

INTERNATIONAL EDUCATION IN FLORIDA COMMUNITY
COLLEGES: AN ANALYSIS

BY

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In loving memory of my parents
Mr. and Mrs. T. A. Blankenship

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER	
I. INTRODUCTION	1
Need for Study	3
Purpose	5
Theoretical Framework for International Education	6
Rationale	9
Definition of Terms	15
Organization of the Remainder of the Study	17
II. REVIEW OF LITERATURE	18
International Student Profile	19
The Nation	20
Florida	29
Issues and Problems	30
Lowering of Academic Standards	37
Political Activists	38
Educationalization of America	39
Needs of International Students	41
Values of International Education	46
Economic Considerations	50
International Student Programs	57
Summary of Related Literature	63
III. METHODOLOGY	65
Overview	65
Procedures	66
Samples	66
Instrumentation	68
Data Collection	71
Analysis of Data	72
Part I	72
Part II	74
Assumptions and Limitations	75
Part I - Economic Considerations	75
Part II - Educational and Cultural Impact	76

	Page
IV. RESULTS AND DISCUSSION	77
Overview	77
Participating Colleges	78
Demographic Data	79
Results	80
Economic Considerations	80
Scope of Current Programs	83
Educational and Cultural Impact	85
Discussion	121
Economic Considerations	122
Scope of Current Programs	123
Educational and Cultural Impact	125
V. SUMMARY AND CONCLUSIONS	129
Conclusions	133
Implications	136
Recommendations for Further Research	137
APPENDICES	
A. <u>INTERNATIONAL EDUCATION SURVEY</u>	140
B. <u>INTERNATIONAL EDUCATION OPINIONNAIRE</u>	144
C. LETTER OF INSTRUCTIONS	148
D. <u>INTERNATIONAL EDUCATION SURVEY - ECONOMIC AND PROGRAM RESULTS</u>	150
BIBLIOGRAPHY	157
BIOGRAPHICAL SKETCH	167

LIST OF TABLES

	Page
Table 1. Rate of Growth of International Students in the U.S. 1954-1977/78	22
Table 2. Distribution of International Students Studying in U.S. Institutions of Higher Education by Continent 1977-1978	23
Table 3. Leading Countries of Origin of International Students 1977-1978	24
Table 4. International Student Enrollment - Florida Community Colleges 1976-77/1977-78	31
Table 5. Responses of Sample to <u>International Education Opinionnaire</u> by <u>Absolute Frequency, Mean, Median, and Standard Deviation.</u>	87
Table 6. Comparison of Educational and Cultural Impact by Mean of Responses.	88
Table 7. Responses of Sample to <u>International Education Opinionnaire</u> by <u>Relative Frequency (%) of Scale Choices</u>	90
Table 8. Response of Students, Faculty, and Administrators to <u>International Education Opinionnaire</u> by <u>Absolute Frequency, Mean, and Standard Deviation</u>	92
Table 9. Responses of Students, Faculty, and Administrators to <u>International Education Opinionnaire</u> by <u>Relative Frequency (%) of Scale Choices</u>	96
Table 10. Responses of College Samples to <u>International Education Opinionnaire</u> by <u>Mean and Standard Deviation</u>	101
Table 11. Responses of Colleges by <u>Relative Frequency (%) of Scale Choices</u>	108
Table 12. Comparison of Responses by Groups to the <u>International Education Opinionnaire</u>	128

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INTERNATIONAL EDUCATION IN FLORIDA
COMMUNITY COLLEGES: AN ANALYSIS

by

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The purpose of this study was to determine the current status of international education in Florida's community and junior colleges. Areas examined included the economic considerations for the institutional community, the scope of current institutional programs and services relating to international education, and the educational and cultural impact of international students on an institution as perceived by American students, faculty, and administrators.

The need for the study was demonstrated by the increased enrollments of international students in Florida and in the U.S., the growing attention of educators and the general public to the presence of international students in U.S. institutions of higher education, and the specific attention addressed by member institutions of the Florida Community Junior College Inter-Institutional Research Council to international education in Florida community and junior colleges.

This study was comprised of two parts. Part I studied the economic considerations of international education for the institutional community and the scope of current institutional programs and services relating to international education. The analysis was based on data collected from 14 community and junior colleges in Florida. The International Education Survey, developed by the researcher, was used to collect economic and program data from the colleges.

Formulae developed by the researcher were applied to the economic data of a community college to determine an estimated economic value to the institution and its community. The results of the formulae application indicated a positive estimated economic impact of international students on the institution and its community.

The scope of current programs and services relating to international students in Florida community and junior colleges appeared to be somewhat limited in most institutions. There was a definite relationship between the number of international students enrolled and the scope of programs and services offered by an institution.

Part II of the study analyzed the educational and cultural impact of international students on an institution as perceived by American students, faculty, and administrators. The analysis was based on data collected from 13 community and junior colleges in Florida. The International Education Opinionnaire, developed by the researcher, was used to collect respondents' opinions regarding the educational and cultural impact of international students on community and junior colleges.

Conclusions drawn from the results of the data analysis regarding the educational and cultural impact of international students on community and junior colleges in Florida include:

1. Administrators perceive a greater impact than do faculty or students;
2. Faculty perceive a greater impact than do students;
3. Students, faculty, and administrators do not perceive a relationship between the impact and the quality of education;
4. Individuals who have the most favorable perceptions include those who are Caucasian, female, 51 years of age and older, or who have had contact with international students outside of the college setting;
5. Students, faculty, and administrators agree that it is more important to have a few international students from a variety of countries than many from just a few countries;
6. Students, faculty, and administrators agree that it is important for American college students to share their culture with international students; and
7. Students, faculty, and administrators perceive that the impact:
 - a. provides perspectives that improve the learning environment;
 - b. promotes better understanding of different people;
 - c. helps to improve people's ability to accept and listen to others who are different;
 - d. helps to promote interaction between different people;

- e. helps to decrease cultural stereotyping;
- f. increases understanding of cultural differences and similarities;
- g. facilitates learning about other cultures;
- h. helps Americans develop a greater awareness of their own culture; and
- i. promotes respect for cultures and other countries.

CHAPTER I INTRODUCTION

International education has become an essential and increasingly important part of U.S. higher education. In a world of increasing global interdependence, the need for an increase in the exchange of knowledge about and among peoples of different nations has become crucially significant. This reality is the concern of international education, an area variously interpreted, defined and organized by scholars in the field because it incorporates such a diverse range of activities (Shane, 1969).

Edgerton (1978) defined international education as encompassing activities as varied as exchange of students, scholars, distinguished international visitors, and ordinary citizen groups of all ages and types; international institutional linkages; international technical cooperation and research; area and language studies; citizen education on global perspectives; and activities that involve literally thousands of educational institutions, private organizations, and community groups.

International education is based on "the assumption that there are intangible personal and intellectual benefits to be gained by relationships with individuals of varied cultural backgrounds. These benefits can be psychologically rewarding and intellectually enriching especially when mutual interests are discovered and the basis for a

lasting reciprocal relationship is established. Even at the most superficial level, the contact between persons of various cultures can help the individuals involved to better appreciate the impact of culture and background on interpersonal behavior" (Guidelines U.S.-- Foreign Student Relationships, 1972, p. 1).

In the field of international education there are special opportunities for community colleges. Gleazer stated that

if people in this nation are confronted with issues that transcend international boundaries and if education has responsibilities in qualifying them to deal with these issues, then the community colleges beyond any other post-secondary institutions require an institutional dimension. Why? Because community colleges are where most of the people are. More than half of those beginning their college work in this country now do so in community colleges. (1978, p. 35)

Davis (1971) noted five reasons why two-year colleges should seek to enroll international students: (a) because community colleges are educational institutions and international students come seeking to be educated; (b) the presence of international students contributes to a better education of American students; (c) a variety of students helps the faculty in instructional interest and effectiveness; (d) the presence of international students at a community college can help the image of the United States throughout the world.

Yet, Kerr and Diener (1975) state, "Many community colleges in the U.S. seriously question whether they should be involved with foreign students or with international education at all. The rationale usually given is that they are locally based educational institutions with local

financial support and therefore should not expand their responsibilities beyond this scope" (p. 14).

Need for Study

The first recorded international student in the United States was Francisco de Miranda, later a renowned Latin American statesman, who studied at Yale in 1784 (Wheeler, King, & Davidson, 1925). At present there are approximately 235,000 international students studying in the United States and their numbers have been the subject of moderate research of varying quality. Systematic investigation into international exchange did not actually surface until two decades ago and, even then, the focus centered on the psycho-sociological influences of international students in the U.S. rather than upon the problems facing American institutions of higher education with an enrollment of international scholars (Walton, 1968).

U.S. institutions of higher education are questioning their role in educating students from other countries, primarily because of increasing financial pressures. Public institutions of higher education find it more difficult to convince state legislatures and local communities of the need to increase allocations; and private institutions are experiencing the effect of social and economic changes which are taking place in the U.S. (Benson & Kovach, 1976).

"Given these changes, and the concomitant need for re-evaluation, United States higher education must undergo a profound readjustment if it is to continue to play a vital part in fostering international understanding and good will, contributing to the advancement of knowledge, and encouraging cooperation within the international community

of scholars" (Benson & Kovach, 1975, p. iv). In order to foster international education, U.S. higher education will require an explicit formulation of national and institutional policies on international education, as well as institutional assessments of existing programs.

International education has experienced a phenomenal growth in the United States in recent years. In 1978 there were approximately 235,000 international students in institutions of higher education in the United States (Julian, Lowenstein, & Slattery, 1979). The annual rate of increase of international student enrollment nationally for 1977-1978 was 16 percent (Julian et al., 1979).

Many factors have contributed to this growth. Factors which are external to American educational institutions include the expanding European Common Market, multinational corporations' participation in international relationships, and the increased involvement of developing countries in international affairs (Hood & Reardon-Anderson, 1979). Institutional factors include a decline in domestic student enrollment, a need for additional financial resources, and expansion of international programs.

Many educators view international education as a consumer and export product. Others view it as a financial debit, but perhaps worth the cost. Others question the value to Americans who pay the educational bill.

Florida ranks seventh nationally in the enrollment of international students in higher education with approximately 9,200 international students (Julian et al., 1979). Because of Florida's large international student population, and the rapid growth of international education among institutions in the southern region of the United States, there is a need for an assessment of current conditions.

The need for this study of international education in Florida community colleges was specifically recognized by member institutions of the Florida Community Junior College Inter-Institutional Research Council in November 1979.

Purpose

The purpose of this study was to determine the current status of international education in Florida's community colleges with respect to the following:

1. The economic considerations for the institutional community-- Does the presence of international students at an institution provide a significant economic value to the institution and the community?

2. The scope of current institutional programs and services relating to international education--What additional programs and services exist in community colleges for international students?

3. The educational impact on the institution--Does the presence of international students at an institution provide an educational impact as perceived by American students, faculty, and administrators?

4. The cultural impact on the institution--Does the presence of international students at an institution provide a cultural impact as perceived by American students, faculty, and administrators?

This study provides a basis for evaluating the current value of international education to a host institution. This study is of significant interest because of current educational and community concerns regarding the presence of international students in

American institutions. Many institutions regard increased international student enrollments as a possible alternative to the projected decline of domestic traditional students in the 1980's. This analysis provides an accurate basis for appropriate planning for future enrollments of international students and international programs and services.

"Currently, administrations, faculties, and other constituents of most community colleges are not likely to generate strong initiatives for programs and services on behalf of foreign students" (Martorana, 1978, p. 51). Yet, research is needed to determine evidence regarding the impact of international students on two-year colleges as perceived by their hosts.

Theoretical Framework for International Education

In this age of accountability when all services in higher education are being examined as to their effectiveness in the total educational environment, international education must be evaluated regarding its contribution to the entire institution. This evaluation must incorporate the inclusion of North American students into international programs in order to distinguish the educational and social potential of international and domestic students (Guidelines U.S.--Foreign Student Relationships, 1972).

When an institution admits international students it accepts the responsibility of providing them with opportunities to meet and interact with domestic students in an atmosphere which is conducive to building positive relationships.

Many U.S. college students have not had much exposure to persons of diverse cultures. Because of this lack of exposure and familiarity with foreigners, U.S. students are likely to be quite ethnocentric. For this reason, it is not unexpected that they might view the U.S. culture as being, if not the only, at least the "best" culture in the world. "In establishing an effective program to enhance U.S. - foreign student relationships, a major goal is to try to sensitize students to the value of diversity, and thereby change their outlook from this state of total ethnocentrism. To do this, the students must be moved through a state of 'interculture awareness' to a thorough understanding of another culture. This is 'cultural penetration,' and leads finally to the condition of 'intercultural involvement'" (Guidelines U.S.--Foreign Student Relationships, 1972, p. 7).

In the initial stage, intercultural awareness is characterized by a superficial understanding of other cultures. It represents a modification of ethnocentrism resulting from acquiring, through personal acquaintance with persons of diverse national backgrounds, familiarity with different cultures. This stage can be reached through an effective program to enhance U.S. - foreign student relationships (Guidelines U.S.--Foreign Student Relationships, 1972, p. 7).

Cultural penetration can occur only when, as a result of cultural awareness, a state of open-mindedness is attained which recognizes the commonness of human needs and respects the different ways of meeting these same needs. This penetration of superficial human similarities progresses to the respect for differences and sets the stage for the development of a more realistic understanding

of persons from other cultures (Guidelines U.S.--Foreign Student Relationships, 1972 p. 7).

Intercultural involvement is characterized by empathy: that understanding of another person's feelings, thoughts, and motives which enables one to fully understand the position of another. The feeling of empathy is normally accompanied by a predisposition toward emotional involvement with others and an appreciation of the values implicit in intercultural diversity. A person at this stage understands and enjoys cultural differences, which are viewed as both stimulating and rewarding (Guidelines U.S.--Foreign Student Relationships, 1972).

Faculty members who have lived, taught and studied abroad have an especially important role to play at this point because they have experienced the trauma of trying to adjust to a different culture. In this sense they can serve as bridges between international and domestic students. Those faculty who have a special subject-matter interest in the international field, or in the increasing importance of cross-cultural communications, and those whose children have participated in home stays and/or studies overseas are individuals who are potentially important in helping to establish goals in international education at an institution (Guidelines U.S.--Foreign Student Relationships, 1972).

Institutions need to focus on two goals of international education:

The major goal of encouraging U.S. - foreign student relationships is to create on the campus an atmosphere conducive to accepting, listening, and learning from persons of many different cultures. It is believed that such an atmosphere will lend to interaction which can lead to understanding and hopefully to appreciation for persons of different backgrounds. Such an open, supportive atmosphere

will provide the intercultural dimension which will, in turn, enhance the educational experience of all students.

A second goal is to make foreign students and U.S. students aware of the similarities of all peoples. Such awareness will enable them to more fully appreciate the unique aspects of different cultures (Guidelines U.S.-- Foreign Student Relationships, 1972, p. 9).

Rationale

Conservative estimates predict that the total annual number of international students attending post-secondary institutions in this country will exceed one million in the next decade. Ironically, this population is emerging at the same time that both individual institutions and state-wide systems are faced with the problems of spiralling educational costs, declining student enrollments, and increased public demand for accountability of tax-revenue expenditures.

Whether or not individual institutions or state-wide systems will become more involved in recruiting international students is contingent upon their historical constraints and their willingness to plan, budget, implement, and evaluate programs for international students. Before educational planners reach this process it will be necessary to develop and promulgate a rationale that is defensible for a particular institution or system. Is it realistic that community colleges can consistently attract sufficient numbers of international students? Based upon its historical development, is it in the best interest of the community college to pursue this objective?

The first question can be answered in the affirmative. The community college offers international students the unique educational choice of college-parallel, occupational, and vocational/technical

programs. Specifically, the community college offers third-world nations the opportunity to develop rapidly technical manpower through short-cycle education. This factor is important because approximately 11 percent of all international students in U.S. community colleges receive funds directly from their home governments. This percentage could conceivably be increased if institutions would conduct and publish research on the increased productivity of community college educated international students. Current research in the area of the international students' re-entry into their country's labor market is nonexistent.

The community college environment offers international students: (a) a relatively low-cost education, (b) individualized instruction, (c) performance-based instruction, (d) development courses (English), and (e) a non-traditional student body which has similar educational objectives. It is apparent that community colleges could successfully compete with colleges and universities for this target population. However, Martorana (1978) reached a different conclusion:

It may be worth noting that in the future two- and four-year colleges will be competing with each other for foreign students as much as they will be for all students. However, community colleges are in an unfavorable competitive position because of their traditional concern for local community services and individual student advancement. (p. 37)

The second question, involving the best interest of the community college, is more difficult to answer because it calls for a value judgment based upon definition of the role or educational mission of the community college. The role of the community college has been

traditionally defined as an institution which is locally supported, community oriented, and designed to serve the educational priorities of its constituency. Whether or not international students are a part of this constituency begs the question of the proper role of the community college in international education.

The National Colloquium on the Foreign Students in the U.S. Community and Junior Colleges (1978) concluded that:

1. community colleges as community based institutions are uniquely qualified to make a significant contribution to mutual understanding between U.S. citizens and people of other countries through educational and cultural exchange,
2. a strong community college international student program can be an important facet of that contribution, and
3. a most essential element in planning and implementing a strong international student program is a commitment by the college-governing board, administration, teaching and support staff, students, and the community--to provide an excellent educational experience that enriches both international and U.S. students. (p. 77)

Why is international education important to community college students? If international students are not presently considered a part of a community college constituency, there is still a need for international education to be included as a part of the curriculum. Within limits, the rationale developed at Harvard to broaden its undergraduate curriculum is applicable to the curriculum for community college students. Harvard's (1978) proposed guidelines

address the issue of international education in the following manner:

An educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and other times. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference between the educated and uneducated is the extent to which one's life experience is viewed in wider contexts. (p. 15)

Harvard's guideline embodies the concept of global interdependence and the need for cross-cultural education. It is just as important for community colleges to offer international education to their students since the community college may be their only exposure to higher education (Adams, 1973).

Fuller (1978) has depicted a future scenario of the U.S. as the higher education factory of the world which he refers to as the "educationalization of America" (p. 40). The basic premise is that American higher education can be compared to other American exports. As America becomes more dependent on imported natural resources, higher education can become a major export in the balance of international trade.

Although Fuller's "educationalization of America" is plausible, there are many obstacles to be overcome by educational planners before it could be considered probable. Martorana (1978) categorized these obstacles or constraints to planning and implementing programs for international students in American community and junior colleges into the following taxonomy: (a) educational and philosophical, (b) fiscal, (c) political, and (d) logistical.

These constraints or obstacles are not insurmountable in light of the growing need to improve American foreign policy. If international students return to their countries to assume a leadership role, it is conceivable that a spillover effect will provide improved communications between respective countries. It can be contended that these obstacles or constraints can be overcome considering the importance of international education to American foreign policy and higher education.

The following assumptions are basic to a rationale for including international education as a part of the program of community colleges:

1. Unless national public policy is changed to restrict the entry of international students, the number of international students that enter community colleges will continue to increase;
2. The American system of higher education will remain competitive (in terms of direct/indirect educational costs, quality of programs/services, etc.) with other countries' educational systems;
3. There will be greater competition for students between two- and four-year institutions and this factor will make the recruitment of international students more acceptable to the critics;
4. The obstacles or constraints to implementing programs for international students at American community and junior colleges are resolvable;

5. The community college has accomplished more in the democratization process than any other segment of the higher education system; and
6. The disparity between industrialized countries and third-world countries could accelerate if human resources are not shared, thus creating more conflict.

This rationale supports the position that community colleges should assume a leadership role in international education:

1. The community college is a unique educational institution which provides the educational programs that are vital to an industrialized society.
2. International students, like their American counterparts, require advanced educational opportunity.
3. International education is a vital component of the curriculum in order to broaden the American students' context of life experiences.
4. International students attending American community colleges will provide American students, faculty, and the community with a unique educational opportunity to explore cultural differences and similarities.
5. The American-educated international students may be instrumental in their countries' understanding of American foreign policy and thus improve communication between the two countries.
6. In an age of limited resources, educational planners should interpret broadly the term "community" in community college.

Definitions of Terms

Cultural Impact: non-academic effects resulting from the presence of international education at an institution.

Educational Impact: academic effects resulting from the presence of international education at an institution.

International (Foreign) Student: a non-immigrant student enrolled in an educational institution in the United States on an "F" or "J" visa. (Some institutions include permanent residents, who are also referred to as resident aliens, in their foreign student populations.)

F-Visa (Student Status): "an F-1 visa and F-1 student status may be granted to an alien who is a bona fide student qualified to pursue a full course of study at an academic institution authorized to admit foreign students. When applying for an F-1 visa, the individual must prove to a U.S. consular official that he wishes to enter the U.S. temporarily and solely for purposes of study and that he has a permanent residence in a foreign country which he has no intention of abandoning" (Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1975, p. 11).

J-Visa (Exchange Visitor): "an alien having a residence in a foreign country which he has no intention of abandoning who is a bona fide student, scholar, trainee, teacher, professor, research assistant, specialist, or leader in a field of specialized knowledge or skill, or other person of similar description, who is coming temporarily to the United States as a participant

in a program designated by the Secretary of State for the purpose of teaching, instructing or lecturing, studying, observing, conducting research, consulting, demonstrating special skills or receiving training, and the alien spouse and minor children of any such alien if accompanying him or following to join him" (Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1975, p. 21).

Permanent Resident (Immigrant Status or Resident Alien): "an immigrant is an alien who has been lawfully admitted for permanent residence in the United States. In common usage, the word 'immigrant' is interchangeable with 'permanent resident' or 'PR'. Acquiring immigrant status gives an alien the right to stay in the U.S. for an indefinite period of time without any need to request extensions of stay, work permits, etc. An immigrant is never compelled to become a naturalized citizen. The immigrant of good moral character may elect to become naturalized at any time five years or more after he becomes a permanent resident (three years for the immigrant with a U.S. citizen spouse)" (Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1975, p. 45).

Visa: "a visa to enter the U.S. as a non-immigrant is stamped entry on a page of the passport. It enables the passport's bearer to request the immigration officer at the port of entry to grant him admission to the U.S. under the conditions specified for the type of visa the bearer holds" (Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars, 1975, p. 8).

Organization of the Remainder of the Study

The remainder of the study will be presented in four additional chapters:

Chapter II presents a literature review of research and writing related to the purposes of this study.

Chapter III outlines the specific methodology used in implementing this study.

Chapter IV presents the results of the study.

Chapter V presents a summary and discussion of the results and implications to be drawn from the study.

CHAPTER II REVIEW OF LITERATURE

International students comprise an important and significant minority of the college and university student population in the United States. Although the definition of an international student usually refers to students on "F" or "J" visas, the scope is much larger when other categories of foreign-born individuals, such as resident aliens (permanent residents), are added.

Just as institutions differ in academic programs and procedures, services for international students in American colleges and universities provide a complex picture of ambiguities and levels of effectiveness. An outstanding weakness in services for international students nationwide is the lack of developmental cross-cultural programs which are creative and properly utilized. Unfortunately, most American institutions have not discovered appropriate and effective ways to tap international students as an available resource to enhance their academic communities or benefit the cross-cultural experiences of their American students (Martorana, 1978).

The future projections of international student enrollments are promising. As American colleges and universities are concerned more and more with economic pressures and deficits, the possibility of bringing more international students to American campuses becomes more attractive. International students, with their guaranteed

financial support and determination to complete their programs become a positive target to fill programs and create revenue for institutions.

Research data and current programs at many institutions indicate some positive future developments. The policy statement of the American Association of State Colleges and Universities (1977) attempts to clarify the future obligations and opportunities of the international dimension of higher education. A call for commitment is made to plan and prepare for the American institutions' responsibilities for the international student. Edgerton (1975) points out the future increase of students from the Middle East and Africa, and sees this as an opportunity for Americans to help other nations in their growth and development.

This literature review focuses on the following: (a) a profile of international students in the U.S. and Florida; (b) current issues and problems; (c) needs of international students; (d) values of international education; (e) economic considerations; and (f) international student programs.

International Student Profile

The national totals of international students reported in this study follow the Institute of International Education's (IIE) guidelines (Julian, Lowenstein, & Slattery, 1979). These tabulations include non-immigrant visa holders and refugees, not immigrants (permanent residents) (Julian et al., 1979).

The Nation

One outstanding characteristic of the international student flow into this country is its phenomenal growth rate over the years. In 1930, approximately 9,600 students from foreign countries studied in the United States (DuBois, 1956). Since 1954, when the IIE began recording enrollment totals, the number of international students in the U.S. has increased from 23,232 to more than 235,000. Although the growth rate has been continuous, the rate of growth has varied during different time periods. The IIE has accumulated extensive data regarding international students attending post-secondary institutions in the U.S. When the Institute published its first issue of Open Doors (1955), it reported that there were 23,232 international students attending colleges and universities in this country. Although there was a substantial increase in the number of international students between 1957-1958, the rate of growth in 1962-1963 was 50 percent greater (Open Doors, 1963).

In 1966, President Lyndon Johnson supported the establishment of the International Education Act which authorized the creation of centers for advanced international studies and grants for students to study at those centers. Although the legislation was passed, Congress did not appropriate any federal funds for its implementation. In spite of this limitation, national attention was focused on the importance of international education. The number of international students increased to 82,709 in 1966 (Open Doors, 1966).

In 1967, the total population of international students surpassed 100,000 (Open Doors, 1967). This population represented more than 170 countries. Table 1 summarizes the rate of growth

in the number of international students in the U.S. Although there has been a continued growth in the 1970's, the rate of growth has decreased to one-fifth of the average rate of the 1960's. This decrease in the rate has occurred because of the rising costs of higher education in the U.S. compared to other countries, major cutbacks in federal and private grants at the graduate level causing graduate schools to give priority to students currently enrolled, cancellation of preferential tuition rates for international students in some states and increased emphasis on providing educational opportunities for U.S. students, especially minority students and women.

Until the violence of Iranian demonstrations (1977-1980) politicized public opinion, few U.S. citizens realized the number of international students attending American institutions. Table 2 shows the distribution of international students studying in U.S. institutions of higher education by continent. During the last three years, Iran exported more students to this country than any other. Iranian students currently comprise more than 15.4 percent (36,220) of all international students in the U.S. The Republic of China is second with 13,650 students or 5.8 percent. Nigeria is a close third with 5.7 percent or 13,510 students (Julian, Lowenstein, & Slattery, 1979). Table 3 shows the rank order of countries and their international student populations in the U.S.

More than 80 percent (82.9%) of all international students study at post-secondary institutions located in four U.S. geographical regions: (a) Midwest, (b) South, (c) Northeast, and (d) Pacific. The following states are rank-ordered in terms of international

Table 1

Rate of Growth of International Students in the U.S. 1954-1977/78

Year	Number of Students	Annual Rate of Increase
1954-5	23,232	
1964-5	82,045	13.0%
1970-1	117,976	6.2%
1975-6	179,344	16.0%
1976-7	203,068	13.2%
1977-8	235,509	16.0%

Compiled from Table 4 Open Doors 1977-78 (1979), p. 3

Table 2

Distribution of International Students Studying in U.S.
Institutions of Higher Education by Continent 1977-1978

Continent	Number of Students	Percentage
Africa	29,560	12.6%
Asia	130,970	55.6%
Europe	19,310	8.2%
Latin America	38,840	16.5%
North America	12,920	5.5%
Oceania	3,810	1.6%

Compiled from Table 16 Open Doors 1977-78 (1979), p. 14

Table 3

Leading Countries of Origin of International Students 1977-78

Rank	Country	Number of Students	Percentage Change from 1976-77
1	Iran	36,220	55.4
2	China	13,650	12.8
3	Nigeria	13,510	13.8
4	Canada	12,600	13.3
5	Hong Kong	12,100	10.3
6	India	9,080	(-3.5)
7	Japan	9,050	26.4
8	Venezuela	7,420	29.0
9	Vietnam	6,640	(-15.8)
10	Saudi Arabia	6,560	42.9
11	Thailand	6,340	4.4
12	Mexico	5,170	(-19.8)
13	Korea	4,220	16.3
14	United Kingdom	4,050	13.1
15	Cuba	3,530	(-14.5)
16	Lebanon	3,370	51.8
17	Malaysia	3,250	13.2
18	Brazil	2,830	14.6
19	Pakistan	2,740	(-2.5)
20	Colombia	2,560	4.5
21	Israel	2,550	19.2
22	Germany	2,510	23.0
23	Greece	2,490	27.0
24	Jamaica	2,150	19.4

Compiled from Table 23 Open Doors 1977-78 (1979), p. 18

student populations: California, New York, Texas, Massachusetts, Illinois, Michigan, and Florida (Julian et al., 1979).

The current distribution of international students by academic level shows that 56.4 percent are undergraduates and 43.6 percent are graduate students.

Many international students major in Engineering (28.8 percent). Other academic majors chosen by international students include Business and Management (16.8 percent), Natural and Life Sciences (9.9 percent), and Social Sciences (9.9 percent) (Julian et al., 1979).

The primary source of data on international students is the Institute of International Education (Julian et al., 1979). Although these data are the most accurate, the precise definition of "international student" and the underenumeration of international students by reporting institutions are methodological problems inherent in this census (Diener, 1978). This situation is particularly true of the data on international students attending community college. Only one-half of the 20 states, which have more than three-quarters of the nation's community colleges, compile statistics on enrollments of international students in community and junior colleges (Martorana, 1978). Included among the states that do not compile these statistics are Florida, Illinois, New York, and Texas. Therefore, the statistics that are available are conservative estimates.

The growth rate in the number of international students attending two-year institutions has been dramatic. In the last seven years the international student population at two-year colleges has increased by a factor of 2.5 (Julian et al., 1979). Currently 37,446, representing 15.9 percent, of all international students attend two-year

institutions based on figures from reporting institutions. Miami-Dade Community College (MDCC), in reporting data on international students for 1977-1978, had the largest international student population (3,456) of any single American institution.

Diener(1978) reports that until the mid-1960's, the flow of international students into community and junior colleges was quite small. With some exceptions, mostly in the private sector, few public or independent community and junior colleges enrolled more than a handful of international students. By the early 1970's the development of public community and junior colleges which offered many and often unique learning opportunities, together with the increased interest and ability of developing nations and learners to use these learning opportunities, produced a substantial growth in international student involvement in these institutions.

In 1974, the Community/Junior College Committee of the National Association for Foreign Student Affairs (NAFSA) surveyed all two-year institutions to find out how many international students were enrolled in two-year colleges in the U.S. The results of the survey, which were considered to have a dramatic and impressive impact on community college educators, showed that over 50,000 international students were enrolled in the institutions that responded to the survey. This total represents international student holders of visas, refugees, and immigrants. Although approximately 50 percent of the community colleges in the U.S. responded to the survey, these institutions represented more than two-thirds of the students enrolled in two-year colleges. The study indicated that over 7 percent of all students

enrolled in community and junior colleges in California, Hawaii, and Nevada were international students. Miami-Dade Community College responded with the largest enrollment having 6,543 (including resident aliens and refugees) or 20 percent of the student body. Nationally, the study showed that almost 2.5 percent of all students in community and junior colleges in the U.S. were international students.

In 1977, the NAFSA Community/Junior College Committee and the Joint Task Force on Data Collection, composed of representatives of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the Institute of International Education (IIE) and NAFSA, conducted a comprehensive and in-depth census of international students in the U.S. (Diener, 1978). There were 356 community and junior colleges which responded to the survey. They reported a total 20,794 international students enrolled in two-year colleges. Although it appears that there was a decrease of over 30,000 international students in two-year colleges since the 1974 study, the change in numbers seems to have been the result of differing definitions. "The 1974 NAFSA study counted as foreign students holders of visas, refugees, and immigrants. The 1977 task force survey includes only visa holders and refugees--immigrants are not counted" (Diener, 1978, p. 17). By including the immigrants in the total, the enrollment of international students in two-year colleges is approximately 68,000 (Diener, 1978).

From the data of this 1977 Task Force Survey, Diener (1978) concluded that: (a) there has been a recent and dramatic increase in the number of international students in community and junior

colleges in the U.S.; (b) it is possible that as many as one out of every five international students in the U.S. is now attending a community or junior college; (c) in some institutions, sufficient numbers of international students are enrolled to create sizeable minorities within those student bodies; and (d) in hundreds of U.S. institutions international students are enrolled in sufficient numbers to require special programs, services, and administrative and counseling staff.

The demographic data generated by the 1977 Joint Task Force survey are critical to the profile of international students currently enrolled in the U.S. It was found that of the international students in two-year colleges: (a) 68 percent are male and 32 percent are female; (b) 80 percent are single; and (c) 47 percent have an F-1 visa, 38 percent have refugee status, and the remaining numbers have F-2, J-1, J-2, or other non-resident visa types (Diener, 1978).

Cuba (23 percent) and Iran (14 percent) dominate the enrollment figures of international students in two-year colleges (Diener, 1978). By geographic region, Latin America is represented by 40 percent of the international student enrollment in two-year colleges, while the Near and Middle East have 25 percent (Diener, 1978).

Gleazer (1978) has pointed out that

countries will vary in the aspects of American community colleges that interest them most, but in almost every case the need for middle level manpower, for those trained in technical and vocational education, attracts them to community colleges. . . . Prestige of vocational-technical programs increases as students see the broad range of options available to them in initial employment and as they make other career choices during their lives. (p. 17)

Grafton (1970) has reported that 80 percent of international students in two-year colleges were in transfer programs. He also noted that international students tended to enroll in two-year colleges that were near four-year institutions to which they planned to transfer.

Florida

As in the nation, the number of international students is continuing to increase in Florida. Villa (1970) identified the first two international students to study in Florida as two Russian students who enrolled in the College of Agriculture at the University of Florida in 1889. In 1963, Florida ranked 15th nationally with a total international student population of 1,076. Most of these students attended the University of Miami, University of Florida, and Barry College, in that order.

Presently Florida ranks seventh nationally behind California, New York, Texas, Massachusetts, Illinois, and Michigan in the total number of international students attending post-secondary institutions (Julian, Lowenstein, & Slattery, 1979).

In 1978 there were 9,209 international students enrolled in institutions of higher education in Florida (Julian et al., 1979). This total represents 3.9 percent of the total student enrollment in Florida. As reported to the IIE (Julian et al., 1979), 76.3 percent (7,030) of the international students are enrolled in two- and four-year public institutions of higher education in Florida. Two-year colleges comprise 51.1 percent (4,707) of the international student enrollment in Florida. This total represents 12.6 percent

of all students attending four-year public and private institutions in Florida. Table 4 lists alphabetically Florida's two-year institutions and their respective international student enrollments as reported to the IIE.

Kaplan (1973) reported that, of the international students enrolling in Florida's State University System (SUS) institutions, 58 percent were undergraduate and 40 percent were graduate students. These students represented 3 percent of the total enrollment of SUS. The median age for these students was 25. The distribution by sex was 70 percent male, 14 percent female, and 16 percent unreported. More current demographic data regarding SUS international student characteristics were not available for this report.

Issues and Problems

As the number of international students has grown so rapidly, so have the issues and problems. An important issue is the admissions policy for international students. Since other countries have different standards of instruction and evaluation, it is difficult to evaluate the academic status of an international student applying to an American institution. The evaluation process for the international applicant is frequently complicated by the inability of American admissions personnel to establish academic credentials by course credits and grade point averages. There is further confusion in trying to define terms used in international educational systems such as "high school," "baccalaureate," "college," and "doctorate" which often differ from their use in the United States.

Table 4
International Student Enrollment-Florida Community Colleges
1976-77/1977-78

Institution	Non-Immigrants		
	1976-77	1977-78	% Change
Brevard Cmty. College	30	100*	233
Broward Cmty. College	56	60*	7
Central Fl. Cmty. College	45	49	9
Chipola Jr. College	5	6	20
Daytona Beach Cmty. College	30	46	53
Edison Cmty. College	9*	10*	11
Fl. Jr. College Jacksonvl	12*	22	83
Fl. Keys Cmty. College	2	1	50-
Gulf Coast Cmty. College	27	42	56
Hillsborough Cmty. College	59*	46	22-
Indian River Cmty. College	37*	50*	35
Lake City Cmty. College	27	6	78-
Lake-Sumter Cmty. College	8*	7*	13-
Manatee Jr. College	42	12*	71-
Miami-Dade Cmty. College	3,808	3,456	9-
North Fl. Jr. College	18	57	217
Okaloosa-Walton Jr. College	2*	19	850
Palm Beach Jr. College	59*	60*	2
Pasco-Hernando Cmth. College	0	0	
Pensacola Jr. College	14	17	21
Polk Cmty. College	20	19	5-
Santa Fe Cmty. College	97	135	39
Seminole Cmty. College	25	24	4-
South Fl. Jr. College	2	2	
St. John's River Jr. College	8	7	13-
St. Petersburg JC Clearwater	31	0 N	100-
St. Petersburg Jr. College	97*	317	227
Tallahassee Cmty. College	33	38	15
Valencia Cmty. College	77	85*	10

Legend: N-No Reply *-Estimate

In addition, the lengths of school programs in foreign countries differ from our own. Parrish (1977) says, "although it is not as commonplace now as in the past, significant numbers of foreign students have been admitted through error to graduate study in United States institutions on the basis of a 'bachelor's' degree awarded by a secondary school" (p. 3).

The failure of American institutions to develop effective admissions policies for international students has created a major problem. Unfortunately, admissions officers fail to adhere to appropriate admissions policies for international students once critical policies are established (Parrish, 1977).

A major complaint of many officials in higher education in the U.S. is that the prestige of American institutions abroad is in jeopardy. This is a result of the acceptance of many international students who have been denied admission to advanced programs in their own country because of poor qualifications. This issue has created an urgent plea from professionals that American institutions be careful to admit only international students who can be expected to complete their academic programs (Parrish, 1977). Dart (1975) relates that the primary problem with the admission of international students is the failure of American institutions to inform international students accurately about their procedures, policies, and programs.

Another issue of concern is the English proficiency of international applicants. "There is a high correlation between a foreign student's academic progress in U.S. educational institutions and his proficiency in English" (Parrish, 1977, p. 2).

The Test of English as a Foreign Language (TOEFL) is used to measure a student's proficiency. "It is well known that testing alone does not always give a completely accurate picture of every foreign student's ability in English" (Parrish, 1977, p. 3).

Probably the most important issue regarding international students in American institutions is the difficulty that many have in adjusting to a new environment. The culture shock that occurs can be extremely damaging to an international student's academic performance and emotional stability. Marjorie Klein (1977) explores the sociological and psychological problems, patterns, and phases of adjustment to new environments. Klein points out that conflict and stress are key elements in adjustment to a new culture. She defines four phases of adjustment: (1) spectator phase; (2) stress and adaption phase; (3) coming-to-terms phase; and (4) decision phase. The most commonly observed patterns of adaption are instrumental adaption, identification, withdrawal, and resistance. Klein points out that it is important to understand that an individual's own culture determines the role of adjustment conflict and what is to be considered stressful. Yet, Klein suggests that the patterns of adaptive responses to stress are similar across cultures. The attitudinal changes that occur in cross-cultural involvement are critical in terms of negative or positive experiences. The social status of being somehow different presents international students with a certain amount of ambiguity. "Foreign students often are expected to understand things to the same degree that U.S. students do, are expected to participate adequately in all

things that American students do, and are granted little recognition of their difficulties" (Hendricks and Skinner, 1977, p. 125).

It has become crucial for the American institution to understand, define, and implement for international students appropriate cross-cultural programs which will create the most rewarding environment for their adjustment. Kohne (1976) relates that international students must be understood in terms of the actual academic and social milieu of their particular college or community, rather than in terms of sweeping psychological or social generalizations.

A moral and ethical issue which has been complicated by university and governmental policies is one of financial assistance for international students. Many believe that financial aid should be directed to American students since most international students return to their home countries with their new knowledge and skills. Yet, many also feel that our obligation to people of underdeveloped countries is a moral, financial, and educational responsibility.

In a statewide study of international students' concerns in public two-year colleges in Florida, Breuder (1972) found that financial aid ranked first in order of importance. Other problem areas were proficiency in English, admissions selection, and academic advising. Interestingly, students who had been on campus for some time perceived problems in about the same way as the newly enrolled international students indicating that areas of concern do not change over time.

Hart (1974), in a study of international students in Texas public community colleges, drew conclusions similar to those

resulting from Breuder's Florida study. Advisors and international students perceived financial aid concerns, admissions selections, and academic advising to be problems ranked highly. The study did find that international students in colleges enrolling 25 or fewer international students had more problems than those in institutions enrolling more than 25 international students.

In a similar study, Winchester and Gilbertson (1973) analyzed the programs for international students in Washington's colleges and universities. Their results, received through responses to an International Student Problem Questionnaire, indicated that problem areas include admissions, financial aid, residency requirements, tuition waivers, and exchange problems. The authors suggested that a clearinghouse for international student programs should be created.

Winkler (1974) stated that international students have experienced financial difficulties because of the rising cost of living in the U.S., declining numbers of assistantships, the extreme difficulty in obtaining work visas, and the increasing tuition costs.

Bailey and Powell (1978) studied the international student population at the University of California at Berkeley. Their study produced some specific recommendations regarding international student enrollment. These include: 1) international students should be no more than 4-6 percent of the student population on campus; 2) they should be admitted once a year, with early admissions deadlines; 3) they should have adequate financial

support; 4) they should be better distributed geographically and by academic disciplines; 5) English language proficiency should be assured before admitting them; 6) international student offices should have sufficient staffs; 7) physical facilities should be designated to promote interaction between international and American students; and 8) orientation programs should be expanded.

Martorana (1978) found that 65 percent of the community colleges he surveyed did not provide for the special needs of international students enrolled in their institutions because of insufficient financial resources, the lack of institutional policy, and the lack of staff trained and committed to providing for the needs of international students. Parrish (1977) concludes that "in accepting foreign students, a United States institution should constantly be aware of its responsibilities to the student, to other educational institutions, and to United States higher education as a whole. Lax admissions policies or procedures which permit non-qualified foreign students to enter programs in which they have little chance for success can only result in waste of the institutions' resources, frustration for the student, and damage to the cause of international education" (p. 7).

Kerr (1975) states that "an educational institution which accepts foreign students must assume certain continuing obligations to them. Students from other cultures present special problems of acculturation and have special educational needs related to their own cultures. Educational institutions, therefore, must be mindful of their capabilities and make suitable provision to meet them" (p. 1). Bailey (1975) states that because of a greater need for

national leaders and the citizenry to be better informed on international affairs, international education in U.S. institutions of higher education needs greater attention in a more interdependent world.

Three additional issues must be addressed: (a) lowering of academic standards, (b) political activists, and (c) the educationalization of America (Fuller, 1978).

Lowering of Academic Standards

A recent criticism raised about the substantial increase in the number of international students enrolled is that institutions are lowering their academic standards (Fuller, 1978). This criticism has occurred because some institutions have altered their curricula to suit the needs of international students and have indiscriminately recruited international students. However, Baker (1975) found in a study at Texas Tech University that two-year college international student transfers did better than carefully screened international students directly from high school, entering domestic students, or international student transfers from other four-year institutions.

If institutions accept international students, they should provide the educational programs that international students will be able to utilize upon returning to their countries. This need for programs is compounded by the difficulties that admissions officers face in evaluating the past academic record of the international student. Although most institutions require a passing score on the TOEFL, the test does not guarantee that the international student has mastered the language to compete academically with

native speakers or that the international student will adjust to the American way of doing things. A more comprehensive data-acquisition system about international students' academic success in American colleges and universities is needed in order to evaluate the criticism of lowering academic standards.

Political Activists

Political activism in the form of public demonstrations is an apparent modus operandi by some international students to rally support for their causes. The news media report on a daily basis the outbreak of new confrontations between differing factions around the world. Although Americans value freedom of speech and the right to assemble, a conflict in values occurs when international students demonstrate on college and university campuses. The conflict in values is increased by the public's expectations of how international students should conduct themselves in this country. Perhaps the following description by Eve H. Varellas, discussed by Middleton (1978), regarding the change in public attitude towards international students in Texas as a result of Iranian demonstrations pinpoints the issue:

It's really a "we and they" attitude--Texans are real angry that Iranians don't appreciate being here. They want the international students to come visit their churches and wear their pretty little costumes and cook their international dishes--and tell them how much they love Americans. (p. 9)

After the Iranian demonstrations have become history, there is the possibility of a backlash in public support for all international students. This reaction may have the unfortunate effect of curtailing

public support to increase international student enrollments at a time when international education could facilitate communication between countries.

Educationalization of America

Fuller (1978) defines the "educationalization of America" (p. 40) as a future scenario of the U.S. as the higher education factory of the world. With the anticipated enrollment of 10,000 mainland Chinese students in the U.S. in the next few years and the prediction that international student enrollment will increase to a million in the next decade (Fuller, 1978), the U.S. higher education factory may become a reality sooner than expected. Will the American taxpayer support the education of international students? Are American institutions prepared to provide the necessary educational support services such as counselors trained in cross-cultural counseling, on-going cultural orientation programs, international career and job placement programs, and special alumni programs? These and similar questions will have to be resolved before there will be the "educationalization of America" (Fuller, 1978).

Who benefits from international education? The beneficiaries include the international students and their countries, U.S. educational institutions, foreign policy, and U.S. students. The international student benefits from exposure to the advanced educational and technological opportunities provided by our institutions. Foreign countries benefit by having a more educated citizenry which is particularly important in light of the growing disparity in

technology among countries, the increasing interdependence of countries for resources, and for third-world countries that are striving to advance technologically. U.S. educational institutions and their respective communities benefit by having students who can help pay the direct and indirect costs of higher education. This factor will become increasingly important as the costs of higher education continue to spiral and the projected U.S. student enrollment in the 1980's declines. As international students return to their countries to assume leadership roles, it is conceivable that a "spillover" effect will provide improved communications between the respective countries. Kenneth Holland (1972), President of the IIE, has said:

Not only do we need Americans who are informed about other countries. We need leaders and potential leaders in other countries who are informed about the United States through first-hand experience in it. Without question, the vast majority of foreign students who study in the U.S. go back to their countries with an understanding of this country, of our people and our way of life, that they could gain in no other way. (Open Doors, p. 1)

Perhaps the greatest potential benefit which has not come to fruition is the cross-cultural educational opportunity for American students. Scully (1978) states that "the U.S. educational system is woefully deficient in preparing Americans to live in a highly interdependent world" (p. 1). He also reports that a growing number of educators, including Ernest L. Boyer, former U.S. Commissioner of Education, recommend that "'education for global interdependence' be given a high priority not only at colleges and universities but at elementary and secondary schools" (p. 1).

McKeown (1974) developed a taxonomic view of rationales for international education. He hypothesized that individuals and, therefore, society/governmental policy, may pass through distinct developmental stages that are hierarchical. According to his hypothesis, there are three categories with nine stages:

1. The National Orientation Category
 - stage 1. To avoid National injury.
 - stage 2. To increase National worth.
 - stage 3. To promote National image.
2. The Personal Orientation Category
 - stage 4. To develop self appreciation.
 - stage 5. To increase personal enjoyment.
 - stage 6. To gain self fulfillment.
3. The International-Interhuman Orientation Category
 - stage 7. To prevent international conflict.
 - stage 8. To secure international order.
 - stage 9. To attain international justice. (p. 21)

Needs of International Students

The educational progress of the international student covers a broader range, and is even more difficult to measure, than that of the American student (Mueller, 1961). There is a variety of needs to be considered regarding the dynamics of the international student's life. The specific needs and expectations of international students must be accommodated differently than are those of American students (Ramberg, 1977).

The individual international student tends to operate within a limited social field, which includes people who play instrumental roles in the student's strategy for coping. Because of this limited social field, the international student may neither expect nor encourage interference in his life. The value of social interaction with American students may be hindered by American prejudices and ignorance. Therefore, "most foreign students choose friends who are fellow nationals or foreign students from other countries" (Hendricks and Skinner, 1977, p. 126).

"Adaptation takes place on different levels: for instance, the surface adjustment, achievement of specific goals, and global satisfaction may mask a deeper failure of meaningful interpersonal contact or enduring cognitive and affective change" (Klein, 1977, p. 6).

The educational progress of international students, like that of other students, depends on their native potential, the strength of the motivation, and their preparatory experiences (Mueller, 1961). The American institution is responsible for providing an appropriate and constructive learning environment, understanding the unique problems and needs of the international student, and maintaining supportive services to enhance the lives of the students while they are in the United States and when they return home.

The educational value of the living and academic environments is critical to the social and emotional development of the international student. Since the primary objective of international students studying in the U.S. is to get an education, the development of a conducive learning environment is the responsibility of the

university and the community. The international student and the university need to work together within the environment to develop a favorable relationship which will humanize the educational experiences and allow living and learning to converge. The need for academic staff and faculty to understand the cultural differences of international students is relevant to the need of the institution to develop an environment where the interchange of cultural knowledge can be utilized as a valuable educational resource.

Within this framework, the role of the international student advisor is most important as an agent to facilitate learning. The advisor must understand the cultural relativism and the close relationship between personality and culture, while remaining alert to personal attitudes and motivations which are not openly expressed (Mueller, 1961).

Johnson (1971) found that international students experienced problems similar to or the same as problems experienced by American students. Through the dynamics of a conducive educational environment the international student can grow academically while reinforcing his self-concept and enhancing his interpersonal relationships (Huang, 1977). Huang points out that, as well as struggling with the difficulties of adjusting to a new culture and new values, international students suffer from the same anxieties as do American students towards academic performance and success. He states that too frequently these anxieties are overlooked by counselors and greater emphasis is placed on the cultural adjustment problems. The international student may be functioning at a higher level of

motivation and the importance that he places on success in school may exceed that of his American counterpart. Because of this motivation, his anxiety over the academic realm of his life may be extremely high.

The university, through its philosophical foundation, believes in the dignity of each individual and the potential of each person's self-development. To better comprehend the significance of individual differences of international students, the university needs to understand their special problems upon their arrival. International students are confronted with unfamiliar customs and food, a novel educational system, loneliness and isolation, communication problems, prejudice, confusion about etiquette and American survival skills (Altscher, 1976).

The value of the counseling process focuses on the development of self-worth and a positive self-concept for each individual. The counseling process becomes a search for a satisfactory personal status and for interpersonal relationships which support this status in the face of the many factors which inevitably counteract it. "The needed self-esteem may be damaged by an inadequate ability to communicate--whether because of faulty English, as with many Asians, or racial barriers as with the non-whites; or cultural distance as with those from geographically distant and underdeveloped countries. Self-esteem may suffer also through failure to achieve expected academic goals, due to language disability, educational handicaps, or poor placement; or through financial or emotional difficulties" (Mueller, 1961, p. 497).

Vroman (1972) indicates that many of the problems that international students encounter on American campuses could be alleviated by more extensive counseling and advising for students in their home countries. Vroman suggests that information resources and overseas communication should be expanded and improved by 1) clearly defining institutional roles, requirements and enrollment policies for international students, 2) evaluating catalogs and institutional publications regarding international students, and 3) evaluating the procedures for serving international students at the institutions.

DeAntoni (1972) suggests that an important area of service needed for international students includes career counseling because of the complex problems that international students face in job-hunting. Higgenbotham (1979) relates that serious attention must be given to providing psychological services for international students. He stresses the importance of considering the patterns of international student adjustment, the ethical implications of cross-cultural counseling, counselor competency, and the value of transporting a therapy across cultures when working with international students in a clinical setting. Dominiques (1970) addresses the impact of international students on American campuses by stressing the need to provide effective and appropriate services with special attention to academic advising.

The goals and objectives of international students are primarily educational. "Learning, both formal and informal, is a worthy goal in its own right, even though it may not in itself assure world peace, economic progress for the home country, or enthusiasm for the host

country. The ancient and worthy tradition of cross-cultural education will be proportionately strengthened to the extent that it is kept free from motivations toward what should be merely fortuitous by-products" (Mueller, 1961, p. 486).

Values of International Education

Americans have much to learn from the enormous variety of alternative values, life styles and cultures of other nations. The opportunity for our students to grow and learn through the human experience is offered by the international exposure available on American campuses.

The introduction of an international dimension to all education is seen as one of the measures needed to encourage human coexistence in a shrinking world. Educational institutions should also include the design that different kinds of vocational pursuits acquire an increasing international component. Ostar (1977) stressed the need to expand the curriculum in liberal arts programs to include extensive international studies to better prepare students living in today's world. This need for expansion of curriculum to include international perspectives requires the development of cross-cultural awareness on the part of the institution.

The importance of cross-cultural awareness is of particular value to individuals who must come into contact with people from different cultures. Previous research has developed a set of common goals for cross-cultural awareness training which have been compiled and addressed by Brislin and Pedersen (1976):

1. develop a positive regard for other nationals;

2. develop an understanding of the fundamental similarities among human beings;
3. develop habits of dealing with other nationals on an individual rather than a stereotyped level;
4. provide the trainee with a way of observing, analyzing, and integrating cross-cultural phenomena which permits him to deal independently and realistically with the situations and problems that he encounters in a new country;
5. prepare trainees to withstand culture shock;
6. develop feelings of responsibility in each person for the improvement of relationships with other nationals;
7. reinforce training through group facilitation and support, and develop within each individual a sense of group involvement;
8. give specific information about the attitudes and customs of the different nationals in the group;
9. improve the awareness of customs and interpersonal skills;
10. impart knowledge about foreign cultures, including practical skills needed to get along satisfactorily in the culture;
11. attempt to impart sensitivity to others by reducing prejudice and inducing respect for foreign cultures;
12. attempt to induce enthusiasm for the training; and
13. emphasize honesty in relations with others.

(Bass, 1969; Eachus, 1968; Grace and Hofland, 1967; Guthrie, 1966, 1975; Jordon, 1966; Loubert, 1967; Spector, 1969; Triandis, 1975; and Wedge, 1968)

Worley (1978) found that American students who participated in the National Student Exchange broadened their perspective of foreign cultures and their cross-cultural sensitivity.

Possibly the most significant educational value of international education, in terms of future orientation, is the value of developing positive attitudes in international students about their educational experiences in the U.S. This is not only beneficial to the international student, but also to the institution and the United States. Nelson and Dolibois (1972) suggest that it is important for staff, faculty, and public relations individuals to become involved with international students. They feel that this involvement is in the interest of the international students, the university, the community, and the nation. The image and prestige of the institution, as well as America, is important for future educational and political growth and development. It is a vital concern how the international student projects his American educational and living experience into his life after his return to his home country.

Frelick (1969) indicates that a particular problem of student personnel workers at universities is how to encourage cultural contact between American and international students while simultaneously encouraging the conformity necessary for effective functioning. Frelick relates that the dominant culture seeks to absorb the subsidiary one to provide commonality. He feels that the role of the university should be to encourage cultural exchange and not to defend the ideological rationale of the majority culture. Thus the educational value of the cross-cultural experience enhances the learning of domestic and international students.

Presently, the international student remains an untapped resource in the university community. The limits of cultural and educational contributions are as yet unknown. Only through innovative educational planning and leadership can the dimensions of international and intercultural education ever be experienced. Only when educational institutions combine cognitive and experiential learning through interpersonal contacts can the possibilities of international education become realities. The leadership role in a democratic society has a responsibility to provide an environment which is conducive for its people to interpret and respond intelligently to international opportunities and challenges. The internationalizing of education is pertinent to America's need to nurture a citizenry adequately sophisticated to be effective and interdependent in today's global society (Mueller, 1961).

Yet, the internationalizing of education is not necessarily an easy task for educational planners. Accountability necessitates that educational leaders consider several constituencies in determining the priorities of programs, services and curriculum development.

Martorana (1978) grouped the constraints on effective planning and implementation of programs and services for international students in community colleges into four categories: 1) educational and philosophical; 2) fiscal; 3) political; and 4) logistical:

the first category of constraints stems from the historical and educational conditions that surrounded the emergence of community and private colleges in this country and the definition of their educational mission. The second is the

result of the intensifying difficulty community colleges are encountering in acquiring needed funds for current operations and capital needs. Contributing to the third are the attitudes and reactions of the constituents of community and junior colleges that combine a typically narrow definition of the mission of community colleges and growing pressures of financing, especially when these conditions occur in middle-sized or small centers of population. Constraints falling in the logistical category reflect the fact that in most community and junior colleges and in most of the programs they offer, foreign students represent only very small proportions of the students enrolled and are not, therefore, strongly considered in institutional decisions about programs and services or modes of operations. (Martorana, p. 47)

Economic Considerations

In addition to the cultural and political impact international education has on a college, economic advantages are becoming increasingly important as funding formulae undergo extensive study in higher education.

Research on the economic impact of colleges and universities on the community is not new. An early study by Kraushaar (1964) found that the University of Bridgeport (Connecticut) generated additional spending by attracting substantial numbers of students from outside the region. In addition to direct expenditures to the university environment, these students also contributed income to other areas of the community. In estimating these expenditures, Kraushaar found distinctions among spending patterns by: (a) non-local students living in residence halls, (b) non-local students living in the community, and (c) non-local students commuting to the university.

In 1968, Bonner noted that, at that time, there was "a general lack of published material dealing specifically with education's local economic impact" (p. 339). He extended the norm of reporting only direct economic impacts by including:

1. How much of total community production can be traced to its origin as a university expenditure.
2. What part of the total employment in the community may be considered as "service" to the university.
3. What will be the possible effects of university growth on the economic activity of the locality. (p. 339)

Bonner stated that "each dollar directly expended generates a host of indirect transactions, some of which take place among firms having no obvious direct contact with the university" (p. 339). These secondary transactions are referred to as indirect effect. He noted that the total impact of the university upon a community should include direct, indirect, and induced effects.

Bonner developed a multiplier to estimate the total impact of new monies introduced into a community and noted that changes in a university community's employment are directly related to the university's growth. In measuring the impact of expenditures by students he notes that the portion of a student's income that originates from outside of the region has a substantial impact on the community.

A definitive, comprehensive report on the methods for measuring the economic impact of a university on its community was presented by Caffrey and Issacs (1971) under a grant by the

ESSO Education Foundation to the American Council on Education. In response to the cumbersome data-collection techniques required for this type of study, Caffrey and Issacs developed models for studying this type of economic impact based on normal records kept by the college, local governments, and businesses. These models addressed the impact of the college as a corporation and expenditures by faculty, staff, students, and visitors as private individuals.

In developing these models, Caffrey and Issacs identified many economic interrelationships among the college, the student, and the community. For example, expenses to the community might involve: (a) the use of tax-exempt land, (b) the use of public schools and facilities by students, staff members, and their families, (c) competition with local businesses, and (d) the use of tax-supported services. Contributions from the college to the community might include: (a) wages; (b) purchases from businesses, and (c) investments. The college and the community might provide students with financial aid and wages.

According to Caffrey and Issacs, students contribute to the university and to the community through their expenditures for: tuition, fees, food, rent, entertainment, school supplies, clothing, medical services, cars, gasoline, insurance, repairs, hotels and motels, restaurants, banks, sales and gasoline taxes, automobile tax, utilities, beverages, furniture, appliances, travel, laundry, and magazines and newspapers.

The concept of an income-expenditures multiplier is a standard tool of economic analysts. Caffrey and Issacs (1971) defined the

income multiplier concept as that which "measures the multiple impact of an initial income stimulus" (p. 44). Money received by individuals or businesses is recycled to purchase additional wages, goods, and services. Although they developed the standard multiplier as 1.9, they noted that the multiplier will change for different types of initial income and in different localities. The multiplier concept can also be used to determine the value that direct payments to the univeristy by the students will have in contributions by the college to the community, such as volunteer labor, cultural events, job training, recreation facilities, research and consultation (Caffrey and Issacs, 1971).

In a trial test using Caffrey and Issacs models at the University of Pittsburgh, Montgomery (1973) found that the models required extensive staff time in obtaining data from sources outside of the university. He recommended further streamlining by extrapolating from data available within the university and by employing regional economic multipliers. Montgomery (1973) reiterated that studies of economic impacts must take into consideration the intangible and indirect services provided to a community by a university.

This recommendation was further extended in a study by Selgas, Saussy, and Blocker (1973), who noted that state and federal funding is an additional source of income. Their study of the Harrisburg Area Community College (Pennsylvania) emphasized the distinction between the impact of local and non-local students because non-local student monies come from outside the local economy and do not require a local tax supplement which creates

a more positive impact. They further noted differences for community colleges based on the absence of on-campus housing which placed more students living in the community. An issue which was raised in their study concerned the problem of invasion of privacy through available data-gathering techniques. They felt that this concern justified the use of general community-based estimates and averages as the basis against which to apply the multiplier. Higher impacts were found in those cases where persons would not be in the area if the community college were not present.

Selgas, Saussy, and Blocker (1973) state that

the sources of funding are private, state, and local. . . . Private funding has the positive impact on a local economy provided it does not come from the local area. State funding does not come through "local" taxes, so it has the next most positive impact. Local funding, of course, reduces the quality of the impact in that it reduces any net increases in the cash flow of the local economy.

Non-local students coming into an area can have a more positive impact than students who are primarily local going to a local college. (p. 66)

In utilizing the multiplier concept, Selgas, Saussy, and Blocker (1973) observed that "additional income flows generate additional purchases, which in turn create additional income. A circular process results in the period of a year causing a 'multiplied' or increased total income for the participants (businesses and residents) as a group" (p. 5). They noted that a dollar spent has an increasing effect as it cycles through the economy. As it changes hands, the impact of the dollar is multiplied. However, they noted that taxes

have a multiplied impact, and that "when an additional dollar is taken in taxes, the negative impact on total community income is greater than just one dollar" (p. 62). They devised a net impact by subtracting the multiplied tax impact from the full estimated expenditure impact. This refined multiplier effect was applied to averaged expenditures, supporting the use of this procedure for data gathering and analysis for measuring economic impact.

When institutions admit international students they assume certain special responsibilities. Some of these responsibilities include making sure that prospective international students are academically, linguistically, and financially capable of succeeding at the institution. In order to ascertain the financial capability of prospective students, institutions: 1) provide prospective students with information about educational and living expenses at the institution; 2) obtain information from prospective students regarding their financial resources by means of a documented financial statement; and 3) determine if the prospective students' financial statements are sufficient to meet the financial requirement of the institution's annual educational and living expenses for international students (Selection and Admission of Foreign Students, 1978).

Most international students in two-year colleges are primarily self-supporting and financially independent (Diener, 1978). Approximately 66 percent of the international students in community colleges support themselves with private funds, 25 percent support themselves with government and private sponsorships and grants, and 9 percent use various sources such as campus employment, or income

of spouse (Diener, 1978). Kaplan (1973) reported that the self-supporting international students contribute substantial sums of incoming capital to the community through their purchases and through the payment of local and federal sales taxes. He predicted that international students in the State University System of Florida could bring approximately 10 million dollars annually into Florida.

Edgerton (1978) noted that international students are not usually discussed in terms of their economic impact, "as the motives of most agencies and educational institutions involved in educational interchange are not those of monetary gain. It is arresting to note, however, that if one multiplies the \$5000 average cost of a year of U.S. higher education by over 200,000 students, one arrives at a total economic impact that exceeds one billion dollars" (p. 5). He emphasized that more than 60 percent of enrolled international students receive their major funding from overseas sources. This indicates that these students possibly introduce \$600 million annually into the U.S. economy.

Edgerton (1978) stated that "the Institute of International Education (IIE) alone, which is only one of several dozen U.S. exchange organizations, channeled approximately 35 million dollars in tuition, student maintenance grants, and other expenditures to its 65,000 sponsored foreign students at 500 U.S. colleges and universities last year. The bulk of these funds came from overseas and private sources" (p. 6). These sums, coupled with increasing international student enrollments, constitute a significant economic impact on U.S. higher education, the national economy, and on U.S.

communities. Edgerton (1978) compared international education to other intangible social investments, such as the arts, whose benefits are not often measureable and whose public support is frequently dependent on public visibility. He recommended that evaluations of international education incorporate the areas of professional and personal development, political, economic, and sociopolitical relations.

Selgas, Saussy, and Blocker (1973) cautioned that

the fundamental purpose of a college, however, is certainly not to stimulate current consumer spending, output, and employment. It is presumed that the careful assessment of the many long-run, intangible, and non-qualifiable opportunity cost parameters of a college's local operations was made as part of the initial decision-making process. That decision having been made, all further questions in terms of comparative employment and expenditures impact are not really germane. If the present operation of the college is economically beneficial to the community, so much the better. If the "bottom line" in money items were negative, this would only enable citizens to determine the cost of "having a college." The mere existence of a negative dollar impact in no way establishes a presumption in favor of eliminating the revenue-using activity and replacing it with a revenue-earning activity. (p. 88)

International Student Programs

While international students utilize personnel services available to all students, these alone do not always adequately meet the needs or address the issues previously discussed. The present study focuses on programs developed to address the special needs of international students.

One such program at the University of Minnesota was developed to give American and international students an inter-disciplinary

exposure to other cultures. The program uses educational modules and interviewing techniques to bring students together for a unique learning experience (Mestenhauser, 1976). The learning modules include interviewing international students, classroom and curriculum enrichment programs, and experiential learning projects. The programmed studies are divided accordingly: 1) cross-cultural learning of future vocational, academic, and career objectives; 2) identification of various disciplines and majors that are benefited from exposure to other cultures; 3) elite systems and study of socialization and leadership; 4) country and area studies; 5) cross-cultural learning; 6) cross-cultural communication; 7) study of national and international conflicts; 8) cross-cultural dimensions of education; and 9) cross-cultural perspectives.

At Pomona College, a program in a residence hall, the Oldenburg Center, promotes international and intercultural experiences for students. Five major language sections maintain separate living areas; yet films, lectures, radio and tape programs and activities are used to allow students cross-cultural participation (Baumann, 1976).

While existing programs of student cross-cultural interaction offer a source of reference for future trends, the greatest developmental change is taking place in the counseling and placement of international students (La Berge & Levy, 1976). Colleges provide a variety of support services for the incoming American student, but all too often ignore the unique problems of the international student. Counselors need to understand the problems of international students and should be able to provide the appropriate services and

referrals as needed. The shortcoming of the present-day counseling center is the inability to identify and comprehend the intricate difficulties of cross-cultural counseling and programming (Altscher, 1976). This weakness indicates a need for cross-cultural training of counselors within graduate counselor education programs.

Moran (1974) found that role-playing and simulation exercises in orientation programs for international students at the University of Minnesota helped new arrivals to better define the roles and the problem-solving techniques needed in their new culture.

At the University of Tennessee, a project developed through a cooperative effort between the international student advisor and the placement office personnel assisted international students in securing employment in their home countries. A series of orientation programs was presented utilizing an international job file, videotaped programs, and a career resource packet. Orientation groups were small in number, and some sessions were held at the placement center. Cross-cultural interaction occurred while focusing on career development. The results of this program could have an influence on the future operations of career planning and placement offices (La Berge & Levy, 1976).

Through a structured curriculum, Dowd (1976) suggests that international students can better understand the difficulties they encounter while attending American institutions. Dowd had developed a course that helps students deal with their concerns regarding identity conflicts, socialization processes, prejudices, value conflicts, and decision-making procedures. Phipps (1976) suggests that international students in community colleges should

be required to take an on-going orientation course that would develop a better understanding of the American culture, values, and socialization process. ✓

McMullen (1977) studied the services for international students in community colleges in Texas. Of the recommendations for improved services indicated on the returned questionnaires, the most prominent were: 1) the creation of an international advisor organization; 2) requirements that students acquire automobile and health insurance; and 3) an increase in budgetary and staff support.

Masters (1977) reviewed five community colleges that are considered to have had dramatic increases in international student enrollments and the special programs being developed. The five community colleges are: Kirkwood, Iowa; Gulf Coast, Florida; Seminole, Florida; Shelby State, Tennessee; and Rockland, New York.

Rising and Copp (1968) studied the adjustment experiences of international students at the University of Rochester. Their results offer information on orientation programming, international student advising, and international student counseling.

The National Association of Foreign Student Affairs (NAFSA) offers an excellent handbook for planning and implementing international student orientation programs. Specific suggestions are provided for organizing programs into general, non-academic, and academic categories. NAFSA also offers handbooks for 1) academic and personal advising, 2) American-foreign student relationships, and 3) housing. Included in these handbooks are discussions on

programming, housing, advising, counseling, and the role of the international student advisor.

Too frequently, institutions of higher education develop international educational programs without appropriate policy and management plans. In response to the need for comprehensive guidance in establishing and maintaining programs in international student education, the NAFSA Field Service Program published the Guideline on Responsibilities and Standards in Work With Foreign Students in 1964. The purpose of that document was to provide policy guidelines and direction for professionals involved in foreign student affairs, including administrative officers of colleges and universities, career guidance counselors working with international students and academic advisors of international students. An update to these standards and policies was made by NAFSA in 1979 based on a consensus and common experience of individuals who work with international student affairs at colleges and universities in the U.S. and abroad.

International Student Services and International Student Advisors have unique roles and functions compared to their counterparts who work with American students. The responsibilities encompass a variety of services and activities. The International Student Advisor serves as the designated institutional representative in the fulfillment of obligations under Immigration and Naturalization Service (INS) Regulations. By maintaining a working relationship with INS officials and advising students, faculty, and other local officials in immigration and related matters, the duties of the Advisor include:

1. provides liason service between Immigration Offices and international students;
2. explains and interprets INS policies and regulations to international students, advising them on their particular concerns and options;
3. explains and interprets to INS officials the unusual or complex situation of international students with complicated immigration problems;
4. consults regularly with INS officials seeking relevant, up-to-date information regarding the interpretations of, and changes in, INS regulations and policies;
5. insures that INS is aware of the investment and interest the university has in the student completing his academic program despite legal difficulties;
6. provides information regarding INS policies and regulations to university and local officials;
7. provides information and advice to academic advisors and departments regarding INS regulations and informs them of changes;
8. administers the Exchange Visitor Program including the acceptance of new exchange visitors and assisting other exchange visitors who wish to transfer to other programs;
9. assists international students in changing visa status and intercedes with INS for special consideration of an international student's situation;
10. endorses international students' applications for extension of stay permits and visas;

11. assists students in obtaining passport renewals from their own governments;
12. assists international students in obtaining permission from INS to transfer from one university to another;
13. approves or endorses work permits and practical training applications of international students;
14. assists exchange visitor spouses in obtaining permission to work;
15. processes requests from international students for I-20's and IAP-66's;
16. assists international students in meeting INS requirements for travel outside the United States;
17. reports completion or termination of student's program to INS. (Miller and Benson, 1971)

Summary of Related Literature

This chapter has presented a comprehensive review of available literature research and writing related to international education in the United States. This review shows that there are significant increases in the enrollments of international students in the U.S. and Florida community colleges, and that there are critical issues relating to this growth, such as problems pertaining to admissions, institutional policy relating to international education, English proficiency, financial assistance, and the need for special programs.

International students appear to have unique needs in the areas of cultural adjustment, academic advisement, and cross-cultural

experiences. The literature has illustrated that international students provide institutions, and therefore communities, with a significant economic value. Because of the unique needs of international students and the internationalizing of curricula, many institutions have developed special programs which focus on the international student as a resource on the campus.

Just as the relationships between community colleges and their communities differ from place to place, so will the programs for international students and the economic, cultural, and educational dynamics which surround them (Martorana, 1978).

A noticeable characteristic of the available literature is that, while many recommendations are made, few studies are reported. The present study will extend this literature through a specific investigation of international education in Florida community colleges.

CHAPTER III METHODOLOGY

Overview

The preceding review of literature indicates that the number of international students enrolled in American institutions of higher education is growing rapidly. Florida is ranked seventh nationally in the total number of international students enrolled in institutions of higher education. A significant number of Florida's international students are enrolled in community colleges.

Important areas addressed in the literature include economic considerations, programs and services, and the cultural and educational impact of international students on American educational institutions and communities. There has been very little research which addresses these areas in Florida, or that attempts to measure the educational and cultural impact of international students on educational institutions as perceived by American students, faculty, and administrators.

Specifically, this study analyzed the current status of international education in Florida's community colleges with respect to:

1. the economic considerations for the institutional community;
2. the scope of current institutional programs and services relating to international education;

3. the educational impact on the institution; and
4. the cultural impact on the institution.

This research is a descriptive study consisting of two parts. Part I addresses economic considerations for the institutional community and the scope of current institutional programs and services relating to international education. Part II addresses the educational and cultural impact of the presence of international students on an educational institution as perceived by American students, faculty, and administrators.

The data required for these analyses were obtained from the International Education Survey (see Appendix A) distributed to the junior and community colleges in Florida that are members of the Florida Community Junior College Inter-Institutional Research Council (IRC), and from the International Education Opinionnaire (see Appendix B) distributed to selected students, faculty, and administrators of those institutions.

Procedures

Sample

The population utilized for this study included the 14 community and junior colleges that are members of the IRC and the selected American students, faculty, and administrators in those institutions.

All member institutions of the Florida Community Junior College Inter-Institutional Research Council were invited to participate: Brevard Community College, Broward Community College, Edison Community College, Florida Junior College at Jacksonville, Gulf Coast Community

College, Hillsborough Community College, Lake-Sumter Community College, Manatee Junior College, Miami-Dade Community College, North Florida Junior College, Pasco-Hernando Community College, Santa Fe Community College, Seminole Community College, and Valencia Community College. All schools participated in Part I of the study. Edison Community College did not participate in Part II of the study. At each IRC member institution, the IRC research representative selected sample groups of American students, faculty, and administrators, and administered the instruments and collected the data.

In order to optimally obtain a student sample which was representative of each college and to minimize external threats to the validity of the data, required English or mathematics classes were used as the student sample. $N_s=30$ for each college and $N_s=390$ for all schools. This means of sample selection was considered to be both feasible and adequate. The administration of the instrument during class time encouraged a 100 percent return.

The following eight disciplines were considered to be representative of the junior and community college curriculum: Biology, English, Geography, History, Math, Psychology, Political Science, and Sociology. The department chairperson, curriculum coordinator or instructors from these disciplines comprise the sample of faculty: $N_f=8$ for each college and $N_f=104$ for all colleges.

The sample of administrators consisted of the President and his or her council of each college. This procedure insured representation of administrators from student personnel services and

academic affairs. The size of this sample varied by institution, $N_a = x$ for each institution and $N_a = 76$ for all institutions. Respondents who were not U.S. citizens were not included in the data used for analysis.

Instrumentation

Two instruments were used in this study, the International Education Survey to determine the economic and programming considerations and the International Education Opinionnaire to collect data on the perceptions of American students, faculty, and administrators regarding the educational and cultural impact of international students on the institution.

Content and face validation for these instruments were obtained from a panel of experts composed of 14 IRC representatives who are researchers at their respective institutions. A preliminary version of each instrument was submitted to this panel. After revisions were made which incorporated their suggestions, a second draft was submitted to the panel before the final instruments were developed in order to incorporate their suggestions. The instruments for the two parts of the study are described below.

Part I. The International Education Survey was developed by the researcher for the purposes of this study to collect information on: 1) existing programs and services relating to international students at community colleges in Florida, and 2) the economic factors necessary for measuring the costs and economic impact of international students on the institution and the community.

This survey requested the following information for each college: total international student enrollment of the college, the college's annual financial requirement for international students, criteria for admission for international students, tuition for international students, additional fees charged to international students, annual estimate for books and supplies for international students, annual estimate for food, housing, transportation, and miscellaneous expenses, number of full-time-equivalent non-instructional personnel utilized specifically for international students, salaries of non-instructional personnel utilized specifically for international students, money budgeted annually specifically for international student programs and services, specific courses designed and taught only for international students, specific courses predominantly attended by international students, number of full-time instructional personnel involved in the teaching of courses specifically and predominantly for international students, total salaries for full-time equivalent instructional personnel involved in teaching courses specifically or predominantly for international students, clubs and organizations for international students at the college, membership totals for these clubs and organizations, and programs and activities sponsored by community organizations and groups for international students. A copy of this form is found in Appendix A. Total enrollments of each institution, total full-time-equivalent staff and faculty, and the total annual budget for each college were obtained from the Division of Community Colleges in Tallahassee, Florida.

Part II. No instruments were found that were specifically designed to measure the educational and cultural impact of international students on an institution as perceived by American students, faculty, and administrators.

The International Education Opinionnaire was developed by the researcher for the purposes of this study to measure the educational and cultural impact of international students at a community college as perceived by American students, faculty, and administrators. Demographic data were collected through the opinionnaire (items 1-5), together with information regarding contacts with international people outside the community college setting (item 6).

The International Education Opinionnaire consisted of 30 items. Items 1 through 5 addressed demographic data and item 6 addressed contact with international people. Items 7 through 12 addressed the perceptions of the sample regarding the educational impact of international students, and items 19 through 30 addressed the sample's perceptions of the cultural impact of international students on the institution. These items were developed from recommendations and assumptions implicit in the NAFSA Guidelines, U.S.-Foreign Student Relationships (1972), and the aspects of cross-cultural awareness training outlined by Brislin and Pedersen (1976), as described in Chapter II of this study.

Respondents were instructed to respond to the International Education Opinionnaire using a Likert rating scale. The scale consisted of five choices: Strongly Agree -- 5; Agree -- 4; No Opinion -- 3; Disagree -- 2; Strongly Disagree -- 1. Choices were made by darkening the selected choice on a computer-readable answer sheet.

The items on the International Education Opinionnaire addressed the following topics: personal experience, learning about cultures, educational perspectives, curriculum enrichment, cultural activities, social activities, emotional involvement, classroom experience, out-of-class educational or academic experiences, and extra-curricular activities.

The IRC representative at each member institution distributed and collected the opinionnaires and returned them by mail to the IRC office at the University of Florida.

Data Collection

Part I. Data concerning the economic and program considerations were collected by using the International Education Survey which was mailed with an instruction letter (see Appendix C) to each member institution of the IRC. The IRC representative of each member institution completed, or designated the appropriate school official to complete, the survey. The survey was then returned by mail by the IRC representative to the IRC office at the University of Florida. The responses were recorded and categorized for presentation in this study. Tables developed from the responses of these surveys are presented in Chapter IV.

Part II. Educational and cultural impact data were obtained from the International Education Opinionnaire administered to samples of American students, faculty members, and administrators at 13 IRC member institutions. The IRC representative of each institution

distributed and collected the opinionnaires and returned them by mail to the IRC office at the University of Florida. The responses were recorded for statistical analysis.

Analysis of Data

Part I

Data from the International Education Survey were collected and recorded. A Table indicating responses by the institutions for each variable is presented in Chapter IV.

Based on formulae developed by the researcher, the estimated figures from the International Education Survey were used to compute economic impact factors. Application of these formulae to data collected from Santa Fe Community college, an IRC member institution, were used to determine the estimated economic value of international student education to that institution and its community. This step-by-step application should serve as a guide to the other institutions in developing the estimated economic value of international education for their institution and community. The economic factors include:

1. total amount of money brought by all international students to the institutional community (B). This total was obtained by multiplying the minimum amount of money that each international student is required to have annually (A) times the total international student enrollment at that institution (E):

$$B = AE$$

2. estimated total amount of money all international students will pay to the college annually (R). This total was obtained by multiplying the cost of books and supplies (h), tuition (t), and additional fees (f) estimated for each international student, by the enrollment of international students for an institution (E):

$$R = (h + t + f)E$$

3. total estimated cost to the college to provide special services to international students (C) was obtained by adding the total annual cost for personnel (S), which is full-time-equivalent non-instructional personnel (S_1), plus full-time equivalent instructional personnel (S_2), programs (P) and organizations (O) that are specifically for international students:

$$C = P + S + O$$

These factors were utilized in the following formulae to determine the economic value of the presence of international students to the institution (V_2), and the economic value of the presence of international students to the community (V_1).

The formula utilized to develop the economic value to the institution is:

$$V_2 = R - C$$

where R is the estimated total amount of money annually paid to the institution by international students, C is the estimated total annual cost to the college to provide special services as described above, and V_2 is the economic value to the institution.

The formula utilized to determine the economic value to the community is:

$$(B - R)m = V_1$$

where B is the total amount of money brought into the community annually by international students, R is the total amount paid to the institution by international students annually, and m is the multiplier effect for the community applied to the remainder to determine V_1 , the economic value to the community.

These formulae for determining economic value are based on the concepts of the models developed by Caffrey and Issacs (1971), Montgomery (1973), Selgas, Saussy, and Blocker (1973) and applied to the international student population to determine economic impact of international students on the institutional community as recommended by Edgerton (1978).

Part II

The data from the International Education Opinionnaire were recorded using an optical character reader for statistical analysis by computer. Responses were analyzed using the Statistical Package for the Social Sciences (SPSS) on the Amdahl 470 computer at Northeast Regional Data Center of the State University System located on the University of Florida campus.

Means and standard deviations were computed for items, groups and colleges. Descriptive statistics are presented in tables in Chapter IV.

The data were further analyzed using Probable Impact Exploration System (PIES) (Nickens, Purga, and Noriega, 1979). PIES is a computer

program for converting data into probabilities, which institutions may wish to consider in planning, by computing the statistics of the normal curve based on the data (Nickens, Purga, and Noriega, 1979). "This follows the central limit theorem which states that the sampling distribution of means is approximately normal. Thus we can supply the probability of the occurrence of any assessment in the population if we have a mean and standard deviation (or range) of the assessment" (Nickens, Purga, and Noriega, 1979, p. 90).

The results of Part II, using descriptive statistics, are presented in tables in Chapter IV.

Assumptions and Limitations

Part I - Economic Considerations

For the purposes of this study, the methodological assumptions and limitations of Part I are that:

1. the figures provided by the institutions on the International Education Survey are current and accurate.
2. the estimated figures, as recommended in the literature, are appropriate for determining the cost and expenditures necessary in calculating the economic value of international students to the institution.
3. the 14 member institutions of the IRC are representative of the 28 community colleges in Florida.
4. the formulae developed specifically for the purposes of this study provided only general estimates of the economic value of international students to the IRC colleges and communities.

Part II - Educational and Cultural Impact

For the purposes of this study, the methodological assumptions and limitations for Part II are that:

1. the responses to the International Education Opinionnaire accurately reflect the opinions of the sample.
2. content and face validity of the International Education Opinionnaire as determined by the panel of research experts was sufficient for the purposes of this descriptive study.
3. in light of the absence of more specific criteria in the literature, the recommendations of NAFSA Guidelines, U.S. Foreign Student Relationships (1972) and Brislin and Pedersen (1976) were valid criteria for the development of items for the opinionnaire.
4. the representative sample was appropriately selected by each IRC representative and all opinionnaires were properly distributed, collected, and returned by each IRC representative.
5. the findings of this study reflect the educational and cultural impact of the presence of international students on the community colleges involved in this study, not necessarily on other institutions of higher education.

CHAPTER IV RESULTS AND DISCUSSION

Overview

This study was designed to gather and analyze information from IRC institutions on the economic considerations of international education, the scope of current international programs, and the educational and cultural impact of international students on community and junior colleges as perceived by American students, faculty, and administrators.

This chapter addresses the following areas: participating colleges, demographic data, and the results of the four focus areas of the research:

1. The economic considerations for the institutional community--Does the presence of international students at an institution provide a significant economic value to the institution and the community?
2. The scope of current institutional programs and services relating to international education--What additional programs and services exist for international students?
3. The educational impact on the institution--Does the presence of international students at an institution

3. provide an educational impact as perceived by American students, faculty, and administrators?
4. The cultural impact on the institution --Does the presence of international students at an institution provide a cultural impact as perceived by American students, faculty, and administrators?

The results of the study were determined by analyses of data obtained from the International Education Survey (Appendix A) and the International Education Opinionnaire (Appendix B). The analysis of the International Education Survey data was determined by the application of formulae developed by the researcher for the purposes of this study. The analyses of the International Education Opinionnaire data were determined by the application of the "Statistical Package for the Social Sciences" (SPSS) computer program for means, medians, standard deviations, frequencies, and cross tabulations, and by the application of the "Probable Impact Exploration System" (PIES) computer program to the data to determine the probabilities useful for planning.

Participating Colleges

The International Education Survey, used to collect information on economic considerations of international education and the scope of current programs and services, was completed by the 14 member institutions of the IRC: Brevard Community

College, Broward Community College, Edison Community College, Florida Junior College at Jacksonville, Gulf Coast Community College, Hillsborough Community College, Lake Sumter Community College, Manatee Junior College, Miami-Dade Community College, North Florida Junior College, Pasco-Hernando Community College, Santa Fe Community College, Seminole Community College, and Valencia Community College.

The International Education Opinionnaire, used to collect the responses of American students, faculty, and administrators regarding their perceptions on the educational and cultural impact of international students on their institutions, was completed by 13 IRC member institutions. Only Edison Community College did not participate in this part of the study.

Demographic Data

Respondents from 13 community and junior colleges completed the International Education Opinionnaire. All IRC member institutions participated in this part of the study except for Edison Community College.

The sample was comprised of a total of 625 respondents from the 13 institutions. Respondents who answered "no" to item 5, "Are you a U.S. citizen?," were deleted from the sample for analyses purposes because the focus of this part of the study addresses the perceptions of American students, faculty, and administrators regarding the educational and cultural impact of international students on their institutions. There were 45 non-citizens in the sample which resulted in a total of 580 respondents used for data analysis.

Respondents included 389 students (67.1 percent), 115 faculty members (19.8 percent), and 76 administrators (13.2 percent). Of these respondents, 265 (45.7 percent) were female, and 315 (54.3 percent) were male. Ages ranged from below 21 to above 51 years of age: 284 (49.0 percent) were 21 years old or younger; 81 (14.0 percent) were 22 to 30 years old; 88 (15.2 percent) were 31 to 40 years old; 56 (9.7 percent) were 41 to 50 years old; and 71 (12.2 percent) were 51 years old or older.

By race, the sample consisted of: 48 Blacks, not of Hispanic origin, (8.3 percent); 5 Asians or Pacific Islanders (.9 percent); 1 American Indian (.2 percent); 504 Caucasians, not of Hispanic origin, (86.9 percent); 20 Hispanics (3.4 percent). Two respondents (.3 percent) did not respond to this item.

There were 270 respondents (46.6 percent) who indicated they had personal contact with an international student outside of the college setting (item 6); 310 respondents (53.4 percent) had not.

Results

The results of this study are presented for economic considerations, scope of current programs, and educational and cultural value.

Economic Considerations

The International Education Survey was used to collect data from variable estimates provided by each college to compute economic impact factors. Appendix D shows the data collected from the community and junior colleges by the International Education Survey.

Based on the following formulae developed by the researcher, the estimated figures provided by Santa Fe Community College in Gainesville, Florida, were used as an example for applying the formulae. It must be emphasized that the formulae provide estimated, yet conservative, results of the economic value of international education to the institution and its community. This economic value for international students is significant because it is "new" money brought into the community, and, more specifically, brought into the community from outside the U.S., therefore it does not come from another U.S. community.

Value to the institution

The economic factors for Santa Fe Community College are presented below:

1. the total amount of money brought by all international students to the institutional community (B) is \$2,142,000. This total was obtained by multiplying the minimum amount of money (\$6,000) that each international student is required to have annually (A) times the total international student enrollment (E) of the college (357 students).

Therefore:

$$B = AE$$

$$\$2,142,000 = \$6,000 \times 357$$

2. the estimated total amount of money all international students pay to Santa Fe Community College is \$527,646 (R). This total is obtained by multiplying the cost of books and supplies (h), \$260; tuition (t), \$1,218; and additional

2. fees (f), \$0, estimated for each international student by the enrollment (E) of 357 international students.

Therefore:

$$R = (h + t + f)E$$

$$\$527,646 = (\$260 + \$1,218 + \$0)357$$

3. the total estimated cost to Santa Fe Community College to provide special services to international students is \$26,360 (C). This total was obtained by adding the total annual cost for personnel (S), \$26,100, which is full-time-equivalent non-instructional personnel (S₁), \$18,000; plus full-time-equivalent instructional personnel (S₂), \$8,100; programs (P), \$260; and organizations (O), \$0; that are specifically funded for international students, therefore:

$$C = P + S + O$$

$$\$26,360 = \$26,100 + \$0$$

These factors were utilized to determine the economic value of the presence of international students to Santa Fe Community College. This economic value (V₂), \$501,286, was determined by subtracting the total estimated cost to provide special services to international students (C), \$26,360, from the estimated total amount of money all international students pay to the college (R), \$527,646:

$$V_2 = R - C$$

$$\$501,286 = \$527,646 - \$26,360$$

Value to the community

The economic value of the presence of foreign students at Santa Fe Community College to the Gainesville and the Alachua County community is \$4,035,885 (V_1). This economic value was determined by subtracting the estimated total amount of money all international students pay to the college (R), \$527,646, from the total amount of money brought by all international students to the institutional community (B), \$2,142,000, times the multiplier (m), 2.5. This multiplier was obtained from the Bureau of Economic and Business Research at the University of Florida. Therefore:

$$V_1 = (B - R)m$$

$$\$4,035,885 = (\$2,142,000 - \$527,646)2.5$$

This value (V_1) includes the categories of direct spending by the students and the effects of the money spent as it further cycles through the economy: room and board, entertainment, clothing, medical services, restaurants, vending machines, furniture, appliances, travel, cars, car repairs, laundry and dry cleaning, magazines, newspapers, airline and bus tickets, sales taxes, gas taxes, automobile tag fees, local utilities, cable television, and various miscellaneous purchases.

Scope of Current Programs

Data collected on the International Education Survey, item 1, and items 8 through 21, address the current programs and services for international students at the IRC institutions. Appendix D presents the responses given by each institution. The enrollment figures of international students at the IRC institutions range

from 0 for Lake-Sumter Community College to 2,790 for Miami-Dade Community College. There are nine institutions which provide full-time-equivalent (FTE) non-instructional personnel utilized specifically or partially in providing services to international students. These institutions are: Brevard Community College, Broward Community College, Florida Junior College at Jacksonville, Gulf Coast Community College, Hillsborough Community College, Miami-Dade Community College, Santa Fe Community College, Seminole Community College, and Valencia Community College. Miami-Dade Community College reported the greatest number of FTE, 8, non-instructional personnel, while Gulf Coast Community College reported the least with .05 FTE.

Salaries for the FTE non-instructional personnel ranged from \$100,000 for Miami-Dade Community College to \$4,400 for Gulf Coast Community College.

Brevard Community College reported the largest amount of money (\$50,000) budgeted specifically for non-instructional programs and services for international students. There were nine institutions which reported no funding for this category.

Classes specifically for international students and classes predominantly attended by international students were reported by six institutions with Miami-Dade Community College reporting the largest number (10 classes) at a total salary cost of \$75,000.

Five institutions reported having clubs or organizations exclusively for international students: Brevard Community College, Florida Junior College at Jacksonville, Gulf Coast

Community College, Miami-Dade Community College, and Valencia Community College. Only one institution, Brevard Community College, reported funds (\$300) given by the college specifically for its international student organization which has a membership of 200. Programs and activities, sponsored by community organizations for international students, were reported by seven institutions (Appendix D).

There were four institutions reporting exchange programs with foreign institutions. These colleges and their exchange programs include:

1. Brevard Community College with the University of Konstanz (Germany) and Malaspwa College (Canada);
2. Florida Junior College at Jacksonville with Nelson and Coline College (England), Dawson College (Canada), and the University of Konstanz (Germany);
3. Valencia Community College with the University of Valencia (Spain) and with community colleges in western Canada; and
4. Broward Community College with universities in London, Israel, and Spain.

Educational and Cultural Impact

The International Education Opinionnaire was used to assess the perceptions of American students, faculty, and administrators at 13 IRC institutions regarding the educational and cultural impact of international students on community and junior colleges. A total of 625 respondents completed the opinionnaire. There were

45 respondents deleted from the sample because they were not U.S. citizens, leaving a sample of 580. The sample used for the data analyses consisted of 389 students, 115 faculty members, and 76 administrators.

Items. The opinionnaire consisted of 30 items. Items 1 through 7 requested demographic data: association with the college, sex, age, race, citizen status, and personal contact with international students outside the college setting. Items 7 through 18 addressed the educational value of the presence of international students at an institution; items 19 through 30 addressed the cultural value of the presence of international students at an institution. The following Likert type scale was used for items 7 through 30: Strongly Agree -- 5; Agree -- 4; No Opinion -- 3; Disagree -- 2; and Strongly Disagree -- 1.

Table 5 presents the absolute frequencies, means, medians, and standard deviations of the responses from the entire sample on items 7 through 30. Only item 8, which suggests that having international students at a community college improves the quality of education, had a mean below 3.0 (2.99). Item 11, which suggests that having international students at a community college helps to promote a better understanding of different people, had the highest mean (3.91) and median (4.03). Responses to item 12 indicate that the respondents prefer seeing at their colleges a few international students from a variety of countries to having many from a few countries.

Means of 3.50 and above indicate that the respondents tend to agree with the item. This positive indication is reflected in

Table 5

Responses of Sample to International Education Opinionnaire
by Absolute Frequency, Mean, Median, and Standard Deviation

Item	Absolute Frequency (N = 580)	Mean	Median	Standard Deviation
7	579	3.50	3.73	1.118
8	578	2.99	2.97	1.164
9	580	3.30	3.46	1.116
10	580	3.75	3.93	.995
11	580	3.91	4.03	.924
12	578	3.88	3.95	.909
13	579	3.77	3.94	.964
14	580	3.37	3.55	1.036
15	580	3.76	3.91	.909
16	579	3.55	3.76	.998
17	580	3.64	3.85	1.034
18	580	3.28	3.48	1.109
19	579	3.87	3.99	.865
20	579	3.72	3.90	.980
21	579	3.10	3.10	1.044
22	579	3.42	3.50	.978
23	580	3.73	3.90	.985
24	580	3.33	3.59	1.136
25	579	3.70	3.88	.952
26	580	3.03	3.03	1.013
27	580	3.70	3.88	.936
28	579	3.58	3.78	.987
29	579	3.70	3.91	.986
30	575	3.60	3.80	.990

66 percent of the items, eight for educational impact and eight for cultural impact (Table 5). Item 13, with a mean of 3.77, and item 15, with a mean of 3.76, relate to the presence of international students improving the interaction between different peoples in a college. Items 19 (3.67), 20 (3.72), 23 (3.73), 25 (3.70), 28 (3.58), 29 (3.70) and 30 (3.60) relate to the presence of international students improving the understanding of cultural differences, cultural values, and the importance of sharing cultural information. Item 10, with a mean of 3.75, relates to the improvement of the learning environment by the different perspectives and points of view provided by international students.

Table 6 shows that the means of the responses of the sample regarding the educational impact (items 7 through 18) and the cultural impact (items 19 through 30) do not have a distinguishable difference.

Table 6
Comparison of Educational and Cultural Impact
by Mean of Responses

	Impact Mean	N Mean
Educational Impact (Items 7 through 18)	3.55	379.5
Cultural Impact (Items 19 through 30)	3.54	379.0

Responses of the sample to items 7 through 30 by relative frequency (Table 7) indicate that item 8 produced the most negative reaction. Item 8, "having international students at a community college improves the quality of education," resulted in 29.1 percent of the respondents disagreeing and 9.7 percent strongly disagreeing. Three additional items resulted in high relative frequencies of disagreement (23.3 percent, 23.8 percent, 23.6 percent, respectively): item 18, "having international students at a community college helps promote cultural activities at the college"; item 21, "having international students at a community college helps promote cultural activities at the college"; and item 26, "the cultural differences of international students improve the quality of extra-curricular activities."

Six items failed to produce a minimum of 50 percent in agreement: item 8, "having international students at a community college improves the quality of the education"; item 9, "classes that have international students in them tend to be more interesting"; item 18, "having international students at a community college helps to reduce prejudice among people"; item 21, "having international students at a community college helps promote cultural activities at the college"; item 22, "social activities at the community college are more interesting when students from different cultures are included"; and item 26, "the cultural differences of international students improve the quality of extra-curricular activities." Item 21, "having international students at a community college helps promote cultural activities at the college," resulted in the smallest percentage (36.4) of responses in agreement. Item 11, "having international students at a community college helps to promote a better understanding of different people," and item 19, "having

Table 7

Responses of Sample to International Education Opinionnaire
by Relative Frequency (%) of Scale Choices

N = 580

Item	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	Missing Responses
7	5.9	15.3	18.6	43.1	16.9	.2
8	9.7	29.1	23.3	27.8	9.8	.3
9	6.9	18.6	25.5	36.4	12.6	0
10	3.8	9.3	14.1	53.3	19.5	0
11	3.8	5.3	8.6	60.3	21.9	0
12	1.6	5.2	23.3	43.8	25.9	.3
13	3.4	9.7	11.0	58.3	17.4	.2
14	5.0	15.9	27.1	41.0	11.0	0
15	2.9	8.1	14.3	59.5	15.2	0
16	3.1	14.7	19.5	49.3	13.3	.2
17	3.8	13.6	15.5	49.3	17.8	0
18	5.2	23.3	21.9	37.2	12.4	0
19	2.6	6.6	9.3	64.0	17.4	.2
20	3.1	10.9	14.8	53.4	17.6	.2
21	5.9	23.8	33.8	27.8	8.6	.2
22	4.1	11.6	34.3	38.3	11.6	.2
23	4.3	7.6	16.7	53.3	18.1	0
24	8.4	16.2	21.6	41.9	11.9	0
25	3.6	8.8	16.6	55.9	15.0	.2
26	6.4	23.6	37.8	25.2	7.1	0
27	2.9	10.5	14.1	58.4	14.0	0
28	4.0	11.7	19.7	51.7	12.8	.2
29	3.8	11.0	11.6	57.8	15.5	.3
30	3.3	13.1	17.8	51.4	13.6	.9
Avg. f	4.5	13.5	19.6	47.4	14.9	.1

f = frequency

international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries," resulted in the highest agreement percentages of 82.2 and 81.4 respectively.

Table 7 shows that the relative frequency of the respondents for all items resulted in 18 percent in disagreement (4.5 percent strongly disagree and 13.5 percent disagree), with 62.3 percent in agreement (47.4 percent agree and 14.9 percent strongly agree).

Groups. The respondents to the International Education Opinionnaire consisted of 389 students, 115 faculty members, and 76 administrators from 13 community and junior colleges of the IRC.

Table 8 shows the absolute frequency, mean, and standard deviation for each group for items 7 through 30. The groups of administrators had an overall more positive response to the opinionnaire than did faculty and students. The highest recorded mean was 4.17 for administrators for item 11, "having international students at a community college helps to promote a better understanding of different people." There were means above 4.0 for the administrators for five items: item 10 (4.06), "international students provide different perspectives and points of view which make for a good learning environment"; item 11 (4.17), "having international students at a community college helps to promote a better understanding of different people"; item 19 (4.05), "having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries"; item 23 (4.09), "it is important for American community college students to share their culture with international

Table 8

Responses of Students, Faculty, and Administrators to
International Education Opinionnaire by Absolute
 Frequency, Mean, and Standard Deviation

Students				Faculty			Administrators		
Item	f	M	SD	f	M	SD	f	M	SD
7	388	3.40	1.06	115	3.63	1.26	76	3.79	1.11
8	388	2.87	1.11	115	3.21	1.29	75	3.27	1.17
9	389	3.27	1.11	115	3.27	1.16	76	3.50	1.05
10	389	3.68	1.03	115	3.78	.97	76	4.06	.77
11	389	3.83	.96	115	4.01	.87	76	4.17	.70
12	387	3.84	.91	115	3.93	.92	76	3.99	.89
13	388	3.71	1.01	115	3.84	.91	76	3.93	.78
14	389	3.29	1.04	115	3.51	1.05	76	3.60	.98
15	389	3.69	.93	115	3.90	.90	76	3.90	.78
16	389	3.48	1.03	114	3.70	.94	76	3.71	.85
17	389	3.54	1.08	115	3.77	1.03	76	3.92	.81
18	389	3.16	1.15	115	3.51	.97	76	3.57	.98
19	388	3.80	.91	115	3.98	.82	76	4.05	.65
20	388	3.78	.97	115	3.54	1.05	76	3.66	.92
21	389	3.05	1.04	114	3.10	1.09	76	3.32	.96
22	388	3.38	.99	115	3.46	.95	76	3.54	.96
23	389	3.62	1.02	115	3.88	.93	76	4.09	.75
24	389	3.25	1.17	115	3.38	1.11	76	3.62	.92
25	388	3.61	.98	115	3.83	.94	76	3.97	.75
26	389	3.02	1.00	115	3.06	1.06	76	3.04	1.03
27	389	3.62	.98	115	3.75	.93	76	4.03	.63
28	389	3.52	1.02	114	3.62	.97	76	3.82	.78
29	389	3.64	1.02	113	3.83	.92	76	3.84	.86
30	388	3.57	1.02	114	3.67	.94	73	3.63	.91

f = absolute frequency

M = mean

SD = standard deviation

students"; and item 27 (4.03), "having international students at a community college does help to promote a greater understanding of the cultural values of different countries."

Administrators indicated means below 3.5 on only two items: item 8 (3.27), "having international students at a community college improves the quality of the education"; and item 21 (3.32), "having international students at a community college helps promote cultural activities at the college." The group of faculty members had an overall more positive response than the students. Like the administrators, the highest mean (4.01) for the faculty was for item 11 indicating that both groups feel that having international students at a community college helps to promote a better understanding of different people. The group of faculty members had means below 3.5 on five items: item 8 (3.21), "having international students at a community college improves the quality of the education"; item 9 (3.27), "classes that have international students in them tend to be more interesting"; item 21 (3.10), "having international students at a community college helps promote cultural activities at the college"; item 22 (3.46), "social activities at the community college are more interesting when students from different cultures are included"; and item 26 (3.06), "the cultural differences of international students improve the quality of extra-curricular activities."

The student group had the least positive means of the three groups, yet only item 8 (2.87), "having international students at a community college improves the quality of the education," fell

below a mean of 3.0. The student group felt more positive overall on three items: item 11 (3.83), "having international students at a community college helps to promote a better understanding of different people"; item 12 (3.84), "it is better to have a few international students from a variety of countries rather than many from just a few countries"; and item 19 (3.80) "having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries."

There were means below 3.5 on ten items for the students, indicating that the students were less likely to agree on these items than were faculty and administrators: item 7 (3.40), "it is important for a community college to have international students in its enrollment"; item 8 (2.87), "having international students at a community college improves the quality of the education"; item 9 (3.27), "classes that have international students in them tend to be more interesting "; item 14 (3.29), "international students at a community college provide enrichment to the curriculum through their participation in classes"; item 16 (3.48), "having international students at a community college does help people learn a greater sensitivity regarding the needs of others"; item 18 (3.16), "having international students at a community college helps to reduce prejudice among people"; item 21 (3.05), "having international students at a community college helps promote cultural activities at the college"; item 22 (3.38), "social activities at the community college are more interesting when students from different cultures are included"; item 24 (3.25), "having international

students at a community college helps (directly and/or indirectly) foreign - U.S. relationships"; and item 26 (3.02), "the cultural differences of international students improve the quality of extra-curricular activities."

Table 9 shows the responses of students, faculty, and administrators to item 7 through 30 by relative frequency (percent) of the scale choices. Item 8, which relates to the presence of international students improving the quality of education at a community college, resulted in 34 percent of the students in agreement with 41 percent in disagreement, 49.6 percent of the faculty in agreement with 35.6 percent in disagreement, and 52 percent of the administrators in agreement with 33.3 percent in disagreement. Item 11, "having international students at a community college helps to promote a better understanding of different people," resulted in very high percentages in agreement for each group: 79.7 percent for students, 84.4 percent for faculty, and 92.1 percent for administrators.

Five items resulted in very high percentages of responses in agreement among the groups (Table 10): item 13, "having international students at a community college helps to improve people's ability to accept and listen to others who are different," item 15, "having international students at a community college helps to promote interaction (discussions) between different peoples," item 19, "having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries," item 25, "by learning about other cultures from international students, Americans are able to develop a greater awareness of their own culture," and

Table 9

Responses of Students, Faculty, and Administrators to
International Education Opinionnaire by Relative Frequency (%) of Scale Choices

Item	Groups	Scale Interval ^a				
		1	2	3	4	5
7. It is important for a community college to have international students in its enrollment.	Students	5.7	15.7	22.7	44.3	11.6
	Faculty Administrators	7.8	15.7	10.4	38.3	27.8
8. Having international students at a community college improves the quality of education.	Students	10.3	30.7	27.6	24.5	7.0
	Faculty Administrators	10.4	25.2	14.8	32.2	17.4
9. Classes that have international students in them tend to be more interesting.	Students	5.3	28.0	14.7	38.7	13.3
	Faculty Administrators	7.2	18.8	25.4	37.0	11.6
10. International students provide different perspectives and points of view which make for a better environment.	Students	7.0	23.5	23.5	32.2	13.9
	Faculty Administrators	5.3	10.5	28.9	39.5	15.8
11. Having international students at a community college helps to promote a better understanding of different people.	Students	5.1	9.3	15.2	53.0	17.5
	Faculty Administrators	1.7	12.2	13.0	52.2	20.9
12. It is better to have a few international students from a variety of countries rather than many from just a few countries.	Students	0.0	5.3	10.5	56.6	27.6
	Faculty Administrators	4.6	6.4	9.3	60.4	19.3
12. It is better to have a few international students from a variety of countries rather than many from just a few countries.	Students	2.6	4.3	8.7	58.3	26.1
	Faculty Administrators	1.3	1.3	5.3	63.2	28.9
12. It is better to have a few international students from a variety of countries rather than many from just a few countries.	Students	1.8	4.9	25.1	44.2	24.0
	Faculty Administrators	1.7	4.3	22.6	41.7	29.6
12. It is better to have a few international students from a variety of countries rather than many from just a few countries.	Students	0.0	7.9	15.8	46.1	30.3
	Faculty Administrators	0.0	7.9	15.8	46.1	30.3

13.	Having international students at a community college helps to improve people's ability to accept and listen to others who are different.	Students	4.1	10.8	11.9	56.2	17.0
		Faculty Administrators	3.5	7.0	8.7	63.5	17.4
14.	International students at a community college provide enrichment to the curriculum through their participation in classes.	Students	5.7	16.7	30.3	37.8	9.5
		Faculty Administrators	3.5	16.5	20.0	45.2	14.8
15.	Having international students at a community college helps to promote interaction (discussions) between different peoples.	Students	3.3	9.0	16.5	57.8	13.4
		Faculty Administrators	2.6	7.0	8.7	60.9	20.9
16.	Having international students at a community college does help people learn a greater sensitivity regarding the needs of others.	Students	4.1	15.7	21.3	46.0	12.9
		Faculty Administrators	1.8	13.2	14.0	56.1	14.9
17.	Having international students at a community college helps to decrease the stereotyping of different people and different cultures.	Students	4.4	15.7	18.0	45.5	16.5
		Faculty Administrators	4.3	9.6	11.3	53.9	20.9

a:
 1 - Strongly Disagree 2 - Disagree 3 - No Opinion 4 - Agree 5 - Strongly Agree

Table 9 continued

Item	Groups	Scale Interval ^a				
		1	2	3	4	5
18. Having international students at a community college helps to reduce prejudice among people.	Students	6.7	27.2	21.3	32.6	12.1
	Faculty	3.5	12.2	25.2	47.8	11.3
	Administrators	0.0	19.7	19.7	44.7	15.8
19. Having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries.	Students	3.4	7.2	11.1	62.4	16.0
	Faculty	1.7	6.1	5.2	66.1	20.9
	Administrators	0.0	3.9	6.6	69.7	19.7
20. It is easy to learn about another culture through personal contact with an international student at the community college.	Students	3.4	8.8	13.4	55.4	19.1
	Faculty	3.5	16.5	18.3	46.1	15.7
	Administrators	1.3	13.2	17.1	55.3	13.2
21. Having international students at a community college helps promote cultural activities at the college.	Students	6.9	22.6	37.3	24.7	8.5
	Faculty	5.3	28.9	26.3	29.8	9.6
	Administrators	1.3	22.4	27.6	40.8	7.9
22. Social activities at the community college are more interesting when students from different cultures are included.	Students	5.2	10.6	36.6	36.6	11.1
	Faculty	1.7	14.8	31.3	40.0	12.2
	Administrators	2.6	11.8	27.6	44.7	13.2
23. It is important for American community college students to share their culture with international students.	Students	5.4	8.5	20.3	50.4	15.4
	Faculty	3.5	6.1	10.4	59.1	20.9
	Administrators	0.0	5.3	7.9	59.2	27.6

24.	Having international students at a community college helps (directly and/or indirectly) foreign - U.S. relationships.	Students Faculty Administrators	10.0 7.0 2.6	16.7 16.5 13.2	23.7 20.0 13.2	37.3 44.3 61.8	12.3 12.2 9.2
25.	By learning about other cultures from international students, Americans are able to develop a greater awareness of their own culture.	Students Faculty Administrators	4.1 3.5 1.3	10.1 7.8 3.9	20.4 8.7 9.2	52.1 61.7 67.1	13.4 18.3 18.4
26.	The cultural differences of international students improve the quality of extra-curricular activities.	Students Faculty Administrators	6.7 6.1 5.3	21.9 26.1 28.9	41.4 32.2 27.6	23.1 27.0 32.9	6.9 8.7 5.3
27.	Having international students at a community college does help to promote a greater understanding of the cultural values of different countries.	Students Faculty Administrators	3.6 2.6 0.0	12.1 9.6 3.9	15.7 13.9 6.6	55.8 58.3 72.4	12.9 15.7 17.1
28.	International education at a community college helps to promote respect for cultures of other countries.	Students Faculty Administrators	4.6 4.4 0.0	13.9 7.9 6.6	18.5 22.8 21.1	51.2 50.9 56.6	11.8 14.0 15.8
29.	Having international students at a community college helps to provide more accurate and interesting information for all students about the attitudes and customs of different nationalities.	Students Faculty Administrators	5.1 1.8 0.0	11.3 9.7 11.8	11.8 11.5 10.5	57.8 57.5 59.2	13.9 19.5 18.4

a:

1 - Strongly Disagree 2 - Disagree 3 - No Opinion 4 - Agree 5 - Strongly Agree

Table 9 continued

Item	Groups	Scale Interval ^a				
		1	2	3	4	5
30. The Americans at community colleges learn about different religions, art, music, and political systems from their contact with international students.	Students	4.4	12.9	18.0	51.0	13.7
	Faculty	1.8	13.2	15.8	55.3	14.0
	Administrators	0.0	15.1	20.5	50.7	13.7

a:
1 - Strongly Disagree 2 - Disagree 3 - No Opinion 4 - Agree 5 - Strongly Agree

Table 10

Responses of College Samples to International Education Opinionnaire
by Mean and Standard Deviation

Colleges	M SD	Items				
		7	8	9	10	11
Brevard	M	3.31	2.41	2.89	3.52	4.04
	SD	1.130	1.190	1.284	1.077	.846
Broward	M	4.03	3.70	3.83	4.03	4.30
	SD	.850	.952	1.020	.964	.651
Fl. Jr. College at Jacksonville	M	3.62	3.27	2.75	3.91	3.96
	SD	1.194	1.146	.947	.888	.793
Gulf Coast	M	3.35	2.82	3.08	3.68	3.87
	SD	1.176	1.000	1.094	.948	.873
Hillsborough	M	3.52	3.12	3.31	3.52	3.79
	SD	1.234	1.234	1.024	1.042	1.025
Lake Sumter	M	3.32	3.00	3.29	3.82	3.76
	SD	1.200	1.206	1.115	1.029	1.017
Manatee	M	3.46	2.92	3.29	3.81	3.88
	SD	1.010	1.088	.944	.915	.890
Miami-Dade	M	3.71	2.86	3.25	3.79	4.00
	SD	1.013	1.353	1.206	1.287	.903
N. Fl. Jr. College	M	3.17	2.67	3.08	3.31	3.50
	SD	1.361	1.171	1.204	1.037	1.183
Pasco-Hernando	M	3.37	3.00	3.37	3.90	4.02
	SD	.815	1.008	.962	.740	.614
Santa Fe	M	3.80	3.33	3.46	4.00	4.11
	SD	1.067	1.187	1.260	.989	.948
Seminole	M	3.66	2.93	3.20	3.97	4.14
	SD	.939	1.142	.904	.059	.409
Valencia	M	3.390	3.10	3.10	3.49	3.44
	SD	1.339	1.200	1.319	1.325	1.433

Table 10 extended

12	13	14	15	16	17	18	19
4.07 .866	3.78 .904	3.13 1.047	3.72 .878	3.48 .966	3.35 1.184	2.89 1.127	3.94 .787
3.93 .785	4.23 .774	3.83 .747	4.13 .730	3.87 .937	4.03 .928	3.70 1.149	4.23 .568
3.93 .908	3.49 .960	3.51 .960	3.76 .838	3.45 .878	3.80 .911	3.16 1.118	3.82 .841
3.98 .676	3.70 .979	3.22 .976	3.52 .983	3.23 1.015	3.58 .997	3.22 1.075	3.75 .876
3.60 1.014	3.74 1.061	3.14 1.049	3.69 1.024	3.64 .983	3.69 1.047	3.45 1.151	3.76 .958
3.79 1.008	3.71 1.060	3.47 1.080	3.62 .954	3.44 1.079	3.65 1.125	3.32 1.065	3.71 1.088
3.81 .982	3.65 .978	3.35 1.021	3.79 .898	3.58 .821	3.50 .945	3.23 1.036	3.70 .883
3.64 1.129	3.68 .905	3.29 1.084	3.75 .887	3.57 1.069	3.54 .999	3.18 1.056	3.93 .663
3.92 1.079	3.64 1.125	3.03 1.028	3.72 .741	3.33 1.121	3.17 1.134	2.94 1.041	3.67 .828
3.87 .757	3.89 .819	3.58 .841	3.82 .758	3.63 .927	3.74 .886	3.31 1.095	4.03 .652
3.91 .839	4.13 .833	3.70 1.093	4.07 .879	4.13 .885	3.98 1.105	3.93 .975	4.26 .743
3.93 .846	3.98 .549	3.32 .934	3.82 .786	3.58 .823	3.77 .859	3.32 1.006	3.98 .549
3.80 1.090	3.46 1.286	3.32 1.404	3.56 1.266	3.34 1.296	3.46 1.267	3.20 1.229	3.56 1.343

M = mean

SD = standard deviation

Table 10 continued

Colleges	M SD	Items				
		20	21	22	23	24
Brevard	M	3.70	2.61	3.19	3.76	3.15
	SD	.964	1.017	.921	.930	1.280
Broward	M	3.90	3.57	3.77	4.17	3.70
	SD	1.125	.935	.817	.648	1.179
Fl. Jr. College at Jacksonville	M	3.67	3.13	3.40	3.75	3.22
	SD	1.019	1.019	.852	.927	1.117
Gulf Coast	M	3.45	2.77	3.23	3.60	3.42
	SD	.999	.963	.963	1.045	1.197
Hillsborough	M	3.67	3.10	3.33	3.62	3.17
	SD	.928	1.206	1.028	1.147	1.248
Lake Sumter	M	3.56	2.94	3.089	3.59	3.35
	SD	1.088	.960	1.013	1.111	1.209
Manatee	M	3.75	3.00	3.46	3.65	3.29
	SD	.911	.989	.944	.838	.967
Miami-Dade	M	3.50	3.29	3.18	3.82	3.14
	SD	.962	.937	.863	1.056	1.113
N. Fl. Jr. College	M	3.36	2.64	3.53	3.39	3.06
	SD	.828	1.125	.931	1.082	1.294
Pasco-Hernando	M	3.90	3.26	3.40	3.66	3.39
	SD	.746	.874	.914	.767	1.014
Santa Fe	M	4.09	3.85	3.93	4.13	3.83
	SD	1.050	1.032	1.041	.778	.996
Seminole	M	3.89	3.14	3.60	3.89	3.27
	SD	.722	.930	.757	.579	.997
Valencia	M	3.78	3.20	3.37	3.63	3.24
	SD	1.343	1.151	1.123	1.178	1.318

Table 10 extended

25	26	27	28	29	30
3.59 1.055	2.69 1.006	3.67 .869	3.35 1.012	3.65 .974	3.43 1.021
3.83 .986	3.60 1.133	4.23 .568	4.10 .960	3.13 .860	4.07 .753
3.87 .840	3.09 .928	3.73 .891	3.69 .814	3.82 .884	3.65 .887
3.53 1.033	2.90 .896	3.48 .948	3.58 .869	3.50 1.050	3.37 .974
3.61 1.070	2.90 1.055	3.60 1.061	3.60 1.083	3.64 1.055	3.64 1.031
3.68 .843	2.94 .983	3.47 1.022	3.35 1.125	3.58 1.119	3.412 .957
3.85 .875	3.06 .954	3.79 .850	3.60 .893	3.67 .975	3.34 1.109
3.68 .819	2.93 .979	3.68 .983	2.33 1.000	3.57 1.034	3.36 .911
3.31 1.064	2.611 1.050	3.28 .974	3.17 1.000	3.31 1.009	3.43 .979
3.65 .870	3.21 .833	3.964 .861	3.56 .917	3.82 .779	3.73 .833
4.11 .795	3.65 1.059	4.28 .779	3.09 .890	4.20 .894	4.16 .014
3.68 .800	2.98 .849	3.84 .568	3.57 .846	3.82 .691	3.72 .666
3.67 1.128	2.85 1.174	3.41 1.245	3.44 1.246	3.41 1.245	3.49 1.267

M = mean

SD = standard deviation

item 27, "having international students at a community college does help to promote a greater understanding of the cultural values of different countries."

Only two items, 21 and 26, failed to produce a 50 percent response in agreement from any of the groups (Table 9). Item 21, "having international students at a community college helps promote cultural activities at the college," resulted in low percentages in agreement by: students (33.2 percent); faculty (39.4 percent); and administrators (48.7 percent). Item 26, "the cultural differences of international students improve the quality of extra-curricular activities," resulted in the lowest percentages in agreement of any item: students (30 percent); faculty (35.7 percent); and administrators (38.2 percent).

As indicated on Table 9, the administrators were the only group which had several items with no responses of 'Strongly Disagree'. Colleges. The 13 IRC member institutions provided samples (students, faculty, and administrators) who completed the International Education Opinionnaire. The size of the sample at each college varied due to the elimination of answer sheets of non-citizen respondents or missing responses identifying the respondent's association with the college. The total sample for each college utilized for data analysis included: Brevard Community College, N = 54; Broward Community College, N = 30; Florida Junior College at Jacksonville, N = 55; Gulf Coast Community College, N = 60; Hillsborough Community College, N = 42; Lake Sumter Community College, N = 34; Manatee Junior College, N = 48; Miami-Dade

Community College, N = 28; North Florida Junior College, N = 36; Pasco-Hernando Community College, N = 62; Santa Fe Community College, N = 46; Seminole Community College, N = 44; and Valencia Community College, N = 41.

Table 10 shows the responses of samples from each college to the International Education Opinionnaire by mean and standard deviation. Six institutions had means above 4.0 for one or more items: Brevard Community College (2 items), Broward Community College (11 items), Miami-Dade Community College (1 item), Pasco-Hernando Community College (2 items), Santa Fe Community College (13 items), and Seminole Community College (2 items). Only three institutions, Broward Community College, Pasco-Hernando Community College, and Santa Fe Community College, did not have any item means below 3.0 and North Florida Junior College had four.

Items 8 and 26 had consistently low means for all colleges (Table 11). Item 8, "having international students at a community college improves the quality of the education," had six college means below 3.0. Only Broward Community College had a mean above 3.5 (3.70) on item 8. Item 26, "the cultural differences of international students improve the quality of extra-curricular activities," had eight college means below 3.0, with only Broward Community College (3.60) and Santa Fe Community College (3.65) having means above 3.5.

Item 11, "having international students at a community college helps to promote a better understanding of different people," item 12, "it is better to have a few international students from a

variety of countries rather than many from just a few countries," item 13, "having international students at a community college helps to improve people's ability to accept and listen to others who are different;" item 15, "having international students at a community college helps to promote interaction (discussions) between different peoples;" and item 19, "having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries;" had consistently high means for all colleges. The highest mean (4.30) for any item was on item 11, "having international students at a community college helps to promote a better understanding of different people," for Broward Community College. The lowest mean (2.41) for any item was on item 8, "having international students at a community college improves the quality of the education," for Brevard Community College.

Table 11 shows the responses of the sample from each college to items 7 through 30 relative frequency (percentage) of the scale choices. These data illustrate an overall tendency for the colleges to agree to most items. Broward Community College and Santa Fe Community College were consistently high in agreement with all items and all institutions responded high in agreement with 50 percent of the items.

Item 8, "having international students at a community college improves the quality of the education," and item 21, "having international students at a community college helps promote cultural

Table 11

Responses of Colleges by Relative Frequency (%) of Scale Choices

Item	College	Scale Interval ^a				
		1	2	3	4	5
7. It is important for a community college to have international students in its enrollment.	Brevard	7.4	18.5	20.4	42.6	11.1
	Broward	3.3	0.0	13.3	56.7	26.7
	Fl. Jr. College	7.3	14.5	9.1	47.3	21.8
	Gulf Coast	6.7	20.0	21.7	35.0	16.7
	Hillsborough	4.8	21.4	16.7	31.0	26.2
	Lake Sumter	11.8	17.6	2.9	61.8	5.9
	Manatee	4.2	14.6	22.9	47.9	10.4
	Miami-Dade	3.6	10.7	14.3	53.6	17.9
	N. Fl. Jr. Coll.	17.1	14.3	20.0	31.4	17.1
	Pasco-Hernando	0.0	16.1	35.5	43.5	4.8
	Santa Fe	2.2	13.0	15.2	41.3	28.3
	Seminole	0.0	15.9	18.2	50.0	15.9
	Valencia	12.2	14.6	19.5	29.3	24.4
	8. Having international students at a community college improves the quality of education.	Brevard	24.1	37.0	20.4	11.1
Broward		3.3	10.0	13.3	60.0	13.3
Fl. Jr. College		5.5	23.6	23.6	32.7	14.5
Gulf Coast		6.7	36.7	28.3	25.0	3.3
Hillsborough		11.9	19.0	28.6	26.2	14.3
Lake Sumter		11.8	26.5	20.6	32.4	8.3
Manatee		6.3	35.4	27.1	22.9	8.3
Miami-Dade		17.9	32.1	7.1	32.1	10.7
N. Fl. Jr. Coll.		13.9	38.9	22.2	16.7	8.3
Pasco-Hernando		4.8	29.0	33.9	25.8	6.5
Santa Fe		6.7	22.2	17.8	37.8	15.6
Seminole		7.0	34.9	27.9	18.6	11.6
Valencia		9.8	26.8	17.1	36.6	9.8

9. Classes that have international students in them tend to be more interesting.

Brevard	14.8	31.5	14.8	27.8	11.1
Broward	3.3	10.0	10.0	53.3	23.3
Fl. Jr. College	1.8	10.9	16.4	52.7	18.2
Gulf Coast	8.3	25.0	21.7	40.0	5.0
Hillsborough	4.8	14.3	38.1	31.0	11.9
Lake Sumter	8.8	14.7	23.5	44.1	8.8
Manatee	2.1	20.8	29.2	41.7	6.3
Miami-Dade	10.7	14.3	28.6	32.1	14.3
N. Fl. Jr. Coll.	13.9	16.7	25.0	36.1	8.3
Pasco-Hernando	3.2	12.9	38.7	33.9	11.3
Santa Fe	6.5	17.4	28.3	19.6	28.3
Seminole	0.0	25.0	36.4	31.8	6.8
Valencia	14.6	22.0	17.1	31.7	14.6

10. International students provide different perspectives and points of view which make for a better environment.

Brevard	3.7	18.5	14.8	48.1	14.8
Broward	3.3	6.7	3.3	56.7	30.0
Fl. Jr. College	3.6	3.6	10.9	61.8	20.0
Gulf Coast	1.7	13.3	15.0	55.0	15.0
Hillsborough	4.8	9.5	31.0	38.1	16.7
Lake Sumter	5.9	5.9	8.8	58.8	20.6
Manatee	2.1	8.3	14.6	56.3	18.8
Miami-Dade	10.7	7.1	7.1	42.9	32.1
N. Fl. Jr. Coll.	8.3	11.1	27.8	47.2	5.6
Pasco-Hernando	0.0	4.8	17.7	59.7	17.7
Santa Fe	0.0	13.0	8.7	43.5	34.8
Seminole	0.0	2.3	11.4	72.7	13.6
Valencia	12.2	14.6	7.3	43.9	22.0

a:

1 - Strongly Disagree 2 - Disagree 3 - No Opinion 4 - Agree 5 - Strongly Agree

Table 11 continued

Item	College	Scale Interval ^a				
		1	2	3	4	5
11. Having international students at a community college helps to promote a better understanding of different people.	Brevard	3.7	1.9	5.6	64.8	24.1
	Broward	0.0	3.3	0.0	60.0	36.7
	Fl. Jr. College	1.8	3.6	10.9	63.6	20.0
	Gulf Coast	1.7	6.7	15.0	56.7	20.0
	Hillsborough	4.8	7.1	14.3	52.4	21.4
	Lake Sumter	5.9	8.8	2.9	67.6	14.7
	Manatee	2.1	8.3	8.3	62.5	18.8
	Miami-Dade	3.6	3.6	7.1	60.7	25.0
	N. Fl. Jr. Coll.	11.1	8.3	13.9	52.8	13.9
	Pasco-Hernando	0.0	1.6	12.9	67.7	17.7
	Santa Fe	2.2	6.5	6.5	47.8	37.0
	Seminole	0.0	0.0	2.3	81.8	15.9
	Valencia	17.1	12.2	4.9	41.5	24.4
12. It is better to have a few international students from a variety of countries rather than many from just a few countries.	Brevard	1.9	1.9	16.7	46.3	33.3
	Broward	0.0	3.3	23.3	50.0	23.3
	Fl. Jr. College	1.9	3.7	22.2	44.4	27.8
	Gulf Coast	0.0	0.0	23.3	55.0	21.7
	Hillsborough	4.8	7.1	28.6	42.9	16.7
	Lake Sumter	0.0	11.8	26.5	32.4	29.4
	Manatee	0.0	12.5	20.8	39.6	27.1
	Miami-Dade	7.1	3.6	32.1	32.1	25.0
	N. Fl. Jr. Coll.	2.8	11.1	11.1	41.7	33.3
	Pasco-Hernando	0.0	1.6	30.6	46.8	21.0
	Santa Fe	0.0	6.5	19.6	50.0	23.9
	Seminole	0.0	4.5	25.0	43.2	27.3
	Valencia	5.0	5.0	25.0	35.0	30.0

13. Having international students at a community college helps to improve people's ability to accept and listen to others who are different.

Brevard	5.6	3.7	9.3	70.4	11.1
Broward	0.0	6.7	0.0	56.7	36.7
Fl. Jr. College	3.6	16.4	12.7	61.8	5.5
Gulf Coast	1.7	15.0	11.7	55.0	16.7
Hillsborough	4.8	9.5	14.3	50.0	21.4
Lake Sumter	5.9	11.8	2.9	64.7	14.7
Manatee	2.1	16.7	8.3	60.4	12.5
Miami-Dade	3.6	7.1	17.9	60.7	10.7
N. Fl. Jr. Coll.	8.3	11.1	55.6	16.7	16.7
Pasco-Hernando	1.6	3.3	19.7	55.7	19.7
Santa Fe	0.0	6.5	8.7	50.0	34.8
Seminole	0.0	2.3	9.1	77.3	11.4
Valencia	9.8	17.1	12.2	39.0	22.0

14. International students at a community college provide enrichment to the curriculum through their participation in classes.

Brevard	7.4	22.2	24.1	42.6	3.7
Broward	0.0	6.7	16.7	63.3	13.3
Fl. Jr. College	3.6	12.7	21.8	52.7	9.1
Gulf Coast	3.3	21.7	31.7	36.7	6.7
Hillsborough	7.1	19.0	33.3	33.3	7.1
Lake Sumter	5.9	17.6	8.8	58.8	8.8
Manatee	6.3	10.4	35.4	37.5	10.4
Miami-Dade	3.6	25.0	21.4	39.3	10.7
N. Fl. Jr. Coll.	11.1	16.7	30.6	41.7	0.0
Pasco-Hernando	0.0	6.5	45.2	32.3	16.1
Santa Fe	0.0	17.4	26.1	26.1	30.4
Seminole	2.3	18.2	31.8	40.9	6.8
Valencia	17.1	14.6	7.3	41.5	19.5

a: 1 - Strongly Disagree 2 - Disagree 3 - No Opinion 4 - Agree 5 - Strongly Agree

Table 11 continued

Item	College	Scale Interval ^a				
		1	2	3	4	5
15. Having international students at a community college helps to promote interaction (discussions) between different peoples.	Brevard	5.6	3.7	11.1	72.2	7.4
	Broward	0.0	3.3	10.0	56.7	30.0
	Fl. Jr. College	1.8	5.5	21.8	56.4	14.5
	Gulf Coast	3.3	16.7	13.3	58.3	8.3
	Hillsborough	2.4	14.3	14.3	50.0	19.0
	Lake Sumter	5.9	5.9	17.6	61.8	8.8
	Manatee	2.1	10.4	8.3	64.6	14.6
	Miami-Dade	3.6	7.1	10.7	67.9	10.7
	N. Fl. Jr. Coll.	0.0	8.3	19.4	63.9	8.3
	Pasco-Hernando	1.6	1.6	24.2	58.1	14.5
	Santa Fe	2.2	6.5	2.2	60.9	28.3
	Seminole	0.0	6.8	20.5	56.8	15.9
	Valencia	9.8	14.6	7.3	46.3	22.0
	16. Having international students at a community college does help people learn a greater sensitivity regarding the needs of others.	Brevard	3.7	14.8	18.5	55.6
Broward		0.0	10.0	20.0	43.3	26.7
Fl. Jr. College		1.8	16.4	20.0	58.2	3.6
Gulf Coast		3.3	26.7	18.3	46.7	5.0
Hillsborough		2.4	9.5	28.6	40.5	19.0
Lake Sumter		5.9	14.7	20.6	47.1	11.8
Manatee		2.1	10.4	18.8	64.6	4.2
Miami-Dade		7.1	10.7	10.7	60.7	10.7
N. Fl. Jr. Coll.		5.6	22.2	16.7	44.4	11.1
Pasco-Hernando		1.6	9.7	29.0	43.5	16.1
Santa Fe		0.0	8.7	6.5	47.8	37.0
Seminole		0.0	11.6	27.9	51.2	9.3
Valencia		9.8	22.0	12.2	36.6	19.5

Table 11 continued

Item	College	Scale Interval ^a				
		1	2	3	4	5
19. Having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries.	Brevard	3.7	3.7	0.0	79.6	13.0
	Broward	0.0	0.0	6.7	63.3	30.0
	Fl. Jr. College	3.6	5.5	7.3	72.7	10.9
	Gulf Coast	1.7	10.0	13.3	61.7	13.3
	Hillsborough	2.4	9.5	16.7	52.4	19.0
	Lake Sumter	5.9	11.8	5.9	58.8	17.6
	Manatee	2.1	10.6	12.8	63.8	10.6
	Miami-Dade	0.0	7.1	3.6	78.6	10.7
	N. Fl. Jr. Coll.	0.0	13.9	13.9	63.9	8.3
	Pasco-Hernando	0.0	0.0	19.4	58.1	22.6
	Santa Fe	0.0	4.3	4.3	52.2	39.1
	Seminole	0.0	2.3	9.1	77.3	11.4
Valencia	14.6	9.8	2.4	51.2	22.0	
20. It is easy to learn about another culture through personal contact with an international student at the community college.	Brevard	5.6	7.4	9.3	66.7	11.1
	Broward	6.7	3.3	16.7	40.0	33.3
	Fl. Jr. College	3.6	12.7	12.7	54.5	16.4
	Gulf Coast	3.3	16.7	21.7	48.3	10.0
	Hillsborough	2.4	9.5	21.4	52.4	14.3
	Lake Sumter	5.9	8.8	14.7	64.7	5.9
	Manatee	2.1	12.5	6.3	66.7	12.5
	Miami-Dade	0.0	25.0	7.1	60.7	7.1
	N. Fl. Jr. Coll.	5.6	22.2	13.9	47.2	11.1
	Pasco-Hernando	0.0	3.3	23.0	54.1	19.7
	Santa Fe	2.2	8.7	10.9	34.8	43.5
	Seminole	0.0	4.5	18.2	61.4	15.9
Valencia	4.9	12.2	12.2	41.5	29.3	

Table 11 continued

Item	College	Scale Interval ^a					
		1	2	3	4	5	
23. It is important for American community college students to share their culture with international students.	Brevard	5.6	1.9	18.5	59.3	14.8	
	Broward	0.0	3.3	3.3	66.7	26.7	
	Fl. Jr. College	3.6	7.3	14.5	60.0	14.5	
	Gulf Coast	6.7	8.3	16.7	55.0	13.3	
	Hillsborough	4.8	16.7	11.9	45.2	21.4	
	Lake Sumter	8.8	14.7	2.9	55.9	17.6	
	Manatee	2.1	8.3	20.8	60.4	8.3	
	Miami-Dade	7.1	3.6	10.7	57.1	21.4	
	N. Fl. Jr. Coll.	11.1	16.7	13.9	38.9	19.4	
	Pasco-Hernando	0.0	4.8	37.1	45.2	12.9	
	Santa Fe	0.0	4.3	10.9	52.2	32.6	
	Seminole	0.0	0.0	22.7	65.9	11.4	
	Valencia	9.8	12.2	14.6	31.7	31.7	
	24. Having international students at a community college helps (directly and/or indirectly) foreign - U.S. relationships.	Brevard	13.0	22.2	14.8	37.0	13.0
		Broward	10.0	6.7	6.7	56.7	20.0
Fl. Jr. College		10.9	12.7	27.3	41.8	7.3	
Gulf Coast		8.3	18.3	11.7	46.7	15.0	
Hillsborough		9.5	26.2	16.7	33.3	14.3	
Lake Sumter		8.8	14.7	17.6	50.0	8.8	
Manatee		4.2	16.7	31.3	41.7	6.3	
Miami-Dade		14.3	7.1	32.1	42.9	3.6	
N. Fl. Jr. Coll.		13.9	16.7	22.2	44.4	2.8	
Pasco-Hernando		3.2	16.1	32.3	35.5	12.9	
Santa Fe		0.0	15.2	13.0	45.7	26.1	
Seminole		6.8	11.4	36.4	38.6	6.8	
Valencia		12.2	19.5	14.6	39.0	14.6	

25. By learning about other cultures from international students, Americans are able to develop a greater awareness of their own culture.	Brevard	3.7	14.8	16.7	48.1	16.7
	Broward	3.3	6.7	16.7	50.0	23.3
	Fl. Jr. College	3.6	3.6	9.1	69.1	14.5
	Gulf Coast	5.0	16.7	6.7	63.3	8.3
	Hillsborough	4.9	12.2	17.1	48.8	17.1
	Lake Sumter	5.9	2.9	11.8	76.5	2.9
	Manatee	2.1	6.3	14.6	58.3	18.8
	Miami-Dade	0.0	10.7	21.4	57.1	10.7
	N. Fl. Jr. Coll.	8.3	13.9	22.2	50.0	5.6
	Pasco-Hernando	1.6	8.1	27.4	50.0	12.9
	Santa Fe	0.0	4.3	13.0	50.0	32.6
	Seminole	2.3	4.5	25.0	59.1	9.1
	Valencia	7.3	7.3	17.1	46.3	22.0
	26. The cultural differences of international students improve the quality of extra-curricular activities.	Brevard	11.1	33.3	35.2	16.7
Broward		3.3	13.3	30.0	26.7	26.7
Fl. Jr. College		5.5	20.0	36.4	36.4	1.8
Gulf Coast		6.7	21.7	50.0	18.3	3.3
Hillsborough		9.5	26.2	33.3	26.2	4.8
Lake Sumter		8.8	20.6	41.2	26.5	2.9
Manatee		4.2	22.9	41.7	25.0	6.3
Miami-Dade		7.1	25.0	39.3	25.0	3.6
N. Fl. Jr. Coll.		11.1	44.4	19.4	22.2	2.8
Pasco-Hernando		1.6	16.1	46.8	30.6	4.8
Santa Fe		0.0	17.4	26.1	30.4	26.1
Seminole		2.3	27.3	43.2	25.0	2.3
Valencia		14.6	22.0	36.6	17.1	9.8

a:

1 - Strongly Disagree 2 - Disagree 3 - No Opinion 4 - Agree 5 - Strongly Agree

Table 11 continued

Item	College	Scale Interval ^a					
		1	2	3	4	5	
27. Having international students at a community college does help to promote a greater understanding of the cultural values of different countries.	Brevard	3.7	9.3	9.3	9.3	72.2	5.6
	Broward	0.0	0.0	6.7	6.7	63.3	30.0
	Fl. Jr. College	3.6	7.3	12.7	65.5	10.9	8.3
	Gulf Coast	1.7	18.3	18.3	53.3	19.0	2.9
	Hillsborough	2.4	16.7	19.0	42.9	67.6	14.6
	Lake Sumter	8.8	8.8	11.8	60.4	10.7	5.6
	Manatee	2.1	6.3	16.7	67.9	44.4	5.6
	Miami-Dade	3.6	14.3	3.6	22.6	54.8	12.9
	N. Fl. Jr. Coll.	2.8	22.2	25.0	0.0	52.5	41.3
	Pasco-Hernando	1.6	8.1	22.6	18.2	72.7	6.8
	Santa Fe	0.0	6.5	0.0	12.2	43.9	17.1
	Seminole	0.0	2.3	18.2	14.8	57.4	3.7
	Valencia	9.8	17.1	12.2	10.0	46.7	36.7
28. International education at a community college helps to promote respect for cultures of other countries.	Brevard	5.6	18.5	14.8	14.8	57.4	3.7
	Broward	3.3	3.3	10.0	25.5	60.0	9.1
	Fl. Jr. College	3.6	1.8	25.5	21.7	56.7	8.3
	Gulf Coast	1.7	11.7	21.7	21.4	42.9	19.0
	Hillsborough	4.8	11.9	21.4	8.8	58.8	5.9
	Lake Sumter	8.8	17.6	8.8	22.9	54.2	10.4
	Manatee	2.1	10.4	22.9	51.9	44.4	2.8
	Miami-Dade	7.4	11.1	25.9	25.0	45.2	12.9
	N. Fl. Jr. Coll.	5.6	22.2	25.0	4.3	52.2	32.6
	Pasco-Hernando	1.6	11.3	29.0	13.6	25.0	9.1
	Santa Fe	2.2	4.3	8.7	9.8	46.3	17.1
	Seminole	0.0	13.6	25.0	9.8	46.3	17.1
	Valencia	9.8	17.1	9.8	9.8	46.3	17.1

activities at the college," were consistently high in responses of disagreement by the colleges. Item 26, "the cultural differences of international students improves the quality of extra-curricular activities," also received high percentages of responses in disagreement from all the colleges.

Most colleges had consistent percentage breakdowns across all items, particularly Brevard Community College, Broward Community College, Hillsborough Community College, North Florida Community College, and Santa Fe Community College. The following institutions tended to choose either agreement or disagreement responses and had smaller percentages for 'No Opinion': Brevard Community College, Broward Community College, Lake Sumter Community College, Miami-Dade Community College, Santa Fe Community College, and Valencia Community College.

A few colleges returned 0 percent for 'No Opinion' to selected items: item 11, "having international students at a community college helps to promote a better understanding of different people" (Broward Community College), item 17, "having international students at a community college helps to decrease the stereotyping of different people and different cultures" (Broward Community College), item 19, "having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries" (Brevard Community College), item 27, "having international students at a community college does help to promote respect for cultures of other countries" (Santa Fe Community College), item 29, "having international students at a community college helps to provide more accurate and interesting

information for all students about the attitudes and customs of different nationalities" (Lake Sumter Community College), and item 13, "having international students at a community college helps to improve people's ability to accept and listen to others who are different" (Broward Community College). Gulf Coast Community College had no responses in disagreement for item 12, "it is better to have a few international students from a variety of countries rather than many from just a few countries." This item received high percentages of agreement from all colleges indicating that the respondents prefer a variety of cultures represented by international students, not a large majority of one particular nationality.

Discussion

There were 14 community and junior colleges in Florida that participated in this study. All institutions are members of the Florida Community Junior College Inter-Institutional Research Council. The study consisted of two parts: Part I investigated the economic value of international students to institutions and communities, and the scope of current international education programs in Florida community and junior colleges; and Part II investigated the educational and cultural impact of the presence of international students to an institution as perceived by American students, faculty, and administrators. Data for Part I were collected from the International Education Survey, and for Part II from the International Education Opinionnaire. All 14 institutions participated in Part I, and all but Edison Community College participated in Part II.

The respondents for Part II included 389 students (67.1 percent), 115 faculty members (19.8 percent), and 76 administrators (13.2 percent). There were 265 females and 315 males ranging in ages from under 21 to above 51 years old. The majority of the respondents were Caucasian, not of Hispanic origin (86.9 percent). Respondents who had contact with international students outside of the college setting represented 46.6 percent of the sample.

Economic Considerations

The estimated value of the presence of international students to an institution and its community can be determined given the economic factors listed in the International Education Survey. The formulae developed by the researcher, and applied to Santa Fe Community College, resulted in an estimated economic value to the institution of \$501,286, and to the community of \$4,035,885. It must be emphasized that the formulae provide estimated and conservative results. Considering that there is an economic exchange between the institution and the community, the effects of the multiplier (which is different for each community) create an impact which is actually greater. The value to the institution and the community becomes even more impressive when one considers the additional impact which is generated directly and indirectly from expenditures by international students through: interest on checking and savings accounts which provides banks with additional revenue, local investments, property purchases and taxes, and revenue used by the institution for the endowment fund, recreation, research, job training, labor, and consultation.

Another consideration is that some international students make purchases from the institutional communities after they have returned to their home countries. This factor has been demonstrated by an on-going study at Indiana University as discussed by Hood and Reardon-Anderson (1979). There are additional services utilized by international students at the institution and in the community, but the number of international students is insignificant to the general population, and therefore does not affect the cost to the community of providing those services.

Communities which have several institutions that enroll international students would experience a greater impact. For example, the Gainesville (Alachua County) community experiences an economic impact from international students at Santa Fe Community College, the University of Florida, and the English Language Institute at the University of Florida.

Scope of Current Programs

Data received from the International Education Survey (Appendix D) show that international programs at the 14 community and junior colleges vary in terms of enrollment, costs, and enrichment activities. There was an indication that the requirements for entering international students were similar across institutions. Required scores on the Test of English as a Foreign Language (TOEFL) ranged from a minimum of 450 (Brevard Community College, North Florida Junior College, and Seminole Community College) to 550 (Edison Community College, Hillsborough Community College, Lake Sumter Community College, Manatee Junior College, and Pasco-Hernando Community College). Only Pasco-Hernando Community

College did not indicate requiring a financial statement from entering international students. Required amounts of financial responsibility ranged from \$3,236 (Manatee Junior College) to \$9,700 (North Florida Community College). Edison Community College indicated that a personal interview is required of prospective international students in addition to the general admission requirements.

Six institutions (Brevard Community College, Broward Community College, Miami-Dade Community College, Santa Fe Community College, Seminole Community College, and Valencia Community College) provide instructional programs specifically for, or predominantly attended by, international students. The cost of delivery for these programs ranged from \$8,100 (Santa Fe Community College) to \$75,000 (Miami-Dade Community College).

Student organizations and activities for international students appeared to be limited to five institutions (Brevard Community College, Florida Junior College at Jacksonville, Gulf Coast Community College, Miami-Dade Community College, and Valencia Community College). Exchange programs with foreign institutions were indicated by four colleges (Brevard Community College, Broward Community College, Florida Junior College at Jacksonville, and Valencia Community College). Miami-Dade Community College indicated that planning was in progress to provide exchange programs.

The scope of services offered by an institution appeared to be positively related to the number of international students enrolled at the institution. One exception to this indication is Seminole Community College which provides non-instructional services and instructional programs for 77 international students.

Educational and Cultural Impact

The data collected from the International Education Opinionnaire show that the respondents did not distinguish between economic impact, items 7 through 18, and cultural impact, items 19 through 30 (Table 7). Interestingly, the two items (8 and 26) that relate to quality of education and activities received the lowest means for the entire sample. Item 8, "having international students at a community college improves the quality of the education," had a mean of 2.99. Item 26, "the cultural differences of international students improves the quality of extra-curricular activities," had a mean of 3.03. These results could possibly be due to respondents' varying definitions of "quality".

Crosstabulations of items 7 through 30 by the demographic data demonstrated a tendency for more positive responses from administrators, females, Caucasians (not of Hispanic origin), respondents 51 years old and older, and respondents who had contact with international students outside of the college setting. Although there were no outstanding negative reactions indicated from crosstabulations of the opinionnaire items by the demographic variables, the tendency for less-positive responses came from students, males, Blacks (not of Hispanic origin), respondents 21 years old and younger, and respondents who had no contact with international students outside of the college setting.

A comparison of the students, faculty members, and administrators (Tables 9 and 10) indicates a favorable reaction from the administrators. Item 11, "having international students at a community college helps to promote a better understanding of different people," had the most positive responses from administrators (92.1 percent) and faculty members (84.4 percent). The students (79.7 percent) also responded

positively to this item. The administrators had more means above 4.0 (Table 8) than did the other groups, with only two means below 3.5 compared to five for the faculty members and 10 for the students.

There was a tendency for students to agree more with items relating to cultural impact while faculty members tended to agree more with items relating to educational impact. The administrators' responses indicated no real difference between educational or cultural impact.

Only item 21, "having international students at a community college helps to promote cultural activities at the college," and item 26, "the cultural differences of international students improves the quality of extra-curricular activities;" did not have responses of 50 percent or greater in agreement from any of the groups. The results of these two items indicate that the respondents do not feel that the cultural differences of international students help to enhance or promote activities at the college. These results may also indicate that the colleges are doing little to utilize the international students as a resource for enhancing and promoting activities.

The "Probable Impact Exploration System" (PIES) was applied to the data collected from the International Education Opinionnaire. PIES, a system for interactive computer analysis, was used to obtain probability information for the responses of the students, faculty members, and administrators. PIES, which is based on the central-limit theorem, uses the normal curve as a model of generating probabilities about data. Specifically, PIES specifies the probability of the occurrence of any event in a population.

PIES was applied to the means of items 7 through 30 of students, faculty, and administrators. It can be observed from expected values

presented in Table 12 that the administrators tend to perceive more value in international education in community and junior colleges than do students or faculty, and that faculty members perceive more value than do students. These results corroborate the findings of previously described measures applied to the data which indicate that administrators tend to respond in agreement with the opinionnaire items more positively than students and faculty. The students were more homogeneous in their opinionnaire responses than were the faculty and administrators as evidenced by the standard deviations.

The colleges which had responses that tended to be more positive relating to the educational and cultural impact of the presence of international students represented those institutions with the highest number of international students enrolled: Brevard Community College (400), Broward Community College (312), Florida Junior College at Jacksonville (120), Miami-Dade Community College (2,790), and Santa Fe Community College (357). Exceptions to this included positive responses from two schools with smaller enrollments: Hillsborough Community College (40) and Seminole Community College (77). An additional exception was Valencia Community College, with an enrollment of 220 international students, which tended to frequently have responses in disagreement with many items.

Table 12

Comparison of Responses by Groups to
the International Education Opinionnaire

	Groups		
	Students	Faculty	Administrators
High Mean	3.84	4.03	4.22
Low Mean	2.87	2.87	3.01
Range	.97	1.16	1.21
*Exchangeability	3.35	3.45	3.68
50% Probability Interval	3.24 to 3.46	3.32 to 3.58	3.51 to 3.79
Standard Deviation	1.61	1.93	2.02
Expected Value	3.35	3.45	3.65

*Exchangeability - point one would consider giving equal odds
that the value would be less or greater than ().

CHAPTER V SUMMARY AND CONCLUSIONS

This study focused on the current status of international education in community and junior colleges in Florida. The need for the study was demonstrated by the increased enrollments of international students in Florida and in the U.S., the growing attention of educators and the general public to the presence of international students in U.S. institutions of higher education, and the specific attention addressed by member institutions of the Florida Community Junior College Inter-Institutional Research Council (IRC) to international education in Florida community and junior colleges.

The research and writing of this study coincided with many international issues involving the U.S., with the greatest attention given to the Iranian Crisis. This particular incident created a forum for debates and issues regarding the presence of international students in U.S. institutions. Many individuals, including political figures and educators, began to look closely at international education in the U.S. in terms of scope and contribution. At the time of publication of this manuscript, the Iranian issue was still unresolved and individuals and institutions were questioning the value of international education.

The purpose of this study was to determine the current status of international education in Florida's community and junior colleges. Areas examined included the economic considerations for the institutional

community, the scope of current institutional programs and services relating to international education, the educational impact on the institution, and the cultural impact on the institution.

This study was comprised of two parts. Part I studied economic considerations for the institutional community and the scope of current institutional programs and services relating to international education. Part II studied the educational and cultural value of international education on the institutions as perceived by American students, faculty, and administrators.

The 14 community and junior colleges that are members of the IRC participated in Part I of the study. The International Education Survey was used to collect data from the institutions on economic factors relating to international students at their colleges and information on the current status of international programs and services at each institution.

Formulae developed by the researcher, based on suggestions in the literature, to determine an estimated economic value of international students to the institution and the community were presented. The economic factors provided by Santa Fe Community College were used to illustrate the application of the formulae. This application resulted in an economic value of \$501,286 to Santa Fe Community College and \$4,035,885 to the Gainesville (Alachua County) community based on an enrollment of 357 international students at Santa Fe Community College.

The information provided by each institution regarding the current status of programs and services for international students produced indications that the scope of programs and services is somewhat limited in most institutions. There was a definite and understandable relationship between the number of international students enrolled and the scope of programs

and services offered by an institution. This study did not address the effectiveness or quality of existing programs and services. Of the participating institutions in the study, it appeared that the following institutions provided the broadest range of programs and services for international students: Brevard Community College, Miami-Dade Community College, and Valencia Community College. These institutions indicated having non-instructional full-time-equivalent personnel utilized specifically for international students, instructional personnel utilized specifically for international students, clubs and organizations for international students, community-sponsored activities, and foreign-exchange or study-abroad programs.

The sample for Part II of this study included American students, faculty, and administrators from 13 IRC members institutions. The International Education Opinionnaire was used to collect the opinions of the sample regarding the educational and cultural value of having international students at a community or junior college. The opinionnaire was developed by the researcher based on findings in the literature which relate to educational and cultural values of international education. Data for Part II were analyzed using the "Statistical Package for the Social Sciences" (SPSS) and the "Probable Impact Exploration System" (PIES).

The results of the data analyses were discussed for opinionnaire items, groups (students, faculty, and administrators), and colleges. The respondents were in greatest agreement with statements that the presence of international students at a college helps to increase better understanding of individual and cultural differences. The respondents were in greatest disagreement with statements that the presence of international students helps to improve the quality of education and activities. This reaction may be due to the respondents' varying perceptions of "quality," or to a

real feeling that there is no relationship between quality of education or activities and the presence of international students at an institution. Respondents tended to perceive that little is done through the delivery aspects of the college to promote inter-cultural experiences.

The respondents had an overall positive reaction to the educational and cultural impact of international students on an institution. There was not a significant indication that the respondents perceived a greater impact either educationally or culturally. Statistically, the results for the sample were about equal for their opinions regarding educational impact and cultural impact.

Crosstabulations of the demographic data from the opinionnaire with the items indicated a tendency toward more positive perceptions from females, Caucasians (not of Hispanic origin), respondents 51 years old and older, and respondents who had personal contact with international students outside of the college setting.

Comparisons of responses from students, faculty, and administrators indicated a tendency for administrators to respond more positively than faculty or students; and faculty more positively than students.

Comparisons of responses by colleges indicated a tendency for colleges with larger enrollments of international students to respond more favorably to the opinionnaire. These institutions (Brevard Community College, Broward Community College, Miami-Dade Community College, and Santa Fe Community College) also tended to choose responses indicating agreement or disagreement over responses stating no opinion. Broward Community College and Santa Fe Community College stood out as having the most positive opinions toward the educational and cultural impact of international students on their colleges. Institutions with small

enrollments of international students tended to respond with "no opinion" rather than in disagreement with many items. No institution appeared to be outstandingly or significantly negative toward international education.

Conclusions

Conclusions that can be drawn from Part I of this study and from the results of the International Education Survey are that:

1. international students have a positive economic impact on Florida community and junior colleges;
2. international students have a positive economic impact on institutional communities in Florida;
3. the economic impact of international students on a community is even greater than the estimate produced by the formulae when the direct and indirect effects of the multiplier are taken into account;
4. the scope of programs and services for international students in community and junior colleges in Florida appears to be somewhat limited;
5. the scope of programs and services for international students appears to be more extensive in community and junior colleges with larger enrollments of international students;
6. there are differences among institutions in the amount of financial guarantee they require of international students;
7. community and junior colleges appropriate minimal budgets to programs and services for international students; and
8. community-sponsored activities for international students in community and junior colleges appear to be limited.

Conclusions that can be drawn from Part II of this study, based on the results of the International Education Opinionnaire, are that:

1. the presence of international students at a community or junior college does not appear to improve the quality of education or activities;
2. there does not appear to be any perceived significant difference between the educational and the cultural impact of the presence of international students in Florida community and junior colleges;
3. administrators perceive a greater educational and cultural impact of international students on Florida community and junior colleges than do faculty and students;
4. faculty members perceive a greater educational and cultural impact of international students on Florida community and junior colleges than do students;
5. students, faculty, and administrators from colleges with higher enrollments of international students perceive a greater educational and cultural impact of international students on Florida community and junior colleges than do those from colleges with lower enrollments;
6. students, faculty, and administrators from colleges with higher enrollments of international students have more definite opinions about the educational and cultural impact of international students on their institution than do those from colleges with lower enrollments;
7. individuals who have the most favorable perceptions of the educational and cultural impact of international students at

- their institutions include those who are Caucasian, female, 51 years of age and older, or who have had contact with international students outside of the college setting;
3. administrators at Florida community and junior colleges have more positive perceptions that the presence of international students makes social activities more interesting and helps foreign - U.S. relationships than do faculty members and students;
 9. administrators and faculty members at Florida community and junior colleges have more positive perceptions than do students that the presence of international students provides enrichment to the curriculum, helps people develop a greater sensitivity to the needs of others, and helps to reduce prejudice;
 10. administrators, faculty members, and students at Florida community and junior colleges perceive that the presence of international students:
 - a. provides perspectives that improve the learning environment;
 - b. promotes better understanding of different people;
 - c. helps to improve people's ability to accept and listen to others who are different;
 - d. helps to promote interaction (discussions) between different people;
 - e. helps to decrease cultural stereotyping;
 - f. increases understanding of cultural differences and similarities;
 - g. facilitates learning about other cultures;
 - h. helps Americans develop a greater awareness of their own culture;

- i. promotes understanding of cultural values that are different;
 - j. promotes respect for cultures and other countries;
 - k. provides interesting information about attitudes and customs of different nationalities; and
 - l. increases learning about different religions, art, music, and political systems.
11. students, faculty members, and administrators agree that it is better to have a few international students from a variety of countries than many from just a few countries; and
 12. students, faculty members, and administrators feel that it is important for American community college students to share their culture with international students.

Implications

The salient implications which can be derived from this study include the following:

1. administrators, faculty members, and older individuals in community and junior colleges have a broader perspective of the value of international education than do students and younger individuals;
2. community and junior colleges need to provide more structured opportunities and developmental programs which encourage interaction between domestic and international students;
3. community and junior colleges need to make a concerted effort to include international students in cultural activities at their institutions;
4. community and junior colleges need to examine their commitment

to international students in light of the economic impact of international students on their institutions; and

5. community and junior colleges need to explore alternatives of utilizing international students as an educational and cultural resource in the curriculum and the community.

This study does not imply that colleges should consider or expand international education programs in their institutions only for economic benefits. The educational and cultural impact of international students at an institution can be of value to students, faculty members, administrators, the learning environment, and the community. Community and junior colleges should more clearly define their role in international education with respect to the mission and philosophy of each institution. As this nation becomes more interdependent with other countries, it is logical that education in the U.S. provide a greater international focus. The community and junior colleges can be an excellent educational catalyst for the development and promotion of intercultural respect and understanding.

Recommendations for Further Research

The results of this study indicate a need for further research in the following areas:

1. a replication of this study after the Iranian Crisis has been resolved;
2. a replication of this study in the State University System of Florida;
3. a study of the statewide economic impact of international students in Florida;
4. a replication of this study to include community participants;

5. a study to determine the reasons for differences among the opinions of students, faculty members, and administrators regarding the impact of international students on colleges; and
6. an experimental study to compare the perceptions of students at institutions with developmental international programs to the perceptions of students at institutions without developmental programs.

APPENDICES

APPENDIX A

INTERNATIONAL EDUCATION SURVEY

APPENDIX A

FLORIDA COMMUNITY JUNIOR COLLEGE INTER-INSTITUTIONAL RESEARCH COUNCIL

UNIVERSITY OF FLORIDA

INTERNATIONAL EDUCATION SURVEY

Please type or print the following information. If exact figures are not available, please give estimated approximations. It is important that you return this form as soon as possible.

NAME OF INSTITUTION _____
NAME OF PERSON COMPLETING FORM _____
DATE _____ TITLE _____

("International students" refer to students that are non-immigrants on student visas or refugee status.)

1. What is the number of international students enrolled in your institution? _____
2. Please check the following criteria used for admissions of international students in your college.
 TOEFL minimum score _____
 High school diploma or equivalent
 ACT
 Application fee
 Statement of financial responsibility
What is the minimum annual amount required? _____
3. How many terms (semesters, quarters) are there in an academic year at your college? _____
4. How many hours are considered full-time for students for one term (semester, quarters) at your college? _____
5. What additional fees (for example, lab fees or art fees) are required of international students annually? _____

6. What is the annual (calendar year) estimated cost of books and supplies for an international student at your institution?

APPENDIX A continued

7. What is the annual (calendar year) estimated cost for food, housing, transportation, and miscellaneous expenses for an international student? _____

8. What is the total number of full-time-equivalent non-instructional personnel utilized specifically in services to international students? _____
9. What is the total salary cost of full-time-equivalent non-instructional personnel utilized specifically in services to international students? _____
10. What is the annual amount of money budgeted specifically for non-instructional programs and services for international students? _____
11. What is the total number of classes (sections) designed and taught specifically for international students? _____

12. What is the number of full-time-equivalent instructional personnel specifically utilized for international students? _____

13. What are the estimated total salary costs for full-time-equivalent instructional personnel who are assigned exclusively to international students? _____
14. What is the total number of classes that are predominantly (over 50%) attended by international students? _____
15. What are the total full-time-equivalent instructional personnel utilized in courses predominantly (over 50%) attended by international students? _____
16. What amount of total salary costs for full-time-equivalent instructional personnel is approximatley for the teaching of courses predominantly (over 50%) attended by international students? _____
17. What clubs and organizations exist at the college exclusively for international students? _____

18. How much money is provided by the college to these clubs and organizations? _____
19. What are the membership totals for these clubs and organizations? _____

APPENDIX A continued

20. What programs and activities are sponsored by community organizations for international students? _____

21. Does your college offer study exchange programs with foreign institutions () yes () no
If yes, please list them: _____

APPENDIX B

INTERNATIONAL EDUCATION OPINIONNAIRE

APPENDIX B

International Education Opinionnaire

Florida Community Junior College Inter-Institutional Research Council

The purpose of this opinionnaire is to determine the opinions of students, instructors, and administrators regarding international education in Florida's community colleges.

Instructions:

- A. Don't put your name on the opinionnaire or the answer sheet.
- B. Please answer each item.
- C. Please use the answer sheet for recording your responses.
- D. Blacken in your responses on the answer sheet with a black lead pencil only (No. 2 1/2 or softer).
- E. Make heavy black marks that completely fill the circle.
- F. Erase cleanly any answer you wish to change - make no stray marks on the answer sheet.

Blacken the appropriate circle on the answer sheet for the following items.

1. What is your association with the community college?
(1) student (2) instructor (3) administrator (4) division or department head/chairperson
(5) professional staff
2. Indicate your sex: (1) female (2) male
3. Indicate your age group: (1) 21 or younger (2) 22 to 30
(3) 31 to 40 (4) 41 to 50 (5) 51 or older
4. Race: (1) Black (not of Hispanic origin) (2) Asian or Pacific Islander
(3) American Indian (4) Caucasian (not of Hispanic origin)
(5) Hispanic

APPENDIX B CONTINUED

5. Are you a U.S. citizen? (1) yes (2) no
 6. Have you had personal contact with an international student outside of the college setting?
(1) yes (2) no
-

Blacken the appropriate circle on the answer sheet for the following items by using the scale:

1 -- Strongly Disagree 2 -- Disagree 3 -- No Opinion

4 -- Agree 5 -- Strongly Agree

7. It is important for a community college to have international students in its enrollment.
8. Having international students at a community college improves the quality of the education.
9. Classes that have international students in them tend to be more interesting.
10. International students provide different perspectives and points of view which make for a good learning environment.
11. Having international students at a community college helps to promote a better understanding of different people.
12. It is better to have a few international students from a variety of countries rather than many from just a few countries.
13. Having international students at a community college helps to improve people's ability to accept and listen to others who are different.
14. International students at a community college provide enrichment to the curriculum through their participation in classes.
15. Having international students at a community college helps to promote interaction (discussions) between different peoples.
16. Having international students at a community college does help people learn a greater sensitivity regarding the needs of others.
17. Having international students at a community college helps to decrease the stereotyping of different people and different cultures.

APPENDIX B CONTINUED

18. Having international students at a community college helps to reduce prejudice among people.
19. Having international students at a community college helps to increase people's understanding of the cultural differences and similarities of people from other countries.
20. It is easy to learn about another culture through personal contact with an international student at the community college.
21. Having international students at a community college helps promote cultural activities at the college.
22. Social activities at the community college are more interesting when students from different cultures are included.
23. It is important for American community college students to share their culture with international students.
24. Having international students at a community college helps (directly and/or indirectly) foreign - U.S. relationships.
25. By learning about other cultures from international students, Americans are able to develop a greater awareness of their own culture.
26. The cultural differences of international students improve the quality of extra-curricular activities.
27. Having international students at a community college does help to promote a greater understanding of the cultural values of different countries.
28. International education at a community college helps to promote respect for cultures of other countries.
29. Having international students at a community college helps to provide more accurate and interesting information for all students about the attitudes and customs of different nationalities.
30. The Americans at community colleges learn about different religions, art, music, and political systems from their contact with international students.

APPENDIX C

LETTER OF INSTRUCTIONS

APPENDIX C

Letter of Instructions

TO: IRC Representatives

FROM: John Nickens, Associate Director, and Ed Blankenship, Research
Associate

RE: International Education Study

Instruments for the international education study are enclosed. Included are: 1) International Education Survey; 2) International Education Opinionnaire and the answer sheets.

Procedures for Administration of Instruments

(A) International Education Survey

There is one (1) college survey form enclosed. It may be completed by you or your designatee.

(B) International Education Opinionnaire

There are 65 opinionnaires and answer sheets enclosed. (All responses must be recorded on these answer sheets.) Please distribute the instruments to the following groups:

- (1) Students - obtain a total of at least 30 responding students selected from required classes (i.e., English or Math).
- (2) Instructors - a minimum of 8 instructors, preferably the department chairperson/coordinator of the following areas: Biology, English, Geography, History, Math, Psychology, Political Science, and Sociology.
- (3) Administrators and Staff - a minimum of 5, which should include the President of the college and his or her council or support staff (i.e., deans, registrar, admissions officer).

Please return the survey form, all opinionnaires, and all answer sheets to the IRC by March 31.

Thank you for your cooperation.

APPENDIX D

INTERNATIONAL EDUCATION SURVEY - ECONOMIC AND PROGRAM RESULTS

APPENDIX D

International Education Survey - Economic and Program Results

Items	Colleges					
	Brevard	Broward	Edison	FJC Jax	Gulf Coast	Hills- borough
1. International Students Enrolled	400	312	17	120	49	40 ^(b)
2. Minimum TOEFL Score	450	500	550	500	500	550
High School Diploma Required	yes	yes	yes	yes	yes	yes
ACT Required	no	no	no	no	no	no
Application Fee Required	yes	yes	no	no	no	yes
Financial Statement Required	yes	yes	yes	yes	yes	yes
Minimum Annual Amount	\$5,000	n	n ^(a)	\$8,000	\$4,000	\$5,000
3. Terms per Year	4	4	4	4	3	3
4. Hours for Full-Time Status	12	12	12	12	12	10

APPENDIX D extended

Colleges							
Lake Sumter	Manatee	Miami- Dade	North Fla.	Pasco-Her- nando	Santa Fe	Semi- nole	Valen- cia
0	79	2,790	6	2	357	77	180
550	550	500	450	550	500	450	500
yes	yes	yes	yes	yes	yes	yes	yes
no	no	no	no	no	no	no	no
yes	yes	no	yes	yes	yes	yes	yes
yes	yes	yes	yes	no	yes	yes	yes
\$6,000	\$3,236	\$8,200	\$9,700	n	\$6,000	n	\$7,040
4	3	4	4	3	3	3	3
12	12	12	12	12	12	12	12

n - not reported u - undetermined v - varies (a) also require personal interview (b) per Open Doors (1979) (c) 7 part-time (d) same as U.S. students (e) English language lab

APPENDIX D continued

Items	Colleges					
	Brevard	Broward	Edison	FJC Jax	Gulf Coast	Hills- borough
5. Additional Fees Required	none	none	none	none	none	none
6. Annual Cost-Books and Supplies	\$400	\$120	\$250	\$800	\$160	\$200
7. Annual Cost-Food, Housing, Miscellaneous	\$4,000	\$5,000	\$2,251	\$7,200	\$3,000	\$5,000
8. Non-Instruct. Personnel FTE	3	none	none	1	.05	(c)
9. Non-Instruct. FTE Salary	\$50,000	none	none	\$13,131	\$4,000	u
10. Non-Instruct. Int'l Services Budget	\$50,000	none	none	none	none	none
11. Specific Int'l Student Class Sections	5	5	none	none	none	none
12. Instructional FTE (specific)	1	1	none	none	none	none
13. Instructional FTE Salary (specific)	\$20,000	\$18,000	none	none	none	none
14. Int'l Student Class Sections	5	6	none	none	none	none

APPENDIX D extended

Lake Sumter	Colleges						
	Manatee	Miami- Dade	North Fla.	Pasco- Hernando	Santa Fe	Semi- nole	Valen- cia
none	(d)	\$185 ^(e)	none	(d)	none	none	none
\$260	\$200	\$400	\$100	\$180	\$255	\$200	\$150
\$4,425	\$3,236	\$8,000	\$3,850	v	\$4,522	\$4,450	\$5,840
none	none	8	none	none	2	.5	1 1/3
none	none	\$100,000	\$100	none	\$18,000	\$9,180	\$20,287
none	none	none	none	none	\$260	none	\$500
none	none	10	none	none	.9	3	20
none	none	4	none	none	.75	none	1 2/3
none	none	\$75,000	none	none	\$8,100	none	\$13,000
none	none	10	none	none	none	6	none

n - not reported u - undetermined v - varies (a) also require personal interview (b) per Open Doors (1979) (c) 7 part-time (d) same as U.S. standards (e) English language lab

APPENDIX D continued

Items	Colleges					
	Brevard	Broward	Edison	FJC Jax	Gulf Coast	Hills- borough
15. Instructional FTE (predominate)	1	1	none	none	none	none
16. Instructional FTE Salary	see 13	\$10,070	none	none	none	none
17. Int'l Clubs and Organizations	yes	no	no	yes	yes	no
18. Budget for Clubs and Organizations	\$300	none	none	none	none	none
19. Clubs' Memberships	200	none	none	40	60	none
20. Community Programs	yes	no	no	yes	yes	u
21. International Exchange Programs	yes	yes	no	yes	no	no

APPENDIX D extended

		Colleges						
Lake Sumter	Manatee	Miami- Dade	North Fla.	Pasco- Hernando	Santa Fe	Semi- nole	Valen- cia	
none	none	4	none	none	none	.5	none	
none	none	\$75,000	none	none	none	\$8,950	none	
no	no	yes	no	no	no	no	yes	
none	none	u	none	none	none	none	none	
none	none	v	none	none	none	none	75	
no	no	20	no	no	yes	no	yes	
no	no	21	no	no	no	no	yes	

n - not reported u - undetermined v - varies (a) also require
 personal interview (b) per Open Doors (1979) (c) 7 part-time
 (d) same as U.S. students (e) English language lab

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Edward S. Blankenship was born in Nashville, Tennessee. He graduated from West End High School in Nashville. In 1968 he received the Bachelor of Science from the University of Tennessee with additional undergraduate work from the University of Kentucky and Peabody College/Vanderbilt University.

From 1968 to 1970 he taught English and social studies in Jacksonville, Florida. In 1971 he received the Master of Arts in guidance and counseling from the University of South Florida while teaching physics and biology in St. Petersburg, Florida. From 1971 to 1976 he worked as a school counselor in Tampa, Florida.

During the summers from 1974 to 1976 he was an advisor and administrator of a study-abroad program. He participated in summer studies at the University of London, the Sorbonne, the University of Vienna, and the American College in Switzerland. From 1976 to 1978 he worked as an international consultant to a private corporation in Tampa, Florida.

In 1978 he entered the University of Florida and received the Specialist in Education (Counselor Education) in 1979. From 1978 to 1980 he worked as the Assistant Director of International Student Services at the University of Florida. In 1980 he worked as the Research Associate for the Florida Community Junior College Inter-Institutional Research Council in the College of Education at the

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.



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