

AN ASSESSMENT OF COLLEGE PERSONNEL PERCEPTIONS:
DOES AN INTERNATIONAL DIMENSION BELONG ON
THE COMMUNITY COLLEGE CAMPUS IN
METROPOLITAN OKLAHOMA CITY?

By

Evelyn H. Wilson
Bachelor of Arts
Southeastern Oklahoma State University
Durant, Oklahoma
1983

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1989

Thesis
1989
W747a

AN ASSESSMENT OF COLLEGE PERSONNEL PERCEPTIONS:
DOES AN INTERNATIONAL DIMENSION BELONG
ON THE COMMUNITY COLLEGE CAMPUS IN
METROPOLITAN OKLAHOMA CITY?

Thesis Approved:

Ernie W. Duggan

Thesis Adviser

James H. Meyer

Ray E. Sanders

Norman N. Dusham

ACKNOWLEDGEMENTS

I would like to extend my sincere appreciation to all who participated in this research project. Without their assistance, this paper would not have been possible. In addition, there are several others without whose expertise, patience, and understanding, I would not be looking forward to graduation. To Dr. Cecil Dugger, my major advisor, I extend many thanks, not only for your professional style, but for your truly caring attitude. I would only hope that others who venture down this path would find an advisor like you who truly epitomizes a college professor in every way. I would also like to extend my gratitude to Vice-President James Hooper for taking time from his impossible schedule to serve on my graduate committee as well as lending his invaluable support. I would like to thank Dr. Ray Sanders for his efforts to curtail my tendency to wax philosophical.

Anyone who has ever written a thesis knows that it cannot be done by just one person. It is a physical and mental impossibility. I would therefore like to send the warmest thanks to all my friends who helped to put it together. An especially big thank you goes to Jeanne Kubier, for her many long hours in putting this paper in an acceptable format. I would also like to thank Perry Poling, Denise Mondoux,

and Jo Ella Flinton for adding figures, copying, reducing, proofing, editing, and any other activities which needed to be done to bring the whole project together.

And above all, I would like to thank Suzanne Martin, whose need for a car-pooling partner got me into this, and whose tenacity, loyalty, and friendship saw me through.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Background Information	1
The Problem	2
The Purpose	3
The Assumptions	4
Definition of Terms	5
The Limitations of the Study	5
The Scope of the Study	6
II. REVIEW OF LITERATURE	7
Introduction	7
Historical Perspectives	7
The Community College	8
The Research Questions	14
Research Question 1	14
Research Question 2	23
Research Question 3	27
Research Question 4	28
Research Question 5	30
Research Question 6	31
Summary	31
III. RESEARCH METHODOLOGY	33
Introduction	33
Population Surveyed	33
Questionnaire	34
Procedure	35
Design and Statistical Analysis	36
IV. RESULTS	44
Introduction	44
Overall Survey Results	44
Research Questions	61
Summary of Overall Survey Results	61
Research Question 1	63
Research Question 2	63

Chapter	Page
IV. RESULTS	
Research Question 3	70
Research Question 4	74
Research Question 5	78
Research Question 6	78
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	86
Introduction	86
Summary of Facts	86
Conclusion	89
Recommendations	90
BIBLIOGRAPHY	93
APPENDIX A - TRANSMITTAL LETTER	96
APPENDIX B - SURVEY	98
APPENDIX C - HOUSE RESOLUTION 1049	101

LIST OF TABLES

Table	Page
I. Positively and Negatively Worded Questions	38
II. Surveys Sent, Received, and Percentage of Return	45
III. Survey Results - All Schools	49
IV. Research Question 1: Does an International Dimension Belong on the Two-Year Campus?	64
V. Positive Response Percentages by Campus Research Question 1	67
VI. Research Question 2: Are There Direct or Indirect Economic Benefits to the Educational Community and the Surrounding Community in Implementing an International Dimension and Enrolling Inter- national Students?	68
VII. Positive Response Percentages by Campus Research Questions 2	71
VIII. Research Question 3: What are the characteristics of the International Student?.	72
IX. Positive Response Percentages by Campus Research Question 3	75
X. Research Question 4: What is the Role of the Inter- national Dimension on the Community College Campus?. .	76
XI. Positive Response Percentages by Campus Research Question 4	77
XII. Research Question 5: What are the Areas of Greatest Conflict Between the International Student and College Personnel?	79
XIII. Positive Response Percentages by Campus Research Question 5	80

Table	Page
XIV. Research Question 6: What are the Differences Between the Perceptions and the Reality in Enrolling International Students?	82
XV. Positive Response Percentages by Campus Research Question 6	84

LIST OF FIGURES

Figure	Page
1. Number of Surveys Sent and Returned on Each Campus . . .	46
2. Percentage of Surveys Returned from Each Campus	47
3. Overall Reactions to Implementation of an Internation Dimension on the Two-Year Campus	57
4. A Comparison of Overall Positive Responses toward Im- plementation of an Internation Dimension by College. .	62
5. Combined Campus Positive Responses to Research Questions 1-6	85

CHAPTER I

INTRODUCTION

Background Information

The 1980's, a decade of economic woes, soul-searching, and political debate, brought into focus Oklahoma's need to diversify its economic base, expand tourism, and attract new industry. Unlike other areas of the United States, Oklahoma had not prioritized the need for international diversification. In early February, 1988, the governor called together a task force whose aim was to tap a resource which had great potential for Oklahoma via foreign investment. This resource was the international student currently attending institutions of higher education in the state. The purpose of this meeting was to establish strategies to promote Oklahoma to the international student through various state agencies, especially the Department of Tourism. It was hoped that the student upon return to his/her home country would consider Oklahoma a prime location for future business or pleasure trips, and, more importantly, as a site for commercial investment.

The concept was, in fact, a two-sided issue. Of equal importance to the positive promotion of Oklahoma to the international student was the promotion of an international dimension to the people of Oklahoma. According to the task force participants, the promotion of an

international dimension for its cultural, humanitarian, political, and economic benefit had to form the base for any successful "Promote Oklahoma Internationally" campaign.

The Problem

Historically, Oklahoma had not assimilated diverse cultures, as had other sections of the United States. Perhaps this was due to its geographic location and primarily rural emphasis. Although an international dimension had been standard in university curricula for many years, the two-year colleges and the public-at-large in the metropolitan areas had not emphasized it. Yet it was the metropolitan areas, according to the governor's task force, which were the most probable locations for future investment and tourism.

Community colleges were expected to be innovative, responsive, and current (Cohen and Brawer, 1984). And as such, many community colleges and two-year technical institutes had responded to this new challenge by introducing the local populace to the world. Many community colleges had recognized that America lives in an increasingly global environment and that the survival of the local community depended upon the well-being of the world community. They had recognized that certain issues transcended national boundaries. The view that students could be educated without being cognizant of the historical development and cultural accomplishments of other nations was no longer rational. Therefore, many community college leaders felt that it was no longer an

option for the community college to pursue its international dimension, it was essential to its mission (Martorana and Shannon, 1979).

If the international element was to be successfully infused into Oklahoma's economy and thinking, the positive value of international education had to be promoted by public and private agencies alike. But the starting point had to be where the majority of international activities began - on the college campus. And to create a favorable environment on the college campus, one had to first learn the current environment.

The problem of this study was that no formal attitude assessment of Oklahoma City community college personnel toward international education could be found, and the possibility of improving or expanding an international dimension on the two-year campus could not be made until the current attitudes were known.

The Purpose

The purpose of this study was to survey the perceptions of community college personnel in metropolitan Oklahoma City to determine whether the international dimension was viewed positively, negatively, or indifferently. Six areas were deemed by the author to be indicative of the overall attitude regarding this issue. These areas took the form of the research questions of this study. They were as follows:

1. Does an international dimension belong on the community college campus?
2. Are there direct or indirect economic benefits to the educational community and surrounding community in

implementing an international dimension and in enrolling international students?

3. What are the characteristics of the international student?
4. What is the role of the international student and the international dimension on the community college campus?
5. What are the areas of greatest conflict between the international student and college personnel?
6. What are the differences between the perceptions and realities of enrolling international students?

The Assumptions

The assumptions of this study were:

1. The college personnel selected for this study were representative of college personnel in the metropolitan Oklahoma City area.
2. The physical facilities at each of the campuses selected were similar.
3. The admissions criteria and student services available to the student body were similar.
4. The demographics of the student bodies of the three campuses were similar.
5. The political and economic situations under which the three campuses operate were similar.
6. The size and make-up of the international student population relative to the entire student body were similar.

Definition of Terms

For this study the following definition of terms were used:

1. The community college referred to a two-year associate degree granting public institutions of higher education. These institutions were open-door in admissions policies, state-supported, and similarly accredited. They included both junior colleges and two year technical institutions (Cohen and Brawer, 1984).
2. International dimension referred generally to all programs, projects, studies and activities that helped an individual to learn and care more about the world beyond his, or her nation, and to transcend his or her culture-conditioned, ethnocentric perspectives, perceptions and behavior (King and Fersh, 1987).
3. Non-native speaker of English referred to a person whose first language, or the language spoken at home, was other than English (Oklahoma State University Technical Branch Catalog, 1988-89)
4. AACJC was the acronym of the American Association of Community and Junior Colleges.
5. International student or foreign student was defined as anyone who is enrolled in courses at institutions of higher education in the United States who was not a citizen or an immigrant (permanent resident). This person maintained a permanent residence in a foreign country that they had no intention of abandoning (Zikopoulos, 1986-87).

The Limitations

The limitations of the study were:

1. This study was limited to the attitudes of community colleges in the Oklahoma City metropolitan area only. Care should be taken in utilizing the results in other geographic areas, where other influences may play a role in attitude assessment.
2. This study was limited to state-supported public open-door institutions.

The Scope

The scope of the study included:

1. College personnel from the three Oklahoma City metropolitan community colleges only.
2. Subjects selected from the administrative (upper-management) level, teaching faculty, and full-time staff members. Part-time personnel were not included.
3. Restricting the questions to areas that were considered common to all three campuses.

This investigation was conducted to determine current attitudes in relation to an international dimension on the two-year campuses in metropolitan Oklahoma City prior to designing any public relations campaign to promote Oklahoma internationally.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study related to the perceptions held by Oklahoma City two-year collegiate faculty, staff, and administrative personnel regarding the implementation of an international dimension on their campuses. A review of the historical philosophies regarding the community colleges and international education was crucial in understanding this issue.

After reviewing two areas which impact the implementation of the international dimension on a community college campus, prejudice and the history of the two-year college, each of the research questions was addressed separately in a review of literature and the review of literature was then summarized overall.

Historical Perspectives

Although the United States was founded on the premise of equality and freedom, history has shown that equality for minority groups has not always been the practice (Levin, 1975). Native Americans were highly regarded by the first immigrants as long as their knowledge and assistance were required. However, when their land became needed,

this high regard suffered a serious decline. Nor was this an isolated incident (Daniels and Kilano, 1970) as the same pattern held true throughout history, the Blacks, the Irish, Chinese, Japanese, Spanish, and other diverse cultures often being cast as "second-class" citizens when economic conditions so dictated. Katz and Ivey (1977) suggested that even today racism is the number one health problem in the United States.

Prior to World War II, the United States could afford its protectionist and isolationist attitude. Its economy was self-reliant in manufacturing, agriculture, and natural resources. However, following World War II the United States became increasingly dependent on international sources.

The Community College

The founding of the community college was a uniquely "American" phenomenon. Brought about by the industrial revolution which demanded rapid and flexible training for technicians and the inability and unwillingness of the university to meet this need, innovative minds of the times spawned a new type of college - the two-year institution of higher learning. In the early 1900's two-year colleges, first called junior colleges, appeared overnight. Like the university systems, they were created without any state or federal planning, approval, or oversight. Sometimes attached to secondary schools, other times independently operated, this newest kind of college popped up "willy-nilly". From their beginnings until the 1940's they were known most commonly as junior colleges. During the 1950's and 1960's the

term junior college was applied more often to the lower-division branches of private universities and to two-year colleges supported by churches or organized independently, while the term community college was used for the comprehensive, publicly supported institution. By 1970, the term community college applied to both.

Lending *expostfacto* legitimacy to the establishment of the junior or community college, California in 1907 passed legislation that gave secondary schools boards the authority to offer postgraduate courses with the stipulation that coursework "approximate the studies prescribed in the first two years of university courses". (Cohen, p. 4).

This legislation served as the precedent for other states to establish or at least legitimize existing two-year schools. Further professional recognition came from the establishment of the AACJC (American Association of Community and Junior Colleges) in 1920. This group in 1925 expanded the mission of the junior college and, in doing so, created the individuality of the community college as separate from the university. The AACJC policy stated that the curriculum would be different from the university, in that it would serve the local community and its social, civic, and employment needs.

The original mission of the junior college was to educate technically proficient adults, to weave career and general education, and to assist academically underprepared students through the first two years of higher education. The elitist attitude of the universities effectively excluded the under-prepared student, and the distances between the universities and the metropolitan areas

effectively excluded the masses. The philosophy of accessibility and responsiveness to community needs became and has continued to be a vital part of the community college mission.

Throughout history, the federal government has attempted to solve society's ills through education. Just as racial integration, preparing the unemployed for employment, dissemination of information on the evils of alcoholism and drugs were modern problems assigned to the educational system to remedy, the early 1900's drive for social equity through accessibility to higher education was similarly treated. This emphasis on accessibility to higher education was an impetus to the rapid growth of the junior college, as it placed two years of postsecondary education within the reach of the average American for the first time.

Of all higher education institutions, the community college contributed most to breaking down the barriers of the elitist system of higher education. Established in every metropolitan area, the community colleges were available to everyone - women, minorities, underachievers - those who would never have opted to continue their education. The community college experienced phenomenal growth, expanding from 20 institutions in 1909 to over 1200 in 1980. By the 1970s forty percent of all first-time freshmen and two-thirds of all ethnic minority students were enrolled in community colleges (Cohen and Brawer, 1984). By 1988 there were more than 1,250 community colleges throughout the U. S. enrolling more than 1.8 million full-time and 3.1 million part-time students in credit courses. In

addition, about four million took non-credit courses (Community Colleges for International Development Inc., 1988).

To the original curricular functions of academic transfer preparation and vocational-technical education were added continuing education to serve the business community and the older student; remedial education to serve the growing numbers of academically underprepared students; and the newest function - community service, which transformed the community college into the cultural centers. In 1947 the President's Commission on Higher Education re-emphasized this expanded mission of the community college, noting the importance of semi-professional training, but contending that it be "acquired in an environment that also cultivates general education, thus offering the student a combination of social understanding and technical competence" (1947 President's Commission on Higher Education, p. 3).

In recent years, retention of students, articulation, and degree completion have become additional priorities for the community college. Also, perhaps because of the large percentages of minority enrollment, social equity has become an important issue at the two-year college.

Several other shifts in emphasis were predicted by Cohen in relation to the community college mission:

1. It was predicted that in the near future the reduction of financial aid would cause more qualified students whose ultimate goal is the bachelor's degree, to begin at the community college campus, thus increasing the number of literate students and the transfer rates.
2. The reforms at the secondary school level to strengthen the core curriculum would produce more

qualified students, thus allowing the community college to reduce its remedial instruction.

3. English as a second language would continue to provide an international dimension on the community college campus.
4. More advanced placement of high school students would occur.
5. A greater number of liberal arts courses would be made available for the older American, and articulation with upper-division universities would operate more smoothly (Cohen, p. 190).

Community colleges were created to quickly adjust to new environments. They were designed to be both proactive and reactive to important changes within their "community". Shifts in the make-up of the local community have resulted in changes in attitudes, priorities, and teaching methodologies at the college. Among the new developments in the local community have been the arrival of immigrants, an expansion of tourism, and an influx of multinational business concerns. Additionally, more international students began attending the two-year college. Many community college have responded to the new face of their communities by including an international dimension within the curriculum (King, 1973).

Accessibility, personalized instruction, and an improvement in the quality of life in the community have continued to be goals of the community college. The isolationist stance of the United States, although valid in George Washington's time, has been negated by two world wars and multinational events and issues. The multicultural make-up of the typical community as well as world events have certainly justified the inclusion of an international dimension on

every college campus. " More and more the community college has expanded its definition of 'community' to mean the world community" (Schultz, 1978, p. 6).

To tie an international dimension into the college's mission statement has been the responsibility of the community college's chief executive officer. Additionally, the leadership's role has been to promote the stand that the exclusion of an international dimension from the college curriculum may very well result in the questionable overall effectiveness of that institution in a modern society (Schultz, 1978).

Although philosophically many organizations have been supportive of the inclusion of an international dimension at the two-year level, many community colleges have moved in this direction. Raymond. E. Schultz (1978) suggested that the reasons they have not done so may be due to the community's conservative orientation, an unsupportive political climate, or a lack of commitment to international understanding as an educational goal. Some states had regulations discouraging international involvement, and provided little or no financial support. All of these factors have impeded the international imperative.

Mr. Schultz further suggested that an institution which wishes to implement an international dimension begin by assuring that the following requisites are taken into consideration:

1. The chief executive officer must demonstrate a strong commitment toward implementation of an international dimension on the campus.

2. The governing board should support this commitment.
3. An international dimension must be included in the mission statement.
4. The faculty and staff should become involved in the planning as well as the implementation stages of an international program.
5. A visible structure for implementation should be established.
6. Personnel selected for the international program should be well-qualified.
7. A communications system for those within and without the campus should be established.
8. Community support groups should be organized.
9. Outside resources should be established for financial aid purposes.
10. The cost of the program should be defensible.
11. Public relations should be maintained.
12. Relationships with consortiums should be established.
13. Goals and objectives should be set each year and evaluated (Schultz, p 77).

The Research Questions

This review of literature has researched the questions posed in the first chapter to determine current state, national and international viewpoints on each.

Question 1. "Does an International Dimension Belong on the Community College Campus?"

In 1978 Edmond J. Gleazer, Jr., president of the AACJC from 1958 to 1981 wrote,

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 postsecondary institutions, require an international dimension (King, p. 84).

According to R. Stephen Nicholson,

The role of the community college in international relations, public policy, and vocational education may be more pivotal than that of the Universities. Naisbitt in Megatrends points out that the neighborhood-the community at the grassroots level- will become the center of decision making. These are our students - they are our future and their awareness and understanding may do more to guide foreign policy than the education of an elite cadre of foreign service professionals. We will all participate in our world's disasters (Nicholson, p. 36).

A survey conducted in 1980 by the Educational Testing Service in the area of student's global understanding concluded that very few of the students researched had a level of knowledge necessary for an adequate understanding of world situations. And, it was disconcerting that the group scoring lowest on the test were the education majors - those slated to teach future generations. This study also estimated that only five percent of all undergraduate courses offered in the United States stressed international concerns (Barrows, Klein and Clark, 1981)

The President's Commission on Foreign Language and International Studies termed Americans' understanding of world affairs:

...dangerously inadequate. Our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads

have been filled with astonishing misinformation (1981 President's Commission on Education, p. 112). According to Ernest Boyer and Art Levine, today's general education studies do not assist students in understanding themselves, to say nothing of their community or the world. "What we are witnessing today is the domestic equivalent of international isolationism" (Boyer and Levine, 1981, p.7).

Stanley B. Andrews in his 1982 AACJC survey indicated that two-thirds of the community colleges in the United States were doing little to educate local citizens about American foreign policy, international trade and commerce, and international development. Yet, in a 1982 monograph prepared by Dr. Hugh Adams and Glenda Earwood for the Institute for Studies in Higher Education at The Florida State University, an historical view of developments have shown that this is not the case in all sectors of the United States.

This review of the events involving international education has shown:

- 1970 - The International Assembly on Manpower Development, sponsored by the American Association of Junior Colleges, was attended by participants from 18 countries and held in Honolulu, Hawaii.
- 1971 - With financial support from the Kellogg Foundation, the American Association of Community and Junior Colleges established its International Education Project.
- 1972 - Twenty-five community college social science faculty attended a seven-week summer session at the University of Belgrade funded by the United States Office of Education's Institute of International Studies. This Group Project Abroad Grant, awarded to AACJC, was the first given exclusively to a community college group.

- 1972 - Congress added Section 603 to Title VI of the National Defense Education Act which promotes support of international education programs for citizen education.
- 1973 - The Office of International Programs at AACJC reported that 16 community colleges had established ties with institutions in other countries.
- 1973-74 - Miami-Dade Community College sponsored four conferences to explore international elements in the community college curriculum.
- 1974 - A six state community college regional workshop on international education was sponsored by Rockland Community College of New York.
- 1975 - Representatives from 26 countries attended an international assembly on "Education for Development: Focus on Short-cycle Higher Education", sponsored by the Association of Canadian Community Colleges and AACJC.
- 1976 - Six institutions formed the Community College Cooperative for International Development to facilitate their involvement in international education.
- 1976 - A study of the international education programs at 500 two-year colleges done by Shannon revealed that those colleges offered an average of 38 international/intercultural courses, which were attended by 28.7 percent of all two-year college students.
- 1976 - Sixty-five community colleges in 24 states joined together to form the AACJC International/Intercultural Consortium.
- 1976 - Broward Community College sponsored conference in Fort Lauderdale entitled "Opening the Door to International Education" attracted over 150 participants.
- 1976 - New Jersey, New York, Massachusetts, Oregon, Washington, and Texas formed a consortia of community colleges to advance the international dimension on the community college campus.
- 1977 - The Florida Collegiate Consortium for International/Intercultural Education was formed.

- 1978 - With help from a grant from the Ford Foundation, the AACJC established the position of Director of International Services at its central office.
- 1978 - AACJC and the Johnson Foundation sponsored two Wingspread Conferences on the topics of "International Education and the Community College", and "International Developments in Postsecondary Education."
- 1979 - New Directions for Community Colleges published a quarterly entitled, "Advancing International Education."
- 1979 - AACJC devoted its March issue of Community and Junior College Journal entirely to international/intercultural education.
- 1979 - The Florida State Board of Education adopted a Resolution to support the concept of global education.
- 1980 - Congress passes Concurrent Resolution 301 which called for "strengthening the study of foreign languages and cultures; ... the improvement of international studies in the curriculum at all levels of education; the encouragement of international exchange programs."
- 1980 - Broward Community College, among other instituted a core requirement that all associate in arts degree students complete a minimum of six credit hours in international courses.
- 1980 - The National Council on Foreign Languages and International Studies was established.
- 1981 - The National Task Force on Education and the World View of the Council on Learning issued a Task Force Statement on Education and the World View.
- 1981 - Congressman Paul Simon introduced H.R. 3231 ... "to further the national security of the United States and the nation's economy by providing grants for foreign language programs to improve foreign language study for elementary and secondary school students and to provide for per capita grants to reimburse institutions of higher

education for part of the costs of providing foreign language instruction."

- 1982 - The Florida State Board of Education adopted the State Plan for Global Education in Florida: Findings and Recommendations drafted by the Florida Advisory Council on Global Education.
- 1982 - A State of Kuwait began self-study process to bring technical and vocational institutes into conformity with U.S. regional accreditation standards. Southern Association Regional Accreditation team visited to facilitate this process.
- 1982 - A resolution drafted by the Florida Collegiate Consortium for International/Intercultural Education which recognizes and supports the components of international education in higher education in the State of Florida was adopted by the Florida House of Representatives
- 1982 - The Board of Directors of the American Association of Community and Junior Colleges adopted a statement on the role of International/Intercultural Education in Community Colleges (Adams and Earwood, 1982, p.8-10).

Additionally, in Oklahoma two events have occurred within the last year to demonstrate the changing attitudes at the state level. In 1988 the Oklahoma state legislature held for the first time in its history "International Student Awareness Day" and passed a joint resolution promoting the international student in Oklahoma (See Appendix C). And also in 1988 the governor of Oklahoma formed a task force whose aim was to promote Oklahoma to the international student currently attending both community and senior level colleges in the state.

In contrast to the narrow vision that the community college should direct its activities only to the surrounding community, Daniel K. Inouye, senator from Hawaii, strongly supported the community

college's commitment to initiating a more global scope for its student. He emphasized that each American must have this information, not merely to compete for jobs on an international market, but to understand the impact of international events on everyday life. (Inouye, 1984).

Because many community college students have never experienced the culture shock of living away from home, exposure to an international dimension on the two year campus may be even more critical for them than the typical four year student. Normally, the community college student has spent his/her entire life in the same environment - same community - same friends - the same family home. This student will probably never travel and the prospect of infusing new ideas into his thinking may never occur. To prohibit international activities to from the two-year campus may deny this student his only opportunity to learn about another culture. This may even be construed as a denial of one of the primary missions of the community college, that of accessibility (Astin, 1977).

Many collegiate agencies have assisted the two-year college in implementing an international dimension. Among them are the AACJC International/Intercultural Consortium, the National Association for Foreign Student Affairs, El Congreso Nacional De Asuntos Colegiales, Council for International Cooperation in Higher Education and the Sister Cities International. The American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education as well as the American Council on Education also have worked with the two-year college in implementing an international

direction. At the federal level the International Communications Agency has provided expertise (Adams and Earwood, 1982).

The U. S. community college has earned a favorable reputation in foreign countries, especially in technology-related occupations and cooperative educational efforts. A significant side-effect of the cooperative educational efforts has been the professional development of faculty who have participated in international faculty exchanges.

According to Adams and Earwood (1982), since World War II, the United States has been the model for teaching technical expertise throughout the world. Community colleges are now assuming increasing responsibility for providing this assistance globally. The community college has served as the model for post-secondary institutions around the world.

More and more the world community has urged the community college to increase its international efforts. Unique community college characteristics such as the ability to provide short-cycle vocational and technical training, to deliver specific and tailored services, to be cost-effective, to involve students in the local community, and to include practical field experience within the curriculum are the features sought by other countries, and the operative word for them is access. (Adams and Earwood, 1982, p. 20).

The U.S. Education Foundation of India and Fullbright Scholars Lecture Series, bilateral agreements between the Community Colleges for International Development, Inc. and the governments of Surinam and Republic of China in both student and faculty exchanges, and in the Association of Community College Presidents and the Organization for Economic Cooperation and Development convening in Paris are all examples of international information exchanges. In the State of

Kuwait the current project will bring its two-year colleges under the same regional accreditation standards as institutions in the United States (Adams and Earwood, 1982).

Delegations of international officials have formed a continuous flow through the two-year campuses to learn more about training and educating workers in new kinds of nontraditional occupations, especially related to technology. Surprisingly, this trend was not encouraged (until very recently) by American foreign policy and governmental support from agencies such as Agency for International Development (AID). Most community colleges have shown funding sources for Third World training projects to be the developing nation (Adams and Earwood, 1982).

Specifically, the AACJC in its 1987 Public Policy Agenda, included for the first time in its "Mission Statement" a section which identifies as a national priority the international dimension of the community college. The statement calls for increasing emphasis on international education to create a more competent citizenry who understand the many cultures of the world. (AACJC International/Intercultural Consortium Newsletter May 1982).

As a country of immigrants, the United States was dubbed "the great melting pot". Recent demographic and census data have shown that even through the 1980's, the United States has remained a society of many cultures. Even those colleges who supported the narrow purview of the word "community" have initiated programs of cultural awareness to alert students of the ethnic differences within this country. More and more community colleges have determined that an

international dimension is mandatory for their campuses, primarily because the more than 1,250 institutions affected more Americans than any other segment of the U. S. postsecondary educational system. Enrolling about 5 million persons in credit courses and an additional 4 million in non-credit courses, the community college has topped the public-at-large. Sixty percent of all students pursuing postsecondary education in 1983 began in community colleges or vocational/technical institutes and 40% of the first-time full-time freshman undergraduates in the U. S. whose goal is the bachelors degree enrolled in a community, junior, or technical college (Community College for International Development, 1988).

Question 2. Are There Direct or Indirect Economic Benefits or Economic Detriments to the Educational Community and Surrounding Community in Promoting the International Dimension on Campus?

The financial benefits of enrolling international students both to the campus and to the community are significant. For example, in 1981 the economic value of 367 foreign students to a single community college campus was \$501,286. and to the community-at-large \$4,035,885 (Blankenship, 1981). In 1987 the estimated academic year cost of living expenditures by the 7,133 international students in Oklahoma was \$43,332,975 (Open Doors, 1987). This figure did not include the amount paid by each student for tuition and fee charges. Nationally, the data on student expenditures showed that international students spending power in 1987 exceeded two billion dollars (Open Doors, 1987).

Tourism ranked as the fourth largest "export". More foreign persons have visited the United States since 1981 than Americans have travelled abroad. According to the Department of Commerce in 1981, foreign investors spent \$19.2 billion to acquire U. S. businesses. These investments brought multinational aspects to many United States communities and drastically affected the community's educational needs.

One in six U. S. jobs was related to international trade in 1981 and that figure has increased in recent years. One in three farm acres was harvested for export. Export of goods and services from 1971-1981 grew from 6.6 percent of the gross national product (GNP) to 12.9 percent (King, 1983).

Surprisingly, although more U. S. companies have become multinational or have begun trading internationally, the business and postsecondary institutions have not formed extensive liaisons. Samuel L. Hayden of the Council of the Americas, in the 1979 President's Commission on Foreign Language and International Business, stated that the minimal use by the corporation of the university's international departments was due to several factors. Among them were that these studies were relatively new, that there was a lack of funds to adequately support these programs, that the internal campus system did not reward those pursuing an international direction, that the schools of business did not want to deal with an international business curriculum and that there was no forum for continuing communications between the business community and the university in this area. (Hayden, p. 239).

Another prospect for promoting international education for the future is the need for businessmen and businesswomen who can affect the United States international trade deficit. When presidents and chairpersons of 55 firms from FORTUNE's top 100 were polled, every respondent agreed to the statement: "Most business firms (purely domestic as well as multi-national corporations) will be affected directly or indirectly by economic and political developments in the international scene, and most businessmen will therefore need the ability to understand and anticipate these effects" (Lambert, 1980).

Students entering college today are pragmatic and career-oriented (Boyer and Levine, 1981). The number of jobs available in overseas sales and marketing far exceeds the number of college graduates with majors in international trade (Simon, 1980). Thus colleges can promote international education by advising students of the employment prospects for the future in these fields.

Obviously, in fiscal year 1980 and 1981, when foreign assistance totaled less than \$9 billion while U. S. foreign direct investment exceeded \$170 billion, business diplomacy, which includes both language and cultural fluency, must be recognized as a national priority.

As an additional fiscal resource, many colleges have looked to the international student to offset declining enrollments and the reduction of local revenues both through the recruitment of individuals as well as the promotion of sponsored international development projects. These efforts, when backed by institutional support and fiscal allocation have proven to be very lucrative both for the educational community and the local community.

Contrary to the ideas that international education is an expensive "extra", not to be addressed in times of budgetary constraint, the monetary investment a college makes can be slight. The real investment comes in terms of institutional commitment. New international classes are funded by the same formula as other coursework and many existing courses can be "internationalized". Consortia agreements which promote study abroad, faculty and student exchanges, and student activities can share the costs of the program. Another often untapped resource for a community college is the multinational composition of the local community and its willingness to promote its unique culture within the broad spectrum of the college curriculum (Harari, 1981).

M. Harari, in his "Internationalizing the Curriculum and the Campus", states:

While admitting that finances do help, it is also true that much of what is needed does not depend on external funding but instead on such key variables as the willingness of a critical number of faculty members to deepen their international approach ... having 25% of the faculty committed to a serious international dimension is sufficient to move the campus significantly in the international area (Harari, p.29).

Another asset derived from educating international students in U. S. institutions of higher learning is the strengthening of international ties - both for economic and political reasons. These economic ties are currently being vigorously pursued by the State of Oklahoma.

Although the United States is in a competitive posture with other nations in manufacturing arenas, America still holds the academic edge

in higher education. The export of educational expertise may be a very real contributor in the future in the gross national product and the national trade deficit.

Question 3. What are the characteristics of the international student?

There has been a remarkable growth in the numbers of international students in the United States. From 9,600 students in 1930 to 349,609 in 1987 (Open Doors, 1986-87), it was expected that the international student may comprise up to 10% of the entire higher educational student body by the year 2000. In 1981, the number of foreigners enrolled in two-year associate-degree programs increased by 34 percent. Currently community colleges enroll 42,602 international students (Open Doors, 1987). Many factors contribute to this growth in the community college enrollment of foreign students: lower tuition fees, less stringent admission requirements, wider geographical availability, small class size and more individualized instruction and counseling. Also, because few community colleges have dormitories, foreign students live in the community, thereby advancing their use of English and their involvement in the American culture. Foreign student enrollment in community colleges has increased because foreign students have had a good experience and recommend the community college to others.

According to 1987-88 Open Doors, during this last year the leading countries of origin for international students were Taiwan, Malaysia, and the Peoples Republic of China. Engineering was the leading field of study followed by business and management, math, and

computer sciences. The student population was comprised of 31% female and 69% male, and the Northeast part of the United States became the leading region for placement of international students, followed by the Midwest, and then the South. 12.2% of this group attended two-year colleges, and the proportion enrolling in public institutions was 65.1%. Eight out of ten reported they were single. And approximately two-thirds of the foreign students reported they used personal or family funds as their primary source of income. An additional 10% were supported by their home governments.

Eighty percent of the 7,133 international students in Oklahoma in 1987-88 attended public institutions (Open Doors, 1986-87).

Question 4. What is the Role of the International Student on the Community College Campus?

The foreign student has come to the United States for his own benefit. The community college, in turn, benefits not only financially but also by enriching the educational environment for American students and faculty (King, 1983, p. 1).

Introduction of the foreign student into the community college environment has given many an opportunity to "see the world" personally through the eyes of people who come from other countries and cultures.

An additional benefit gained from the community college's involvement in providing technical expertise and assistance abroad, has been an awareness of America's limitations in understanding other cultures and using other languages. According to estimates, only one

in fifty Americans (those born in the United States) was fluent in a language other than English.

The development of an international education program on many campuses has provided added dimensions. These included expanding a student's global understanding and international experiences, providing professional development for the faculty and staff through travel abroad; meeting expanded community needs for international skills in trade; recruiting students from other countries to offset declining enrollments, and/or increasing the multicultural make-up of the community.

At Brevard Community College in Cocoa Beach, Florida, international student enrollment has played an unexpected role. It was found through exposure to an international dimension. According to Maxwell King in his "International Education and the U.S. Community College: From Optional to Integral" published in 1983:

It is, after all, difficult for the mind to change its mind, because it has been so carefully influenced to think in culturally approved ways. By encountering minds otherwise conditioned, one becomes more aware of how to transcend one's own cultural conditioning - a capacity that will become more necessary and welcome as time goes on (King, p.2).

Finally, according to John N. Hawkins, Assistant Professor of the University of California, Los Angeles, understanding and acceptance of cultural differences outside the United States greatly improved the acceptance of the cultural differences inside the nation. He states the fundamentals of the learning process were similar. (Hawkins, 1979).

Question 5. What are the Areas of Greatest Conflict Between the International Student and College Personnel?

Studies conducted on several college campuses throughout the United States have indicated that financial problems constituted the greatest area of conflict between the college administration and the international student. International students often had difficulty in receiving funds from home countries. This fact coupled with the non-availability of financial aid or scholarship money and immigration restrictions prohibiting working outside the campus many times placed the student in serious financial jeopardy.

Inadequate funding, the lack of any federal, state or institutional financial aid or work-study programs and no alternate financing methods to be used in times of crisis were also cited by both college personnel and the international student as problem areas. Several colleges and universities have suffered large financial losses due to political upheaval and funding procedural changes abroad which resulted in the international student's inability to receive money from home through no fault of his/her own (Gaimmarella, 1986).

Community and public services stated that there were problems in the community regarding the international student's failure to assume financial responsibility for liabilities incurred. Driving without adequate insurance was also cited (Vassiliou, 1985).

Failure of the international student to receive or understand critical information regarding financial obligations, curriculum requirements, student life, and American culture prior to arrival was perceived as an area leading to conflict. Orientations were perceived

to be inadequate by both the college personnel and the international student (Moore, 1983).

A lack of English fluency was perceived by both college personnel and international students as a source of conflict. International students felt that additional assistance or tutoring should be made available, and the college personnel felt the student should be sufficiently fluent prior to entering the collegiate-level classroom (Robertson and Rogers, 1979).

Question 6. Are There Differences Between the Perceptions and Reality of Enrolling International Students?

Very little literature was found either to support or negate this research question. Certain attitudes can be assumed from the enrollment figures, which continue to climb. Obviously, the international student has found the United States a favorable country in which to pursue higher education, whether it is because the student's home country has limited access to higher education or that the desired programs have not been located abroad. The general impression from the individual international student was that the experience has been positive.

Summary

The research of literature on this subject has shown strong support of the community college's involvement in providing an international dimension to its constituency. Because the community college has touched so many persons through continuing education and

lifelong learning cycles, and will continue to impact the largest number of the public-at-large, it has been designated as a key factor in raising the cultural awareness of the community which it serves. And for many campuses, the definition of community has been expanded to include the five billion persons who live on the planet as neighbors. The economy of the United States has continued to become more globally interdependent, and much of the hope for future prosperity depends upon America's ability to positively interact with these neighbors. Issues which cross national boundaries will be critical during the coming years, and the community college must play a role in assuring that tomorrow's student is ready to meet this challenge.

It has been shown that international students add significantly to the cultural and economic environment of the college campus and the surrounding community. A positive result of international faculty exchanges has been the increased professional effectiveness of the participating faculty members. Although areas of conflict have been shown to exist, overall, the international student's experience in the United States appeared from the review of literature to be positive.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

As the purpose of this study was to determine the current perceptions of community college personnel in the metropolitan Oklahoma City area regarding an international dimension on the two-year campus, this chapter began with a description of the population surveyed. The study was presented and discussed. Procedures and the statistical design concluded this section.

Population Surveyed

The populations were drawn from the lists of full-time personnel at Oklahoma State University Technical Branch, Oklahoma City Campus, Oklahoma City, Oklahoma; Oklahoma City Community College, Oklahoma City, Oklahoma; and Rose State College, Midwest City, Oklahoma, during the spring semester of 1989. These campuses were selected because of their proximity, relatively similar student populations, facilities, regional and state accreditation, and type of institution. These three campuses collectively serve approximately 24,000 students in the metropolitan Oklahoma City area.

This population was chosen for several reasons. The first related to internationalizing the Oklahoma City area and the unique position that this group might play in developing and promoting an international dimension locally. Secondly, the educational system, its teachers, staff, and institutional mission are primary agents in attitudinal development. This group is the first contact point for many international students, as well as being a critical element in the successful development and implementation of an international dimension.

The three subgroups targeted were administrative personnel, defined as chief executive officers and upper management level personnel; staff, defined as all other full-time non-teaching personnel; and teaching faculty. Entire populations were surveyed, rather than a drawing a sample of each.

The Questionnaire

Although preferred methodology for most research is the parametric test, simple descriptive or enumerative statistics, play a critical role as the forerunner for more sophisticated types of research. Also, if the simple enumeration statistics provide a clear picture from which inferences may be drawn, they are considered a strong type of statistical methodology. Simple enumeration statistics are also crucial in illustrating trends (Kolstoe, 1973).

Attitudes are difficult to describe and more difficult to measure. Any scale attempting to measure an abstract concept is

generally open to criticism. Multidimensional scales are regarded as confusing, while unidimensional scales fail to provide enough multidimensional information (Payne, 1976).

No information was found on whether or not the issue of an international dimension on the two-year college campus in Oklahoma City had ever been addressed. There were no historical perspectives on which conclusions or comparisons could be drawn. Therefore, the purpose of this questionnaire was to record feelings or attitudes toward certain issues involved in internationalizing a college campus. It was designed to assess the commonalities or differences in attitudes toward the various elements which make up an international dimension through evaluating stereotypical statements (these statements were either positive or negative). A copy of the survey can be found in Appendix A.

Simple enumeration statistics have been an effective mechanism in a number of attitudinal studies. Sue and Kitano (1973) and well as Maykovich (1971) utilized this type of measurement to evaluate attitudes toward Chinese and Japanese.

Procedure

Selection of the survey population was made from the complete listings of full-time administrative, faculty, and professional staff personnel at Oklahoma State University Technical Branch, Oklahoma City Campus, Oklahoma City Community College, and Rose State College. A letter of transmittal was designed outlining the rationale and

requesting the assistance of each respondent. (See appendix A).

The entire professional population at each institution was selected for participation. The population numbered 544 in total. Personal contact was made with the Vice President for Student Services at each campus to explain the study and secure the permission of the college to distribute the questionnaire.

Distributed during the first week of February, 1989, the questionnaire packet included a letter of transmittal, the questionnaire, and a return, stamped envelope. (See Appendices A and B). The questionnaires were color-coded (white for OSU/Oklahoma City, blue for Rose State, and yellow for Oklahoma City Community College) according to the institution for ease in identification of the college source while maintaining the respondent's anonymity. Respondents were asked to identify their campus role as either faculty, staff, or administrators. The deadline for submission of the questionnaire was February 15, 1989.

Design and Statistical Analyses

Attitudes represent an extremely complex phenomenon; consequently, attitudinal research is not easily conducted in pure experimental manner simply because of diverse, uncontrollable factors such as prior learning, individual differences, social circumstances, etcetera. An ex post facto design, realistically speaking, is the most appropriate design in investigating attitudes.

The questionnaire directed to community college personnel was designed to assess their opinions regarding the six research questions

outlined below:

1. Does an international dimension belong on the community college campus?
2. Are there direct or indirect economic benefits to the educational community and surrounding community in implementing an international dimension and enrolling international students?
3. What are the characteristics of the international student?
4. What is the role of the international student and the international dimension on the community college campus?
5. What are the areas of greatest conflict between the international student and college personnel?
6. What are the differences between the perceptions and reality of enrolling international students?

The final part of the questionnaire contained several blank lines and invited the participant to express any comments or opinions he or she may have regarding the international dimension on the community college campus.

There were positively and negatively worded questions. Several of the questions were purposely biased. Table 1 shows that there were 17 positively worded questions and 19 negatively worded questions.

Positive responses to positive questions received a quality point of +1. Negative responses to negative questions received a quality point of +1. Negative and No Opinion responses received zero quality points. Unanswered questions defaulted to the "No Opinion" category. The total number of positive quality points were divided by the total

TABLE I
POSITIVELY AND NEGATIVELY WORDED QUESTIONS

Question	Positively Worded	Negatively Worded
1. The two-year campus should help students understand and assess the important moral issues of our times.	Positive	
2. International students are as a rule less prepared than American students academically.		Negative
3. The community college should maintain support services for the non-native speaker of English, just as it should for other students with special needs, such as the handicapped or disadvantaged.	Positive	
4. Because of their lower income, international students qualify for many grants and loans, thus depriving American students an opportunity to pursue higher education.		Negative
5. Technical expertise will continue to be our fastest growing export.	Positive	
6. International students on campus often provide important first person insights into diverse cultures.	Positive	
7. Because of our growing economic global interdependency, the "community" served by the two year college must be international in its scope.	Positive	
8. By and large, the international student remains in the United States once he/she has completed the educational goal.		Negative

TABLE I (continued)
 POSITIVELY AND NEGATIVELY WORDED QUESTIONS

Question	Positively Worded	Negatively Worded
9. Oklahoma can and does support tourism, but since more Americans travel abroad than foreigners travel to the United States, it is not a high priority for economic development.		Negative
10. International students tend to be more disruptive and argumentative than American students.		Negative
11. A goal of the community college should be to instill in students a capacity for openness to new ideas and ways of thinking.	Positive	
12. Foreigners try to "beat the system" more often than American students.		Negative
13. Most of the students on campus with foreign accents are international students.		Negative
14. Community colleges should only allow international students from similar cultures to enroll, because they adjust better to the United States and have fewer problems.		Negative
15. It should be within the mission of the community college to ensure that students acquire knowledge and skills that will enable them to live effectively in society.	Positive	
16. The international dimension to education should be handled by the four-year college, because the majority of students who come to the community college do not need or want to understand other cultures.		Negative

TABLE I (continued)
 POSITIVELY AND NEGATIVELY WORDED QUESTIONS

Question	Positively Worded	Negatively Worded
17. The community college should have an open door policy for admissions, and then develop worthwhile educational experiences for all who are admitted.	Positive	
18. Foreign languages need not be emphasized at the community college, because English is the language of business worldwide.		Negative
19. The educational climate at the community college should be one in which differences of opinion can be aired openly and amicably.	Positive	
20. Although international students pay out-of-state fees, this increased income for the campus does not adequately compensate for the extra time it takes to educate them.		Negative
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.		Negative
22. Technical training for third world nations should be carried on in the developing nation itself, rather than the United States.		Negative
23. The economic impact in the community from money spent by the international student is about the same as it is for an American student.		Negative
24. The community college should be known in the community as an intellectually exciting and stimulating place.	Positive	
25. The actual experience of dealing with international students on campus was overall more negative than was originally anticipated.		Negative

TABLE I (continued)

Question	Positively Worded	Negatively Worded
23. The economic impact in the community from money spent by the international student is about the same as it is for an American student.		Negative
24. The community college should be known in the community as an intellectually exciting and stimulating place.	Positive	
25. The actual experience of dealing with international students on campus was overall more negative than was originally anticipated.		Negative
26. The community college should provide flexible leave and sabbatical opportunities for faculty and staff for purposes of professional development, including international exchanges.	Positive	
27. After returning to home countries, international students feel positively about their educational experience and the United States.	Positive	
28. The community college does not need to provide an international dimension to its curriculum, because most people come to college simply to acquire job skills in the shortest possible time.		Negative
29. Issues which affect other nations have little impact on most Oklahomans' day-to-day lives.		Negative

TABLE I (continued)

Question	Positively Worded	Negatively Worded
30. Because of Oklahoma's agricultural-ly based economy, the need for Oklahoma to pursue international connections for economic benefit is slight.		Negative
31. International students often do not take care of their financial responsibilities in the college and in the community.		Negative
32. Lack of English proficiency is the international student's greatest handicap.	Positive	
33. An international dimension should be written into the community college's mission statement.	Positive	
34. Generally speaking, technical training of groups of international students provides economic, social, and intercultural benefits to the college environment which greatly outweigh any negative aspects of the project.	Positive	
35. Strong support from the Chief Executive Office of the institution is critical to the successful implementation of an international dimension into the community college campus.	Positive	
36. The experiences this campus has had with foreign students were more positive than was expected.	Positive	

number of responses to determine a positive or negative attitude. In effect, this gave both negative and no opinion responses the same negative standing within the computation. The rationale for this was found in psychological studies of Katz and Ivey (1977), indicating that ignorance generally breeds negative reactions.

The percentage of positive response was determined for each individual institution as well as the total. Questionnaire responses were catalogued individually, as well as being combined to address the six research questions. Each research question was summarized.

From the framework of an ex post facto design, the responses "Strongly Agree and "Agree" were combined, as were the responses "Strongly Disagree" and "Disagree" to form a more comprehensive figure from which to draw conclusions.

One of the research questions was more weighted than the others. The first research question regarding the value of an international dimension on the two-year campus was key to the rest of the questionnaire. A negative response to this research question resulted in a negative reaction to the entire survey.

CHAPTER IV

RESULTS

Introduction

In order to accomplish the purpose of this study which was an assessment of attitudes regarding an international dimension on the community college in metropolitan Oklahoma City, the questionnaire outlined in Chapter III was distributed during the first week of February. The questionnaire packet included a letter of transmittal, the questionnaire and a return, stamped envelope. The deadline for submission of the questionnaire was February 15, 1989.

Overall Survey Results

From the information provided in Table II, it can be seen that the overall percentage of return was 48%. The total number of questionnaires sent numbered 544, and 260 were returned. Graphs of individual college responses in real numbers and in percentages appear in Figures 1 and 2. These figures show that Oklahoma State University Technical Branch, Oklahoma City campus had the highest percentage of return at 65%, Oklahoma City Community College followed at 45% and Rose State College had the lowest response at 40%.

The research into the question of the appropriateness or the role of an international dimension on the two year campus was handled in two parts. In the first part a percentage calculation was used to

TABLE II
SURVEYS SENT, RECEIVED, AND PERCENTAGE OF RETURN

SCHOOL	GROUP	Sent	Received	%/Return
Oklahoma State University				
	Technical Branch,			
	Oklahoma City Campus	136	88	65%
	Administration	---	01	--
	Teaching Faculty	---	29	--
	Staff	---	17	--
	Other (unspecified field)	---	41	--
Rose State College		240	97	40%
	Administration	---	14	--
	Teaching Faculty	---	28	--
	Staff	---	12	--
	Other (unspecified field)	---	43	--
Oklahoma City Community College		168	75	45%
	Administration	---	10	--
	Teaching Faculty	---	27	--
	Staff	---	6	--
	Other (unspecified field)	---	32	--
Total of all three campuses:		544	260	48%

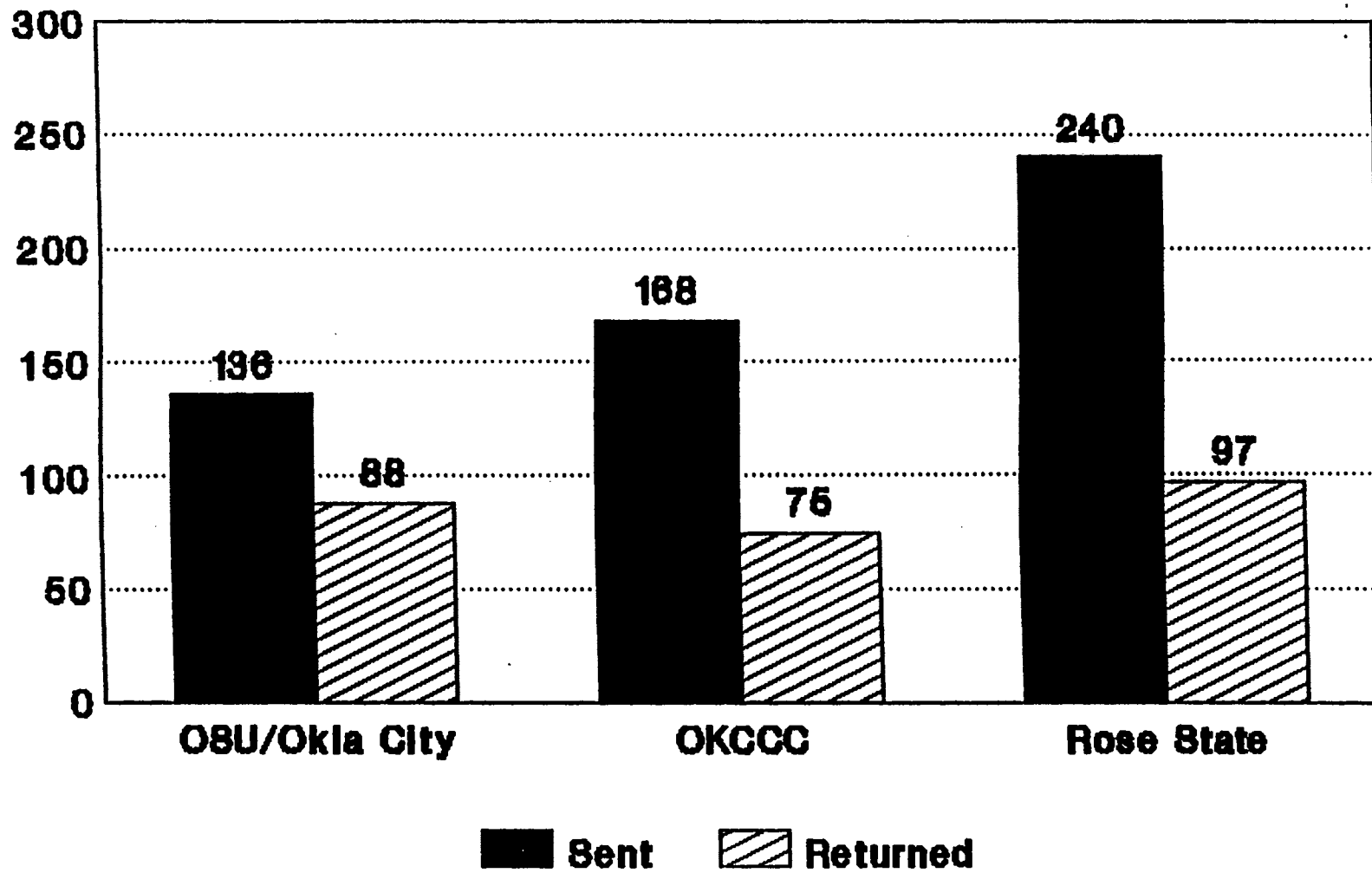


Figure 1. Number of Surveys Sent and Returned on Each Campus.

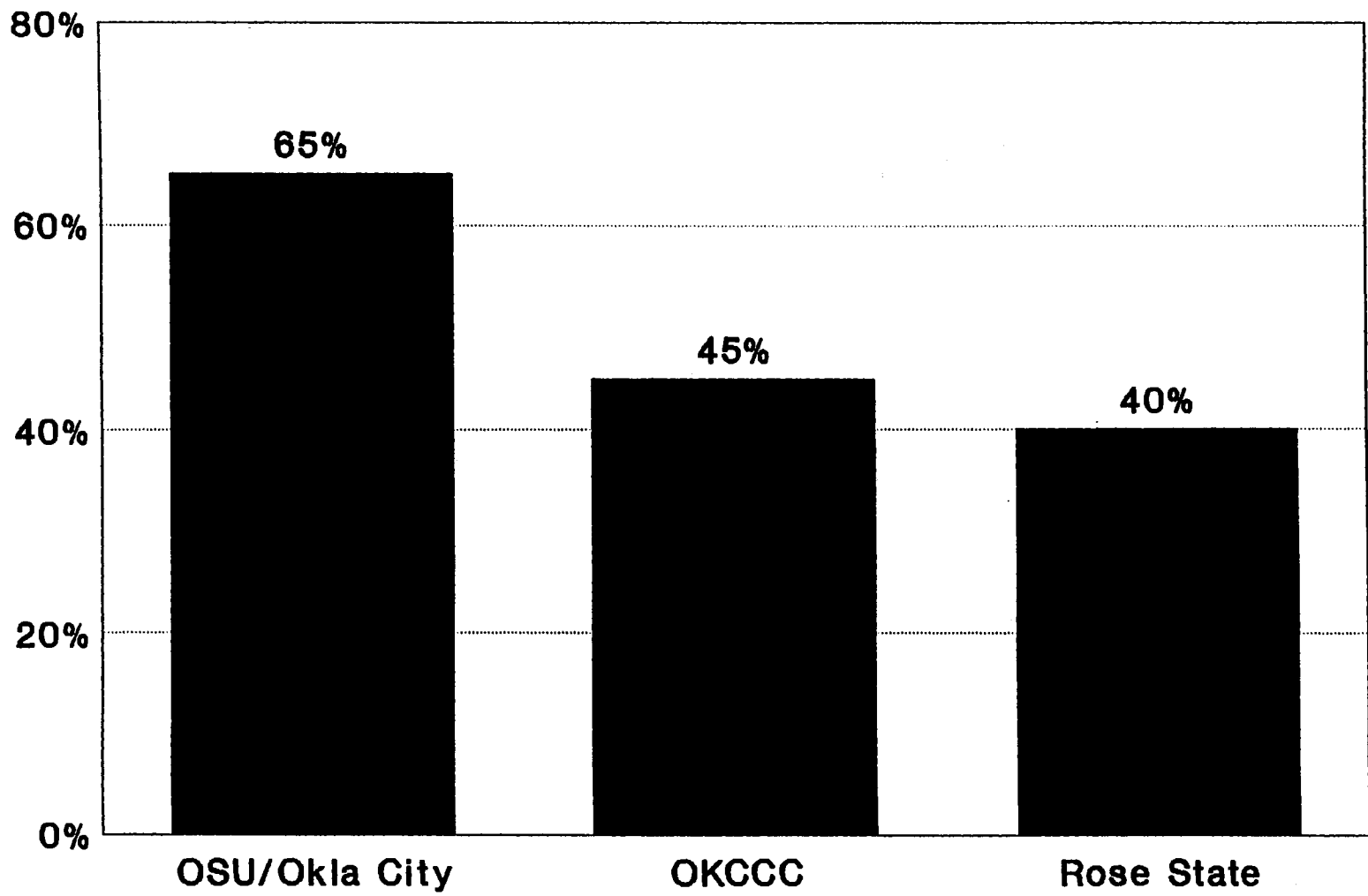


Figure 2. Percentage of Surveys Returned from Each Campus.

determine support or non-support for individual questions and the research questions. In the second part, individual colleges were compared to determine whether there were any differences in attitude among the surveyed institutions. A further comparison was not possible - that of comparing each subgroup (faculty, staff or administrators) within each college population against the same subgroup in the populations of the other two institutions. Although participants were asked to identify the type of position they held as one of these subgroups, forty-five percent of those responding did not do so. Therefore, a third comparison could not be made.

Table III shows the results of the questionnaire on a question-by-question basis. Overall, the responses were positive. Figure 3 graphically depicts that 64.2% of the responses were positive, 18.4% were negative, and 17.4% were of no opinion.

The final question on the survey was an open-ended response. Several of the respondents felt the survey was biased (which, in some questions, was true). Although the open comments section was not included in the statistical methodology, they lend interesting insights into the attitudes of the participants.

Some of these comments are listed below:

From Oklahoma City Community College....

* "I have not had any international students in my classes".

* "The community college is an important resource for international education. Not only can the community college assist in the academic growth of international students, but can give them a base for social growth as well because of the smaller numbers, diversity of special topics, and facility for English remediation and development."

* "The international students I have had contact with are often more motivated academically than the average American student, who sometimes takes such opportunities for granted".

TABLE III
SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
1. The two-year campus should help students understand and assess the important moral issues of our times.	192	25	43	81%
2. International students are as a rule less prepared than American students academically.	76	163	21	63%
3. The community college should maintain support services for the non-native speaker of English, just as it should for other students with special needs, such as the handi-capped or disadvantaged.	190	39	31	73%
4. Because of their lower income, international students qualify for many grants and loans, thus depriving American students an opportunity to pursue higher education.	57	150	53	57%

TABLE III (continued)

SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
5. Technical expertise will continue to be our fastest growing export.	177	25	58	68%
6. International students on campus often provide important first person insights into diverse cultures.	209	12	29	80%
7. Because of our growing economic global interdependency, the "community" served by the two year college must be international in its scope.	180	38	42	69%
8. By and large, the international student remains in the United States once he/she has completed the educational goal.	104	80	76	30%
9. Oklahoma can and does support tourism, but since more Americans travel abroad than foreigners travel to the United States, it is not a high priority for economic development.	76	149	35	57%

TABLE III (continued)

SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
10. International students tend to be more disruptive and argumentative than American students.	62	164	34	63%
11. A goal of the community college should be to instill in students a capacity for openness to new ideas and ways of thinking.	222	13	25	85%
12. Foreigners try to "beat the system" more often than American students.	86	140	34	54%
13. Most of the students on campus with foreign accents are international students.	108	97	55	37%
14. Community colleges should only allow international students from similar cultures to enroll, because they adjust better to the United States and have fewer problems.	32	217	11	83%

TABLE III (continued)

SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
15. It should be within the mission of the community college to ensure that students acquire knowledge and skills that will enable them to live effectively in society.	215	14	31	83%
16. The international dimension to education should be handled by the four-year college, because the majority of students who come to the community college do not need or want to understand other cultures.	53	194	13	75%
17. The community college should have an open door policy for admissions, and then develop worthwhile educational experiences for all who are admitted.	165	64	31	63%
18. Foreign languages need not be emphasized at the community college, because English is the language of business worldwide.	76	169	15	65%

TABLE III (continued)

SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
19. The educational climate at the community college should be one in which differences of opinion can be aired openly and amicably.	222	5	33	85%
20. Although international students pay out-of-state fees, this increased income for the campus does not adequately compensate for the extra time it takes to educate them.	72	124	64	47%
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.	74	96	90	34%
22. Technical training for third world nations should be carried on in the developing nation itself, rather than the United States.	60	158	42	60%
23. The economic impact in the community from money spent by the international student is about the same as it is for an American student.	103	74	83	28%

TABLE III (continued)

SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
24. The community college should be known in the community as an intellectually exciting and stimulating place.	226	6	2	86%
25. The actual experience of dealing with international students on campus was overall more negative than was originally anticipated.	60	144	56	55%
26. The community college should provide flexible leave and sabbatical opportunities for faculty and staff for purposes of professional development, including international exchanges.	218	9	33	84%
27. After returning to home countries, international students feel positively about their educational experience and the United States.	125	29	106	48%
28. The community college does not need to provide an international dimension to its curriculum, because most people come to college simply to acquire job skills in the shortest possible time.	60	187	13	71%

TABLE III (continued)

SURVEY RESULTS
ALL SCHOOLS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
29. Issues which affect other nations have little impact on most Oklahomans' day-to-day lives.	50	200	10	77%
30. Because of Oklahoma's agriculturally based economy, the need for Oklahoma to pursue international connections for economic benefit is slight.	38	205	17	79%
31. International students often do not take care of their financial responsibilities in the college and in the community.	33	131	96	50%
32. Lack of English proficiency is the international student's greatest handicap.	186	33	41	72%
33. An international dimension should be written into the community college's mission statement.	136	43	81	52%

TABLE III (continued)

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
33. An international dimension should be written into the community college's mission statement.	136	43	81	52%
34. Generally speaking, technical training of groups of international students provides economic, social, and intercultural benefits to the college environment which greatly outweigh any negative aspects of the project.	179	33	48	69%
35. Strong support from the Chief Executive Office of the institution is critical to the successful implementation of an international dimension into the community college campus.	201	9	50	77%
36. The experiences this campus has had with foreign students were more positive than was expected.	127	38	95	49%

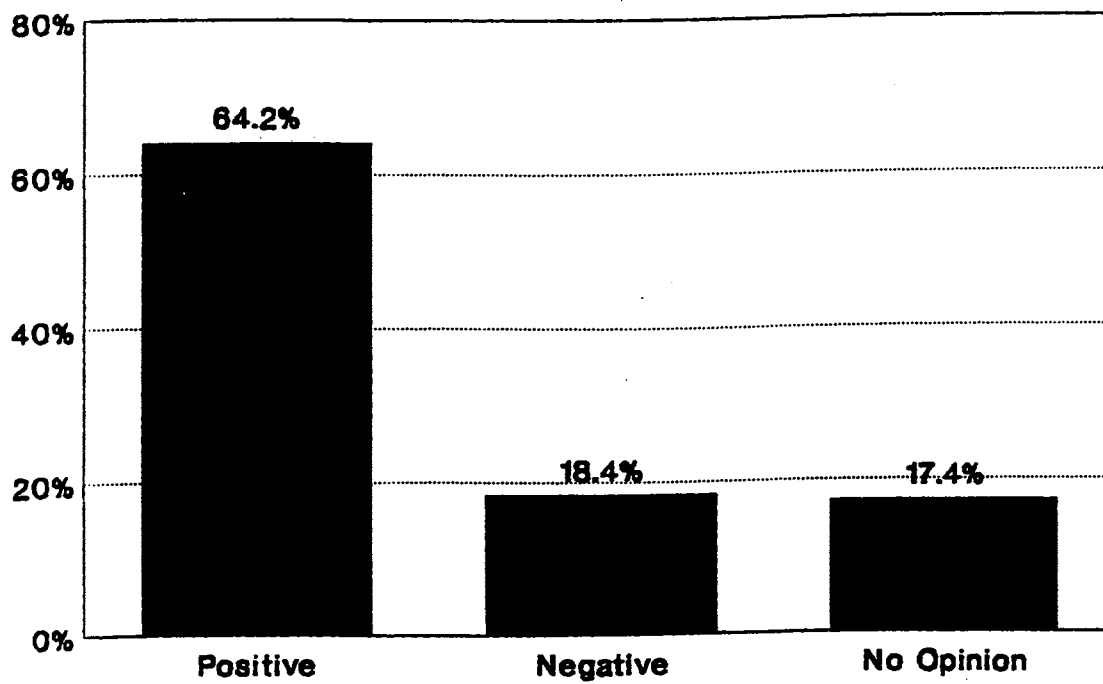


Figure 3. Overall Reactions to Implementation of an International Dimension on the Two-Year Campus.

* "In regard to #7: I believe that a community college should serve the community where it's located - if the number of internationals in the community is high, the college should develop programs to meet their needs. If the number is insignificant, I don't feel that an international program is justified. Another factor is how many of the foreigners in the community come to the college for classes. If that number is small their programs are not needed".

* "International students are more handicapped by cultural differences than by language - also, may not feel positive about education when they leave because of the lack of bridging communication gaps caused by both language and cultural problems. I feel that technical training of third world countries should be in the U.S. so we can benefit monetarily and also for cross cultural reasons".

* "Definition of international student needed to be included..does it include refugees?"

* "Oklahoma may support tourism, but it does not promote tourism. We need strong national and international negotiators to effectively promote Oklahoma."

* "International students are not eligible for any financial aid. Alien residents and naturalized citizens can be eligible."

* "Education, community college or university, cannot be all things to all people. Many of the statements imply that the community college is nothing more than a 'transfer' institution. While the facts remain that many students at the community college are there for a terminal associate degree, there are already so many required ideas to teach that there is scarcely time to teach the major courses. International community is just one more."

* "Have enjoyed many international students and maintain contact."

* "My experience with international students in the classroom has been a very positive one. I find that they contribute to our understanding of other cultures and modes of thinking. As individuals, they help to dispel 'myths' and 'stereotypes' that Americans often hold about particular cultures. As a professor of literature, I try to assign readings from world authors to further enhance our understanding of other cultures. We must broaden our awareness of the world outside Oklahoma!"

* "I have no idea what avenue is available to even gather data about how they feel when they go home."

* "It is about time that we in Oklahoma have decided to find out what type of impact international students can have - will have - should have on this state."

* "Asian students are generally good students. Those from the Middle East are bad students; corrupt, dirty, lie, cheat, and steal. Send them home!"

* "With rare exceptions international students do not have basic skills necessary to successfully complete academic college work. These include speaking, writing, listening and reading comprehension. Currently tests including TOEFL do not adequately measure students practical skill levels."

From Rose State College:

* "We should pay much more attention to developments in the EC (1992) and particularly S. W. Germany (Stuttgart area). Our new chancellor should be in an excellent position to give us 'insights' ... Thank you for doing this survey."

* "I have benefited from the experience international students have shared. I also think it broadens the perspective of other students in classes with students of other cultures."

* "Answers to many of the above require either a very opinionated person or someone with lots of access to statistical records ... I guess this does actually follow the opening comments section."

* "A number of our graduates (American citizens) have been employed by foreign companies!"

* "I have only enjoyed the international students in my classes".

* "As a teacher, I have been associated with scores of international students. As with all students, I've learned a great deal from the association. The pains were few and the pleasures were great."

* "I have taught many classes of international students and it has been a very rewarding experience. They are our best students."

* "International students do not participate in class discussions and group projects as much as American students."

* "Your 'no opinion' should be 'I have no idea!'"

* "Unfortunately, some of the questions were answered with a great deal of ignorance about international students. Maybe it's time I checked into this - 'educate therapy'."

* "I think it's time to dispel the myths and misconceptions about the international student. Education is the way to accomplish this. Education is the goal of the community college and any aspect that is left out affects the credibility of the institution."

* "I have worked with international students in admissions, yet I tend to generalize in answering questions. What comes to mind are the ones who have had serious problems, but they are probably in the minority. It is not learning the language, but the differences in culture that seem to cause problems. Many of the students cannot accept women as authority figures, and in many cultures there are more overt ways of getting what you want than in our culture. I believe in the open door policy, but we are getting so many American students who cannot perform at the remedial level, I question if all students will benefit from the experience. I believe the general consensus would be negative regardless of the original expectations again because of the actions of a minority."

* "Many international students need the one-on-one relationship with faculty that they can get only from the community colleges - community colleges must gear programs to meet these needs."

* "Internationals cannot expect a more positive experience until the campuses initiate programs which will embrace them and at the same time work to reduce the racism which is inherent in Oklahoma (xenophobia) colleges and universities."

* "I believe it is inappropriate to group all international students together. Experience has led me to make broad generalizations that should be directly only to specific nationalities."

* "Inability to understand Technical English has been the international student's handicap."

* "International students don't have a lot of patience or manners (especially the ones from Africa, Iran, and the oil rich countries). Malaysians and Taiwanese seem to be very kind. Many foreign students don't do their own work. They copy their assignments from other students or get the answers to problems from a person who has already had the class. Many times they also cheat on tests. International students have more costs associated with school, but American students also spend lots of money on non-essential items."

* "Openness for new ideas should not be pushed to the extent that values and traditions are downgraded."

From Oklahoma State University/Oklahoma City Campus:

* "International dimension to the campus is wonderful, but NOT without appropriate developmental courses in reading and grammar as well as tutorial assistance by peers. Lack of fluency in English should not be a barrier to admission, but again support services are critical."

* "I think any learning institution should provide an environment that is conducive to all students."

* "In my experience, international students generally work harder than most American students. I do not think it would be positive to overload the campus with internationals (like OCU did a few years ago); that seems to create tensions among the student body."

* "Selfishly, I would be delighted if we offered classes regarding an international dimension. Our general education students are constantly asking for international dimension classes."

* "International dimension is lacking. Only regard international students as out-of-state students. This is not fair to student or faculty."

* "I cannot speak for the campus as a whole. My own experiences with foreign students has been positive - although limited. The 'no opinion' column should probably read 'don't know'."

* "I believe all foreign 'speaking' students, who do not and cannot understand, read or write the English language, must be required to take a basic composition, grammar, reading and writing course before they are allowed to continue their education. All students, native and foreign should be given the opportunity to attend college; however, no student should be placed in a class in which they are not prepared. This is not fair to the prepared students."

Summary of Overall Responses

As shown in Figure 4, Rose State College had the most positive attitude towards implementing an international dimension with an overall percentage of 71.2; followed by Oklahoma City Community College at 68.2%. The least positive towards the introduction of an international dimension was Oklahoma State University/Oklahoma City Campus with a positive percentage response of 64.1.

Research Questions

As a part of the study, responses to certain questionnaire statements were combined to answer the six research questions outlined in Chapter III. These questions and answers are shown in Tables IV

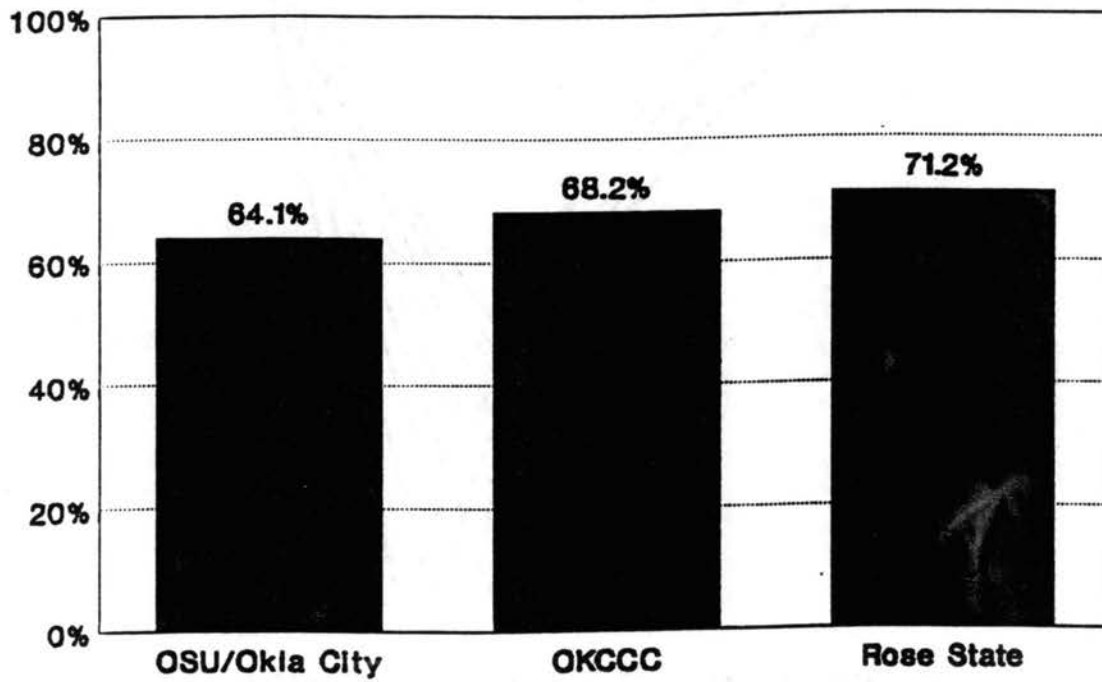


Figure 4. A Comparison of Overall Positive Responses toward Implementation of an International Dimension by College.

through XV. The following paragraphs summarize the information contained in these tables.

Research Question 1. Does the International Dimension Belong on the Two-Year Campus?

From the information found in Table IV, it was determined that each of the metropolitan Oklahoma City campuses strongly supported the concept of an international dimension on the two-year campus. The individual statement in this group which received the least support was the inclusion of an international dimension in the institutional mission statement (considered mandatory by research literature). The statement which received the greatest support was that the community college should be known as an intellectually exciting and stimulating place. Second was the statement that the community college should instill in students a capacity for openness to new ideas and ways of thinking.

Table V shows the individual campus responses to Research Question 1. Again, Rose State College had the most positive response, followed by Oklahoma City Community College and then Oklahoma State University Technical Branch, Oklahoma City campus.

Research Question 2. Are There Direct or Indirect Economic Benefits to the Educational Community and Surrounding Community in Implementing an International Dimension and Enrolling International Students?

Table VI shows the individual responses to the questionnaire statements relating to this research question. From the information found in Table VI, Research Question 2 received considerably less support than did the first research question. Although economic

TABLE IV
 RESEARCH QUESTION 1
 DOES AN INTERNATIONAL DIMENSION BELONG
 ON THE TWO-YEAR CAMPUS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
2. International students are as a rule less prepared than American students academically.	76	163	21	63%
3. The community college should maintain support services for the non-native speaker of English, just as it should for other students with special needs, such as the handicapped or disadvantaged.	190	39	31	73%
7. Because of our growing economic global interdependency, the "community" served by the two year college must be international in its scope.	180	38	42	69%
11. A goal of the community college should be to instill in students a capacity for openness to new ideas and ways of thinking.	222	13	25	85%

TABLE IV (continued)
 RESEARCH QUESTION 1
 DOES AN INTERNATIONAL DIMENSION BELONG
 ON THE TWO-YEAR CAMPUS

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
15. It should be within the mission of the community college to ensure that students acquire knowledge and skills that will enable them to live effectively in society.	215	14	31	83%
16. The international dimension to education should be handled by the four-year college, because the majority of students who come to the community college do not need or want to understand other cultures.	53	194	13	75%
19. The educational climate at the community college should be one in which differences of opinion can be aired openly and amicably.	222	5	33	85%
24. The community college should be known in the community as an intellectually exciting and stimulating place.	226	6	2	86%

TABLE IV (continued)

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
29. Issues which affect other nations have little impact on most Oklahomans' day-to-day lives.	50	200	10	77%
33. An international dimension should be written into the community college's mission statement.	136	43	81	52%
35. Strong support from the Chief Executive Office of the institution is critical to the successful implementation of an international dimension into the community college campus.	201	9	50	77%

TABLE V

POSITIVE RESPONSE PERCENTAGES BY CAMPUS
RESEARCH QUESTION 1

SCHOOL	POSITIVE PERCENTAGE RESPONSE
Oklahoma State University Technical Branch, Oklahoma City Campus	77.9%
Rose State College	89.3%
Oklahoma City Community College	84.1%
Average of the three campuses:	83.7%

TABLE VI
RESEARCH QUESTION 2

ARE THERE DIRECT OR INDIRECT ECONOMIC BENEFITS TO THE EDUCATIONAL
COMMUNITY AND SURROUNDING COMMUNITY IN IMPLEMENTING
AN INTERNATIONAL DIMENSION AND ENROLLING
INTERNATIONAL STUDENTS?

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
5. Technical expertise will continue to be our fastest growing export.	177	25	58	68%
9. Oklahoma can and does support tourism, but since more Americans travel abroad than foreigners travel to the United States, it is not a high priority for economic development.	76	149	35	57%
18. Foreign languages need not be emphasized at the community college, because English is the language of business worldwide.	76	169	15	65%
20. Although international students pay out-of-state fees, this increased income for the campus does not adequately compensate for the extra time it takes to educate them.	72	124	64	47%

TABLE VI (continued)

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
20. Although international students pay out-of-state fees, this increased income for the campus does not adequately compensate for the extra time it takes to educate them.	72	124	64	47%
22. Technical training for third world nations should be carried on in the developing nation itself, rather than the United States.	60	158	42	60%
23. The economic impact in the community from money spent by the international student is about the same as it is for an American student.	103	74	83	28%
30. Because of Oklahoma's agriculturally based economy, the need for Oklahoma to pursue international connections for economic benefit is slight.	38	205	17	79%

diversification was recognized as important, the investment of foreign dollars (by students, business, or tourism) was not considered to be significant. Respondents did not feel these groups positively affected the economy of Oklahoma City. There was also a higher percentage of "No Opinion" responses to Research Question 2, indicating a lack of knowledge or general apathy about the subject.

Table VII shows the individual institutional responses to this research question. Again, Rose State College had the highest percentage of positive responses, followed by Oklahoma City Community College and then Oklahoma State University Technical Branch.

Research Question 3. What Are the Characteristics of the International Student?

Table VIII compares the individual college responses to the statements on the questionnaire which addressed this research question. Information from this table shows that only 49.8% of the responders felt that characteristics exhibited by the international student were of a positive nature. Although Research Question 1 indicated strong support for inclusion of an international dimension on the two-year campus, less than 50% of the respondents felt positively about the individual characteristics of international students. Again, the percentage of "No Opinion" responses was quite high, indicating little knowledge or general apathy about the question.

Respondents for the most part, felt that international students could and did receive federal and state aid which would otherwise have been used for Americans. They also felt the majority of international students remained in the United States after completing degree

TABLE VII

POSITIVE RESPONSE PERCENTAGES BY CAMPUS
RESEARCH QUESTION 2

SCHOOL	POSITIVE PERCENTAGE RESPONSE
Oklahoma State University Technical Branch, Oklahoma City Campus	57.5%
Rose State College	66.8%
Oklahoma City Community College	69.1%
Average of the three campuses:	64.4%

TABLE VIII
RESEARCH QUESTION III

WHAT ARE THE CHARACTERISTICS OF THE
INTERNATIONAL STUDENT?

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
2. International students are as a rule less prepared than American students academically.	76	163	21	63%
4. Because of their lower income, international students qualify for many grants and loans, thus depriving American students an opportunity to pursue higher education.	57	150	53	57%
8. By and large, the international student remains in the United States once he/she has completed the educational goal.	104	80	76	30%
13. Most of the students on campus with foreign accents are international students.	108	97	55	37%
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.	74	96	90	34%

TABLE VIII (continued)

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.	74	96	90	34%
27. After returning to home countries, international students feel positively about their educational experience and the United States.	125	29	106	48%

objectives. Many tended to classify all students speaking with an accent as "foreign students", whether they be foreign-born Americans, resident aliens, naturalized citizens or true international students.

Table IX compares the responses of the individual campuses to Research Question 3. Again, Rose State College was followed by Oklahoma City Community College and then Oklahoma State University Technical Branch, Oklahoma City Campus. However, overall, the respondents were less positive about this issue than the first two research questions.

Research Question 4. What Is the Role of the International Dimension on the Community College Campus?

Table X shows the responses to the questionnaire statements regarding Research Question 4. From the information found in Table X, it was determined that 91.3% of the responders felt the international student and the international dimension played a positive role on the two-year community college campus. Research Question 4 received the strongest support of all research questions. Each of the campuses supported enrollments of students from dissimilar cultures and ethnic backgrounds as healthy to a total campus environment. Each campus strongly supported faculty and students exchanges at the international level as well as sabbatical leaves for faculty. Respondents felt that international issues have a significant impact on day-to-day living in Oklahoma City.

Table XI shows a comparison of individual campus responses to this issue. Although Rose State College again had the highest percentage of positive response, followed by Oklahoma City Community

TABLE IX
POSITIVE RESPONSE PERCENTAGES BY CAMPUS
RESEARCH QUESTION 2

SCHOOL	POSITIVE PERCENTAGE RESPONSE
Oklahoma State University Technical Branch, Oklahoma City Campus	46.0%
Rose State College	50.0%
Oklahoma City Community College	53.6%
Average of the three campuses:	49.8%

TABLE X
 RESEARCH QUESTION 4: WHAT IS THE ROLE OF THE
 INTERNATIONAL DIMENSION ON THE
 COMMUNITY COLLEGE CAMPUS?

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
14. Community colleges should only allow international students from similar cultures to enroll, because they adjust better to the United States and have fewer problems.	32	217	11	83%
15. It should be within the mission of the community college to ensure that students acquire knowledge and skills that will enable them to live effectively in society.	215	14	31	83%
26. The community college should provide flexible leave and sabbatical opportunities for faculty and staff for purposes of professional development, including international exchanges.	218	9	33	84%
29. Issues which affect other nations have little impact on most Oklahomans' day-to-day lives.	50	200	10	77%

TABLE XI
POSITIVE RESPONSE PERCENTAGES BY CAMPUS
RESEARCH QUESTION 4

SCHOOL	POSITIVE PERCENTAGE RESPONSE
Oklahoma State University Technical Branch, Oklahoma City Campus	87.2%
Rose State College	91.7%
Oklahoma City Community College	95.4%
Average of the three campuses:	91.3%

College and then Oklahoma State University Technical Branch, Oklahoma City Campus, all campuses viewed this issue positively.

Research Question 5. What Are the Areas of Greatest Conflict Between the International Student and College Personnel?

Table XII shows the individual responses from the questionnaire statements which addressed this research question. From Table XII it was determined that the greatest areas of conflict between the colleges and the international student were due to a lack of English proficiency on the part of the student. Several of the open comments further emphasized this as an area of concern.

The lack of English proficiency as a cause of concern was followed by a lack of fiscal responsibility on the part of the student. The open comments section also indicated that the cultural differences played an important role in creating conflict between the college and the student.

Fewer respondents answered "no opinion", indicating that most held an opinion about the issue, rather than having no knowledge or apathy about it.

Table XIII compares individual campus responses to Research Question 5. Oklahoma City Community College felt the most positively about this issue, followed by Oklahoma State University Technical Branch and then Rose State College. On an average 64.6% of those responding from the three campuses felt that although there were areas of conflict, these areas could be dealt with positively.

Research Question 6. What Are the Differences Between the Perceptions and the Reality in Enrolling International Students?

TABLE XII

RESEARCH QUESTION 5: WHAT ARE THE AREAS OF GREATEST
CONFLICT BETWEEN THE INTERNATIONAL STUDENT
AND COLLEGE PERSONNEL?

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
10. International students tend to be more disruptive and argumentative than American students.	62	164	34	63%
12. Foreigners try to "beat the system" more often than American students.	86	140	34	54%
31. International students often do not take care of their financial responsibilities in the college and in the community.	33	131	96	50%
32. Lack of English proficiency is the international student's greatest handicap.	186	33	41	72%

TABLE XIII

POSITIVE RESPONSE PERCENTAGES BY CAMPUS
RESEARCH QUESTION 5

SCHOOL	POSITIVE PERCENTAGE RESPONSE
Oklahoma State University Technical Branch, Oklahoma City Campus	65.1%
Rose State College	66.3%
Oklahoma City Community College	63.4%
Average of the three campuses:	64.6%

This research question was answered by the questionnaire statements shown in Table XIV. From the information found in this table, Research Question 6 received the second lowest percentage of positive responses, indicating that there were differences between what the respondents expected of an international dimension and the reality of implementing it. Only 52.7% of the respondents felt favorably about the issue.

TABLE XV compares individual campus responses regarding Research Question 6. Oklahoma City Community College responded least favorably, followed by Oklahoma State University Technical Branch, Oklahoma City campus and finally by Rose State College.

Figure 5 graphically depicts the combined campus responses to Research Questions 1 through 6. Question 4 (does an international dimension play a significant role on the two-year campus) and Question 1 (does the international dimension belong on the community college campus) received the most favorable responses. Questions 3 (what are the individual characteristics of the international student) and Question 6 (are there differences between perceptions and reality in dealing with an international dimension on campus) received the least percentage of positive responses.

TABLE XIV
RESEARCH QUESTION 6

WHAT ARE THE DIFFERENCES BETWEEN THE PERCEPTIONS AND
THE REALITY IN ENROLLING INTERNATIONAL STUDENTS?

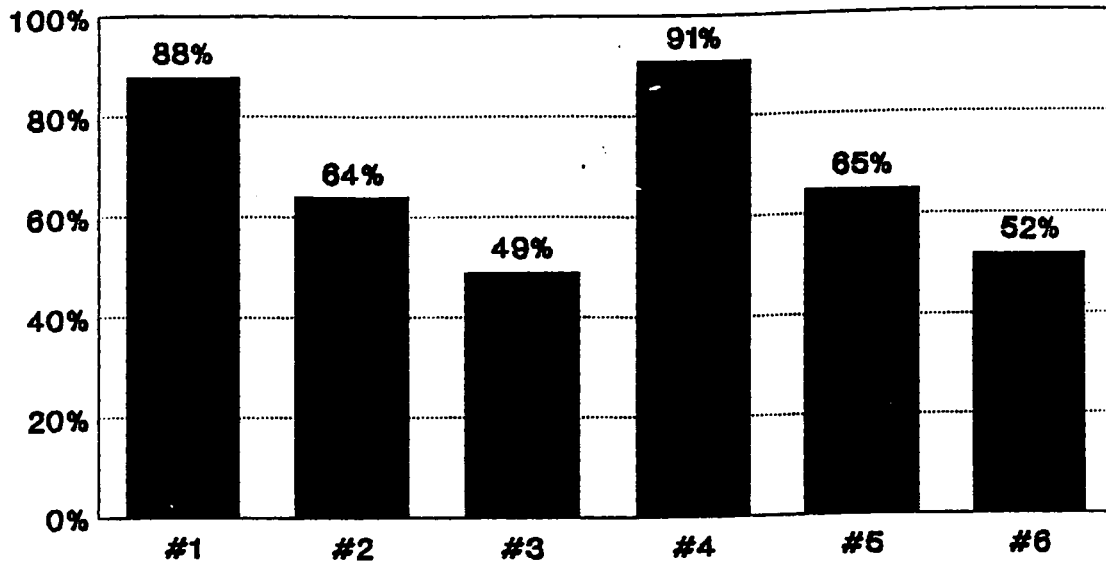
Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
2. International students are as a rule less prepared than American students academically.	76	163	21	63%
4. Because of their lower income, international students qualify for many grants and loans, thus depriving American students an opportunity to pursue higher education.	57	150	53	57%
8. By and large, the international student remains in the United States once he/she has completed the educational goal.	104	80	76	30%
13. Most of the students on campus with foreign accents are international students.	108	97	55	37%
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.	74	96	90	34%

TABLE XIV (continued)

Question	Number Agreeing	Number Disagreeing	No Opinion	Positive Percentage Response
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.	74	96	90	34%
25. The actual experience of dealing with international students on campus was overall more negative than was originally anticipated.	60	144	56	55%
27. After returning to home countries, international students feel positively about their educational experience and the United States.	125	29	106	48%
34. Generally speaking, technical training of groups of international students provides economic, social, and intercultural benefits to the college environment which greatly outweigh any negative aspects of the project.	179	33	48	69%
36. The experiences this campus has had with foreign students were more positive than was expected.	127	38	95	49%

TABLE XV
POSITIVE RESPONSE PERCENTAGES BY CAMPUS
RESEARCH QUESTION 6

SCHOOL	POSITIVE PERCENTAGE RESPONSE
Oklahoma State University Technical Branch, Oklahoma City Campus	51.3%
Rose State College	50.2%
Oklahoma City Community College	56.6%
Average of the three campuses:	52.7%



All Campuses Combined Responses to Each Research Question

- #1 Does the International Dimension Belong on the Community College Campus?
- #2 Are there direct and/or indirect economic benefits involved?
- #3 What are the individual characteristics of the international student- can they be viewed positively or negatively?
- #4 Does an international dimension play a significant role on the two-year campus- what is this role?
- #5 Are there areas of conflict between college personnel and international students?
- #6 Perceptions vs. Reality.

Figure 5. Combined Positive Campus Responses to Research Questions 1 through 6.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to assess current college personnel attitudes regarding the implementation of an international dimension on the community college campus. This chapter will present an overview of the study and an interpretation of its statistical findings. General conclusions of the research findings are discussed. Recommendations for future research are proposed.

Summary of Facts

As a result of the directive of its governor to expand Oklahoma's economic base beyond state and national boundaries, a "Promote Oklahoma Internationally" campaign was envisioned in 1988 by the governor's staff, the Department of Tourism, and a cross-section of collegiate international student advisors across the state. Although not a part of the state's formal research, this study was conducted as an independent preliminary step to determine whether an international emphasis could be successfully infused into Oklahoma's economy and thinking. It addressed the one segment of the population where an international dimension was already in place - the college campus.

Community college educators are in a unique position to affect attitudes and exert a powerful influence within the community simply because so many community members come in frequent contact with the college. This study assessed current perceptions of 544 community college professionals (administrators, faculty, and staff) regarding the implementation of an international dimension on two-year Oklahoma City college campuses. The three colleges participating in the study were Oklahoma State University Technical Branch, Oklahoma City Campus, Oklahoma City; Oklahoma City Community College, Oklahoma City; and Rose State College, Midwest City, Oklahoma. All are state supported, two-year, open door campuses, and collectively enroll approximately 24,000 students in the metropolitan Oklahoma City area. Six areas were targeted by the author as key factors in analyzing the current attitudes. They included a wide range of topics from the philosophical (is an international dimension suitable for a two-year college?) to the specific (problems encountered with the foreign student on campus - such as language proficiency, cultural diversity, and fiscal responsibility). An open comments section invited free response to the questionnaire.

The review of literature strongly supported the inclusion of an international dimension on the community college campus for a variety of reasons, not the least of which was the opportunity to impact the millions of persons who pass through its doors annually. Literature supports the theory that the community college plays a critical role in preparing its constituency for career, social, and global understanding. It further suggested that to exclude an international

dimension from the community college may negate the overall effectiveness of the institution and its programs.

Of the 544 questionnaires distributed, 280 or 48% were returned. Overall, the survey elicited a 64.2% positive response, an 18.4% negative response, and 17.4% had no opinion. The differences among the responses of the three campuses was less than 10%, which would indicate a consensus of opinion among this population. Five of the six research areas brought a positive response from the participants. The two questions evoking the highest positive response percentages were, "Does the international dimension belong on a two-year campus" (88%), and "Does the international dimension play a significant role on the two-year campus (91%). The only question receiving a less than 50% positive response dealt with the individual characteristics of the international student. There were several misconceptions regarding the international student's role, primarily in fiscal areas - the economic impact to the campus and the community from foreign dollars, funding sources for international students, and in the definition of immigrant and non-immigrant populations.

The negative responses appeared to be based on conflict arising from cultural differences, the international student's lack of English proficiency, and a perceived fiscal irresponsibility on campus and in the community on the part of the foreign student. The open comments section evoked responses which covered the broad spectrum of opinion - from totally supportive of an international environment to an isolationist attitude. Many of those responding indicated little or no

knowledge about the subject area, international students or international education.

Conclusions

According to the survey responses, the professional staff of the metropolitan Oklahoma City two-year colleges supported, at least philosophically, the implementation of an international dimension on their campuses. However, when comparing the ideal or concept, with the reality of dealing with multicultures in a college environment with limited resources, attitudes were less clear and supportive. The inference which can be drawn here is that educators view an international dimension idealistically, and deal with the practicalities more realistically. Educators are people too, and carry with them the same prejudices as does the population-at-large. This prejudice was apparent in several of the open comments. Also, since it is human nature to dwell upon the negative and overlook the positive, there is also the tendency to remember only those situations in which negative happenings occurred. This may explain the apparent dichotomy of supporting an international dimension while remaining unsupportive of the international student.

Several of the respondents indicated a lack of knowledge about an international dimension and a desire to learn more. This was especially evident in the open comments section. As previously stated, ignorance generally lends itself to a negative view. It was interesting to note that the percentage of no opinion responses almost equalled the percentage of negative responses.

There were several misconceptions about the international student, as noted above, most significantly regarding funding sources, economic benefit, and even in the definition of international student populations vs immigrant populations. This would indicate a strong need for communication and informational networking both intra-institutionally and inter-institutionally.

The homogeneity of the population surveyed in this study may have reduced the probability of finding wide differences in attitude, but a valuable insight came from discovering that the population did hold very similar attitudes in relation to each of the six research questions and in relation to the overall issue of internationalization of the two year campus. These findings are interpreted as having heavy implications because educational institutions and teachers have the opportunity to influence entire future generations (Condon, 1973). If institutions of higher learning are unwilling to accept diverse cultures, it may well be that those from different backgrounds will receive unequal treatment. And, given the influential role of the educator, students may reflect this unaccepting attitude. The reverse is also true, if educational institutions are open to many ideas and perceptions, then their student body will also be open to new ideas.

Recommendations

Given the various findings of this study, the following recommendations are proposed for both future research and for utilizing the insight that this study provided:

1. It is strongly recommended that each campus develop positive public relations packages, outlining the commitment of the institution towards internationalization. This package should emphasize the need for a broader, more global perspective for every student, promote the value of international education, and address the economic benefits of internationalization - for the campus and the community - including overseas employment opportunities and employment opportunities connected to international trade. The public relations package should be directed toward the community at large as well as college employees. A successful communications program is essential in the implementation of any new direction.
2. A clear portrait of the multiple cultural make-up of the campus should be a part of any employee and/or student orientation. This portrait should define foreign-born American students, immigrants, refugees, and non-immigrant students. There is apparently much misunderstanding about this issue, many believing that all those who speak accented English are "foreign students".
3. Chief executive officers must establish the international dimension as a priority for their campus. Implementation of an international dimension within the college mission statement is crucial to its success.
4. Further studies should be conducted within the student body and the surrounding communities to determine if positive, negative or indifferent attitudes exist towards the implementation of an international dimension as well as to assess any prejudices which

might inhibit the success of such a program. Although college personnel play a key role in the development of international awareness, it is the public-at-large who will determine its overall effectiveness.

5. Feasibility studies should be conducted to determine whether an international dimension should be made a mandatory part of any student's curriculum, just as English, American history and government are now mandatory requirements.
6. Emphasis should be placed in each classroom setting for students to become knowledgeable about local, state, national and international affairs, and how they are interrelated.
7. Staff development for collegiate faculty and staff should include an international dimension as it affects their collegiate program or departmental emphasis.

SELECTED BIBLIOGRAPHY

- Adams, Hugh and Glenda Earwood. "Internationalizing the Community College," ISHE Fellows Program, Research Report No. 2. Tallahassee: Florida State University Institute for Studies in Higher Education, 1982.
- "AACJC Adopts Statement on the Role of International/Intercultural Education in the Community Colleges." AACJC International/Intercultural Consortium Newsletter. May, 1982.
- Andrews, Stanley B. "The Role of American Community Colleges in International Development Activities: Expanding the Community Base," Ph.D. diss. Southern Illinois University at Carbondale: 1982.
- Astin, A. Four Critical Years. San Francisco, California: Jossey-Bass, 1977.
- Boyer, E.L. and A. Levine. A Quest for Common Learning. Washington D.C.: The Carnegie Foundation for the Advancement of Teaching, 1981.
- Cohen, Arthur and Florence B. Brawer. The American Community College. San Francisco: Josey - Bass Publishers, 1984.
- Condon, E.C. Cultural Conflicts in Values, Assumptions, Opinions. (UD 015 590). New Brunswick, NJ: Rutgers University, G.S.E., IRES Institute. (Eric Document Reproduction Service No. ED 117 205), 1973.
- Council on Learning. "National Task Force Statement on Education and the World View". New Rochelle, N. Y.: Change Magazine Press, 1981.
- Daniels, R., and Kitano, H.H.L. American Racism: Exploration of the Nature of Prejudice. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1970.
- Educational Testing Service. "College Students Knowledge and Beliefs: A Survey of Global Understanding". New Rochelle, N.Y.: Change Magazine Press, 1981.
- Gaimmaretta, Michael. "A Profile of the Foreign Student at a Public

Two-Year College: The Borough of Manhattan Community College Response to the Financial Problems of Foreign Students". Community Review, v 7 n1. Fall 1986.

- Harari, M. Internationalizing the Curriculum and the Campus: Guidelines for AASCU Institutions. Washington, D. C.: American Association of State Colleges and Universities, 1981.
- Hawkins, John N. "Ethnic Studies and International Studies: Interrelationships. President's Commission on Foreign Language and International Studies: Background Papers and Studies. Washington, D.C.: U. S. Government Printing Office, November, 1979.
- Hayden, Samuel L. and Leslie W. Koeplin. "International Business, Foreign Languages and International Studies/Analysis of Relationships and Recommendations". President's Commission on Foreign Language and International Studies: Background Papers and Studies. Washington, D. C.: U.S. Government Printing Office, November, 1979.
- Inouye, Daniel K. "Improving International Relations: Is There a Role for Community Colleges?" AACJC Journal December/January 1984-85, 35-36.
- King, Maxwell C. and Seymour Feresh. "Implementing the International Dimension: A Welcome Imperative." Community College Humanities Review, Number 8. 83-89, 1987.
- King, Maxwell. "International Education and the U.S. Community College: From Optional to Integral". Junior College Resource Review, Spring, 1983. Los Angeles, Ca.: University of California, Los Angeles, 1983.
- Kolstoe, R.J. Introduction to Statistics for the Behavioral Sciences. Homewood, Ill: Dorsey Press, 1973.
- Levin, J. The Functions of Prejudice. New York: Harper and Row, 1975.
- Martorana, S. V. and William G. Shannon. "International Education, The College, and the Community: A Framework for Action." New Directions for Community Colleges. Number 26. Josey - Bass Inc.: San Francisco, 1979.
- Maykovich, M. K. "Changes in Racial Stereotypes Among College Students." Human Relations, 24 (5), 371-372, 1971.
- Nicholson, R. Stephen. "Improving International Relations: Is There a Role for Community Colleges?" AACJC Journal December/January 1984-85, 36-37.

Oklahoma State University Technical Branch Catalog, 1988-89. Oklahoma City, Oklahoma, 1987.

Payne, W. J. "Social Class and Social Differentiation: A Case for Multidimensionality of Social Distance." Sociology and Social Research, 61. 1976.

President's Commission on Foreign Language and International Studies. Strength Through Wisdom: A Critique of U. S. Capability. Washington, D.C.: U. S. Government Printing Office, 1979.

President's Commission on Higher Education. Washington, D. C.: U.S. Government Printing Office, 1947.

Sue, S., & Kitano, H.H. L. "Stereotypes as a Measure of Success", Journal of Social Issues, 29 (2), 83-98, 1973.

Schultz, Raymond E. "A Rationale for International Education." New Directions for Community Colleges. Number 26. San Francisco: Josey - Bass, Inc., 1979.

Zikopoulos, Marianthi, ed. Open Doors.1986-87: Report on International Educational Exchange. New York: Institute of International Education, 1988.

APPENDIX A

TRANSMITTAL LETTER



Oklahoma State University

THE TECHNICAL BRANCH
900 North Portland
Oklahoma City, OK 73107
947-4421, Area Code 405

Dear Colleague:

In response to a statewide emphasis to develop international trade, Oklahoma State University Technical Branch, Oklahoma City campus is conducting a survey on the appropriateness of an international dimension on the two-year campus. As part of OSU/Oklahoma City, your opinions are very important. Also participating in this survey will be the administration, faculty and staff members at Rose State College and Oklahoma City Community College. The survey will take approximately five minutes to complete. Following the open comments section, please circle "F" if you are faculty, "A" if you are administration, and "S" if you are staff.

This survey will give us valuable insights about the international student on campus, foreign language, and international exchange of faculty at the two year level. Please return your completed survey in campus mail (the return address is on the label on the back of the survey) not later than February 17, 1989. Summaries of the results will be available during the month of March, 1989.

Thank you for your input and support. It is greatly appreciated.

Sincerely,

Evelyn H. Wilson
Director of Admissions and Registrar

emw/me



APPENDIX B

SURVEY

Directions: Below are some statements concerning international education and the international student. Please answer whether you Strongly Agree, Agree, Disagree, Strongly Disagree or No Opinion.	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
1. The two-year campus should help students understand and address the important moral issues of our time.										
2. International students are as well as prepared from American students academically.										
3. The community college should provide support for the international student who is not as well as prepared as it should be for their needs, such as the handicapped or disadvantaged.										
4. Because of their lower income, international students qualify for many grants and loans that depriving American students an opportunity to pursue higher education.										
5. Technical expertise will continue to be our best growing export.										
6. International students on campus often provide important first person insights into diverse cultures.										
7. Because of our growing economic global interdependency, the "community" served by the two year college must be international in its scope.										
8. By and large, the international student remains in the United States once he/she has completed the educational goal.										
9. Oklahoma can and does support tourism, but since we are a state with a limited first language level population it is not in high priority for economic development.										
10. International students tend to be more disruptive and argumentative than American students.										
11. A goal of the community college should be to help in students a capacity for openness to new ideas and ways of thinking.										
12. Foreigners try to "beat the system" more often than American students.										

Directions: Below are some statements concerning international education and the international student. Please answer whether you Strongly Agree, Agree, Disagree, Strongly Disagree or No Opinion.	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
13. Ideas of the students on campus with foreign accents are international students.										
14. Community colleges should only allow international students from similar cultures to enroll, because they adjust better to the United States and have fewer problems.										
15. It should be within the mission of the community college to ensure that students acquire knowledge and skills that will enable them to be productive in society.										
16. The international dimension to education should be included by the two-year college, because the majority of students who come to the community college do not need or want to understand other cultures.										
17. The community college should have an open door policy for admissions, and then develop worthwhile educational experiences for all who are admitted.										
18. Foreign languages need not be emphasized at the community college, because English is the language of business worldwide.										
19. The educational climate at the community college should be one in which differences of opinion can be aired openly and amicably.										
20. Although international students pay out-of-state fees, they are not the same as the students who usually compensate for the extra time it takes to educate them.										
21. The majority of international students in Oklahoma come from Southeast Asia or Mexico.										
22. Technical training for third world nations should be carried on in the developing nation itself, rather than the United States.										
23. The economic impact in the community from money spent by the international student is about the same as it is for an American student.										

Directions: Below are some statements concerning international education and the international student. Please answer whether you Strongly Agree, Agree, Disagree, Strongly Disagree or No Opinion.	Strongly Agree		Agree		Disagree		Strongly Disagree		No Opinion	
24. The community college should be known in the community as an intellectually exciting and stimulating place.										
25. The actual experience of dealing with international students on campus was overall more negative than was originally anticipated.										
26. The community college should provide flexible loans and additional opportunities for faculty and staff for professional development, including international exchanges.										
27. After studying in some countries, international students had probably about their educational experience and the United States.										
28. The community college does not need to provide an international dimension to its curriculum, because most people come to college simply to acquire job skills in the shortest possible time.										
29. News which affect other nations have little impact on most Oklahoma's day-to-day lives.										
30. Because of Oklahoma's agriculturally based economy, we need for Oklahoma to pursue international connections for economic benefit is high.										
31. International students often do not take care of their financial responsibilities in the college and in the community.										
32. Lack of English proficiency is the international student's greatest handicap.										
33. An international dimension should be written into the community college's mission statement.										
34. Generally speaking, technical training of groups of international students provides economic, social, and intellectual benefits to the college environment which greatly outweigh any negative aspects of the project.										

This form has been reduced in size. The original surveys were 8 1/2" x 11".

**AN ASSESSMENT
OF COLLEGE PERSONNEL PERCEPTIONS:
THE INTERNATIONAL DIMENSION
ON THE COMMUNITY COLLEGE CAMPUS
IN METROPOLITAN OKLAHOMA CITY**
Oklahoma State University Technical Branch
Oklahoma City Campus

During the past decade a number of educational, social, and economic circumstances have made it necessary for community colleges to reach older, and often new, understandings about the role of community, matching of resources to meet the needs of an ever-growing and often diverse population. These needs are more critical to provide goals. The inclusion of an international dimension into the curriculum of the two-year college is a new dimension which many colleges are taking. This survey is designed to assess the current perception of faculty, staff, and administration as to the role an international element should play, if any, on the two-year campus.

This survey will not tell campuses how to provide an international dimension to their campus. It is merely an instrument by which educators may express their thinking about this subject. It is designed to address the specific needs of the two-year community campus.

It is intended to be completely confidential. Results will be summarized only for groups -teaching faculty, staff personnel, and upper management level administrators. In no instance will responses of individuals be reported.

PLEASE RETURN TO:
EVELYN WILSON
ADMISSIONS AND RECORDS

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
35. Strong support from the Chief Executive Officer of the institution is critical to the successful implementation of an international dimension into the community college campus.					
36. The experience the campus has had with foreign students were more positive than was expected.					

Please feel free in the space provided below, to express any comments or opinions you have stated in individual education on this community college campus. You may elaborate on any of the items addressed above, or add your own observations. Results of the survey will be sent to you when completed. And thank you very much for your participation.

APPENDIX C

HOUSE RESOLUTION NO. 1049

Resolution

ENROLLED HOUSE
RESOLUTION NO. 1049

BY: HAMILTON (Jeff)

A RESOLUTION DECLARING FEBRUARY 9, 1988, AS
"INTERNATIONAL STUDENT AWARENESS DAY"; COMMENDING
ALL PEOPLE INVOLVED IN INTERNATIONAL STUDENT
PROGRAMS; RECOGNIZING INTERNATIONAL STUDENTS; AND
DIRECTING DISTRIBUTION.

WHEREAS, from its inception the State of Oklahoma has been a partnership of people from different cultures; and

WHEREAS, this heritage of sharing and learning from different cultures is reflected in the friendship the State of Oklahoma offers to students from other countries through international student programs; and

WHEREAS, international students from many different countries have chosen to be guests of this state and in so doing have enhanced this great state by sharing their traditions and friendship with the people of the State of Oklahoma; and

WHEREAS, through this sharing, international students have given the State of Oklahoma a better understanding of the world in which we live and an appreciation of the traditions and cultures of other people; and

WHEREAS, the State of Oklahoma wishes to show its appreciation for the friendship and contributions of all international students.

NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE 2ND SESSION OF THE 41ST OKLAHOMA LEGISLATURE:

THAT February 9, 1988, be declared as International Student Awareness Day.

THAT the House of Representatives commend all people involved in the international student programs of this state and recognize the many international students who have chosen to share their lives with the people of the State of Oklahoma.

THAT copies of this resolution be distributed by the Chairman of the Joint Special Committee on International Development to the international students who are guests of the Oklahoma State Legislature on this first International Student Awareness Day.



JEFF HAMILTON
328B State Capitol
Oklahoma City, OK 73105
(405) 521-2711

Home:
9608 Sonata Ct.
Midwest City, OK 73130
(405) 732-6416

House of Representatives

STATE OF OKLAHOMA

DISTRICT 101

February 11, 1988

COMMITTEES:
Vice Chairman -
Retirement Laws

MEMBER:
Education
Human Services
Government Operations
Joint Committee on
International Development

Ms. Evelyn Wilson
OSU Technical Branch
900 N. Portland
Oklahoma City, OK 73107

Dear Ms. Wilson:

I would like to take this opportunity to thank you for your participation in International Student Awareness Day. It was indeed a pleasure to have you at the State Capitol for this important event.

I believe that this day was a great success, and I hope that we will continue to recognize international students and sponsoring organizations in the future. International students contribute a great deal to our state in terms of economic development and cultural exchanges and it is important that we continue to recognize them and attempt to address their needs and concerns.

Again, let me thank you for being a part of this day. It was indeed an honor to have you in attendance as a participant.

Sincerely,

Jeff Hamilton
State Representative

JH:nl/883200C

VITA

Evelyn H. Wilson

Candidate for the Degree of

Master of Science

Thesis: AN ASSESSMENT OF COLLEGE PERSONNEL PERCEPTIONS: DOES AN INTERNATIONAL DIMENSION BELONG ON THE COMMUNITY COLLEGE CAMPUS IN METROPOLITAN OKLAHOMA CITY?

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Berwyn, Illinois, on February 22, 1948, daughter of Theron and Ebba McEachern.

Education: Graduated from Putnam City High School, Oklahoma City, Oklahoma, in May, 1966; received Bachelor of Arts degree from Southeastern Oklahoma State University, Durant, Oklahoma, in July, 1983; completed requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1989.

Professional Experience: International student advisor at Southeastern Oklahoma State University, Durant, Oklahoma, from July, 1979, through May, 1983; Director of Admissions and Registrar at Oklahoma State University Technical Branch, Oklahoma City Campus from July, 1984, until the present time.

Member of: American Association of Collegiate Registrars and Admissions Officers, Oklahoma Association of Collegiate Registrars and Admissions Officers, Southern Association of Collegiate Registrars and Admissions Officers, National Association of Foreign Student Affairs, American Association of Community and Junior Colleges and the Oklahoma Association of Community and Junior Colleges Oklahoma Association of Community and Junior Colleges.