institution outside U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>32</td>
<td>69.57</td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Japan</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>Mexico</td>
<td>2</td>
<td>04.35</td>
</tr>
<tr>
<td>England</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>France</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Greece</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Peoples Republic of China</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Russia</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>7. Provide technical assistance in foreign countries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>02.17</td>
</tr>
<tr>
<td>8. Contract with private enterprise to provide technical assistance abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>9. Offer distance education courses outside U.S.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>00.00</td>
</tr>
</tbody>
</table>
Research Question 6

Given the descriptive findings of IE programs in Texas community colleges, how do they compare to the descriptions in the literature regarding what a general theoretical model of IE programs should be?

The survey data provide comparisons of Texas community college IE programs to a general theoretical model of IE programs described in the literature. The findings of the study reveal that the model in the literature is not well represented in Texas community colleges. With the exceptions of the international student support services, and international continuing education courses, the majority of the respondent institutions are lacking in IE activities and services. These data are reported in Table 14.

Table 14
Comparison of Texas Community College IE Programs to the Literature’s Theoretical IE Components
(Research Question 6)

<table>
<thead>
<tr>
<th>Component</th>
<th>Activities</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IE in Mission Stmt.</td>
<td>8</td>
<td>17.39</td>
<td></td>
</tr>
<tr>
<td>Written IE Policies</td>
<td>13</td>
<td>28.26</td>
<td></td>
</tr>
<tr>
<td>International Office</td>
<td>6</td>
<td>13.04</td>
<td></td>
</tr>
<tr>
<td>Receive Federal Funds</td>
<td>5</td>
<td>10.87</td>
<td></td>
</tr>
</tbody>
</table>

(table continued)
<table>
<thead>
<tr>
<th>Component</th>
<th>Activities</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fac.Exc/Study Abroad</td>
<td>13</td>
<td>28.26</td>
<td></td>
</tr>
<tr>
<td>Workshop/Seminars</td>
<td>10</td>
<td>21.74</td>
<td></td>
</tr>
<tr>
<td>Reward/Incentives</td>
<td>5</td>
<td>10.86</td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infusion/Integration</td>
<td>17</td>
<td>36.96</td>
<td></td>
</tr>
<tr>
<td>Separate Courses</td>
<td>6</td>
<td>13.04</td>
<td></td>
</tr>
<tr>
<td>Specialized</td>
<td>4</td>
<td>08.70</td>
<td></td>
</tr>
<tr>
<td>Out of Country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stdt Exc/Study Abroad</td>
<td>10</td>
<td>21.74</td>
<td></td>
</tr>
<tr>
<td>Consortium Membership</td>
<td>5</td>
<td>10.86</td>
<td></td>
</tr>
<tr>
<td><strong>International Student</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate into campus</td>
<td>28</td>
<td>60.86</td>
<td></td>
</tr>
<tr>
<td>Clubs</td>
<td>19</td>
<td>41.30</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>34</td>
<td>73.91</td>
<td></td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Events/Frgms</td>
<td>22</td>
<td>47.82</td>
<td></td>
</tr>
<tr>
<td>Int’l Cont. Ed. Courses</td>
<td>32</td>
<td>69.56</td>
<td></td>
</tr>
<tr>
<td>Host Families</td>
<td>14</td>
<td>30.43</td>
<td></td>
</tr>
<tr>
<td>Services</td>
<td>16</td>
<td>34.78</td>
<td></td>
</tr>
</tbody>
</table>

(table continued)
<table>
<thead>
<tr>
<th>Component</th>
<th>Activities</th>
<th>N</th>
<th>% of 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of Country</td>
<td>&quot;Sister&quot; Relationships 8</td>
<td></td>
<td>17.39</td>
</tr>
<tr>
<td></td>
<td>Technical Assistance 1</td>
<td></td>
<td>02.17</td>
</tr>
<tr>
<td></td>
<td>Private Enterprise Cont. 0</td>
<td></td>
<td>00.00</td>
</tr>
</tbody>
</table>

The high percentages of IE activities and services in the international student support services may, in part, be due to the fact that the person responsible for IE in the majority (54.54%, n = 6) of the 11 community colleges with no international office, work in the area of student services. A person with this responsibility within the student services division would recognize the international students' needs in conjunction with all the other diverse student needs. With this leadership, the international student is not likely to be forgotten or overlooked.

The high percentages of IE activities and services in the community outreach component is consistent with the mission of most community colleges. Serving the community and meeting its needs are of prime concern.

Only three institutions, one district and two non-district, have all the IE components and related activities of a general theoretical model of IE programs described in the literature.
Analysis of Demographics of Three Texas Community Colleges with Model IE Components

Bleiberg (1992) reports that both economics and demographics influence college administrators to broaden their curriculum to include other perspectives. It is probable that demographics play a role in the existence of IE in Texas community colleges, but due to the district and non-district system it is difficult to make comparisons. Both the districts and some of the non-districts have multi-campuses with a combination of urban and rural locations. Each location in the districts was sent a questionnaire and the data was recognized as one institution. Even though many of the non-district institutions also have multi-campuses, because of their centralized administration, only one questionnaire was sent and the data were recognized as one institution even though more than one location may have been included. Because of this configuration, a comparison between urban and rural institutions was not attempted for the purposes of this study.

The enrollment ranking of the three institutions with all the components of the literature's model IE program is reported in Table 15. The three institutions are situated in urban areas and rank high in both total student enrollment and international student enrollment.
Table 15

<table>
<thead>
<tr>
<th>Institution</th>
<th>Category</th>
<th>Student F'92 Enr</th>
<th>Rank</th>
<th>IntlStd F'92 Enr</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallas County CC District</td>
<td></td>
<td>55,416</td>
<td>1</td>
<td>950</td>
<td>2</td>
</tr>
<tr>
<td>Houston CC</td>
<td>Non-Dist</td>
<td>31,272</td>
<td>3</td>
<td>2000</td>
<td>1</td>
</tr>
<tr>
<td>El Paso CC</td>
<td>Non-Dist</td>
<td>18,480</td>
<td>8</td>
<td>180</td>
<td>5</td>
</tr>
</tbody>
</table>

Note. Data in column 3 are from "2 Year Colleges Report Enrollment Increases" by the Staff, 1992, TJCTA Messenger, p. 16. Data in column 5 are from figures reported by the institutions on the survey. As mentioned previously, due to the discrepancies in reporting international student enrollment, the ranking may be in error to some degree.

It does not appear that geographical location is significant because even though El Paso Community College borders Mexico, the other two institutions are located in different areas. Also, of the two institutions which rank third and fourth in international student enrollment, only one is situated near the Mexican border.

It would seem reasonable that urban areas with their diverse populations and businesses with international operations would be more likely to have greater needs for IE
than the more rural community colleges. In the tradition of community colleges, the types of IE activities provided are likely to be influenced by the needs of the community. This is evident at El Paso Community College which is reported to have the second largest intensive English language program in the nation ("UT-Austin," 1992). These intensive programs include grammar, writing and reading taught for an extended period of time.

The institution which ranks second in total student enrollment did not respond to the survey. The researcher made a follow up call to this institution and was told that it does not have an international office and there is no international education program other than services to the international students.

Analysis of Comparison of IE Administrative Structures

In reviewing the data, it is interesting to note what impact the absence or presence of having an international office has on the number of IE activities and services which are provided by the respondent institutions. Reported in Table 16 is a comparison of the IE activities/services provided by institutions with the following: (a) an international office (n = 6), (b) no international office, but instead, a person responsible for IE (n = 11), and (c) no entity, office or person, accountable for IE (n = 27).
Table 16
Comparison of IE Administrative Structures and Activities/Services Provided

<table>
<thead>
<tr>
<th>Activity/Service</th>
<th>No Entity</th>
<th>Person</th>
<th>Int'l Office</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N % of 27</td>
<td>N % of 11</td>
<td>N % of 6</td>
</tr>
<tr>
<td>IE in Mission St.</td>
<td>1 03.70</td>
<td>2 18.18</td>
<td>6 100.00</td>
</tr>
<tr>
<td>Written IE Pol.</td>
<td>0 0</td>
<td>7 63.63</td>
<td>6 100.00</td>
</tr>
<tr>
<td>Task Force/Comm.</td>
<td>0 0</td>
<td>4 36.36</td>
<td>6 100.00</td>
</tr>
<tr>
<td>Memshp.Int'l Assoc.</td>
<td>1 03.70</td>
<td>8 72.72</td>
<td>6 100.00</td>
</tr>
<tr>
<td>Grant Funding</td>
<td>0 0</td>
<td>2 18.18</td>
<td>5 83.33</td>
</tr>
<tr>
<td>Fac. Exc/SA</td>
<td>4 14.81</td>
<td>3 27.27</td>
<td>6 100.00</td>
</tr>
<tr>
<td>Fund Fac. Exc/SA</td>
<td>0 0</td>
<td>1 09.09</td>
<td>5 83.33</td>
</tr>
<tr>
<td>Fac. IE Activities</td>
<td>2 07.40</td>
<td>4 36.36</td>
<td>6 100.00</td>
</tr>
<tr>
<td>Reward/Incentives</td>
<td>0 0</td>
<td>1 09.09</td>
<td>4 66.66</td>
</tr>
<tr>
<td>Student Exc/SA</td>
<td>2 07.40</td>
<td>1 09.09</td>
<td>5 83.33</td>
</tr>
<tr>
<td>Consortia</td>
<td>1 03.70</td>
<td>0 0</td>
<td>4 66.66</td>
</tr>
<tr>
<td>F.Country agreement</td>
<td>0 0</td>
<td>2 18.18</td>
<td>4 66.66</td>
</tr>
<tr>
<td>&quot;Sister&quot; relshps.</td>
<td>1 03.70</td>
<td>5 45.45</td>
<td>3 50.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>No Entity</th>
<th>Person</th>
<th>Int'l Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Int'l Stdnt. Enr.</td>
<td>1204</td>
<td>393</td>
<td>3236</td>
</tr>
<tr>
<td>Avg. IS Sup.Services</td>
<td>8</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Avg. Com.Outr.Services</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>
Note. Two respondents did not answer the question regarding whether or not they had a person or office responsible for IE, therefore, the total number of respondents for Table 15 is 44 instead of 46. Fac. Exc/SA = Faculty Exchange/Study Abroad; IS = International Student. The organization of international/global studies was not compared since the majority (56.52%, n = 26) did not answer the question.

The majority of the institutions with a dedicated international office provide every IE activity or service. This demonstrates the validity of the statements in the literature which stress the importance of a strong IE administrative structure with a dedicated, visible international office. The percentages represented for the IE activities for the institutions with an international office would have been 100% in most instances except for the fact that the one office with only one part time professional staff in charge did not provide all the activities of the other offices which were well staffed.

In the 11 community colleges whose IE programs are led by a single person instead of the staff of an international office, the majority (63.63%, n = 7) have written IE policies, and 72.72% (n = 8) have membership in IE organizations. Since the majority (54.54%, n = 6) of these persons in charge are from the student services area, it is reasonable that there would be written policies relating to the international student. The high percentage who have
membership in IE organizations coincide with the survey data which report that NAFSA is the most favored international organization. NAFSA is concerned with foreign student affairs. In other components, instruction and outreach, this administrative structure is lacking in IE activities and services.

The IE administrative structure with neither an international office nor a designated person responsible has no written policies and only minimal IE activities and services. The one area that is favorable in this structure is the international student support services. These institutions offer an average of 8 IE activities and services to the international student. This is more than the institutions with a person responsible, who average only six activities and services.

Summary of Findings

The following is a summary of the major findings from this study.

Based on the literature reviewed to answer Research Question One, the following are the theoretical components of IE: (a) administration, (b) instruction, (c) international student support services, and (d) outreach. The literature described activities in each component area. Appendix A is an IE taxonomy based on the literature discussion.
Based on the data, no administrative IE structure is present in most of the Texas community colleges. The institutions do not include IE in their mission statements, have no written IE policies, nor do they have a single entity, office or person, responsible and accountable for IE leadership.

In most cases, at institutions where a person is responsible for IE, this person works in the student services area. Their contributions to IE are generally focused on international student support services as their responsibilities to the international students are included in their overall student body responsibilities.

In only a few cases is there an international office to organize and direct IE. Four institutions, three non-district and one district, in Texas reported having international offices. With the exception of one office which is staffed with only one part time professional person, the offices are well staffed with both full time professional and support staff. Institutions with international offices provide the greatest number of IE activities as compared to those with only a person, or no one, responsible for the IE leadership.

Most respondents have no task forces or committees who have an interest in IE, nor do they have membership in any state, national, or international IE associations. Those
that do have a membership are primarily members of organizations directed to student services.

Most of the respondents did not report their primary source of funding. It would appear that they either do not know their primary source or they do not have any dedicated funds for IE. The few who did report indicated their primary source is from their own institutional funds budgeted for IE. The data indicate that the majority of the funding for IE in Texas community colleges does not come from federal or state grants.

The findings report minimal instructional IE activities in Texas community colleges. Faculty development IE activities are non-existent in the majority of the respondent institutions. There are no reward or incentives provided to the majority of the faculty members who may desire to develop IE curriculum or who wish to engage in processes to seek funding for the IE curriculum development. They are not provided opportunities to teach or do research abroad to expand their IE experience and knowledge.

There is no internationalized curriculum in most Texas community colleges. The organization of international/global studies on the Texas community colleges is unknown or nonexistent to the majority of the respondents. Integrating or infusing global studies into the regular curriculum is reported as the organization of IE
in more instances than having separate global courses or specialized curriculum leading to a degree or certificate. Other than Spanish and French languages, foreign languages are not taught by the majority of the institutions and foreign languages are not required for graduation.

Out of country instructional opportunities are not being provided students in the majority of the responding Texas community colleges. Students are not given opportunities to be participants in study abroad and student exchange programs. There are very few consortia arrangements for international study within the reporting institutions.

Based on the data, the IE component which has the largest number of activities in the responding Texas community colleges is the International Student Support Services component. The institutions provide IE activities and services regardless of the institution's administrative structure.

The data indicate that the majority of the responding institutions participate in some type of community outreach in the international dimension, primarily in the area of international continuing education courses (n = 32, 69.56%). Only eight (17.39%) of the reporting Texas community colleges have an outreach out of country. It appears that this correlates with the few who include IE in their mission statements. Community outreach is the traditional mission
of community colleges, whereas out of country outreach is not.

Texas has one district, Dallas County Community College District, and two non-district institutions, Houston Community College and El Paso Community College, which have all the components of a general theoretical model of IE program as described in the literature. Each has a well staffed international office whose main function is to direct IE on their campuses.
CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FUTURE STUDY

Summary

This study examined IE programs in community colleges in Texas to determine how they compare to a general theoretical model of IE programs discussed in the literature. A descriptive survey instrument was designed around six research questions and was evaluated by a panel of six experts. A copy of the survey was mailed to the chief executive administrators of all the public community colleges in the state of Texas.

Forty-seven institutions responded to the survey. A response rate of 72.30% was achieved. Data were computed in frequencies and percentages and presented in tabular form in Chapter IV, accompanied with an analysis and discussion of the data.

Summary of Findings

Based on the review of literature and data obtained from this study, following is a summary of the major findings.

1. A taxonomy of IE consists of the following four subparts: (a) administrative, (b) instruction, (c) international student support services, and (d) outreach.
The component activities are included and displayed in Appendix A.

2. There are no IE administrative structures, or written IE policies in the majority of the respondent Texas community colleges. The majority do not include IE in their mission statements, have no IE committees or task forces, and have no memberships in state, local, or international IE associations. There is an IE administrative structure in 17 (36.95%) of the reporting institutions. Six of these 17 have an international office and 11 have a person responsible for the institution's IE program. The majority of those with an international office (13.04%, n = 6) provide all of the ideal theoretical IE activities and services. Those with a person in charge, provide primarily international student support services and community outreach. The institutions with no designated person or international office responsible for IE (58.69%, n = 27) reported having only minimal IE activities and services.

3. Instructional IE activities, which include faculty development, internationalized curriculum, and out of country education, are non-existent in the majority of the reporting Texas community colleges. The institutions do not provide faculty development activities or incentives to encourage development of an internationalized curriculum. The organization of international/global studies on the Texas community colleges is unknown or nonexistent to the
majority of the respondents. All of the respondent institutions offer Spanish and the majority offer French language, but foreign languages are not required for graduation. Study abroad and student exchange programs are not provided to the students in the majority of the respondent institutions. The exceptions to this are the six institutions with international offices who do provide instructional IE activities in all three areas.

4. International student support services are provided in the majority of the responding Texas community colleges. The data reflect that this component is the strongest of the four IE components as an average of 6 to 9 international student support IE activities/services are provided regardless of the institution’s administrative structure. The majority attempt to integrate the international students into the overall college life, provide counseling, initial orientation, and assistance with documentation.

5. Even though the majority of the respondent Texas community colleges provide some community outreach in the international dimension, primarily through continuing education courses, the number of the activities and services is very limited. The majority have no out of country outreach activities.

6. In comparing the respondent Texas community college IE programs to the descriptions in the literature of a general theoretical model of IE programs, the data from this
study depict a lack of IE activities and services in the majority of the community colleges with the exception of three institutions, one district and two non-district.

Discussion of the Findings

Backman (1984) states that educating Americans for the 21st century should be one of the main goals of the higher education community. The literature supports the rationale for community colleges' involvement in IE even though the philosophical perspective of the term "community" does not define or include foreign nations and people. Numerous articles and books have been published which proclaim the need and urgency of IE and the literature describes model IE programs in community colleges in other states. The State of Texas legislature has issued a resolution which encourages IE and the Texas Coordinating Board of Higher Education has created an Advisory Committee on International Issues which has made its own study and made recommendations to higher education to provide IE activities and services. Yet, at this time, there is little being done in the area of IE in Texas community colleges. The findings of this study suggest that Texas community colleges are not providing the activities which the literature describes as necessary to prepare students for the new century.

The data of this study support what the literature asserts regarding the success of IE programs being related to institutional commitment from the highest administrative
offices. The Texas community colleges lack both mission statements which include IE, and written IE policies. The literature stresses the importance of having a visible international office which is accountable for the leadership of IE. Only six of the respondent institutions have an international office. The findings of the study depict how these six institutions provide the majority of the components of a theoretical model of IE programs described in the literature. Without direction from dedicated, full time personnel, IE becomes merely an interest and concern of a minority of faculty and staff.

Each of the models described in the literature have received Federal funding for their IE programs. The data from this study report that in Texas community colleges there is little funding received from grants for IE activities. This is understandable since the faculty are not provided any rewards or incentives to seek funding. A faculty member desiring to seek funding by writing a grant must add the extra time to his or her normal work load.

The literature states that faculty development is crucial and necessary for educating the faculty and for stimulating a desire to internationalize the curriculum. Because there is no high-level administrative support and little faculty development for IE in the majority of the respondent institutions, an internationalized curriculum is not present in these institutions. The international
studies which are being taught are done so in a piecemeal manner with no organization. By not requiring foreign language for graduation, the institutions are handicapping the students who may need to work and communicate in the international arena. The importance of graduating students with a global perspective is being overlooked and disregarded.

Faculty exchange and study abroad programs for faculty have been discussed in the literature as a means to revitalize and interest faculty in bringing an international perspective to their own classrooms upon return. Since the Texas community college faculty is not provided funding to study abroad, or given opportunities to participate in faculty exchanges, there is little to encourage them to add an international dimension to their curriculum.

Without the interest and support from the faculty, there can be no internationalized curriculum. Without the interest and support from the highest administrative offices, faculty members are restricted in what they can accomplish.

The literature reports the U. S. government’s interest of student study abroad programs and the passing of the National Security Education Act of 1991 (Pickert, 1992). Students attending Texas community colleges are not given the opportunity to participate in these programs. Considering the large numbers of students who attend these
two-year institutions, it appears they are vastly insufficient by comparison with other states.

There are several community college consortia available to assist institutions in implementing the international dimension. Only five of the respondent institutions reported having any consortial arrangements. This may be related to lack of funds or perceptions of lack of need for IE programs from the highest administrative offices.

It appears that no one really knows the exact number of international students enrolled in Texas community colleges because there is no standard way of reporting these figures. It may be appropriate for the Higher Education Coordinating Board, and for any future surveys, to request enrollment figures of the foreign students who are in the U.S. to attend school—those with an F-1 or F-2 visa. This would assure that each institution is reporting the same information.

Even though it appears from the descriptions in the literature that Texas community colleges are lagging behind other states in IE, the international students on their campuses are receiving support and services. This may be explained in part to the fact that the mission of most community colleges is to nurture and meet the needs of all students.

The needs of the community are also of prime importance in the missions of these institutions. The study findings
report that community outreach IE activities are provided by the majority of the respondent institutions. This may be happening in response to the local business community’s requests and demands. The literature describes how business and public leaders value an international perspective. In the urban areas where there are businesses with international operations and diverse populations there may be a greater need for IE than in the more rural community colleges.

Even though there is community outreach, Texas community colleges are not involved in out of country outreach. For some institutions, it appears that going beyond the boundaries of the community is not considered a part of their mission.

Conclusions

The implementation of IE in higher education institutions is necessary not merely because it broadens the students’ intellectual development, but because IE is a commodity in the interdependent world of today. The international nature of economic markets and financial investments, and the need for protection of the world’s shrinking resources and environmental quality, require a citizenry with a global perspective. IE should be an urgent concern of all institutions of education. From review of this study’s data, Texas community colleges are not providing students with the academic and personal
development skills necessary to function as citizens of the world.

IE programs in Texas community colleges do not reflect the literature's description of a general theoretical model IE program. The theoretical IE components—administration, instruction, international student support services, and outreach—are not present, with the exception of international student support services and limited IE continuing education courses, in most of the institutions. In the instances where the components are present, the activities are identical to the literature's description, but there is a tremendous lack of these activities within the components in the majority of Texas community colleges. The literature's description of a general theoretical model IE program is present in reality in only three Texas community colleges—one district and two non-districts.

The reasons why institutions choose, or not choose, to have IE programs were not discovered from the data of this study. The reasons for the lack of IE could include lack of funding, lack of interest, or lack of acceptance that IE is valuable.

The global world of today requires a redefinition of the term community and Texas community colleges are in different stages of this process. Those institutions involved in IE, to whatever extent, have already accepted the redefinition, or are simply meeting the demands of their
community. Some communities, most likely urban with diverse populations and international business operations, may have more needs in the international dimension. Those lacking IE activities must first rethink what community means to them and accept IE as a commodity before they can revise their missions.

Implications

Because of the diversity of the Texas community college system, it is not appropriate to state uniform, strict processes for achieving IE objectives. The one requirement should be that all of the community colleges become aware of the challenges and needs, and recognize their role in preparing literate students who will graduate with an international perspective. Upon this recognition, each institution can then decide to what extent and in what ways they can implement IE on their campuses. A set of policies, programs and guidelines can be developed which conform to their institution's enlightened mission. IE does not have to be a budget draining endeavor, but should be viewed as an opportunity.

IE is not merely a few classes with international modules, or a course abroad every other year, it is an internal process that must first begin within each individual (Smith, 1992). Once there is a beginning, an international perspective can weave throughout the
institution, eventually permeating all aspects of the curriculum.

A commitment to IE can be validated and formalized by establishing an IE administrative structure with a responsible entity, person or office, inclusion of IE in the mission statement, and written IE policies. These actions will give importance and attention to the institution’s focus on achieving an international ethos.

By providing release time to faculty and to the entity responsible for IE, an institution can have access to the various avenues of funding which are provided for IE. The faculty, staff and students can be educated and made aware of IE. This can be accomplished through speakers, seminars and workshops. The resulting knowledge and information will generate an energy and excitement which will spread throughout the institution. The literature has numerous resources and there is no shortage of written information about how to develop and organize an IE program.

There are many options for internationalizing the curriculum. Infusing international content into courses across all disciplines should be encouraged. The role foreign languages have in internationalizing the curriculum should be considered.

The administration should recognize that the exchange of information from state and national IE organizations is very beneficial. Many of the organizations have been in
existence for over a decade and have resources that are invaluable to a community college no matter what the stage of development of the IE program. If the institution decides to include study abroad programs, consortia, within the state and outside, can assist in this area. Another consideration is the establishment of financial aid for low-income students to enable their participation in the study abroad experience.

Administration should encourage the establishment of IE task forces and committees. Administration should involve faculty, staff, and students in creating the needed cohesion and personal involvement necessary to establish the internal structure that will implement the written policies.

Partnership opportunities with internationally-oriented businesses should be sought. Students and faculty could be involved in internships and research.

The ultimate goal should be to institutionalize the international dimension throughout the curriculum, faculty, staff, and student body. An international ethos can bring a special quality to a community college and add depth to the experiences of its graduates.

Recommendations for Further Study

On the basis of the data and conclusions of this study, the following recommendations for further study are made.

1. It is recommended that a similar study be conducted at Texas four year institutions.
2. Using the findings of this study as baseline information, it is recommended that a follow-up study be conducted within three to five years to determine if the issues of policy and practices in the international dimension of the surveyed institutions have improved, declined or remained at a status-quo.

3. It is recommended that an examination be made regarding how the role the local business community’s requests and demands influence IE programs in community colleges.
APPENDIX A

INTERNATIONAL EDUCATION COMPONENTS

AND ACTIVITIES
INTERNATIONAL EDUCATION COMPONENTS AND ACTIVITIES

ADMINISTRATION:

International Office
* IE in Mission Statement
* Written IE Policies
* Processes to Seek Funding
* IE Task Forces/Committees
* Membership in IE Associations

INSTRUCTION:

Faculty Development
* Faculty Exchange/Study Abroad Programs
* IE Workshops/Seminars
* Reward/Incentives to Internalize Curriculum
* Linkage Programs
* Foreign Language Classes
* Release Time/Sabbaticals in institutions outside U.S.

Curriculum
International Studies
* Foreign Languages
* Cultures
* Relations among countries
* Comparative and international approaches to individual disciplines
* International trade
* World problems which require international solutions—scarcity of resources, environment, overpopulation, poverty, disease, energy, and peace

Organization
* Infused/integrated into regular curriculum
* Separate courses addressing international dimensions
* Specialized curriculum, leading to degree or certificate

Out of Country
* Consortium Membership
* Student Exchange/Study Abroad Programs
* Financial Aid/Scholarships
* Study Abroad Resource Library
* Study Abroad Advisor
INTERNATIONAL STUDENT SUPPORT SERVICES:

* Guidance to staff/faculty in assisting international students

Activities/Services provided International Students

* Initial Orientation
* Pre-academic English as a Second Language Program
* Counseling
* Immigration Advising
* Assistance with Documentation
* Exit Interviews
* U.S. student peer assignments
* Student conferences on international affairs or global topics
* International Club
* Foreign Language Club
* International Week
* International Students utilized as guest lecturers in the classroom

OUTREACH - Community

* Sponsor community-based programs which enhance understanding of global issues
* Outside speakers/guests visit campus to discuss international affairs, foreign cultures, or global issues
* Involve host families with international students
* Student/faculty internships with internationally-oriented business firms at home and abroad

International Continuing Education Programs

* Short-term foreign language
* Import/export training
* Training for foreign workers in U.S.
* Specialized English language training
* Tailored occupational programs
* International business seminars

Services provided to community

* International database of college resources
* Translating
* International students as guest speakers
* Assistance to K-12 schools to enhance IE
* Document interpretation services
OUTREACH - Out of Country

* Sister Relationship with city/institution outside the U.S.
* Provide technical assistance in foreign countries
* Contract with private enterprise companies to provide technical assistance outside the U.S.
* Offer Distance Education courses outside the U.S.
APPENDIX B

POPULATION OF THE STUDY
POPULATION OF THE STUDY - TEXAS COMMUNITY COLLEGES
(* Indicates Respondents)

Non-District:
* Alvin Community College
* Amarillo College
* Angelina College
  Austin Community College
* Bee County College
  Blinn College
  Brazosport College
* Central Texas College
* Cisco Junior College
* Clarendon College
  College of Mainland
* Collin County Community College
* Cooke County College
* Del Mar College
* El Paso Community College
* Frank Phillips College
  Galveston College
* Grayson County College
* Hill College
* Houston Community College
  Kilgore College
* Laredo Junior College
  Lee College
* McLennan Community College
* Midland College
* Navarro College
* Northeast Texas Community College
* Odessa College
* Panola College
  Paris Junior College
  Ranger Junior College
* South Plains College
* Southwest Texas Junior College
  Temple Junior College
* Texarkana College
  Texas Southmost College
* Trinity Valley Community College
* Tyler Junior College
* Vernon Regional Junior College
* The Victoria College
* Weatherford College
* Western Texas College
* Wharton County Junior College
District:
Alamo Community College District
  Palo Alto College
  * San Antonio College
  * St. Philip's College

Dallas County Community College District
  * Brookhaven College
  * Cedar Valley College
  Eastfield College
  * El Centro College
  Mountain View College
  * North Lake College
  Richland College

Howard College District
  * Howard College
  * Southwest College Institute for Deaf

North Harris Montgomery Community College District
  * Kingwood College
  Montgomery College
  North Harris College
  * Tomball College

San Jacinto College District
  * Central Campus
  North Campus
  South Campus

Tarrant County Junior College District
  * Northeast Campus
  * Northwest Campus
  * South Campus

Note: One respondent institution did not list a name
APPENDIX C

JURY PANEL MEMBERS
JURY PANEL MEMBERS

Dr. Gun Elisabet Bailey
Director of International Education
Pima Community College
1901 North Stone
Tucson, Arizona  85705

Dr. Kathleen Schatzberg
Director of International Studies
Rockland Community College
145 College Road
Suffern, New York  10901

Dr. William E. Greene, Director
International Education Institute
Broward Community College
1000 Coconut Creek Blvd.
Coconut Creek, Florida  33066

Dr. Lynda Icochea, Director
Study for International Studies
Bergen Community College
400 Paramus Road
Paramus, New Jersey  07652

Dr. Richard D. McCrary, District Director
Student & International Programs
Dallas Community College District
701 Elm Street
Dallas, Texas 75202

Dr. Julia Ribley
Coordinator of International Education
Valencia Community College
P. O. Box 3028
Orlando, Florida  32802
APPENDIX D

LETTER TO JURY PANEL MEMBERS
December 10, 1992

{ Name and Address of Jury Panel Member}

Re: Jury Panel Participation for International Education Survey

Dear {Member Name}:

I am a doctoral candidate at the University of North Texas pursuing a degree in higher education administration. Presently, I am in the process of conducting a dissertation study on International Education programs in Community Colleges in the State of Texas.

Since your articles and contributions to international education are very noteworthy, I am writing for your assistance in my research efforts. In order to establish content validity for my questionnaire, I need a jury panel of experts to review the instrument.

I realize this is a busy time for you, but would appreciate it very much if you could take the time to read over the questionnaire and make suggestions regarding and revisions that you see are needed for clarity and appropriateness. Enclosed with the survey is a postage-paid return envelop for your convenience.

Thank your for your valuable time.

Sincerely,

Mary Emerson
Rt. 1, Box 83
Plano, Texas 75074
(214) 424-7871

Enclosures
APPENDIX E

QUESTIONNAIRE
SURVEY OF INTERNATIONAL EDUCATION PROGRAMS
IN COLLEGES AND UNIVERSITIES IN THE STATE OF TEXAS

Institution____________________________________ Date: __________

If part of a District, please list District name _______________________________________________________

Part 1. ADMINISTRATION OF INTERNATIONAL EDUCATION (IE) PROGRAMS

YES NO

[ ] [ ] 1. Does your institution's mission statement include IE?

[ ] [ ] 2. Does your institution have written policies regarding IE?

[ ] [ ] 3. Is there an office/person at your institution which/who has primary responsibility for IE?
   If yes, please list office name/person's title: ___________________________________________________________

   To whom does this office/person report within your institution:
   [ ] President, Chancellor, CEO
   [ ] Vice President - Academic Affairs, Provost, Instructional Division
   [ ] Vice President - Student Affairs
   [ ] Other Vice President ____________________________
   [ ] Other, within Academic Affairs: ____________________________
   [ ] Other, within Student Affairs: ____________________________
   [ ] Other: ________________________________________________

4. If your institution has an IE administrative office, please list:
   Number of full-time professional staff ______  Number of full-time support staff ______
   Number of part-time professional staff ______  Number of part-time support staff ______

[ ] [ ] 5. Is there a college-wide committee or task force concerned with policy and practice issues of the international dimension of your campus?
   If yes, please list the areas in which the committee deals, (e.g. study abroad, languages, etc.) ____________________________

[ ] [ ] 6. Does your institution have a membership in any state, national, or international IE associations? If yes, please list: ____________________________

[ ] [ ] 7. Does your institution maintain a database of faculty/staff international experience, and interests?

8. Primary source(s) of funding for IE activities at your institution (check all that apply):
   [ ] Institutional funds budgeted for IE
   [ ] Income generated through programs (e.g. overhead from international development projects, intensive English programs)
   [ ] Grants/contracts from federal government agencies
   [ ] Grants/contracts from state or local government agencies
   [ ] Grants/contracts from non-U.S. sources
   [ ] Private gifts, grants, contracts
   [ ] Student fees
   [ ] Other: ____________________________________________
Part 2. INSTRUCTIONAL INTERNATIONAL EDUCATION (IE) ACTIVITIES

YES NO

Faculty Development:
1. Approximately how many faculty participated in out of U.S. college-sponsored programs in the last two academic years? ________________________________

2. Approximately how many faculty have come to your campus to teach/do research from colleges out of U.S. in the past two academic years? ________________________________

[ ] [ ] 3. Does your institution provide funding for faculty activities in institutions/agencies outside the U.S.? (e.g. exchanges; Fulbright grants)

[ ] [ ] 4. Does your institution provide faculty IE activities?
If yes, please check all that apply:
[ ] in-house Workshops/Seminars
[ ] Linkage Programs (e.g. other institutions, other countries)
[ ] Foreign language classes
[ ] Other: ________________________________

[ ] [ ] 5. Is there a reward/incentive system to encourage faculty to participate in internationalizing the curriculum?
If yes, please check the activities rewarded:
[ ] Curriculum development
[ ] Sabbaticals in institutions outside U.S.
[ ] Research
[ ] Processes to seek federal funding for IE curriculum
[ ] Other: ________________________________

Curriculum:
6. How are international/global studies organized at your institution? Check all that apply:
[ ] Integrated/infused into regular curriculum (e.g. modules in existing classes)
[ ] Separate courses which specifically address international dimensions
Number of separate courses ________________________________
[ ] Specialized curriculum leading to degree or certificate (e.g. International Business Program, Foreign Language, International Affairs)
[ ] Other: ________________________________
[ ] No organized international/global studies offered

7. If degrees or certificates are awarded in IE areas, how many were awarded in past two years? Number of Degrees ___________ Number of Certificates ___________

8. Please check the languages offered by your institution, and (for universities) indicate if it is offered as a major field.

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<thead>
<tr>
<th>LANGUAGE</th>
<th>NO. OF COURSES</th>
<th>(Universities) MAJOR FIELD</th>
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<td>Arabic</td>
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<td>Other</td>
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</tbody>
</table>
YES NO

9. Does your institution require for graduation:
   [ ] [ ] Foreign Language
   [ ] [ ] Courses with International content
   [ ] [ ] International Experience (e.g. study abroad)

[ ] [ ] 10. Does your institution offer English as Second Language courses for credit?

Out of Country Education:

11. How does your college facilitate U.S. students' participation in credit-bearing study abroad programs? Please check all that apply:
   [ ] Consortial arrangements: [ ] Agencies
      [ ] Other Texas schools
      [ ] Schools Outside Texas
   [ ] Institution's own study abroad programs
   [ ] Direct Exchange Programs
   [ ] Special Program for Transfer of Credits from Overseas
   [ ] Financial Aid/Scholarships
   [ ] Study Abroad Resource Library
   [ ] Study Abroad Advisor
   [ ] Other
   [ ] None

12. Please list the countries of the world where you have active institutional agreements:
    NAME OF COUNTRY       NUMBER OF AGREEMENTS
    ______________________  ______________________
    ______________________  ______________________
    ______________________  ______________________
    ______________________  ______________________

Part 3. INTERNATIONAL STUDENT SUPPORT SERVICES
YES NO

1. Your college enrollment of international students for Fall 1992 was __________

[ ] [ ] 2. Does your college actively attempt to integrate the international student body into the overall college life?

[ ] [ ] 3. Is there specific guidance provided to the staff and faculty in how to assist the foreign students on your campus?

4. Please check all the activities/services provided to your international students:
   [ ] Initial orientation
   [ ] Pre-academic English as a Second Language program
   [ ] Counseling
   [ ] Immigration Advising
   [ ] Assistance with Documentation
   [ ] Exit Interviews
   [ ] U.S. student peer assignments
   [ ] Student conferences on International affairs or global topics
   [ ] International Club
   [ ] Foreign Language Club
   [ ] International Week
   [ ] International students utilized as guest lecturers in the classroom
   [ ] Other Critical Services: ______________________
Part 4. OUTREACH

YES NO

Community:
[ ] [ ] 1. Does your college participate or sponsor any community-based programs which enhance understanding of global or international issues?

2. Please check any of the following international continuing education programs which you now offer, or have offered, to the local business community:
[ ] Short-term foreign language
[ ] Import/export training
[ ] Training for foreign workers in the U.S.
[ ] Specialized English language training
[ ] Tailored occupational programs
[ ] International business seminars
[ ] Other: ________________________________

[ ] [ ] 3. Have outside speakers/guests visited your campus in the last two years to discuss international affairs, global issues, foreign cultures, etc?

[ ] [ ] 4. Are host families involved with individual international students?

5. Check the services provided to the community:
[ ] International database of college resources
[ ] Translating
[ ] International students utilized as guest speakers
[ ] Assistance to K-12 schools in your area to enhance IE
[ ] Document interpretation services
[ ] Other: ________________________________

YES NO

Out of Country:
[ ] [ ] 6. Does your institution have a "Sister" relationship in which it is involved with a city or institution outside the U.S.? If yes, list location: ________________________________

[ ] [ ] 7. Does your college provide technical assistance in foreign countries?
If yes, list locations: ________________________________

[ ] [ ] 8. Is your college under contract with private enterprise companies to provide technical assistance abroad? If yes, list locations: ________________________________

[ ] [ ] 9. Do you offer any distance education courses (using telecommunications technologies) outside the U.S.? If yes, list locations: ________________________________

Please add additional sheets to make further comments regarding any IE area you wish.
If you feel your institution has a model program in any, or all of the IE areas below, please complete the following: Contact Person and Phone number
Administrative Structure
Faculty Development
Curriculum
Out of Country Education
International Student Support Services
Outreach

If you may be contacted for further questions, please give your name and number:

THANK YOU for your assistance in completing this questionnaire. Please mail in enclosed stamped, addressed envelope by MARCH 2, 1993 to:
Mary Emerson
Route 1, Box 83
Plano, Texas 75074
(214) 881-5953
MEMORANDUM

February 8, 1993

To: Presidents/Chancellors
Public Community and Junior Colleges

From: Kenneth H. Ashworth

Re: Survey of International Programs and Activities

Mary Emerson of Collin County Community College is a doctoral student studying international programming at community and technical colleges in Texas. She has developed the enclosed survey instrument to study and better understand the participation of institutions like yours.

In designing the survey instrument, Ms. Emerson had the input and support of our Advisory Committee on International Issues. Because of this involvement, we believe that the information derived will provide valuable statewide information on this topic. It is our hope she may identify international initiatives which can serve as models for less experienced colleges.

I hope you will return the survey form. Thank you for your consideration and assistance.
REFERENCES


Ashworth, K. H. (1990). Charge to the Texas Higher Education Coordinating Board Commissioner’s Advisory Committee on International Issues. In Partners on a Rising Curve; Final Report and Recommendations of the Texas Higher Education Coordinating Board, I (pp. 16). (Available from [Public Information Legislative Liaison Office, P. O. Box 12788, Austin, TX 78711])


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