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**AN EXAMINATION OF INTERNATIONAL STUDENTS
IN THREE PUBLIC TWO-YEAR COLLEGES**

A Dissertation Presented

by

THOMAS F. WYLIE

**Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of**

DOCTOR OF EDUCATION

May 1993

School of Education

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by

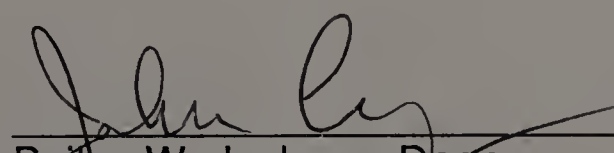
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DEDICATION

Publication of this dissertation is dedicated to
Tristan H. Wylie and Graham T. Wylie.

ACKNOWLEDGMENT

Conducting this study would not have been possible without the cooperation and assistance of the participating institutions and numerous individuals. I wish to acknowledge and thank the presidents of the three colleges who allowed me access to their campuses for conducting research. Also, I am indebted to the international students, faculty, and staff of each site. All gave freely of their time and expertise. Special thanks is due the International Student Advisors, whose advice and insights were important in conducting interviews and gathering data.

I am grateful to the members of my dissertation committee for their time and guidance in developing this study, especially to Patricia H. Crosson for her excellent methodological and editorial advice. I wish to thank my friends and colleagues for their support, my wife Linda L. Harris for her encouragement, and Aura H. Parks for her assistance in transcribing interviews.

ABSTRACT

AN EXAMINATION OF INTERNATIONAL STUDENTS IN THREE PUBLIC TWO-YEAR COLLEGES

MAY 1993

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Directed by: Professor Patricia H. Crosson

International students have attended American colleges since colonial times. Although international students attend all types of colleges and universities, most studies and reports which have examined their presence on American campuses have been directed at four-year institutions. This is not surprising in that 86% of all international students in the United States, (based on 1990/91 data), were enrolled in four-year institutions. 57,720 international students were enrolled in two-year institutions by 1990/91. While such research is helpful in providing key data and information regarding international students at some of the largest and most prestigious U.S. institutions, comparatively little research has been directed at international students in two-year colleges.

The purpose of this study has been to conduct a qualitative examination of international students in three public two-year colleges in New England. Using a case-study approach, four questions were investigated: Why do international students choose a public two-year college? What are their experiences? What are the

experiences of faculty and administrators who work with them? What policy questions are important for these institutions? Field research included twenty-one interviews with international students, twenty-two interviews with faculty, and eight interviews with administrators. Also, on-site observations were conducted and available institutional documents reviewed.

The study revealed a group of highly motivated international students who, for the most part, were quite satisfied with their educational experiences in the two-year community colleges. The study also revealed that international students are prominent in the academic life of the institutions and faculty members were, on the whole, pleased with the performance and presence of international students.

The greatest policy challenge to public two-year community colleges that enroll international students, is the challenge of fully embracing a wider philosophy and vision of the institution's role and contribution in international education.

While the overall assessment of the two-year college experience from international students, faculty and administrators was a positive one, it is also clear that institutions could do more to improve the educational experience of international students and the faculty who work with them. Ten recommendations are offered including an examination of mission statements, development of on-going faculty and staff training programs, strengthening of international student orientation programs, development of more creative recruitment efforts, and strengthening of the institutional data base on international students.

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CHAPTER 1

INTRODUCTION

Since colonial times international students, or foreign students as they are most often identified, have attended U.S. colleges and universities. Their presence in America and on U.S. campuses did not become widely acknowledged until the post World War II period. Around 1950 there began dramatic annual increases in the number of foreign students attending U.S. institutions. Over the thirty-five year period, 1955-1990, there occurs a large increase in the number of international students in the United States. As illustrated in Figure 1 and Figure 2, with few exceptions, the increase has been steady over the past thirty-five years.

The increase in both the number and diversity (i.e., students from 186 countries representing a variety of native languages, cultures, social, political and educational experiences) of overseas students coming to America for higher education has been due to several world-wide economic, political, and social forces. Principal among these was the victorious role of the U.S. at the end of the second world war and the resulting exposure to and popularity of the U.S. style of government and its educational system. Also, during this period there was tremendous expansion in the size, institutional diversity, and number of post-secondary educational institutions in America. In the years following World War II the United States developed one of the largest systems of higher education in the world.

Why do students from overseas seek access to higher education in America? The reasons are both varied and complex. Researchers, in particular those who have investigated this question since 1980, tend to agree that continued international interest in U.S. higher education is due to several factors. Principal among these are: the

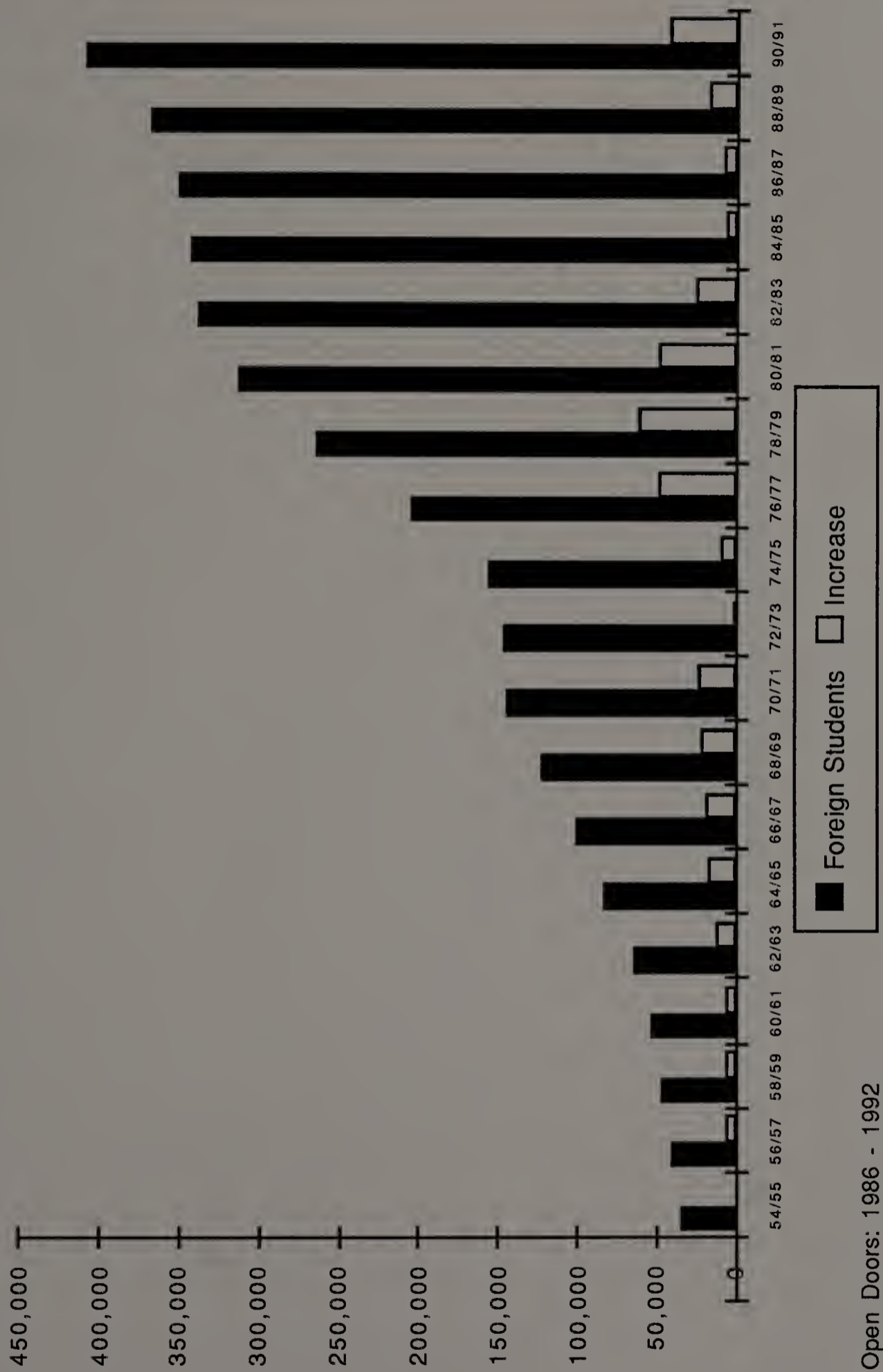


Figure 1
International Student Enrollments 1955-1991

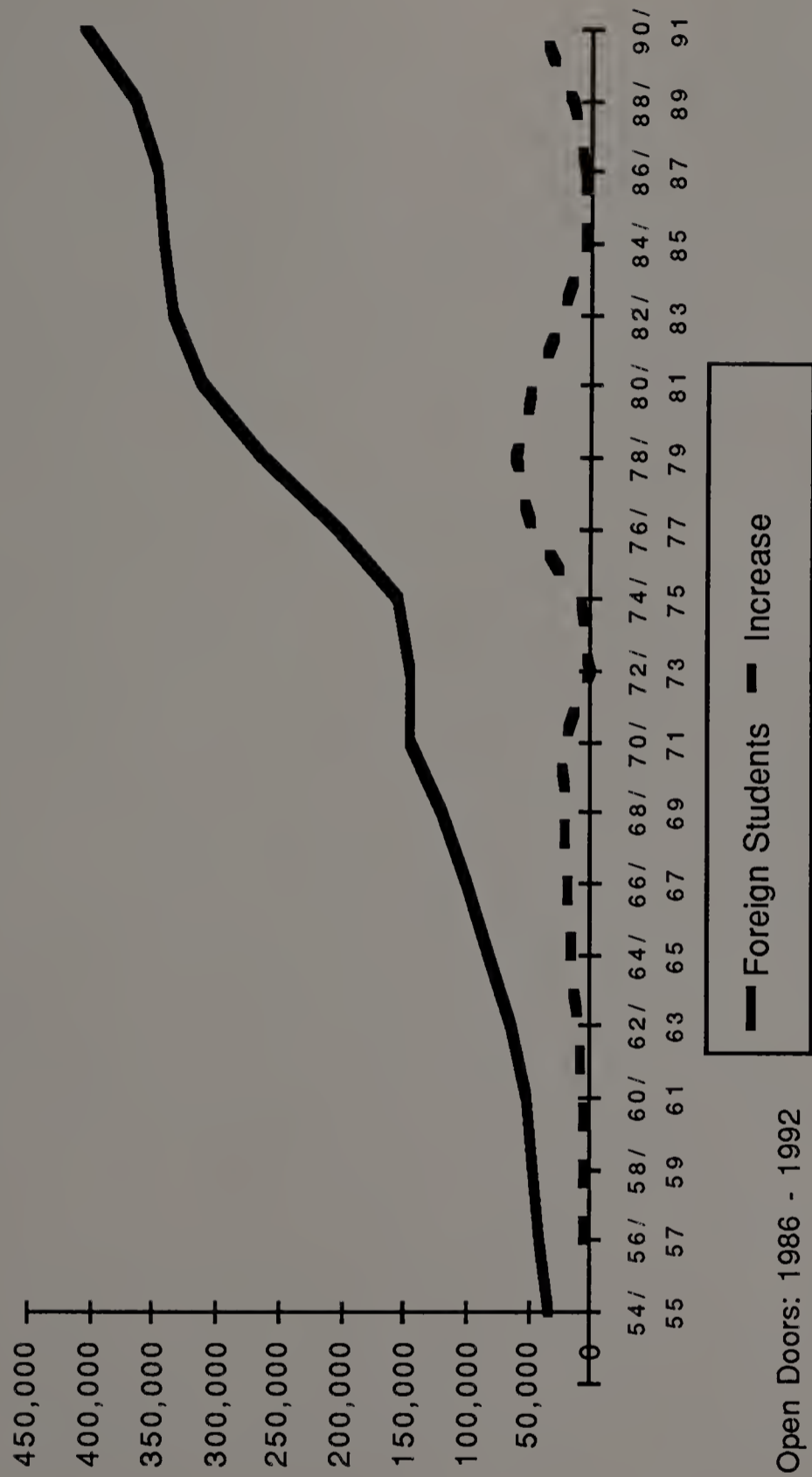


Figure 2
International Student Enrollments 1955-1991

absence of, or weaknesses in, the educational offerings and systems in home countries, particularly in capital-intensive areas such as medicine and allied health, the sciences, and computer technology; the availability of financial resources of many countries and individuals of means to send students; an international desire for technical training in science and engineering, particularly on the part of Third World countries; heavy international recruitment by U.S. institutions and private firms; and the desire of many foreign students to take advantage of vacancies in student slots and in teaching positions at U.S. institutions that have experienced a diminishing supply of American students and teachers (Reichard, 1985; Kaplan, 1983; and Goodwin & Nacht, 1983).

While international students have never accounted for more than about 3% of all students attending American colleges and universities, in the 1960's and 1970's it was common for foreign student enrollments, on a national basis, to increase at rates of 10% or 15% each year. (See Figures 1, and 2).

The increased enrollment of international students in the U.S. was accompanied by greater interest in their presence at institutional, state, and national levels. Studies and reports by Coombs [1964], Frankel [1966], Spaulding and Flack [1976], and Spaulding and Coelho [1980] represent early literature on policy issues relating to the presence of large numbers of international students on U.S. campuses.

Topics addressed by the above authors included: policy discussions about the possible need for regulation of the flow of international students; discussions about potential limitations to certain fields of study and the proportion of international to domestic students in any one field; questions about the number of international students at any single institution or for the U.S. as a whole; the relevance of the education and training received by foreign students

relative to the needs of their home countries; post-graduate needs; and questions about what role or place international students might be expected to take in the academic programs of domestic students and of the institutions they attended.

As the size and diversity of the international student population in the U.S. increased, there arose greater academic and professional interest in learning more about foreign students. Educators, policy makers, and international student advocates sought to learn more about the academic background and preparation of foreign students, their academic and professional goals, their adjustment to American academic and social life, their academic performance and their expectations.

Studies and reports which have examined various aspects relating to the presence of international students on American campuses, including reports that examine policy questions, have most often been directed at four-year institutions or at large public and private research-oriented universities. That the majority of research is directed at four-year colleges and universities, is not surprising in that 86% of all international students in the U.S., (based upon 1990/91 data), were enrolled in four-year institutions. Also, 43% of all international students were enrolled in graduate study. An additional 14%, or 57,720 international students, were enrolled in two-year institutions (Open Doors, 1991).

Problem Statement

While research on international students at four-year colleges and universities is helpful for understanding the international student presence at some of the largest and most prestigious U.S. educational institutions, it does not provide a clear picture regarding the presence of international students at two-year institutions. Comparatively little research has been directed at international students at two-year colleges. We know little

about the concerns of students, faculty, and administrators on two-year campuses that relate to international students, and even less about policy issues faced by these institutions.

Two-year colleges, often identified as community colleges or junior colleges, have since the 1960's grown dramatically in size and stature in American higher education. There are 1,385 community or junior colleges in the U.S. that enroll some five million students. In 1991, nearly 50% of all students enrolled in higher education in America were enrolled in a community or junior college (ACE, Vol 2 No. 8, 1991).

A large number of two-year colleges, most often known as community colleges, are publicly supported. The development of community colleges began in the U.S. They are characterized by low tuition; open admission policies; academic programs that prepare students for transfer to four-year institutions; highly diverse student populations in terms of age, ethnicity, social, economic, and educational backgrounds; programs for occupational and career development; and large part-time and evening student enrollments.

Two-year colleges enrolled 57,720 international students in 1990/91. Given the number of international students and the growth in the past decade, it is important to ask: are there unique issues, policy questions and concerns regarding international students at two-year colleges and institutions in the U.S.?

Purpose and Research Questions

The purpose of this research is to help fill the knowledge gap through an examination of international students in three public two-year colleges in the United States. The study has been guided by four research questions:

- 1) Why do international students choose to attend a public two-year college?
- 2) What are the experiences (academic, and social) of international students at public two-year colleges?
- 3) What are the experiences of faculty and administrators who work with international students in public two-year colleges?
- 4) What policy questions are present for public two-year colleges that enroll international students?

As the study progressed other important questions emerged regarding the presence of international students at these institutions. One was the question whether international students at two-year colleges are being used as "filler" in technical/vocational programs or in transfer-bound liberal arts programs that are under-enrolled by domestic students? A second was how relevant is the education and training at two-year colleges for those international students who intended to return to their home societies once receiving an associate degree or certificate? These questions have been raised in research at universities and four-year colleges, with findings that indicated international students had served as "filler" in programs that were under-enrolled by domestic students, and international students, alumni in particular, had voiced discontent with the relevance of the training and education they received from U.S. institutions once they returned to their home societies (1983, Goodwin and Nacht, 1985, Lutlat and Altbach).

A third question related to whether or not international students realize the implications of a technical versus a liberal arts curriculum and, in the case of students who seek to transfer to a university after having attended two-year colleges, are they fully aware of the implications of transferring to a larger and more complex institution? Do international students at two-year colleges fully understand what is necessary if they wish to transfer to a baccalaureate institution? Finally, the study sought to explore if institutions offered financial assistance to international students and if they had conducted any retention studies.

The goal of this study is to summarize the current state of knowledge concerning the presence of international students attending U.S. institutions of higher education and to add to that knowledge relative to what is known about such students at two-year colleges.

Significance of the Study

This study, which represents a departure from previous research, in terms of methodology and the areas of investigation, offers the potential of discovering additional insights pertaining to the presence of international students in American higher education. The study provides insights into why international students attend public two-year colleges in the United States. It also adds to our understanding of the experiences of international students at public two-year colleges from the perspectives of international students and the faculty and administrators who work with them.

The study should be of interest to professionals who work in admissions, assessment, advising, and student development. The study should also be of interest to faculty members, educators, and policy makers in their efforts to understand, plan, develop, and evaluate programs and services for international students. This study contributes to on-

going discussions of a policy and theoretical nature pertaining to the presence and place of international students in American higher education.

Theoretical Framework

There is no one theoretical framework that guides this study. There is debate among scholars and practitioners in the field of educational exchange (which includes international students, study abroad, faculty and staff exchange, technical assistance, and cross-cultural communication) regarding broad questions pertaining to the presence and place of international students in American higher education.

The predominant view, referred to as the "development paradigm," emphasizes the contributions made by U.S. institutions to international students and the countries they represent and contributions by the students to the U.S. institutions they attend. This view, represented by Burton Clark [1980], Derek Bok [1986], Ernest Boyer [1987] and others, tends to see overseas education, particularly for students from Third World countries attending higher education in the Western World, as " . . . a means of transferring critical development knowledge and technology from the West to the developing world" [Barber, 1984, p. 12].

The development paradigm is often criticized as being individualistic, competitive, and unidirectional. Scholars critical of the development paradigm, in particular Hans Weiler [1984] and Norman Goodman [1984], question assumptions that underlie the efforts of U.S. institutions to recruit and educate international students, especially those from underdeveloped countries. The authors raise questions regarding the missions of U.S. institutions, the danger of U.S. educational programs contributing to a "cultural dependency" upon the U.S., and the danger of a U.S. educational experience contributing to a widening gap between

the economically privileged and the poor in many underdeveloped countries.

Several writers have called for a new paradigm relative to the field of international educational exchange, one which offers a framework that is more " . . . interdisciplinary, integrative, cooperative . . . and complex in assumptions about . . . (the) long term effectiveness and relations of the United States to the rest of the world" [Mestenhauser, 1982, p. 184].

This study has not embraced the perspective of the development paradigm or the positions taken by those critical of that framework. However, within the analysis section, the study has reflected upon these perspectives when such discussion is germane to the methods, data and/or findings of this study. The intention of this study and its theoretical sensitivity have been guided by a desire to design and conduct a study which is "interpretive." The study has used inductive analysis in looking at the collected data to observe "patterns, themes, and categories of analysis [that] . . . emerge out of the data rather than being imposed . . . prior to data collection and analysis" [Patton, 1980, p. 306]. There is no a priori theory or set of variables to be tested in this study. The four research questions have been explored through a process whereby the data generated by the study was inductively analyzed.

The subject matter of this research is three public two-year institutions of higher education and within them, three population segments: international students, faculty members, and administrators. By the act of choosing this subject the researcher has in effect selected to place a lens upon it. This lens-making aspect is crucial to an appreciation of this study and of the qualitative approach. While it has inherent limitations, several of which are identified below, the method offered the potential for a greater appreciation of the complexities of human experience. This study, employing a participant/observer interpretive approach, has focused on

human perceptions and reactions in identified educational environments. As Burrell and Morgan have described, the advantage of an approach such as this is that it can assist educators and researchers to " . . . understand the fundamental nature of the social world at the level of subjective experience" (1985, 28).

Definitions

For the purposes of this study, usage of the terms "international students" and "foreign students" are interchangeable. Both terms are often used to describe the same body of students. The researcher has preference for use of "international" over "foreign," as the term foreign may, for some individuals, have a pejorative connotation in terms of referring to "otherness." However, both terms have been used by participants in the study and, as will be illustrated, there remains much confusion as to who is perceived as an international or foreign student at the three participating institutions.

In this study a community college is defined as an institution of higher education in the U.S. with authority to grant a two-year associate degree in a variety of programs and to offer short-term occupational certificate programs. Community colleges are usually publicly sponsored and/or supported by state or local taxes, provide open admissions with minimum academic requirements, and offer low-cost, flexible educational programs.

In terms of international students, the following definitions, as adapted from the 1990/1991 edition of Open Doors, published by the Institute for International Education, were applied in this study.

Foreign Student: Defined as anyone enrolled in a course or courses at institutions of higher education in the United States, who is not a citizen of the U.S. or an immigrant (i.e., permanent resident). Persons with refugee status are included in this definition.

F Visa: Issued to bona fide foreign students who satisfy the requirements for pursuing a full program of study at an institution of higher education in the U.S. Issued to students who enter the U.S. for a temporary period and solely to study, and who have permanent residence in foreign countries that they intend to maintain.

J Visa: Issued to provide exchange-visitor status to foreign students by the U.S. for a variety of educational purposes. Foreign students with a J Visa must be sponsored by an agency or organization approved for sponsorship by the U.S. Secretary of State for Exchange Visitors.

M Visa: Issued to foreign students who will enroll in a vocational training course (other than English language training) in the United States.

CHAPTER 2

LITERATURE REVIEW

There is an extensive literature relating to international students attending U.S. institutions of higher education. There is an additional literature on international students as a world-wide phenomenon, most of it written from an international perspective or the viewpoint of a particular country or region of the world. Much of this wider literature mentions or investigates international students in the U.S. because the United States continues to be the leading country of the world in the number of international students attending its institutions.

Since World War II, research has been undertaken by independent scholars working in several disciplines, many of whom were sponsored by organizations such as the Institute for International Education, the American Council on Education, the National Association of Foreign Student Advisors (now referred to as NAFSA), the Association of International Educators, the College Board, and others. The literature generated covers a broad range of topics, including historical studies, general studies, research on institutional policy, the economics of foreign study from the home and the host-country points of view, recruitment and admissions issues, health and counseling studies, adaptation and cross cultural studies, academic performance studies, educational exchange studies, specific student nationality or academic discipline studies, and research that looks at post-study and alumni issues.

The purpose of this review is to examine selected materials from the literature with a threefold focus: (1) to provide a general overview of research on international students attending U.S. campuses; (2) to examine literature specific to international students attending two-year colleges in the U.S; and, (3) to identify literature whose

findings or methodology are relevant to the four questions posed by this study. Materials cited here are germane to the purposes of the study. The bibliography contains additional references to the materials available concerning international students.

Literature on International Students in U.S. Colleges

Literature on international students in the U.S. can be broadly divided into three categories: materials that deal with adjustment and crosscultural issues; materials which examine specific issues such as admissions, language proficiency, and academic performance; and materials which identify or examine policy issues of an institutional or national perspective, pertaining to the presence of international students on U.S. campuses.

Spaulding and Flack (1976) reviewed and summarized the findings of 204 studies of international students at U.S. institutions. The authors concluded that international students perform academically about as well as American students when their success is measured by the standard grade point average. However, the authors noted that the " . . . standard measures of academic success need(s) to be re-evaluated when dealing with foreign students" (1976, 43-44). Also, the authors noted that too little attention had been paid to the academic training needs of international students in relation to positions they may fill in their home countries.

Goodwin and Nacht (1983) in a study commissioned by the Institute of International Education (I.I.E.), examined the presence of international students in twenty-five institutions in three states (Florida, Ohio, and California). The authors concluded that international students generally are able to achieve the educational objectives they set out for themselves. They also pointed out that the most dramatic use of international students in the 1980's was to "fill

classrooms," particularly at the graduate level, in programs that were underpopulated by domestic students.

In a 1988 I.I.E. study by Solmon and Young, based on HEGIS data over a ten-year period, the authors found, in a fashion similar to Goodwin and Nacht's 1983 study, that the role of international students appeared to be "compensatory," i.e., they are "replacing domestic students in areas of declining domestic demand" (1988, 92). Further, Solomon and Young's research indicated that "based on reported high school grades, foreign students appear to be better students than American students," and that they "demonstrated consistently higher indicators of quality than did their American counterparts in the national norms" (1988, 57).

Not a great deal is known about the relevance of American academic programs to the needs of international students. Goodwin and Nacht (1984 & 1986), based on surveys and field visits with foreign alumni in selected countries (Brazil, Mexico, Indonesia, and Turkey), indicated that there is a serious problem of "intellectual decay," defined as an erosion of the education and training in chosen fields of study, in many countries that have sent some of their best students to the U.S. Such decay is evidenced by lack of peer support, poor research facilities, inadequate capital investments and lack of career advancement. The authors recommend that U.S. colleges and universities establish "aftercare" networks to maintain their overseas intellectual investment in human capital.

Research materials on policy issues in American higher education, that address international students, include the works of Spaulding and Flack (1976), Goodwin and Nacht (1983), The American Council on Education (1982), and John Reichard (NAFSA) (1985). Also, works by Lutlat and Altbach (1985); Lulat, Altbach, & Kelly (1986); and several reports by Elinor Barber (1985), Solmon & Young (1987), and Dresch (1987).

The studies raise a number of policy questions. Should there be governmental or institutional regulation of the flow of foreign students in the U.S.? Should there be regulations regarding fields of study and/or the proportion of foreign students enrolled versus the number of domestic students? Is there an "optimal number" of international students for the U.S. as a whole or for any particular size institution? Should there be regulations or requirements of U.S. institutions for the post-graduate work of foreign students when they return home? What role or place might foreign students be expected to play in the academic programs of American students and institutions?

The authors of these studies often take similar positions on these questions, cite many of the same materials, and point out the "lack of theory" in the study of foreign students. They call for attention to issues of "brain drain" affecting Third World countries, and the need for greater attention to policy issues. The prevailing opinion is that the U.S. lacks "clear rational policies with regard to the admission, presence, support and utilization of foreign students" (Spaulding and Fleck; 1976); and that any policy the U.S. as a whole might have is merely "... the aggregate of thousands of local decisions" at the state and institutional level, such that a national philosophy or policy on foreign students "scarcely exists" (ACE, 1982).

In research on demographics and the distribution of international students in the U.S., Goodwin and Nacht (1983), Lulat and Altbach (1985), Salem Chishti (1984), and others have attempted to forecast international demand for U.S. higher education. Each study looked at programmatic distribution and asked if there should be an "optimal" number of international students for any one institution or program. The authors concur that institutional attention to international student issues does not seem to occur on many campuses until the percentage of international students in the student population reaches 10-15%. They also agree that

an overly high enrollment of foreign students in one program may lead to a "disruption in the academic life of the department and a general breakdown in morale among faculty" (Lulat & Altbach, 1985, p.473). A similar finding was noted by Sven Groennings in a 1987 New England Board of Higher Education study, "The Impact of Economic Globalization on Higher Education." After interviews with administrators at thirty institutions of higher education, Groennings concluded, " . . . a critical mass of foreign students, perhaps 10% of total enrollments, is needed to have the desired interactive effect on campus and that it is important to have global representation rather than a disproportionately great number from one or two countries" (NEBHE, 1987, 79).

On the subject of continuing demand for international access to U.S. higher education, Chishti (1984) concluded that such demand will continue to increase because of population growth in less developed countries and the inability of those countries to invest in educational systems beyond the primary and secondary levels. Chishti anticipates continued international need for highly trained workers in engineering, medicine, computers and the natural sciences.

There is considerable literature on financial issues related to enrolling foreign students in U.S. institutions. Two major points in this literature are the realization that there may be "hidden costs" and thus unknown institutional subsidies of international students; and the realization that, while the majority of international students are privately supported (64% in 1990/91), mostly by family funds, others need and seek additional financial assistance and support from various sources. These concerns have led to efforts to establish a standard approach to understanding the institutional costs versus benefits of the presence of foreign students.

The literature on financial issues includes work by Dresch (1987), the American Council of Education (1982),

Chishti (1984), Jenkins (1983), Goodwin and Nacht and others. There is little consensus among their findings. Most agree that institutions tend to underestimate the costs and to over-estimate the net benefits of the presence of foreign students. Part of the difficulty with investigating financial issues is, as Chishti points out, there are no "precise estimates" available. Thus he cautions against any policy decisions based solely on economic considerations (1984, 339).

Dresch's 1987 essay "The Economics of Foreign Students" broadens the context of the cost/benefit discussion by arguing that historically all of U.S. higher education has been "highly subsidized." He observes that due to the complex nature of international student enrollment patterns and the high percentage of international graduate students who fill a vitally important role for educational institutions, one must be cautious regarding economic assumptions concerning foreign students at U.S. institutions. Dresch states that the economic benefits or liabilities of an international student presence " . . . cannot be assessed independently of the broader economic context and status of the (American) higher education sector" (1987, p.3).

A great deal of the literature on international students in U.S. colleges is quantitative and demographic in nature. This is best exemplified by I.I.E.'s publication, Open Doors, which offers an annual statistical overview and profile of foreign student attendance at U.S. colleges and universities. The 1990/91 publication states that the 407,529 international students at U.S. institutions for academic year 1990/91 came from 186 countries, attended 2,879 U.S. institutions and had combined cost-of-living expenditures close to three billion dollars; that 64% were privately supported; 56% came from the Asian countries of China, Taiwan, Japan, India, and South Korea; the students were predominantly male (64%); and, in terms of academic areas, the majority selected business and management, as opposed to engineering, for the second

consecutive year since 1950. In terms of international students at two-year institutions, Open Doors indicates that the four states with the largest number of international students at two-year colleges in 1990/91 were California (15,171), Florida (9,095), Texas (3,755) and New York (3,410) [Open Doors; 1990/91]. As noted earlier, two-year colleges enrolled 57,720 international students in 1990/91.

Literature on International Students at Two-Year Colleges

Discussions of the presence of international students in two-year institutions began to appear in the literature in the mid 1960's. Early research by Epstein (1967), Elliott (1967), Schultz (1977), L. Kerr (1973), NAFSA (1974), Gleazer (1978), and Diener (1980) looked broadly at this presence; conducted surveys; and raised questions about admissions, finances, advisement, cultural differences, and language concerns. In 1968 Open Doors first took special note of international students attending junior and community colleges and began collecting and reporting data on their enrollments.

Harold Epstein (1967), in "Where Do Junior Colleges Fit In?" noted that while higher education in the U.S. had made a commitment to international education, junior colleges were not playing a role in this and questioned what role they might play relative to the entire field of international education. Schultz in his 1977 survey article "Two-Year Colleges Move Toward Global Orientation," traced the history of the involvement of two-year colleges with study abroad, faculty exchanges, and international students. Schultz indicated that the increase of international students at two-year colleges was due in part to a growing world-wide awareness of the community college movement in the U.S., referrals of international students by four-year colleges and universities, the attraction of individualized instruction

that is offered at community colleges, and lower expenses compared to senior institutions (1977, 21).

Elliott (1967), in a dissertation conducted at UCLA entitled "Foreign Student Programs in Selected Public California Junior Colleges: An Analysis of Administrative Policies and Practices," identified and examined a number of issues and problems. The study was descriptive (not qualitative in the sense of how that term is used in contemporary research methods), but Elliott worked with seven public junior colleges as case studies. He conducted structured interviews with college presidents, administrators, faculty, and international students. He asked questions about five areas in the institutions: their philosophical basis for supporting a foreign-student program; exchange programs; admissions policies; instructional programs; and student personnel services for international students, and made twenty recommendations "concerning the role of the junior college and the effective discharge of that role in respect to handling foreign students."

The recommendations included a suggestion that each college "develop a clear statement as to the aims and purposes of its foreign student program." Also, for those colleges concerned with "achieving national balances" among the international students enrolled, Elliott recommended that they "resort to establishing a maximum percentage quota not to be exceeded by any one nationality" (1967, 293).

In 1974 David T. Cooney published a report, "The Foreign Student Program in Florida Public Community Colleges." The 52-page report outlined his research among 28 public community colleges on the "essential elements of foreign student programs." Through questionnaires and a "Likert-type scale" he arrived at five conclusions and ten recommendations. Among the recommendations: that institutions "formulate a written policy statement detailing the extent of the institution's commitment" to a foreign student program; that institutions consider "establishing an

emergency loan fund" to aid foreign students; and that institutions take advantage of the cultural heritage of international students by "developing linkages between the foreign student, the faculty, American students and the community."

In 1977 NAFSA and the College Board sponsored a colloquium on international students at two-year colleges and, based upon the proceedings, published an 86-page report. Entitled "The Foreign Student in United States Community and Junior Colleges," the report highlighted what was then known about the field and explored a number of questions concerning the nature of community colleges and their role in educating international students. The report concluded with a recommendation that two-year colleges pay special attention to four areas when developing programs for international students. The areas included: local considerations for a "total foreign student program," state considerations, national considerations, and agency and foundation considerations.

Since 1980, research on international students at two-year institutions has increased. Holwerda (1980), sought to develop a comprehensive policy for the admission of international students and the development of programs to serve those students at Orange Coast Community College in California. Through the use of interviews and a survey questionnaire in combination with records on student performance, Holwerda arrived at eight conclusions regarding the international student presence at this one institution. The findings included: that faculty and administrators felt it was advantageous to admit foreign students and train them in vocational/technical areas needed to meet middle level manpower needs of the Third World; that disproportionately fewer foreign students applied, or were admitted, who were either female, African, and/or planning to enroll in non-transfer vocational/technical programs; and that there was a

need for specific services designed to assist foreign students after they were admitted.

Blankenship (1980) in "International Education in Florida Community Colleges: An Analysis," developed a two-part study designed to look at the scope of institutional programs and services related to international education; and the cultural and educational impact of foreign students on an institution, as perceived by American students, faculty, and administrators. For both parts, Blankenship designed an international education survey which was distributed to fourteen community and junior colleges in Florida. Survey data, together with an economic formula, were used to determine an estimated economic value of the presence of foreign students to the institution and to the community.

Blankenship's conclusions indicated there was a positive estimated economic impact of international students on the community and the institution; administrators perceived a greater impact than did students or faculty; faculty perceived a greater impact than did students; students, administrators, and faculty did not perceive a relationship between impact and the quality of education; and all three groups perceived that the educational and cultural impact of foreign students was evidenced by improvements to the learning environment, promoting better understanding between different people, helping to promote interaction between people and decreasing cultural stereotyping, and promoting respect for other countries and cultures.

Lammers (1982) in "Four Perspectives of the Proper Role of Foreign Student Education at Ten Selected Junior and Community Colleges in the U.S." sought to compare and contrast perceptions relative to the success of the junior/community colleges in meeting the educational needs and expectations of foreign students among four groups: foreign students; foreign embassies; college admissions officers; and foreign-student advisors. Through the use of questionnaires and a Likert-scale, Lammers collected data

from 271 foreign students, 16 embassy education officers, 8 foreign student advisors, and 5 admissions officers. Lammers concluded: the largest number of foreign students were enrolled in technical programs that were transfer-related and intended to prepare them for additional work at four-year colleges and universities; foreign students often go to community or junior colleges because of language and/or financial problems they encounter after arriving in the U.S.; and, lower tuition costs are a "primary consideration" in foreign students selecting a community/junior college (1982, 79).

Also in 1982, a doctoral dissertation entitled "A Study of Foreign Student Advisers in Two-Year and Four-Year Colleges and Universities in Texas," by Cletus Gassman, investigated "the importance of competencies which foreign student advisers should possess." By use of questionnaires to 68 institutions in Texas, Glassman studied the responses of 60 foreign-student advisers and 226 foreign students, rating the "perceived importance" of 35 competencies. Among his seven conclusions Glassman found: foreign students and foreign student advisers were "not in agreement regarding the competencies they believe foreign student advisers should possess," and, "regardless of the type of institution, two-year or four-year, foreign students are in agreement regarding the competencies which foreign student advisers should possess."

Gomez (1987), sought to provide a comprehensive profile of foreign students at California community colleges. Through use of a survey, Gomez sought to identify the population, identify its characteristics, measure the effectiveness of foreign-student services as indicated by institutional support for student service programs, student advising, admissions assistance and the extent of social or recreational programs for foreign students. Gomez concluded: foreign students make up about 1% of the total population of students in California community colleges; the students are

predominantly male, single, attend full-time and major in business, engineering, or natural sciences and are primarily preparing for transfer to four-year colleges; and, less than half of California community colleges provide support services such as family housing, student clubs, or social activities for foreign students.

Del Barrio (1986), conducted a study that looked at enrollment patterns and admissions criteria for foreign students at forty-seven Texas community and junior colleges. He concluded that the size of a college, its being located in a rural or urban area, whether the institution did or did not apply any of thirteen identified major admissions criteria, had no significant relationship to the enrollment rates for the participating institutions. Del Barrio did find that increasing standards for the Test of English as a Foreign Language, higher proficiency requirements for English as a Second Language, higher grade-point averages, and closer inspection of academic credentials by institutions did contribute to a lower rate of foreign student enrollments.

Paez (1985), in "The Student Service Related Problems of International and English as a Second Language Students in a Selected Community College," studied 60 ESL students and 60 foreign students at one community college in North Texas. She used surveys and interviews including use of the Michigan International Student Problem Inventory. Paez concluded that while international students have a variety of student-service related problems the most important were financial concerns, interpersonal functioning, immigration restrictions, and language functioning. She noted that "many of the problems focus on the stress international students experience attempting to work, study full time, and adjust to a new culture" (1985, 143).

Rezavi (1988) in, "A Study of the Adjustment Problems of International Students at Northern Virginia Community College, Prince George's Community College and Montgomery College," looked at self-perceived problems of international

students. The study sought to determine if sex, marital status, national origin, or length of stay in the U.S. were significant factors influencing adjustment problems. A survey instrument, the Michigan International Student Problem Inventory, was used to collect data from 1,156 international students. Rezavi's analysis indicated that length of stay in the U.S. was found to have a positive influence in resolving problems pertaining to admissions, selection, orientation, language and placement; that male students experienced more adjustment problems than female students; that younger students reported more problems than older students; and that no significant differences were found among the problems experienced by the students in the three participating community colleges.

Vega (1989) in "The Educational Problems of American-Samoan Migrant Students at Compton Community College" sought to discover why migrant students from American Samoa appear to be among the least successful of various ethnic groups in American higher education. Employing a qualitative approach, Vega held in-depth interviews with five enrolled students and their counselors and teachers, two student dropouts, and three students who successfully completed their education at Compton Community College. Vega concluded that the role of family and Samoan child-rearing practices hinder student adjustment to American community-college life. Also, since Samoa lacks a literacy tradition, little reading and writing were required of students, and a lack of English language and study skills inhibited Samoan students.

Scanlon (1990) in "Factors Influencing the Academic Progress of International Students in SUNY Community Colleges" looked at the academic performance and satisfaction of international students in six community colleges in New York State. Through the use of a thirty-four item questionnaire returned by 177 international students from six participating community colleges, Scanlon sought to identify the influence of five variables upon the academic success and

general satisfaction levels of international students who returned surveys. The five variables, or factors, which were selected due to their use in previous studies, included English language proficiency, financial security, on-going and positive contact with host nationals, a social support system, and exposure to American media, especially television.

Scanlon stated her study "revealed a student profile in which there were both great differences and remarkable similarities." Among her conclusions were the presence of a high incidence of students from a relatively high socioeconomic background, especially those from Third World countries; a large percentage of international students enrolled in community colleges, not for the technical and/or career training, but for the transfer advantages to gain entrance to four-year colleges and universities; a close linkage between academic success and social integration and self-confidence of the participating students; and higher academic grades by female students. Scanlon also concluded that the continued presence of international students in two-year community colleges raises policy issues in four areas: the economic challenge of educating such students without additional tax burdens upon those who support the colleges; the academic challenges of accommodating the inherent diversity in the international student population; a social challenge of developing a sensitivity to the religious diversity of many Third World students; and, the ethical challenge of institutional self-examination to ensure that the educational needs of international students are being met.

Summary of the Literature Review

Viewed broadly, the available literature offers many insights on international students in U.S. colleges. We know that many students choose two-year colleges because of open admissions policies, flexible programming, availability of technical training, the transfer function of two-year colleges, availability of developmental courses, extensive ESL training, and relatively low tuition (Lammers 1982). We know more generally that international students choose U.S. institutions because of weaknesses in the educational systems of their home countries; the availability of financial resources (personal or governmental) to send students, an international desire for technical training, especially in science and engineering on the part of Third World countries; and the desire of many international students to fill positions in the U.S. where there is a low supply of American students (Reichard 1985).

In terms of the academic and personal goals of international students enrolled in two-year colleges, the work of Scanlon (1990), Lammers (1982), and Gomez (1987), each of whom relied upon survey data, indicate that "academic progress" experienced by international students is associated with prior work experience, the support of college personnel, having American friends, good English language abilities, being self-confident, and relative freedom from worry over financial resources. International students dissatisfied with their academic progress were those who, more likely, were experiencing problems with English language proficiency and loneliness.

Thus from the available literature we know a great deal about certain general characteristics of international students who attend higher education in the U.S. We have general knowledge about why they come, what they study, how they perform, and what their goals are. However, what is not available is knowledge, based upon perspectives provided by international students, about their actual experiences in

selected U.S. colleges and universities. We also do not have information about how those perspectives compare to those of faculty and administrators of the same institutions.

The major characteristic of the reviewed research studies, those relating to international students attending two-year colleges and those directed at all international students in the U.S., is a similarity of methodology, i.e., use of a quantitative research design, instrument, and analysis. What is striking about the literature is this similarity in method. The body of knowledge available to researchers and educators alike concerning the presence of international students in American higher education has been derived largely via quantitative data gathering and data analysis techniques. In nearly all the studies cited, identified samples for surveys were chosen by statistical formula to achieve randomness and the results were analyzed with the assistance of a standard package such as SPSS (Statistical Package for the Social Sciences). Several studies also used a Likert Scale to identify and measure opinions on various issues and topics.

Few authors or studies selected qualitative techniques and procedures or sought to ensure that the data from their study was presented in a manner that genuinely reflected, or was presented from, the perspective or viewpoint of the participants, be they international students, faculty, or administrators. This observation is not intended to suggest a negative feature of the research cited. The observation is offered as an indication of the high incidence of quantitative research methods.

There are exceptions. For example, Vega (1989) used a qualitative methodology which resulted in data revealing why Samoan students seem to do poorly in American higher education. Also, Paez (1985) designed her study to combine qualitative and quantitative research methods to look at "The Social Service Related Problems of International and English As A Second Language Students in a Selected Community

College." Paez made a concerted effort to use the "naturalistic research methodology" by conducting four in-depth interviews (two with ESL students and two with international students), and combined the data generated from the interviews with analysis of student scores on the Michigan International Student Problem Inventory. The two sets of materials were looked at relative to patterns and trends and provided the basis for her analysis and findings.

Elliott (1967) did not follow a quantitative methodology but rather what he defined as a "descriptive" approach, in which his data were comprised entirely of materials generated in interview settings. Such an approach is not genuinely a qualitative one, as it failed to address the questions of reliability, sampling, data analysis, and the problems of objectivity/subjectivity.

Thus, while we know a great deal about the presence of international students in American higher education in general, we know considerably less about that presence in two-year institutions. There is little research of a qualitative nature, presented from the perspectives of students, faculty and administrators, that investigates the experiences of international students and those who work with them.

CHAPTER 3

METHODOLOGY: RESEARCH DESIGN AND METHODS

This study examined the presence of international students at three public two-year colleges. What distinguishes the study from previous research in this field is: 1) a reliance on field-based qualitative research methods and 2) a blending of data and perspectives gathered from in-depth interviews with three population segments: international students, faculty, and administrators.

The research design was a case-study approach using qualitative research methods. The researcher was a participant observer in the study while investigating the four research questions:

- 1) Why do international students choose to attend a public two-year college?
- 2) What are the experiences (academic, and social) of international students at public two-year colleges?
- 3) What are the experiences of faculty and administrators who work with international students in public two-year colleges?
- 4) What policy questions are present for public two-year colleges that enroll international students?

A qualitative methodology was selected because it offered opportunities for research that was both interpretive and exploratory. At the outset of the study, it was apparent there was no "ideal type" or model two-year or four-year institution in which to study issues and concerns related to international students in U.S. higher education. Thus, an advantage of the qualitative method was that it offered the possibility of discovery and insight in a field that had not been widely examined. The goal of this study was to be heuristic, i.e., to increase the level of understanding and

knowledge about international students in American higher education in general, and in particular, to increase the understanding about their presence at two-year public colleges. This could best be achieved by an approach which offered opportunities for discovery of new knowledge in a field that was ripe for such investigation. Qualitative research methods were ideally suited for this type of investigation.

A case study design offered a "bounded system" that was easily definable, in this instance three public two-year colleges with populations defined in part by enrollments, geography, and by academic fields. Sharan B. Merriam, in Case Study Research in Education, argued that a bounded system offers the potential to gather sufficient materials to conduct a qualitative study that will be "descriptive, interpretive or evaluative" (Merriam, 1988, 27).

A further advantage of this approach was that the method lent itself to an appreciation of the existence of "multiple realities" in an educational research setting. The settings, or locations, were particularly important in this study as the subject was international students in U. S. institutions of higher education. Thus, the study necessarily was, if only tangentially, involved with issues of culture and of the cultural context of the data gathering, i.e., interviews, observations, and documents. The same is necessarily true for analysis and interpretation of the data.

The study called for the researcher to be a participant observer with the expectation the approach would offer insights concerning the context within which international students, faculty, and administrators, make certain decisions regarding goals and choices in American higher education. A benefit of this approach is that a participant observer " . . . gets to see things firsthand and to use his or her own knowledge and expertise in interpreting what is observed, rather than relying upon once-removed accounts from interviewers" (Merriam, p.88). Also, research observations

provide a "here-and-now experience in depth." Lincoln and Guba's methodological arguments for doing observations are that they allow the researcher to " . . . grasp motives, beliefs, concerns, interests, unconscious behaviors, customs and the like," and they offer the potential for a researcher to " . . . see himself as a data source . . . and build on tacit knowledge, both his own and that of members of the group" (Guba and Lincoln, 1981, 193).

The goal of this study was to understand the experiences of the participants from their perspectives. To achieve this the researcher conducted formal interviews, attended public events, and held selected observations at the three sites. Also, when invited, the researcher attended seminars and classes and participated in discussions. Necessarily, the researcher was not a full participant in activities as he had to maintain a stance as a researcher. However, in this role, particularly as it applied to the selection of observations, the approach was guided by advice from M. Q. Patton, who suggested, "the challenge (in qualitative field research) is to combine participation and observation so as to become capable of understanding the program as an insider while (at the same time) describing the program for outsiders" (1980, p. 128).

Research Procedures

There were five steps in the development of research procedures: 1) selecting institutions, 2) identifying participants, 3) conducting interviews, 4) locating available documents, and 5) conducting observations.

1) Identification of region and participating institutions.

New England was selected for convenience purposes, i.e., the researcher lived and worked in the region and was enrolled in the doctoral program in higher education at the University of Massachusetts at Amherst. In terms of institutions and international student enrollments, the six-state region had a sufficient number of two-year public institutions, and international students enrolled at those institutions, to conduct the study. As Table 1 indicates, among the six states in New England during the fall of 1991, there were 1,478 international students enrolled at forty-eight public two-year colleges. In terms of distribution, the number of public two-year institutions in each state, located in Table 1, breaks down as follows: Connecticut (17), Maine (5), Massachusetts (16), New Hampshire (7), Rhode Island (1), and Vermont (2).

As indicated in Figure 3, between the years 1986 and 1991 the highest enrollment of international students at public two-year institutions was in the fall of 1987 when there were 1,674 international students. Massachusetts, with the largest enrollment among the six states, also experienced the largest decline, a loss of 254 international students between 1987/88 and 1990/91.

Table 1
International Students at
Public Two-Year Colleges in New England
1986/87 - 1990/91

	1986/87	1987/88	1988/89	1989/90	1990/91
Conn (17)	190	250	303	273	258
Maine (5)	5	10	29	13	18
Mass (16)	1256	1392	1288	1275	1138
NH (7)	4	8	2	6	5
RI (1)	0	6	40	53	50
VT (2)	4	8	2	16	9
Totals	1459	1674	1664	1636	1478

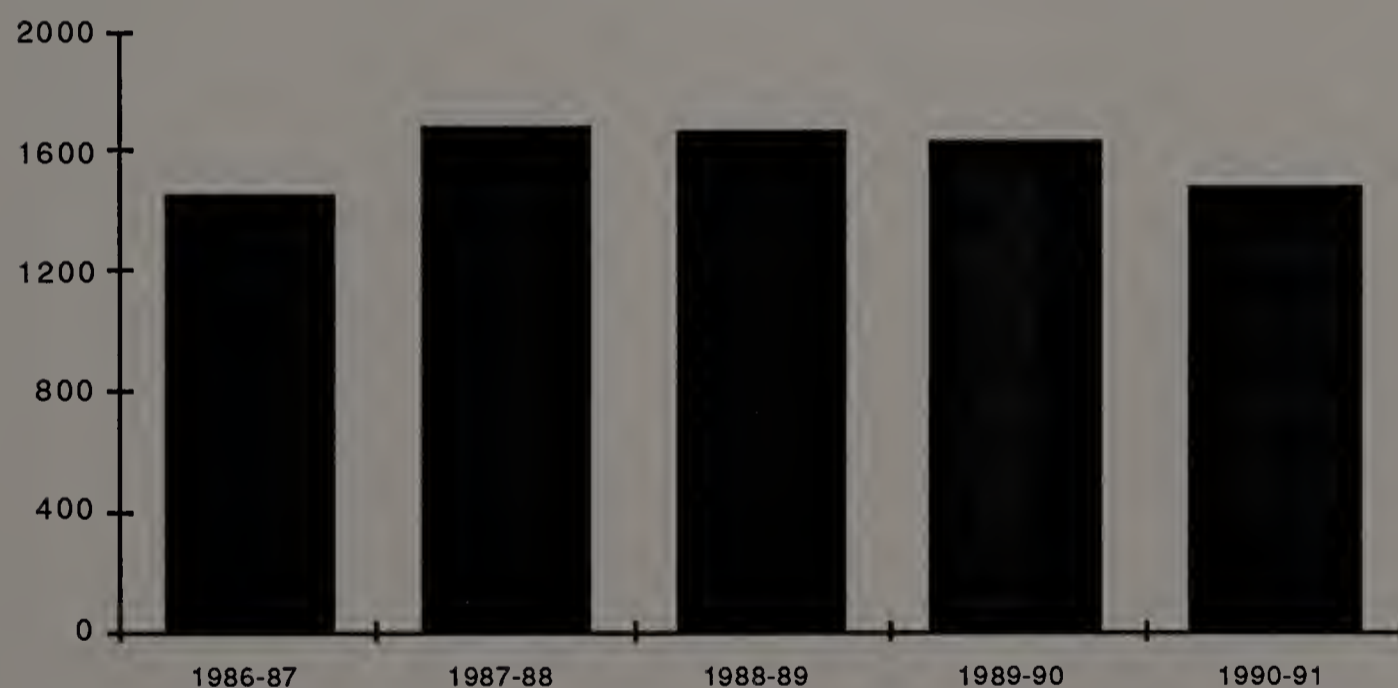


Figure 3
International Students at
Public Two-year Colleges in New England
1986/87 - 1990/91

Source: Open Doors 1986/87 through 1990/91.

From the potential pool of forty-eight public two-year colleges that enrolled international students in the region, three institutions were selected for the study. The number three was selected because it was a manageable number and allowed sufficient time and attention to conduct in-depth interviews and observations. Selection of the three colleges was guided by two factors:

- a) The number of international students enrolled. A minimum of 100 was selected as this number is large enough that an institution needs to have at least one staff person, usually the international student advisor, identified and dedicated to assisting international students. From within a pool of 100 or more international students there would be a sufficient number of first-/and second-year students to identify as potential interview participants. Use of this criteria limited selection to the three participating sites. Based upon fall 1991 data there were no other comparable institutions in New England that had 100 or more international students enrolled.
- b) Willingness to participate. The presidents of the three participating institutions had been contacted by letter to explain the purposes of the study and request permission to conduct field research at their institution. The three institutions which agreed to participate in the study are referred to as Site A, Site B, and Site C. Each site is described in detail in Chapter 4.

2) Identification of potential interview participants. At each institution in-depth interviews (averaging one hour each) were held with three population segments: international students, faculty, and administrators. Selection of interview participants was guided by non-probability sampling with a purposive strategy. The major criterion was selection of participants based upon their potential to provide information and/or insights relating to the four research

questions. At each site the process of identifying participants differed slightly in response to certain field research conditions that arose at each institution. For example, at Site's A and B the International Student Advisor played a key role in facilitating the researcher's role at the sites and locating participants. At Site C, the researcher was employed at the institution and thus had access to potential participants.

3) Conducting interviews. During the interviews a series of open-ended questions were used as a guide for discussion. The questions, located in appendices, differed somewhat for the students, administrators, and faculty. Interview procedures were as follows:

- 1) The questions were handed out to participants prior to each interview and served as a guide to the researcher and participants during the interviews.
- 2) After permission was granted, each interview was tape recorded by the researcher.
- 3) The researcher took notes in a special notebook during all interviews and observations.
- 4) The researcher made observer comments (OC) in the margins of the notebook to reflect on relevant issues and perceptions pertaining to the setting, history of participant at the institution, attitude toward the interview, etc.
- 5) Notes were reviewed as soon as possible after each interview and all tapes were transcribed.
- 6) In some instances, selected sections of the transcribed notes and tapes were sent to the participants for member checking, i.e., verifying the accuracy of their comments. Also, follow up interviews, in person or over the phone, took place in some instance to clarify the accuracy of certain data and statements.

4) Review of documents. Printed materials and/or audio visual materials were sought and reviewed during the data gathering at each site. Materials were sought and selected based in part upon their potential to offer insights relative to the four research questions. A list of materials reviewed at each site is presented in Chapter 4.

5) Observations. At each site there were no less than three hours of observations, both formal and informal. Informal observations, in which no research notes were taken, took place during visits to each campus, or campus related activity. The purpose of the informal observations were to assist the researcher in gaining insight into the best locations and activities to conduct formal observations. Formal observations, in which the researcher took notes or mentally recorded events and/or conversations, were structured activities in which the researcher placed himself in a location or event to record and observe identified activities. (Selection of observation sites at the institutions was guided by the potential of the observations to offer insights relative to understanding the context within which the academic and/or social experiences of international students took place). Locations at each site included libraries, cafeterias, student lounges, classrooms, student advising offices, and locations of special activities for international students.

Pre-test of Interview Questions

In order to gain insight on how the interview questions might be viewed during the actual field research, the researcher conducted four pre-test interviews: two with international students, one with a faculty member, and one with an administrator. Criteria for selection in the pre-test was based upon the researcher's knowledge of the individuals and their awareness of the study. The two students were alumni of Site C and had transferred to a local private university where they were enrolled at the time of

the pre-test. The faculty member, a male teacher of ESL with 30 years experience, was known to the researcher. The administrator was the International Student Advisor at the same local university where the students in the pre-test were enrolled, and had been a participant in a previous project of the researcher. The student and faculty interviews took place at Site C: the administrator was interviewed at her office. What follows is an overview of each pre-test interview.

The first pre-test interview PTS1 (pre-test student one) was with a student with an F1 visa from Sri Lanka. At 28, and in his last semester of an MBA program at the university, he had received his B.S. in business management from the same university. He graduated from Site C in less than two years with a 3.6 GPA and was "very pleased" with his experience. In terms of the interview questions, the student did not have any objections to the questions and wished to stress that he selected Site C because of a friend's recommendation and that he felt "the role of the foreign student office is very important" in helping international students. He indicated he had sent 15 Site C admissions applications to friends in his country.

The second student (PTS2) was a 29-year-old female from Japan about to receive a B.S. in business management from the same university. She graduated from Site C with a 3.4 GPA in liberal arts. This student was interviewed at the recommendation of PTS1. As it turned out, she was no longer a visa student as she had married an American and became a permanent resident holding a green card. The confusion that PTS1 had experienced over her visa status proved to foreshadow what the researcher found among all participants throughout the study. The researcher continued with the pre-test with PTS2 because the student had been a visa student when she studied at Site C.

During the interview with PTS2 the researcher observed the student was uneasy about use of the tape recorder. The

recorder was turned off and the interview proceeded. The student indicated the reason she came to the U.S was for higher education as she had not been accepted at a university in Japan. She selected Site C due to its location. Her only comment about the interview process was a desire to stress the need for, "more tutoring help for foreign students and assistance with meeting American students."

The pre-test interview with the faculty member (PTF) was the longest in terms of interview length and time involved in transcribing the interview. The participant had no objections to the questions and wished to stress two points. The first was about immigration and his belief that a lot of international students come to the U.S. on visas with "no intention of returning." His second point was about cultural issues, especially in regard to academic standards. Citing examples from his experience in several states, he felt it was important to ask faculty participants how they dealt with instances of cheating among international students.

The International Student Advisor, the fourth pre-test interview participant (PTA), had held her position for five years and was quite familiar with international students transferring to the university from community colleges. After having reviewed the interview questions for students, faculty and administrators she made several suggestions for improvements. Among the suggestions were the following:

- 1) Hand out questions to participating administrators, presidents, and faculty before the scheduled interviews. She indicated each participant would "need time" to consider their responses and distributing the material in advance would "make it as easy as possible" for those who participate.
- 2) Add a question on financial aid, noting that "institutions always want to know what other institutions are doing in terms of providing financial aid to foreign students."
- 3) Add a question on retention. She noted that an important issue among her professional colleagues was "who keeps international students the longest." She pointed out

that most institutions were beginning to collect such data or would have to in the near future in order to stay "competitive." 4) Make some of the questions to international students more direct and less open, thus ensuring that they will understand the questions and be able to respond. She also suggested turning off the tape recorder when asking questions that may affect the visa status of students.

As part of the pre-test procedure, after concluding interviews with the faculty and administrator participants, the researcher had the interviews transcribed and copies sent to the participants for member checking. This was followed with a phone call to discuss their reactions to the transcribed materials. This procedure was not used with the student pre-test participants as, in comparison to the faculty and administrator pre-test participants, the students had little to suggest in terms of changes to the interview questions or procedures. This revelation also foreshadowed what was to happen in the actual study. Faculty and administrators were much more verbal than students in the interviews. Thus, in comparison to the student interviews, the transcribed interviews with faculty and administrators were quite lengthy.

As a result of the pre-test process the researcher made the following changes to the research design.

- 1) Interview questions were handed out in advance to all administrators and to faculty and students when requested and feasible. In reality the majority of students did not see the questions until their interview.
- 2) A question on retention was added to those asked faculty and administrators.
- 3) When interviewing students, the researcher was more direct and pointed in seeking responses.
- 4) A question on academic honesty was added to the list of faculty interview questions.

- 5) Due to time considerations, i.e., the length of time required to transcribe each interview, some of them being 10-12 pages each, member checking of the transcribed materials was limited. It was used mostly to clarify some interview statements and check institutional data. Only a few participants were involved in member checking conversations.

Data Collection

Once having identified, secured permission, and negotiated access to the three sites, the approach to field work was to research each institution over a one-/to two-month period. For example, the researcher spent about six weeks at Site A conducting interviews, observations, and gathering documents. Near the end of six weeks the researcher moved on to institution B, and then to institution C. The goal of this process was to concentrate in-depth on one site at one time, allowing for more concentrated efforts at gathering data while getting a feel for each institution.

When the initial or raw data were gathered from the field visits the data were organized for analysis. In total there were fifty-five interviews and ten hours of observations conducted at the three participating colleges. Twenty-four interviews were held with international students (twenty-one of which were used in the study as three students turned out to be permanent residents and are only briefly mentioned). Twenty-two interviews were held with faculty members. There were eight interviews with administrators including three international student advisors and three college presidents. There was one interview at Site C with a person who was not employed at the college but, with the institution's permission, volunteered with several activities of the International Student Club.

In addition to the interviews and observations, numerous documents were gathered, and/or reviewed on site, by the

researcher. The documents were sorted and identified according to their usefulness in exploring the four research questions. When the interviews were transcribed they totaled 225 pages of text, there were ten pages of observation notes.

Data Analysis

The data from this study have been organized for analysis based in part by guidelines offered from Sharan B. Merriam (1988) and Sandra Mathison (1988). The approach has been to review all materials (i.e., interviews, documents, observations, and reflections), identify certain categories from the data, develop a coding system for referencing, and develop procedures for checking the material for its soundness, i.e., reliability and validity. The following steps led to analysis:

- 1) The researcher reviewed all data and made notations in the margins of field notes, documents, and observations concerning possible categories to place the data.
- 2) Developed a reference system that would preserve the confidentiality of the sources for each category of data. For example, the notation (AS1) would signify site A interview with student number 1. Also, (CD2) would signify Site C, document number 2. Use of the notation (OC) refers to "observer comments" when the researcher made notes and observations germane to or reflecting upon the interviews, observations, and/or documents.
- 3) After completing 1) and 2) above, the researcher developed a series of sub-headings, based upon categories that emerged from the data. The categories were used to look at the data in two ways, by-site and across-sites. A general category, institutional overview, was developed for each site. Categories for international students included: background on interviewed

students; academic experiences; positive and negative experiences; and future plans. For faculty the categories were: background of faculty interviewed; academic issues; positive, negative and most common experiences; social interactions; institutional benefits of international students and suggestions for improvements to their education; and comments on policy issues. For administrators the categories included: institutional impact and benefits of international students, institutional issues associated with international students, suggested improvements to the education of international students; and policy issues.

When the data had been studied and categorized in broad terms for all sites and all participants, it was then viewed for its potential usefulness in relation to the four research questions. The categories of data were viewed for identifying possible points of convergence, consistency, and/or contradiction. These are accepted concepts in the application of triangulation to qualitative research. Triangulation was not used as a "technical solution" to viewing the data. Rather, it was employed to assist and embellish the process of seeking to "construct meaningful propositions" about the questions under study (Merriam, 1988, 169; and Mathison, 1988, 15).

The findings of this study are presented in two chapters. Chapter 4 is a presentation of the data by site and includes an analysis and findings. Chapter 5 provides a cross-site analysis and presents findings on the experiences of international students, faculty, and administrators. Chapter 6 offers the conclusions of this study and draws upon the research data, the literature review and the researcher's own experiences, to speculate on the generalizability of this study and to discuss implications, recommendations, and suggestions for further research.

Limitations and Delimitations

There are limitations to a study of this nature in terms of the choice of research method, the data gathering techniques, and the information generated. In terms of method, the qualitative approach was limited by the time span of the research period, in this case no more than one-two months at each site, and limited to the one hour of interview time with each participant. These constraints necessarily limited opportunities for data gathering, and as Frank Lutz notes, "the more the researcher is limited in opportunities for data collection, the thinner the description . . . " (1981, 60). Related to this was the danger of "premature closure," i.e., of ending the field research before sufficient data had been gathered.

The study is delimited to three colleges and to fifty-five interviews and ten hours of field observations. Perhaps the greatest limitation to a study of this nature is the limited ability to generalize from the data and insights the study may produce. The generalizations offered must be considered as only probable and reasonable, and with the realization that the cultural analysis involved in a study of this nature is in reality merely a process of "guessing at meanings" (Geertz, 1983, 51).

For this study two specific additional limitations apply. In many interviews with faculty and administrators (and in some cases with students too) at all three sites, there was a general confusion and inability to clearly identify which students were visa international students. Thus, in the analysis sections of Chapters 4 and 5, despite the researcher's efforts to have faculty direct their interview comments only to their experiences with visa international students, it is probable they were not always able to do so. This limitation affects certain aspects of the findings and interpretation of this study. Additionally, the researcher's own role (being invited by the president of each institution to conduct the study, and employed at one of

the sites) may have influenced some participants to be reluctant to speak negatively to some of the questions.

In commenting on a widely acknowledged limitation of the qualitative method, Alan Peshkin noted " . . . subjectivity operates during the entire research process," and that " . . . one's own subjectivity is like a garment that cannot be removed" (1988, 17). Inherent in this research design is an understanding that researcher "objectivity" per se has been elusive and unattainable in the manner of that term's use in quantitative research methods.

As a researcher working with people as the unit of analysis, the researcher was acutely aware of the potential of subjective influences in the research process and made attempts to deal with such limitations. The research topic was selected out of genuine interest, both personal and professional. The researcher acknowledges being biased in favor of international students attending all types of U.S. institutions of higher education. It is the researcher's belief that international students have a great deal more to offer American institutions than has thus far been recognized.

CHAPTER 4

THREE COLLEGES AND THEIR INTERNATIONAL STUDENTS: FINDINGS AND ANALYSIS BY SITE

Site A

Located in a city of 85,000, Site A was founded in 1956 and is one of the "oldest public community colleges" in New England. Initially a two-year Junior College with a specialization in liberal arts, the institution gradually developed an array of career and technical fields as part of its regular curriculum. With a budget of \$5.7 million, Site A is a "municipally-governed public community college," responsible to an elected school committee. While a public community college, Site A has been financially independent since 1981, when the municipal government curtailed its tax-based financial support of the institution and considered having the college administered by the state system of higher education. Instead the college became financially independent while remaining under the governance of the city's elected school committee, and became dependent upon student tuition and fees for the majority of its revenues (AD9, p.4).

Enrollment data for academic year 1991 (fall semester) indicated Site A had a head count of 3,836 students with an FTE, based on 15 credits per student, of 2,185. Full-time day students totaled 1,974 with a day FTE of 1,672. About half of the students (49%) at Site A were enrolled in career programs and half (51%) in liberal arts or transfer programs. The student body was largely female (71%) and the average age was 28. Sixty per cent of all students received some form of financial assistance. In terms of ethnic composition for fall 1991, 80% of the students were Caucasian and 20% were minorities, which included the international students. Site A employed 50 full-time contract faculty and 187 adjunct

faculty (94 day and 87 evening). The college had 12,000 alumni.

Site A offers degree and certificate programs in twenty-eight fields including business administration, communication, computer science, criminal justice, early childhood education, health career preparatory, hospitality management, liberal arts, office technologies, paralegal studies, practical nursing, registered nursing, RN-Advanced Placement for LPN's and surgical technology.

The main campus is in the center of the city near a downtown shopping area with easy access to a regional mass transit system. Adjacent to the campus is a public high school and a vocational technical school. Campus facilities consist of four main buildings which house classrooms, administrative and faculty offices.

A visitor to the campus immediately observes the close proximity of the college to the city's downtown with shops and restaurants, and the closeness of the four buildings, all within a few minutes walk of each other. When classes are in session, the buildings bustle with students, the hallways are crowded and the facilities seem a bit overtaxed. There are few common public areas, exceptions being a very small cafeteria which holds about 40 people, and some wide hallways with large wooden benches. Campus buildings are surrounded by parking lots, one of which serves as a (illegal but constantly used) student passageway between buildings. The college's library, located in the newest building, is also small with limited student seating. The researcher spent an hour there observing students and the traffic of users. Seating was so limited that chairs were placed at the ends of the aisles of library stacks. The office of the International Student Advisor is centrally located on the first floor of the main classroom building, a building which seemed to serve as the center of student life as it also housed the small cafeteria in the basement. On several visits to the campus the researcher observed a number of

international students sitting on benches or standing in the hallway, waiting to see the advisor.

In 1991 the college opened a second and smaller campus in a nearby town. Site A also conducts classes and programs in rented satellite facilities in several cities and towns in its service area.

As an open-admissions institution Site A has an educational philosophy guided by an admissions policy which states that "any person who could benefit from a college education should have the opportunity to do so" (AD6). Among the college's four institutional goals outlined in the catalog, is the goal of providing a "diversity of curricular offerings," and a program of study which leads to "an educational foundation for life long learning" (AD9, 4). The college admits students on a first-come, first-served basis. Resident students are required to have a high school diploma or a GED certificate. Special application requirements are necessary for certain nursing and health programs.

Tuition and fees at Site A vary according to the students' program area. The institution charges domestic and international students the same tuition rates. International students pay an additional non-refundable \$100 International Student Processing Fee. The \$100 fee is required as part of the application process and included with the tuition. Also, international students must demonstrate proficiency in the English language by obtaining a score of 500 on the TOEFL (Teaching of English as a Foreign Language) exam, or score of 61 on the Michigan Test, and they must file a financial declaration form.

A sample of costs for a full time international student, (taking 15 credit hours per semester) for two semesters at Site A, for academic year 1991/92, is as follows:

Program	Tuit./Fees	Liv./Expen.	Total
Liberal Arts	\$1,870	\$7,500	\$9,370
Bus. Admin.	\$2,070	\$7,500	\$9,570
Nursing	\$3,870	\$7,500	\$11,370
Advan. Nursing	\$4,770	\$7,500	\$12,270

The \$7,500 living expense, estimated by the institution, includes food, lodging, local transportation, health insurance, books, and miscellaneous costs [AD7].

Approach to Site A

The researcher approached Site A via a letter to the president in the fall of 1991. The letter was forwarded to the International Student Advisor who contacted the researcher and an initial meeting was held to review the purposes of the study. It was agreed that Site A would participate and the research would take place in the spring of 1992.

During the data-gathering process the researcher conducted sixteen interviews including seven with international students, seven with faculty members, and two with administrators. The researcher reviewed fourteen documents of various types including catalogs, enrollment statistics, orientation papers, handouts, and miscellaneous materials. Five hours of video-taped ESL classroom discussions were reviewed and three hours of observations were conducted at four locations including the cafeteria, library, and hallways. The researcher also attended an excellent evening presentation on Mt. Everest by five students from Nepal. One student had served as a mountain guide and leader of a 1991 New England Everest Expedition. The event, advertised in campus and city publications, attracted about 30 people, most of whom seemed to be older members of the community and not enrolled college students.

Finding potential students to participate in interviews was not difficult. The first field interview was held with

the International Student Advisor, and the requirements of the sample were discussed. It was known that the researcher sought a purposive sample, i.e., interviews with participants whose background, length of stay, studies at the institution, and insights, might offer valuable information relative to the four research questions of the study. The researcher and the advisor agreed that the best approach to seeking student participants was to prepare an informational flyer which outlined the project, the nature of the interview process, the time involved, the importance of the information and how to participate. The flyer, a copy of which is located in the appendix, contained a clip-off portion for participants to fill out and return to the advisor's office.

Thus, the advisor at Site A was the principal person who assisted the researcher to identify potential participants (students and faculty) in the study. As the principal contact, the advisor served as an advocate for the study and provided advice as to whom to contact, how to make contact, and where to conduct observations. As a result of this process, eight students were identified as meeting the criteria for being interviewed and were contacted. All indicated a willingness to participate in interviews. The returned slips, which contained addresses and phone numbers, allowed the researcher to contact the students and arrange for interviews. Seven students were interviewed. One student failed, on two occasions, to make an appointment. Because of difficulty in locating suitable space on campus, five interviews took place off campus in the city's public library, two were on campus, one in an empty classroom and the other in the cafeteria.

History with International Students

The college was authorized to enroll international students in 1973. Until 1986 there were few visa students attending the college, averaging between six and ten per year. In 1986 and continuing to 1990, there began a steady annual increase in the number of international students

enrolled at Site A. Fall enrollments from 1986 to 1991 were as follows:

Year	International Students
1986	20
1987	50
1988	96
1989	134
1990	135
1991	134

Since 1989 enrollments of international students as a percentage of the student body averaged between 8-10% of full-time day students. With a fall 1991 FTE of 2,185 students, the 134 visa students enrolled were 6.1% of all FTE students and 8% of all day FTE students.

The increased enrollments since 1986 were neither planned nor anticipated. When asked about the increase, faculty and staff were uncertain as to why or how it happened. Many speculated the reasons were a combination of international students being cost conscious and positive word of mouth from former students who informally recruited others. Tuition as a factor was stressed. In the mid 1980's the state where Site A is located increased its tuition and fees for international students at all state-supported colleges, including comparable two-year institutions. With that state-level change, Site A experienced a steady increase in the number of applications from international students.

The college's president (the third individual to hold that office and in his ninth year at the time of the study) was interviewed in his office in a group setting which included three deans of the college. The president indicated Site A had "never really recruited an international student." The college annually sends catalogs and brochures to several high schools overseas via the services of a marketing agency. He stressed Site A treated all students equally, and that not

all international students who applied were admitted. Once admitted, international student applicants were able to enroll in all programs.

When asked how international students had affected the college over the past five years, the president commented, as a result of their presence the "environment of the institution changed in a positive way." He noted that international students, "who have gone from 2% to 10% of the institution, changed us, made the faculty more open and more tolerant. Their presence paved the way for black students and helped the faculty develop coping skills." In the president's view, international students added a "dynamic diversity" to Site A, a diversity greater than that in the local community. He found their presence to be "healthy for our students." The only problems the president was aware of, relative to international students on campus, was the desire of some students to "move too fast through the college, and in some courses such as math and computers, they outnumber the American students." In terms of retention of international students, the college had never studied the issue, yet the president suspected their retention "might be higher than that of American students." He pointed out the college had not raised its tuition in five years, a position of financial consistency few institutions could claim. This, he felt, contributed to the increased enrollments of international students (AA2, p. 1-2).

The International Student Advisor, whose job title was Associate Director of Student Life, had been working as the advisor for nearly four years, part of that time in the admissions office. She estimated 75% of her time was devoted to working with international students either individually or as a group.

When the researcher conducted field work at Site A, 134 international students from thirty-nine countries were enrolled. Of these 60% were male and 40% female. The three largest fields of study among international students at Site

A were business administration (33%), liberal arts (25%), and computer science (15%). The distribution of students by field of study is outlined in Table 2 and Figure 4.

Table 2
Site A: International Students by Major
Fall 1991

<u>Programs</u>	<u>Totals</u>	<u>Percentage</u>
Business	44	33%
Liberal Arts	33	25%
Computer Science	19	14%
Hotel/Rest.	8	6%
Travel Management	8	6%
Communication	6	4%
Health Careers Prep	6	4%
Registered Nursing	5	4%
Other	5	4%
Total	134	100%

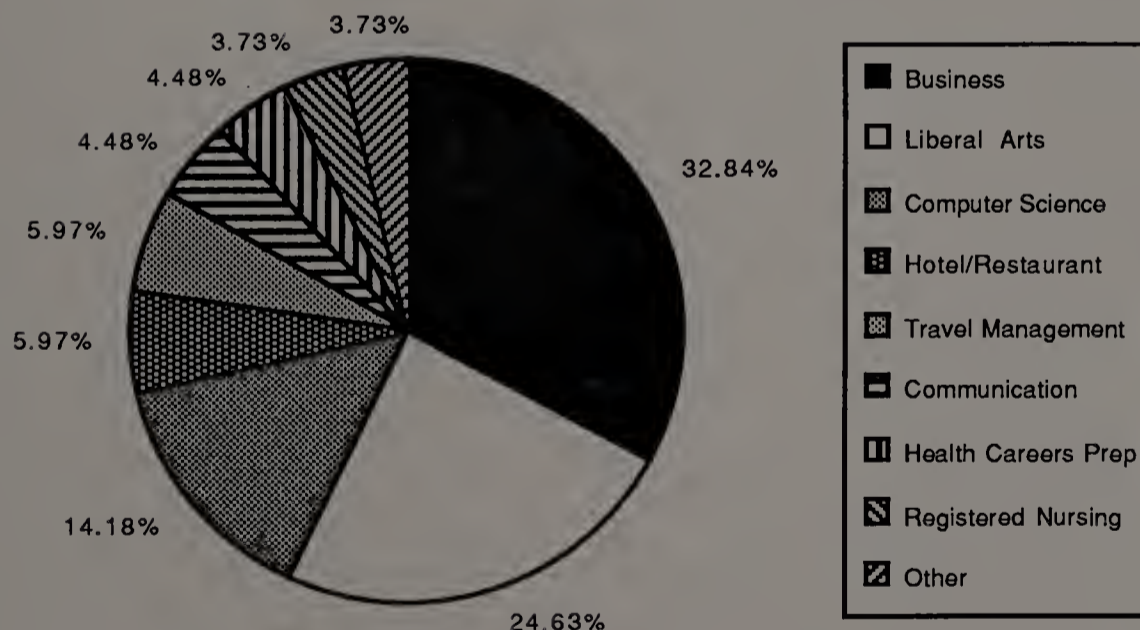


Figure 4
Site A: International Students by Major
Fall 1991

In terms of distribution the highest concentration of students were from Kenya (33), Japan (16), Lebanon (13), Morocco (6), Hong Kong (5), Jordan (5), Nepal (5), and Trinidad (5).

Background of Students Interviewed at Site A

Table 3 provides background data for the seven students interviewed at Site A. Included is information on the home country, field of study, gender, age, year in college, years in the U.S., previous education, why they applied to Site A, if they planned to complete a course of study in two years at Site A, and their (self-reported) Grade Point Average (GPA). All of the students had F1 visas and were single.

As shown in Table 3, five students decided to attend Site A because of the recommendation of a friend and two because it was inexpensive. Two students reported completion of high school as their education prior to enrolling at Site A. Five had previous college experience: two with one year of college study in the U.S. and able to transfer credits to Site A, one with an Associate Degree in Liberal Arts (from Japan) and also study at a U.S. language institute, another with one year of university study (in Lebanon), as well as language study in the U.S., and one student with a B.A. in social work from the University of Nairobi in Kenya. Five of the students indicated they expected to complete their studies within two years at Site A. One student (AS7) intended to transfer the next semester, and another student (AS3) was about to complete a three-year nursing program and graduate in May.

Background information was obtained during the introductory phase of the interviews. This phase, about the first fifteen minutes, was really a "warm up" period that allowed the participant and the researcher to feel comfortable with each other, the setting, and the interview process. Additional descriptive and background information which emerged during the interviews included information on parental employment and education, financial support while in

Table 3

Site A

Background of Interviewed Students

Code	Country	Major	Sex	Age	Yr/Coll	Yr/US	Previous Education	Why Site A	Complete in 2 yrs.	GPA
AS1	Switz.	Lib. Arts	F	27	2nd	2	H.S.	Friend	Yes	3.9
AS2	Japan	Travel Mgt	F	22	1st sem	3 mo.	A.S. + Lang. Inst	Inexpensive	Yes	NA
AS3	Japan	Lib Arts	M	21	2nd	2	1 yr US Col	Friend	Yes	3
AS4	Jamaica	Nursing	F	21	3rd	3	H.S.	Relative	3 yrs.	3.5
AS5	Lebanon	Travel Mgt	F	24	2nd	2+	1 yr coll + lang.	Inexpensive	Yes	3.8
AS6	Kenya	Legal Stud.	M	24	2nd	2+	1 yr US Col	Friend	Yes	3.2
AS7	Kenya	Bus. Mgt	F	28	1st sem	3 mo.	B.A.	Friend	No	NA

NA = Not Available

college, other colleges applied to, the major motivation for coming to the U.S., and employment. The question on employment was held to the middle of the interview. Three students indicated they were working, two doing part-time baby sitting and one working in a restaurant twenty hours a week.

In terms of financial support, five of the students reported relying solely on family support, one on a combination of personal and family funds, and one on only personal funds. As to parental employment and education, two students reported their parents never completed high school, three indicated completion. Two students, both from Kenya, indicated their parents attended college. The father of one (AS6) held a degree in business and was employed as a banker, while the mother, who had completed high school, was not employed. Both parents of the second Kenyan student (AS7) completed college: the mother, with a degree in education, was a school teacher, while the father, with a degree from Stanford University in the U.S., worked for an American company consulting to businesses operating in Kenya.

When students were asked how they learned about Site A, why they decided to apply, and what career goals they held when they began their studies, their individual stories emerged.

The student from Switzerland (AS1) selected Site A because of the rolling admissions policy. She came to the U.S on a tourist visa because a friend was here and she had hoped to get a work permit. Discovering she would not get a permit, she applied to site A, indicating, "I decided late and they accepted me, I was thinking of going in a very experimental way, to see if I could do it, I expected to try it out, I had no idea where I stood (academically) if I could do it. My goal is to be a Physical Therapist, I came (to Site A) to see if I could keep up, and I hoped to meet people and have social interactions and improve my English." During the interview the researcher observed this student to

be quite competent, motivated, and clear about her goals; her spoken English was good.

The female student from Japan (AS2), in her first semester and thus at the college for only three months, learned about Site A from a reference book on U.S. colleges. She was looking for a two-year college that offered a degree in travel management, was in the eastern part of the U.S., where she wanted to be, and was a college she could afford. She considered one other college, in California, but did not apply there. Her expectation when applying to Site A was ". . . to get some knowledge and skill in the travel industry." At the time of her application she held a two-year degree in liberal arts (from Japan), had been working full-time, and ". . . wanted to have a skill and start over again." During the interview the researcher observed the student to be very helpful and appeared to be working hard on her courses. Her English was good, but one had to listen very carefully.

The second student from Japan (AS3), at the time he applied to Site A, had been in the U.S. on a student visa and enrolled at a private Mennonite college in Kansas. He got to Kansas via a private recruiting firm in Japan to whom he "had to pay a lot of money." The firm identified three U.S. colleges, the one in Kansas being the only one to accept him so he "had no other choice." After the year in Kansas he wanted to come east and selected Site A after reviewing brochures on several colleges. Factors about Site A that appealed to him were its location near a large city, its being inexpensive, and its offering a program in communication. He was able to transfer one year of credits from the college in Kansas. His major interest in coming to the U.S. was to experience the "freedom to choose" what he wanted to study. He held negative views of college in Japan, describing it as "too expensive and ridiculous."

The student from Jamaica (AS4), in her third year of a three-year Nursing program, had Site A selected for her by

relatives who lived in the area. They wanted her to live with them and felt Site A would be a good place for her to study. She came to the U.S. because she was ". . . curious and I just wanted to see if what I've been seeing on television is really true. In Jamaica, the U.S. is seen as the land of opportunity and I just wanted to make sure that was correct." The researcher observed this student to be very bright and articulate, and speaking perfect English.

The student from Lebanon (AS5), the only female among the thirteen Lebanese students enrolled, selected Site A because a friend was enrolled. She came to the U.S. on a tourist visa to visit a brother, also an international student at a nearby university, and then changed her visa to student status. Prior to applying to Site A she took English language courses at a nearby institution. She indicated, after the tape recorder had been turned off, that she originally had applied to Site C but was not admitted because of a 480 TOEFL score, at which point she took language courses and then applied to Site A.

The male student from Kenya (AS6) selected Site A after having applied to six institutions in the U.S. and one in Great Britain. He was accepted to a four-year college in Great Britain and to a private junior college in New England. He attended the junior college for one year and transferred to Site A, due to the financial savings. When he applied to U.S. colleges from Kenya, his first choice was to attend a public U.S. university (also in New England). He was not accepted and advised to wait four semesters and attend a two-year college. Education was the main reason he came to the U.S., as he had not been accepted at the national university in Kenya. About to graduate in May, he was quite clear about his original expectation, "I wanted to achieve my goal of finishing my studies and getting a degree . . . to get a good job, and to have friends with people from another country, to learn about the geography and tour parts of the U.S."

The female student from Kenya (AS7), oldest of those interviewed, and with a B.A. degree held the highest academic credential, selected Site A because of a friend's recommendation. She had also applied to colleges in Texas and California, seeking a two-year program in business because she wanted ". . . to get a good job and (go) back home. Something like a B. A. is not so marketable so I thought if I could do something like business administration it would benefit me to get a good job with a good firm." With credits from her B.A. she could complete the Associate degree at Site A within one year. However, because of dissatisfaction with the college, she was planning to transfer next semester and was applying to U.S. schools for admittance to an MBA program.

Experiences of Interviewed Students at Site A

During the interviews a series of questions encouraged participants to discuss their academic experiences with respect to the course work, relations with faculty and fellow students, college offices and personnel. Participants were asked to identify which aspect of their total experience at Site A was most positive and which negative.

The student from Switzerland (AS1), a liberal arts major about to graduate with a 3.9 GPA, reported that she had studied a great deal and did a "lot of extra work and effort because of my weak background . . . the difficult courses were physics, math, anatomy, and physiology." What she liked most about the academic experience was the "opportunity to learn, to acquire new knowledge . . . that I never thought I'd be that interested in, the college increased my interest in learning." She was a member of the Phi Theta Kappa honor society, enjoyed the small classes and found the teachers as a whole to be "supportive and open to the students."

Just a few weeks prior to the interview, this same student initiated a petition among fellow international students over lack of access to the advisor. She did this out of being "annoyed" as she experienced "great difficulty"

in getting to see the advisor. She had not experienced such difficulty in her first three semesters. However, due to administrative changes which resulted in a reduction in the number of hours for the advisor to meet with students, it became more difficult to get an appointment. She complained of waiting several hours to see the advisor, which "got on my nerves." The petition, signed by 50 international students, was presented to the Dean of Administrative Services, who was the supervisor of the International Student Advisor. The petition requested more of the advisor's time for individual meetings with students. The student had recently met with the Dean and the advisor about the petition and was pleased with the administration's reaction thus far, in that the college was "considering some changes" that would allow the advisor more counseling time with international students.

Four of the interviewed students (AS3, AS5, AS6, and AS7) indicated they found their course work surprisingly easy. For example, the student from Jamaica (AS3) "expected things to be a little different as far as the training, I thought . . . the training would be a little more intensive . . . some of the courses like English, it's fairly-almost too simple." The student from Lebanon (AS5), in comparing the course work at Site A to her high school experience, noted that the work in math and science was "very easy." Her general reaction was of feeling " . . . I am not in college, it feels like high school." The two students from Kenya had a similar reaction both saying their high school work in Kenya was more difficult than some of their course work at Site A. The female student (AS7), who held the B.A. in Social Work from Kenya and was planning to transfer next semester, described the academic work at Site A as, "not challenging."

When asked about their relations with faculty members nearly all participants were pleased with their experiences. Comments by the interviewed students indicated they found the

faculty to be "supportive" and "just normal (they) don't treat me any (sic) special," and, "good, really consistent . . . no bias or anything like that, it's been great." One student was especially pleased in that " . . . whenever they see me they remember my name." Another offered that "some (faculty) are nice and a few not so," but when asked would not elaborate about any difficulties he may have encountered.

The female student from Kenya (AS7), who had the most negative experience of those interviewed, indicated she found some faculty to be "indifferent." She referred to her recent absence from class when she was sick for two weeks. Upon return to classes she felt the instructors " . . . didn't seem to take an interest, like it was no big deal." She compared this to her college work in Kenya where if you missed class or a lecture, you would be called and asked why you were not present.

Concerning their interactions with fellow students, the interviewed students offered similar responses. Most were members of the Intercultural Club; one was club president. All indicated most of their friends on campus were fellow international students. Despite efforts on their part, each described frustration and difficulty in socializing or interacting with American students.

For example, the student from Switzerland noted, "I don't interact with American students, not that I don't want to, it just doesn't happen. I get the feeling Americans don't feel toward foreigners. I mean there is some kind of invisible barrier, I hang out most with other foreign students and it is amazing, not just Europeans but mostly African and Asian students, it's good and great. I enjoy them. There is some kind of network with foreign students and we have similar questions and paperwork and immigration, it bonds us together."

The female student from Japan, who lived with two Americans who were not students and thus socialized with others through her roommates, indicated " . . . Americans are

not interested (in meeting international students) . . . it is easier to make friends with foreign students, we have some kind of feeling . . . on our own." The male student from Japan offered a similar view and stated, "it's very difficult to make friends in this college, there's no dormitories, there's not much opportunity to get to know each other."

The student from Jamaica, president of the Intercultural Club, said, "I interact with a lot of foreign students and they want the interaction . . . here it's not so common (to interact with American students) . . . they interact with people on the street but in college they go to school, and go home because they have so many priorities, their kids, and families." She noted, "everything they have here is only academic . . . nothing for pleasure."

The female student from Kenya (AS7), complained she had " . . . not met one friend, I don't even know the names of my fellow students. We just meet in class, people don't interact a lot and I tend to blame it on the college, you see like we don't have extra curricula activities like sports, where you meet people . . . and you get to know them"

The one exception among the seven students interviewed, in terms of positive experiences in interacting with American students, was the male student from Kenya (AS6). He indicated he had " . . . a lot of friends, everyone in the college, most of them know me . . . Americans and foreign students, I've had no difficulty making friends with Americans, only in doing group work. It is very hard to be with (American) students after class, no one has time to do group work."

Positive and Negative Experiences of Students **Interviewed at Site A**

About three-quarters through each interview the researcher asked participating students to comment on what aspect(s) of their experiences at Site A they considered

positive and which as negative A summary of the seven responses is presented in Table 4.

Table 4
Site A: Positive and Negative Experiences of
Interviewed Students

Code	Positive	Negative
AS1 Switzerland .	the opportunity to learn, to increase my knowledge	facilities, especially science labs and lack of funds for doing lab experiments
AS2 Japan	small size of school and classes	library too small, computer center and typing room lack equipment
AS3 Japan	the foreign student advisor and low costs	it's too low class
AS4 Jamaica	flexible courses and schedules, easy access, diversity of students, and location	lack of clubs and social activities
AS5 Lebanon	small size, it feels comfortable	no practical courses like a co-op program in hotel management
AS6 Kenya	foreign student advisor	lack of opportunities to do group work
AS7 Kenya	no response	lack of academic challenge in courses

The seven responses indicate that most of the students were, in general, pleased with their experiences at Site A. Two students (AS4 and AS6) seemed to have had the most favorable experience: both expressed a desire that the school were a four-year college.

The features that most appealed to those who had favorable experiences were the small classes, diversity of the campus, easy access to instructors and flexible schedules for courses. Several indicated their most positive

experience was in knowing and interacting with the International Student Advisor, who many felt was overworked and in need of assistance. One student described the advisor as "especially kind to us, always there to help you."

In terms of negative experiences, the most consistent response was about the college's facilities. The student from Switzerland referred to the college as a "low budget school." She complained there was not enough money available to do things in the science labs. When questioned for detail she mentioned her Biology class in which students were only able to look at "slides, not the real tissues" of specimens. She mentioned a lack of open spaces to socialize and described the cafeteria as "small and not inviting to hang out or socialize."

A similar comment about the labs was offered by the Nursing student from Jamaica, who indicated that in her Chemistry lab, " . . . we did not get to do a lot of experiments . . . we did more at my high school, (where) we played around with chemicals, getting used to them, but here we did not get a chance to do that, there's not enough equipment to do experiments."

There were several complaints about the library being too small, the computer center lacking sufficient equipment for all the students who want to use it, and the typing room being overbooked and difficult to access. As indicated earlier, all the students, with the exception of the male student from Kenya, were disappointed in their efforts to get to know American students and felt there were insufficient social opportunities to meet and mix with other students.

Future Plans of Interviewed Students at Site A

The last series of interview questions inquired about future plans. Each student was asked if he or she were planning to transfer to another institution, if they understood the transfer process, if they had been accepted or identified which institutions they would apply to, and how they would finance their future education. All participants

were asked the highest academic degree each aspired to achieve in the U.S. and how long they intended to stay in the country. A summary of the future plans of interviewed students at Site A is presented in Table 5.

All seven of the interviewed students planned to transfer to a four-year institution in the U.S. One student (AS7) would transfer after only one semester at Site A. Two students (AS1 & AS5) had been accepted for the next semester at four-year institutions. All seven indicated they understood the transfer process: several pointed out they had gone through a transfer process to arrive at Site A. Three aspired to complete baccalaureate degrees, two were anticipating working toward a master's degree, and two expressed a desire to complete a doctoral degree in the U.S. All the students had specific job goals in mind and five of them (all except AS3 & AS5) felt there would be a job available to them upon their return home. Three students expected to return home upon completion of their academic goals in the U.S. and four were undecided. Several indicated they may apply for permission to work in the U.S. One student (AS5 from Lebanon), after the tape was turned off, was very clear that she "was not going back home . . . for a woman it's hard there, I've never seen a woman as a manager of a hotel in my country."

Table 5
Site A
Future Plans of Interviewed Students

Code	Understand		Transfer		Highest U.S. Degree	Job		Home Cty	Length of US Stay
	Transfer	Process	To			Goal			
AS1/Switz	Yes	Yes	Northeastern U		M.A.	Physical Therapist		Yes	Undecided
AS2/Japan	Yes	Yes	NA		B.A.	Travel Mgt		Yes	Until finish studies
AS3/Japan	Yes	Yes	NA		Ph D	Psychologist		NA	Undecided
AS4/Jam.	Yes	Yes	NA		M.A.	Nurse		Yes	Until finish studies
AS5/Leb.	Yes	Yes	Johnson/Wales		B.A.	Travel Mgt		NA	Undecided
AS6/Kenya	Yes	Yes	NA		PhD	Lawyer		Yes	Undecided
AS7/Kenya	Yes	Yes	NA		B.A.	Bus. Mgt		Yes	Until finish studies

NA = Undecided or unknown

Faculty: Site A

In seeking faculty participants the researcher conferred with the International Student Advisor and outlined the type of faculty being sought. The major criterion was that they were teaching or had taught international students in their classes; were teaching in a liberal arts subject, a technical or career subject, or English as a Second Language (ESL). Consideration was given to locating participants who were reflective of the entire faculty in terms of age, gender, and professional experience.

A faculty informational flyer was prepared by the researcher and distributed to potential participants by the advisor. With a clip-off section, the flyer asked for information on subjects taught and the best time to call for arranging an interview. As a result of this process four faculty members expressed an interest and were called by the researcher to schedule appointments. Three additional faculty participants were located by recommendations from interviewed students and faculty. Six interviews took place in the campus offices of the participants and one in a conference room.

Faculty interviews were guided by a one-page handout distributed to participants at the start of the interview. The handout, a copy of which is located in the appendix, listed sixteen questions which encouraged faculty to comment on the number and/or percentage of international students in their classes, their experiences in terms of the classroom participation and academic performance of international students, their observation of interactions between American and international students either in or out of the campus environment, their most positive and negative experiences in teaching or working with international students, their most common problem, what they saw as the benefit(s) to the institution in enrolling international students, recommended improvements to the education of international students, and comments on their knowledge of institutional policy issues.

When faculty interviews were transcribed, coded, and analyzed a variety of responses and observations were apparent. Analysis and coding resulted in six categories which proved useful in presenting and interpreting the views of the interviewed faculty. The categories, which form sub-headings for the remainder of this section, include background of faculty interviewed, comments on academic issues, positive, negative and most common experiences of faculty, interactions, institutional benefits of international students and suggestions for improvements to their education, and comments on policy issues.

Background of Interviewed Faculty at Site A

An overview of the seven faculty interviewed at Site A is presented in Table 6. Included is information on subjects taught, gender, number of years teaching, number of years teaching at Site A, and study abroad and/or living abroad experience. Among those interviewed, two were teachers of ESL (English as a Second Language), two of liberal arts (communication and history) and three of technical and/or career fields which included nursing, computer science and travel management.

Table 6

Site A: Overview of Faculty Interviewed

Code	Sex	Subjects	Yrs/Tea	Yrs/"A"	Study Abr
AF1	M	Comput. Sci.	30	20	yes, 1 sem.
AF2	M	Comm.'s	35	30	no
AF3	F	ESL	3	3	yes, Jr. yr.
AF4	F	Nursing	10	5	no
AF5	M	ESL	8	4	yes, 3 yrs
AF6	M	Trav. Mgt	13	5	no
AF7	M	History	25	25	no

When asked about the number or percentage of international students in their classes, each provided similar responses. For example, the faculty member teaching computer science (AF1), with twenty years at Site A, indicated that the greatest influx of international students in his classes had taken place in the past five years. When asked about the number or percentage of international students (he teaches only computer science courses), he indicated "as high as 65% in some 45% for the more general classes." Asked if he knew the number or percentage of students who were specifically visa students, he responded, "when you say foreign or international, I have no idea of their visa status, to me a student who's been here for three years from Hong Kong is foreign . . . when I said that 45-65% of my classes are foreign, maybe half of them live here, but I still consider them foreign."

The communication professor (AF2), with thirty years of teaching at Site A, estimated 30% of his students were "international or foreign" and that in his view their presence was the "greatest thing that's happened to this college."

The female ESL and developmental reading teacher (AF3), the youngest among those interviewed in age and teaching experience, was also married to a former international student from Syria. She directed the college's language testing center for ESL and international students. While indicating that she did not know the number of her students who were permanent residents versus those who were international students, she estimated 30% of students in her classes were visa students. She noted that, "20 to 30% of all foreign students test into ESL classes."

The Nursing faculty member (AF4), who chaired the admissions committee for all nursing programs, indicated about 15% of the students in the spring 1992 entering class of 60 were international students. When asked how many of that 15% were visa students, she realized that there were

very few. She could identify only one visa international student among the entering class and stated " . . . our foreign students (in nursing programs) are mostly residents, not many are visa students . . . of those coming to study nursing most of them are staying here (in the U.S.)-that's why they want to be nurses."

The second faculty member teaching ESL and developmental reading (AF5) had been at Site A for four years and recently moved from a part-time evening adjunct position to a full-time day position. Similar to the female ESL instructor, he estimated that of his students 30% were visa students and 70% permanent residents. In addition to teaching he directed a NAFSA funded two-semester project "Making Connections," which was designed to find creative ways for international and American students to interact with one another. One of the activities of the project was to video tape classroom lectures and discussions.

In reviewing three hours of the tapes the researcher observed the topics of discussion ranged from relations with faculty members, meeting American students, begin admitted into degree programs, and taking advantage of opportunities to practice speaking English. In most of the taped discussions, out of ten students in the classes, four or five identified themselves as international students.

While waiting to interview the ESL faculty member (AF5), this was 11:00AM on a Friday morning, the researcher had an opportunity to observe what appeared to be a student typing area. The area consisted of eight desks placed next to each other in the corner of a crowded hallway, each with a typewriter. All eight spaces were filled by female students of color, all of whom appeared to be typing papers. The researcher observed the area to be be "very hectic and crowded, with lots of students milling around waiting for classes to start or end, or to meet with faculty members" (OC3) .

The faculty member in travel management (AF6) estimated 10% of students in his classes were international. When asked how many were visa students, he opened his roster and counted students by their self-defined home countries, coming up with 20% who identified themselves as having a home country outside of the U.S. He seemed surprised by the discovery and commented he was still uncertain as to how many were exclusively visa students. The History professor (AF7), with twenty-five years of teaching at Site A, said he had "no idea" how many of his students were visa students although he too had noticed a large increase within the past five years.

Thus, in terms of the number or percentage of international students in their classes, it was apparent from the seven interviews that the faculty could not always distinguish between a visa and a permanent resident student.

In terms of study abroad and/or teaching overseas, three faculty (AF1, AF3, & AF5) had some experience. In each case the experience was not directly related to their teaching role at Site A. The Computer Science faculty member spent a semester abroad as an undergraduate studying Spanish, the female ESL/developmental reading instructor spent her Junior year abroad, and the male ESL instructor had spent three years in Israel as a part-time university student. He indicated it was the experience abroad, in which he had to learn the language to be fully involved as a student, that influenced his decision to become an ESL teacher.

Academic Issues

When asked about their observations and experiences relative to the academic ability and participation of international students, several common responses were offered. With the exception of the Nursing program, all seven faculty indicated their experiences with international students led them to believe the students were "exceptional" in almost every respect.

For example, the computer science faculty (AF1) described international students as "far superior, 20-30%

higher (in academic performance) especially in math preparation and even English . . . than the medium American high school graduate." He indicated that, while foreign students are on the "upper part of the process," he felt it was unfair to American students to " . . . compare students from the best schools in Kenya or Algeria to students who have maybe dropped out or flunked out of American high schools."

A similar response was given by the communication professor (AF2) who indicated, "generally speaking (international students) are a little bit better as far as doing the work." He added, "I hate to categorize international students because I find characteristics in all of them, like the Japanese students are so absolutely incredible in terms of the progress they will make in a semester. I find their study habits must be excellent. Almost every single Japanese student will make great progress (in my courses), male and female."

In terms of classroom participation, the female ESL and developmental reading instructor (AF3) observed, "I don't know if (international students) are so much different . . . I would say that they participate just like any other group, there are some who like to participate more, some who like to participate less." She observed, based on nationality or ethnic differences, certain clusters of students were more willing to speak up in class. For example she found Arab students participated a great deal in class, as did Haitian and Kenyan students, yet it was "pretty rare" to have an Asian student participate without being called on. In terms of academic ability, what stood out was the "diligence" of international students, which she felt could be a result of cultural differences. She noted, "I would find students that have a lot of preparation before they come into the U.S. do better, as compared to students who start out here in ESL." She also noted, among international students, some

". . . can write very well and have very good syntax, but they can't speak very well and . . . a lot of my focus is on grammatical errors and eradicating them."

In the Nursing program, where there were few visa students but a large number of permanent residents, the faculty member (AF4) indicated that, academically, "In general, all foreign students struggle, it's not only language based . . . it's the phrases or the way the words are put together . . . the Nursing language is so peculiar and even if (the international students) take all kinds of ESL courses . . . they struggle and the faculty have to work double time to smooth over any problems with these students." In terms of participation she noted, " . . . generally international students participate minimally unless they're singled out." She observed, "among all foreign students, there's a desperation to succeed, there seems to be a survival mentality . . . almost a feeling that if I stick to this I will survive"

The travel management faculty member (AF6) noted, ". . . I find (international students) reticent to engage in class discussions so it takes an extra effort to get them involved, comparatively speaking; they're much less participant than their American counterparts." In terms of academic performance he indicated " . . . I find them to be very talented and focused, disciplined, curious, they're a delight"

The history professor (AF7) characterized his impressions of international students by regions of the world. He found ". . . African students come to this country equipped with the English skills to deal with my course a lot better than say a Pacific rim student . . . my impression is they have a distinct advantage." He noted that Pacific Rim students from Cambodia or Taiwan often score low on the English proficiency tests and get placed into ESL, but often the students "feel kind of humiliated" as they may be very good at reading but poor in verbal expression.

When asked about academic standards in working with international students, all interviewed faculty were explicit in stating that the students were expected to meet the same standards set for all students. Nearly all indicated that some "special" considerations were called for with international students, most often regarding language issues. For example, the computer science teacher (AF1) pointed out "you've got to recognize some of their inabilities not to speak English, not to give them better grades (because of the language inability) but to help them, get them into programs that will help them along, otherwise they don't seem to get any different consideration from anyone else." The communication teacher (AF2) noted, "I think we just have to realize that these kids are a long way from home and just be understanding, and you have to be careful not to upset the American students, but I do feel that in language areas they should have special consideration."

The female ESL instructor (AF3) offered " . . . I think they should have the option to have assistance . . . they're doing something extraordinary, I mean they're expected to pass classes in a second language . . . they really should be given support, so that they can do the best they can do." The male ESL instructor (AF5) noted, "I think the transitional factor in language should be taken into consideration . . . some frustrations that teachers might have would be alleviated if they would just follow a few basic principles and techniques. Assume that a student is asking . . . something that might seem very matter of fact to a native speaker, might not be to a foreign student. I think we really ought to take the view, that in general these are very bright people who also come from cultures that are probably more socially cohesive than American culture, and that they have certain assumptions about interpersonal, intercultural behavior. Sometimes there's room there for some misinterpretation."

The history professor (AF7) offered his observation that the grades appeals process at the college, established by the faculty to hear student complaints will, "more likely than not have a foreign student who's going to appeal." From his experience, "a foreign student will not comply with the strictures of internal policies, like missing an exam and the allowable time to make it up, as much as say an American student. It's not that they treat these policies with impunity, but they're from overseas where . . . the processes were not the same."

Positive, Negative, and Most Common Problem in Teaching or Working with International Students

Faculty were asked to comment on positive and negative experiences in teaching or working with international students, and what they perceived as their most common problem. A summary of responses is located in Table 7.

The most frequently mentioned positive experiences included, the diversity and cultural knowledge brought to classes due to the presence of international students, and the performance of international students in terms of their motivation and individual growth.

Comments about diversity and cultural sharing included: "it's been a positive experience overall, (international students) have helped this college become a true rainbow" and, "I think by having international students in class, it broadens faculty and students" (AF1, AF7). One of the ESL faculty (AF3), described how her class benefited from a Palestinian student who wrote and spoke about issues in his home land. She noted, ". . . he'd discuss it with me and the class, he taught me so much . . . it was very positive to me because I learned a lot."

Table 7

Site A: Positive, Negative, and Most Common Problem
in Teaching or Working with International Students

<u>Code</u>	<u>Positive</u>	<u>Negative</u>	<u>Most Common Problem</u>
AF1 Comp Science	diversity of classes	bargaining for grades	cultural issues
AF2 Comm's	growth of individual students	cheating	tendency to favor international students
AF3 ESL	cultural knowledge	bargaining for grades	cultural issues
AF4/ Nursing	cultural knowledge	failure rates	cultural issues
AF5 ESL	motivation of the students	cultural issues	cultural issues
AF6 Trav Mgt	appreciation shown by the students	bargaining for grades	language issues
AF7 History	cultural knowledge	preferential treatment	preferential treatment

The Nursing instructor commented that contributions by international students "always have to do with sharing some cultural difference." She mentioned clinical group discussions on death and dying which she found to be "some of the most rousing things for me and the (American) students . . . there's an openness to foreign students . . . it is always a rewarding class time because of international students sharing of cultural values." Also, international students often "observe or note something with a patient that nobody else sees, just because they have a fresh look on the situation . . . doctors maybe have missed it, and all of a

sudden a foreign student will say something and you say 'she's right,' and it's very rewarding."

In terms of negative experiences, four faculty (AF1, AF3, AF6, and AF7) mentioned bargaining for grades. One faculty interpreted bargaining as seeking "preferential" treatment. Also mentioned were cheating on exams (AF2), cultural issues (AF5), and student failure rates (AF4).

Among those who reported experiencing bargaining, each mentioned the behavior occurred frequently among students from the Middle East. Several teachers indicated this may be a cultural phenomenon in that some Middle East cultures foster different and more cooperative values and learning styles.

This response, i.e., faculty referring to certain behaviors of international students as resulting from "cultural" differences, proved to be a common response among faculty at all three sites. Most often faculty spoke of behaviors such as differences in a sense of time having to do with when to arrive at class, when assignments were due, and making appointments. Other behaviors mentioned included attitudes toward cheating and plagiarism and the role of women in education and society.

The computer science instructor (AF1) noted, ". . . with some international students nothing is accepted on its face value, there's always going to be a bargain in there, (and) that can be difficult for teachers to deal with, it can take a lot of time and energy. I find that the most difficult thing to do." While he found bargaining attempts "disconcerting," he did not take it personally. To counteract such efforts he resorted to being very explicit with all students, stating that cheating and bargaining for grades were unacceptable. He viewed bargaining in terms of "situational ethics," i.e., behavior which may be considered cheating in a U.S. context may in some cultures be considered a form of bargaining. He noted there were definite cultural differences as to what constitutes honesty.

In one instance he discovered " . . . students who would be copying off of each others' papers in class, and sometimes out of class. Very often they don't understand what plagiarism is, but as long as you set out what the borders are, they respond, but you've got to be consistent. and it holds for everybody, not just the foreign students."

The male ESL instructor (AF5) noted, " . . . the whole concept of intellectual property is a very foreign concept to many (international) students, it's a concept that's not really internally generated in other cultures . . . where they view the contribution of one person as a collective property . . . sharing is much more acceptable . . . a lot of their learning takes place by copying, and that is the ideal. They learn their language by copying, it's considered a perfect model. The foreign students are amazed at U.S. standards. It's just strange to them . . . on the other hand I've heard American students talk about cheating very consciously."

The travel management instructor (AF6) commented: "I find certain groups of foreign students from the Middle East countries, the attitude towards grades, it's hard to deal with, it's just a part of their background . . . they try to negotiate on their grades"

The Nursing faculty member (AF4), the only one to mention "high incidents of failure" as her most negative experience, indicated that "foreign students (in Nursing programs) failed at a higher rate in the first semester of the first year, as compared to other students"

Four faculty (AF1, AF3, AF4, AF5) mentioned cultural issues as a frequent problem. Often mentioned were differences in concepts of time when coming to class and completing assignments. The female ESL instructor (AF3) referred to the "teacher's role" and some cultures where negotiating is "par for the course" versus others where a grade given is accepted and students would not try to negotiate changing it. The Nursing instructor (AF4)

mentioned a cultural difficulty in "finding out that the reasons why (international students) are here, are different from traditional ones. It always took me a while to figure this out, and also the difficulty of understanding the cheating business." Three faculty members mentioned the difficulty of some males from Middle Eastern countries "accepting a female as a teacher and/or authority figure." Examples were cited of students who tried to circumvent the decisions of female teachers.

Interactions with Students and Faculty

When asked about social interactions between American and international students, several faculty said they make special efforts to mix the students in classes and to encourage participation with shared projects. For example, the communication professor (AF2) indicated there were a lot of interpersonal relations in class because "they're almost forced into it . . . I encourage them, when I see them grouping I try to break up those groups by encouraging them to sit with other people, we try to sit them in different seats everyday."

The female ESL instructor (AF3) noted that international students " . . . tend to stick together, if they can find somebody from their own group or nationality, . . . I think they've expressed an interest in having American friends, but they (international students) seem to be very shy and I think a lot of it is the language barrier and a lot of it is how they tend to view the Americans in class, its very relaxed and I don't think they know how to deal with that."

The male ESL instructor (AF5) noted " . . . a tendency for certain cultural groups to stick with each other because they can communicate in their own language . . . on the other hand, you also see a lot of people who are interested in meeting people from other cultures, so I always try to set up frameworks that will break down barriers and allow people from any particular culture to meet, to enable them to see things from a different view point" He observed

that international students " . . . tend to be well-focused in their interests, they're sociable, they want to meet Americans very much, often they feel they're not having as much luck with that, they can see that American kids are not as open to meeting them as they thought."

The travel management instructor (AF6) noted that interactions "varied from student to student, I would say that initially relations between American and international students are guarded, there's little interaction between them, but as they get to know one another, the barriers drop . . . they feel a little more comfortable half way through the course."

The Nursing faculty member (AF4) noted that international students "tend to sit and interact with each other, (except in) clinical groups where students (American and international) tend to become very close . . . foreign students share in that somewhat but never to the extent of the American students."

All faculty were asked about their interactions with international students outside of the classroom and campus environment. All seven indicated they rarely see students outside of the classroom or campus. However, each cited at least one example of how they intervened to assist a particular international student who was having a personal or academic difficulty that was not necessarily related to their course.

Institutional Benefits and Recommended Improvements

When asked about the benefits of having international students enrolled, and recommendations for improvements to their education at Site A, the interviewed faculty offered a variety of responses, which are summarized in Table 8.

Table 8
Site A: Institutional Benefits
and Recommended Improvements

<u>Code</u>	<u>Benefits</u>	<u>Improvements</u>
AF1 Comput. Science	broadening of people's exposure to other cultures	more orientation to U.S. culture and academic envir., i.e., honesty, sense of time, plagiarism
AF2 Comm's	adds international dimension	more reaching out and interaction with them, more staff to do that
AF3 ESL	adds diversity	workshops on cross-/ cultural understanding and intercultural issues, year-round tutoring services
AF4 Nursing	adds diversity and different viewpoints	intensive courses in spoken English and on US culture
AF5 ESL	academic contributions	more assistance in meeting and mixing with Americans
AF6 Trav. Mgt	widens vision of students and institution	more opportunities to meet Americans
AF7 History	adds diversity	more mixing with American students

The most common response concerning benefits to the institution as a result of enrolling international students was the diversity the students brought to the college environment, diversity that offered opportunities to "broaden" the educational experience for everyone. Typical faculty comments were "it's very broadening for our students because we are living in a global village . . .," and, international students " . . . add an international structure to the school, they've done probably more for prejudice . . .

I think they've opened the eyes of the other students here to other cultures and to differences in people" (AS1 & AS2).

The Nursing teacher found the diversity to be

" . . . refreshing, they provide American students with different viewpoints and especially in Nursing, different cultural beliefs that really help our students"

In terms of suggested improvements to the education of international students at Site A, the most common response, cited by four faculty (AF2, AF5, AF6, & AF7), was to offer more "reaching out" opportunities to meet and mix with American students. Two faculty suggested more cultural workshops to promote "intercultural understanding," and to better orient international students to academic and cultural standards of higher education in the U.S. Specific recommendations included discussions on the American perspective of a " . . . sense of time, what constitutes academic honesty and plagiarism, what most teachers expect"

Also recommended were workshops on "understanding cross-cultural or intercultural issues" that might affect the behavior of international students in classes.

The female ESL faculty member suggested that teachers who work with international students be given opportunities to understand cultural issues. She noted that " . . . a lot of behaviors and actions by international students . . . are not done to be belligerent or aggressive, but out of confusion . . . we should have workshops for teachers on how to recognize and deal with that."

The communication professor (AF2) noted the institution still needed to "reach out to bring (international students) more into the college, make them feel less apart from the rest of the school . . . we need someone on the staff to stimulate the situation more, there should be one person doing just that." The history professor (AF7) suggested that curriculum changes might help, such as offering "a multicultural kind of history course . . . something that is

not Eurocentric, the way the world is going we're going to need something like this."

The faculty member from Nursing mentioned more intensive English language courses, and suggested the courses include cultural issues to " . . . explain to foreign students what our (U.S.) beliefs are about . . . in terms of academic excellence and honesty . . . they need to understand our culture and beliefs about how you behave as a student in . . . an American institution and what the rules are."

Policies

Interviewed faculty were asked to discuss their knowledge of any institutional policies regarding the recruitment or enrollment of international students. The response among all seven was, to their knowledge there were no policies or restrictions as to recruitment, program enrollment, or regulation of the number of international students admitted. The travel management instructor stated, "in fact I've wondered why they don't go out and recruit certain international students but they don't, we're lucky in that we haven't had to do much recruiting, they just come."

Many faculty mentioned financial aid as a policy issue, as the only opportunities available to the international students were annual scholarships of \$250-\$500 a year. The college awarded about fifteen such scholarships each year, on a competitive basis in which all students are eligible to apply. The advisor pointed out that international students "have done quite well with these awards."

Site B

Located in a suburban community of 27,000, Site B was founded in 1961 and is one of fifteen "publicly supported Associate degree and certificate granting" institutions in the state. Initially placed in a large urban area, after a fourteen year effort, the college was able to secure a large facility, a former high school on a scenic 84 acre site. The college is located near a well known private four-year college which enrolls approximately 1,500 full-time students with a concentration in liberal arts and graduate programs in business. The private college is host to an independent English language institute. Officially unaffiliated with the college, the institute offers ten week sessions covering five levels (elementary to pre-university) of intensive English language programs to a population that is mostly composed of international students (BD4). Site B has a transfer agreement with the private college which allows Site B students, upon completion of 30 credits hours, to transfer to the private college and complete the remaining credits of their Site B Associate Degree.

As a publicly supported institution Site B is dependent upon annual funds appropriated by the state legislature for approximately 50% of its \$11 million (FY91) budget. Enrollment data for fall 1991 indicated Site B had a total headcount of 4,674 day and evening students with an FTE of 3,196, and a day student FTE of 2,617. Among all students 32% were enrolled in career programs, 32% in liberal studies and/or business transfer programs, 8% in health fields and 27% undeclared. The student body was largely female (58%). The ethnic breakdown of (day) students for fall 1991 was: 80% Caucasian, 9% Black, 4% Asian, 3% Hispanic, and 3% international students. Site B employed 75 full-time contract faculty and 170 adjunct (day and evening) faculty. As of fall 1991 the college had 11,300 alumni.

Site B offers Associate degree programs in forty-five fields and certificates in twenty-nine. Areas of study include business administration, liberal arts, life sciences (pre-medicine, pre-pharmacy and other career science fields), computer science, engineering transfer, medical records technology, criminal justice, early childhood education, nursing, travel and tourism, theater arts, social work, and others.

The main campus of Site B is located in an attractive residential, almost rural, setting. The campus consist of one very large building with three floors of classrooms, faculty offices, cafeteria, theater, art gallery, library (which was under renovation and expansion at the time of the study and not available for access), and other special rooms. There is an expansive learning resource center which offers individualized instruction in special courses and tutorial services. Also, the college has several high-technology centers sponsored by corporations, including an I.B.M. center, one of only twelve such centers in the U.S. and Canada (BD 13). There are several large open public spaces inside and outside of the building, including playing fields. Site B operates a second facility located in a large city ten miles to the west and also offers courses at five satellite locations.

Private automobiles are the major means of transportation as the campus is located near the intersection of several highways and has several large parking lots. Public transportation is available but limited, the college offers a campus shuttle that connects to a regional mass transit stop. However, as one student described, the shuttle is limited to fourteen people and it takes much longer than travel by private car. (BS2)

An open-admissions institution, Site B admits students on a first-come first-served basis. The college's mission

statement calls for the institution to strive to encourage "life long learning," and "racial and global understanding" (BD8, p. 4). Resident students are required to have a high school diploma or a GED certificate. Special application requirements are necessary for certain programs. Tuition for students at Site B is regulated by a state education council, appointed by the governor. Student fees are established by the college's board of trustees who are also appointed by the governor. As required by the state, Site B charges a higher tuition rate for non-resident students, i.e., out-of-state and international students both of whom pay the same higher rate. Rates established for student tuition and fees for academic year (1991/92) were \$1,008 for a resident student and \$4,680 for an international or non-resident student. Thus, for one year of study at Site B for academic year 1991-92, the estimated total cost for a full-time international student was:

Education Expenses

Tuition (one-year)	\$4,680
Health Insur.	\$375
College Fees	\$810
Subtotal	\$5,865

Living Expenses

(Estim. by Site B)

Books and Supplies	\$600
Room and Board	\$5,795
Personal Costs	\$2,125
Transportation	\$800
Total Estimated Costs	\$15,185

International applicants to Site B are required to demonstrate proficiency in the English language by submitting TOEFL test scores and/or certificates of having completed ESL

studies. Admissions materials reviewed by the researcher made no mention of a required TOEFL score, only that "proficiency" must be demonstrated by the applicants. However, the International Student Advisor pointed out the cut-off score for admission was a range of 475-500. Applicants were also required to submit notarized financial statements declaring a fund balance sufficient to cover the estimated one year cost of \$15,185.

Approach to Site B

Similar to procedures used with Site A, the researcher approached Site B via a letter to the president which was forwarded to the provost and then to the International Student Advisor who contacted the researcher for an initial meeting. During data-gathering at Site B the researcher conducted sixteen interviews, seven with international students (one (BS2) was a green card permanent resident student), seven with faculty members, and three with administrators which included a division dean, the International Student Advisor, and the President. The researcher reviewed twelve documents of various types including the college catalog, student handbook, orientation materials, a faculty report on the freshman year experience, several issues of a faculty report on "critical literacy" issues, and miscellaneous materials.

At an initial meeting with the advisor, it was agreed the best approach to seeking student and faculty participants was to have appointments pre-arranged for the researcher by the advisor. Thus, the advisor was the principle person to identify potential student and faculty participants at Site B. The advisor, with the assistance of her office, arranged an interview schedule with faculty and students, which followed an agreed upon criteria of seeking a purposive sample of participants. Similar to Site A informational flyers on the project were prepared by the researcher for the advisor to distribute to student and faculty participants.

As a result of the above process seven students were identified as potential candidates for participation. All seven were contacted by the advisor and expressed a willingness to be interviewed, and agreed to appointments. Out of seven who agreed to be interviewed, five made their appointments and were interviewed. A sixth student (BS7), was located rather quickly by the advisor. The researcher observed as the advisor stepped into the hallway and asked a student (in Spanish) "What are you doing?" and persuaded him to participate. Student interviews at Site B took place on campus, four in a vacant office adjunct to the advisor's office, and two in the learning center.

The researcher conducted three observations, all in the cafeteria, which is the center of student social life at Site B. Two hours were spent observing students and the traffic in and around the cafeteria, a very large open area with seating sufficient for several hundred students. The researcher attended the college's annual International Festival evening, that included an array of ethnic foods prepared by students, music by a Lebanese group, a Vietnamese Dragon Dance, and a Pinata celebration. About 150 students and faculty attended, on a very snowy evening.

During the data-gathering process at Site B an unexpected event occurred. There was much speculation in the local press, and on the campuses of Sites B and C, that the two institutions might be forced to merge as a result of state budgetary constraints. A merger did not happen although both institutions did formally agree to cooperate on a number of joint initiatives, presumably allowing the state to realize some cost savings. In some interviews with faculty at Site B, reference was made to the merger rumors and certain comparisons between Site B and Site C were brought to the attention of the researcher.

History with International Students

Site B had enrolled international students for about ten years. The International Student Advisor, whose job title was Director of Student Life, had been at Site B for seven years in several administrative positions within which she "always had responsibility for working with foreign students." The advisor indicated the number of international students who sought admission to Site B had begun to increase in 1988, and had continued a slow rise over the past five years. Fall enrollments from 1986 - 1991 were as follows:

Year	International Students
1986	37
1987	44
1988	90
1989	96
1990	123
1991	133

The advisor indicated the institution did not formally recruit international students. The president noted several informal efforts at recruitment had taken place by one of the deans in the 1980's. These efforts were directed at college contacts with foreign governments and business interests. The president also indicated Site B benefited, in terms of recruitment, from the recruitment efforts of the local private college. He indicated the private college, as part of its agreements with foreign governments, " . . . will suggest to them that some students, depending on their academic strengths and weaknesses, would do better to come to Site B for the first semester or two . . . then they (the private college) would notify us of which students might be coming to Site B . . ." (BA3, 2).

The advisor, who estimated 45% of her time was spent on issues relating to international students, and described that as "not enough," indicated a lot of the students came to Site B to "continue English language courses and work at academic courses at the same time." She noted that often

international students at Site B initially sought admission to the private college, were denied and recommended to Site B. She noted that students may be admitted to Site B without a TOEFL score if they have a certificate of completion of ESL study from a language institute such as the one located at the private college. The advisor believed "almost all" international students at Site B saw the college as a "bridge" to prepare them for transfer to a four-year college or university. Site B had never undertaken a retention study on its international students. The advisor speculated many foreign students were leaving after a semester "because private institutions were more aggressively recruiting . . . and accepting them without requiring an Associate degree."

The president indicated the institution generally admitted two types of international students: those who would be developmental students in their own country with English language problems having "nothing to do with their abilities," and very good students who have English language abilities that negatively impact their ability to function in an American college or university environment."

The president felt the major attraction of Site B, for international students, was its location in a suburban setting. He noted the "reputation in many of these countries (sending international students) is that American urban cities are dangerous." From his perspective, the advantages of Site B were "... we are suburban, have a well known private institution nearby which has established relations with a number of governments, and we have a positive academic reputation."

According to the president Site B had never put a cap or limit on the number of international students that could be admitted. The one exception was in 1989 when state budgetary cuts forced the institution to limit its enrollment of all students. As a result of the cutbacks Site B limited the number of international students, "because we could not take the political heat of allowing foreign students to fill slots

in certain programs while excluding Americans or permanent residents. The political realities would not have allowed it, so we did cut that year and lost about fifty foreign students."

The president described the impact of international students on Site B as "modest." In his view they contributed to the multicultural mix of the college, "in a positive normal way not bringing certain ethnic hostilities that may exist on other campuses." He believed international students were "generally very good students," coming with strong backgrounds in science and math. Academically, the students make a "contribution to the overall education of all students."

When field interviews with the participating students were conducted, there were 133 international students from thirty-eight countries enrolled at Site B. The fields of study with the highest percentage of international students enrolled were business administration (26%), liberal arts (25%), and computer science (13%). The distribution of students by field of study is outlined in Table 9 and Figure 5.

Table 9
Site B: International Students by Major
Fall 1991

<u>Programs</u>	<u>Total</u>	<u>Percentage</u>
Business Mgt	34	26%
Liberal Arts	27	20%
Other	18	13%
Computer Science	11	8%
Life Sciences	10	8%
Certificate Programs	9	7%
Communication	9	7%
Electronics	5	4%
Nursing (Day & Evening)	5	4%
Travel & Tourism	5	4%
Total	133	100%

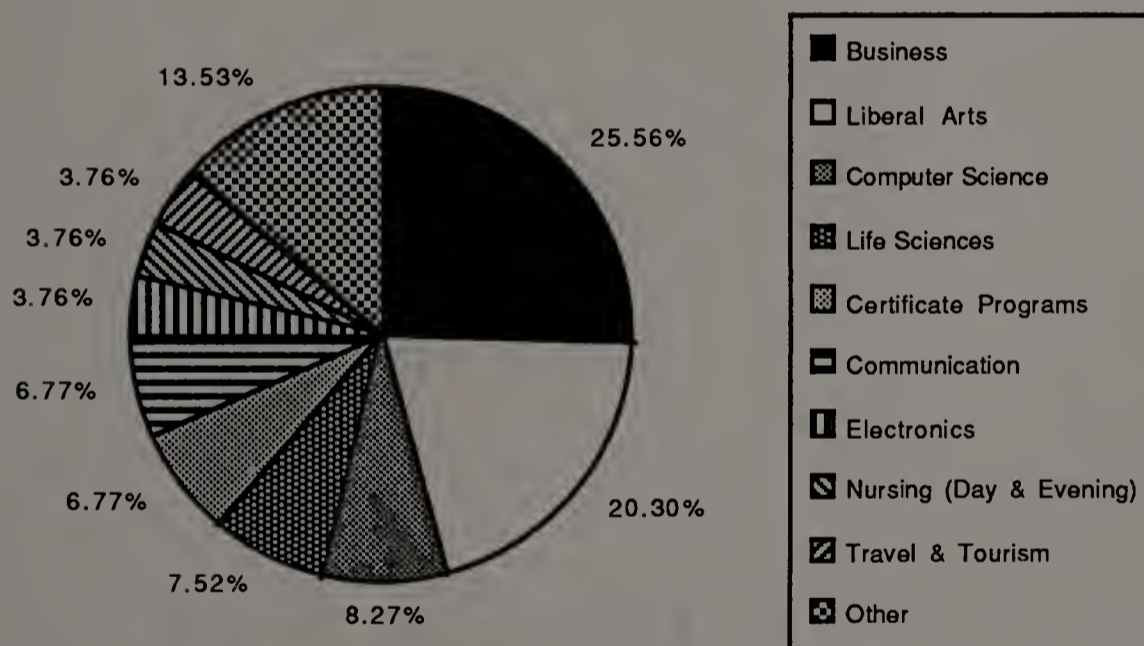


Figure 5
Site B: International Students by Major
Fall 1991

In terms of geographic distribution, the highest concentration of students were from Japan (37), Haiti (14), China (8), Greece (5) Hong Kong (4), and United Kingdom (3).

Background of Students Interviewed at Site B

The background data on the six students interviewed at Site B reveal that four students decided to attend Site B due to a relative's recommendation and two because of Site B's location (see Table 10). Four students indicated they had some college level work prior to enrolling at Site B, one held a B.S. degree and one an Associate degree. Two reported only completing high school. Three of the six indicated they planned to complete their studies in two years at Site B and three said they would not. Five students held F1 visas, one held an H1 which is given to a dependant of a family member with special permission to be in the U.S. All interviewed students were single.

In terms of financial support, five students reported being dependant upon their parents. The one exception was (BS3), who at 32 was oldest of those interviewed and said he was using his personal funds. Two students (BS1 and BS4), reported working on campus, each for 20 hours a week as tutors in the learning center. In terms of parental education and employment three students indicated their parents were college graduates. The father of one (BS1 from Japan), worked in real estate, while the father of another (BS4 from India) held a B.A degree and worked for the Indian government. Both parents of student BS5 (with an H1 visa from China) held doctorate degrees (in biology and chemistry) and were employed doing cancer research at the University of Michigan.

During questions about how they learned about Site B, why they applied and enrolled, and what career goals they held when they began their studies, the individual stories of each student emerged.

Table 10

Site B

Background of Interviewed Students

Code	Country	Major	Sex	Age	Yr/Coll	Yr/US	Previous Education	Why Site "B"	Complete in 2 yrs.	GPA
BS1	Japan	Bus Mgt	F	28	2nd	3	A.S. degree	Location	Yes	3
BS3	Lebanon	Pre. Engin	M	32	1st	3	Some College	Relative	Yes	3.4
BS4	India	Pre Pharm	F	25	1st	1	B.S.	Relative	No	3.7
BS5	China	Bus/compu	M	22	1st	4	4 ys/coll.	Relative	No	3.6
BS6	Japan	Bus Mgt	F	19	1st sem	1	H.S.	Location	No	NA
BS7	Peru	Life Sci.	M	20	1st sem	2+	H.S.	Relative	Yes	NA

NA = Not Available

The student from Japan (BS1) was in her second year and about to graduate with a major in business management. She held an Associate degree from an art college in Japan. At 28, she was older than most of the interviewed students. She had first applied to the private four-year college located near Site B. When not accepted, she entered the English language institute at the private college and then sought admission to Site B. She also applied to a private two-year college in the region, to which she was accepted. Her main reason for coming to the U.S. was to "improve my English and have American friends." She had been to the U.S. "three or four times before" as a tourist and learned about the nearby private college from a recruiting firm in Japan. The firm recommended she seek entrance to the language institute as a way to enter higher education in the U.S. She indicated she was able to enter Site B without taking the TOEFL test because she received a recommendation from one of her teachers at the language institute.

During the interview with (BS1), the researcher observed, despite the fact the student was about to graduate and reported a GPA of 3.0, communicating with her in English proved to be very difficult. Research notes from the field interview indicated, "this was not an easy interview, her English is surprisingly poor, especially since she had gone to the private language institute and had been at Site B for nearly two years." In several instances, the researcher had to repeat questions to be sure the participant fully understood what was being asked.

Student interview (BS2), which is not listed in the overview of background data, turned out to be a 32-year-old male student, working full-time and married with two young children. He was a permanent resident from Haiti and holder of a green card. That he was interviewed at all was a result of research circumstances that could not be avoided. The situation revealed a bit about what can happen to any international student.

The researcher had just completed the interview with BS1, which took place in one of the private tutoring rooms in the learning center. The staff member of the learning center, who had arranged the appointment with BS1 at the request of the advisor, greeted the researcher at the end of the interview, took him by the hand and said, at the moment the referenced students were right in front of us, "would you like to interview two of our African students." The two students, who appeared as surprised as the researcher, seemed uncertain how to respond to this sudden invitation. The two students, and the researcher who was uncertain of their visa status, did not want to disappoint the staff member. Both students, with a nod of their heads, agreed to be interviewed while not knowing anything about the project. The researcher, suspecting the students were not from Africa, indicted only one interview was needed, and one student volunteered to withdraw. Later, when the episode was retold to the International Student Advisor she noted, "a lot of staff and faculty simply don't know the difference (between visa and permanent resident students) and tend to group all ESL students as foreign students."

The male student from Lebanon (BS3), first came to the U.S. for medical purposes, sponsored by a brother who is a U.S. citizen. He selected Site B because the brother had graduated from the same college and, at the time of the interview, was studying at a nearby four-year state college. Prior to attending Site B, the previous education of this student included some college at a university in Lebanon and English language study in the U.S. His goal, and second reason for selecting Site B, was to be an engineer.

The student from India (BS4) with a B.S. in Botany from her country, came to the U.S. on a tourist visa to visit a brother who had first come as a student and was employed locally in the computer industry. The brother, with whom she lived, held a green card. She selected Site B because of the pre-pharmacy program, as she was seeking to transfer to a

college of pharmacy. Another reason for selecting Site B was because a friend, also a student from India and a graduate of Site B, had followed the same route in gaining admittance to a college of pharmacy. At the time of the interview, she had been accepted to the pharmacy school for the fall semester. However, she needed to retake the TOEFL and achieve a score of 550 before she could enroll.

The male student from China (BS4), whose parents both held PhD's and were employed at the University of Michigan, had been in the U.S. for only eight months. He indicated he knew nothing about Site B, the college was selected for him by a brother with whom he lived. The brother had come to the U.S. as a student, graduated from a U.S. university, and was employed locally with a computer company. This student did not intend to complete a program of study at Site B. His goal was to "take some general classes and transfer to a four-year school in the fall."

The second female student from Japan (BS6), in her first semester and youngest among those interviewed, had first applied for admission to the nearby private college but did not achieve their required score of 550 on the TOEFL. She entered the independent language institute at the private college. After being there for several months, but still not achieving the qualifying TOEFL score, she decided to enroll at Site B. Her goal at Site B was to "take courses to improve my English and retake the TOEFL maybe in one year," and reapply to the private college. During the interview, the researcher observed this student to be, "very bright, and spoke English quite well, she seemed in many respects like a typical high school graduate who did not know what she wanted to do."

The male student from Peru (BS7), who was least prepared for the interview in that he was pulled in from the hallway by the advisor, was in the first semester of his first year at Site B. He selected Site B as a brother had attended the same college, graduated and transferred to a private (U.S.)

university where he was still enrolled. This student first came to the U.S. to attend a private catholic high school and took preparatory courses for college. He returned to Peru and applied to a university but "failed the entrance exam," so he applied for an F1 visa and returned to the U.S. to study. At Site B he was enrolled in several developmental courses including intermediate ESL, developmental reading, and developmental writing. He indicated he received a score of 475 on the TOEFL exam. During the interview, the researcher observed that the student had difficulty understanding questions even when repeated two or three times.

Experiences of Interviewed Students at Site B

When asked about their experiences with the course work at Site B, all six of the interviewed students indicated their only problems were with English classes and/or speaking and writing for other courses.

For example, the student from Japan (BS1) said she had no problem with math and computational courses such as business and accounting. Her difficulty was in English composition with which she received assistance from a private tutor.

A similar reaction was offered by the student from China (BS5) who indicated, "my problem is English, not in writing nor in conversation, but with vocabulary, grammar and word modification. I was put in an ESL course but it was a junk class, too easy." Among those interviewed at Site B, this student was the most negative about his experience saying, "frankly, I don't like this school, I come because the tuition is low and so are the fees, evening is even cheaper, so I take general courses and practice my English to get ready for a four-year school."

Two students (BS3, & BS4) indicated they found several courses in math and science to be "quite easy" compared to what they had experienced in their home

countries. The student from Lebanon (BS3) said his chemistry class, in which he received a grade of A, was "not difficult . . . compared to my country (where) when a student finishes his courses he knows more than here."

When asked about their relations with faculty at Site B the most common response among all six students was that the faculty were "helpful." The student from India pointed out that she "experienced no problems, when I need help I just go and see them."

In terms of interactions with American students, the interviewed students offered similar responses. For example, two students (BS1 & BS7) indicated they occasionally studied with American students but in general American and international students "don't do much together." The student from Japan (BS6) pointed out it was "difficult to make American friends . . . I can't understand (them) . . . they speak fast (sic) for me." She socialized more with other international students because "it is easier to understand our English, and we speak slow."

Positive and Negative Experiences of Students Interviewed at Site B

A summary of positive and negative experiences of the interviewed students at Site B is presented in Table 11. Among the six students at Site B, the most common positive experience concerned relations with faculty or staff, as cited by BS1, BS6, and BS7. Several students said they were pleased with the accessibility of faculty, staff and the availability of facilities. For example, the student from Lebanon (BS3) commented "everything is easy, like when you go to the computer center there are a lot of computers, you get access right away and everything is easy. You go to the lab and they don't tell you that something is not available, people (who work there) are prepared."

Table 11

Site B: Positive and Negative Experiences of
Interviewed Students

Code	Positive	Negative
BS1 Japan	people, the faculty and staff, who are friendly	no response
BS3 Leb.	everything is accessible, computer center, labs, all are easy and people are prepared	no response
BS4 India	the course work, I can apply it to my goals	more advanced math courses, some are too easy
BS5 China	nothing - did not like the school	courses are too easy, school is too small, library is small, no physical ed. classes, help with meeting Amer. students
BS6 Japan	smallness of classes, relations with teachers	no response
BS7 Peru	inexpensive, openness, teachers and staff helpful	lack of sports and phy. act's, more lab oppty's in science classes

In terms of negative experiences the most common response (by BS1, BS3, and BS6) was "no response." For the student from China (BS5) his negative experiences were finding courses to be "too easy" and the school and facilities being "too small." Two students (BS4 & BS5) indicated their negative experience was realizing some of the courses were "too easy," both referred to

particular math courses. Two students (BS5 & BS7) were disappointed to find a lack of physical education activities and assistance with meeting American students.

One student, (BS4 from India), raised the issue of the higher tuition cost for international students versus American students. She noted, "the tuition for international students is three times what American students pay here, yet at the college of pharmacy (which she planned to attend) everyone pays the same, why the difference?" The researcher pointed out that Site B was a state-supported institution with tuition charges regulated by a state agency, while the pharmacy college was a private institution setting its own tuition rates. He further explained that in the U.S., at institutions which are supported by state funds, the enrolled American students and/or their parents, had in effect already paid something toward the cost of their education through payment of state taxes, which was not the case for international or out-of-state students who attended state-supported colleges. The student seemed surprised and pleased with the explanation commenting "no one had ever told me the difference, now it makes sense."

Future plans of Interviewed Students at Site B

A summary of the future plans of the interviewed students at Site B is presented in Table 12. As indicated, five students planned to transfer to four-year institutions and each said they understood the transfer process. One student, (BS4 from India), had already been accepted. The student from Japan (BS1) planned to return home and take up her former employment in an art gallery. She indicated she might "continue my education in Japan . . . maybe in night courses as the entrance exam is so difficult and the system so different, I can't transfer my credits from the U.S."

Two students (BS3 and BS5) indicated they planned to apply to the nearby private four-year college.

In terms of educational goals in the U.S., three students aspired to earn a bachelors degree, one an MBA, and one a doctorate. One student, (BS5 from China), indicated he planned to apply for U.S. citizenship and was hoping he would be able to work for an American corporation. Four students said they planned to return home at the completion of their U.S. studies. One student, (BS6 from Japan), was undecided and indicated she might try to stay in the U.S. All students who intended to return home indicated they felt there was a job opportunity for them in their own countries.

Table 12

Site B

Future Plans of Interviewed Students

Code	Transfer		Understand		Transfer		Highest		Job		Job		Length of US Stay
	Transfer		Process		To		U.S. Degree		Goal		Home Cty		
BS1/Japan	No		NA		NA		A.S.		Bus. Mgt.		Yes		Return after graduation
BS3/Leb.	Yes		Yes		NA		B.S.		Engineer		Yes		until finish studies
BS4/India	Yes		Yes		Coll. of Pharm		B.S.		pharmacist		yes		until finish studies
BS5/China	Yes		Yes		NA		PhD		Business		NA		apply for citizenship
BS6/Japan	Yes		Yes		NA		MBA		Business		yes		Undecided
BS7/Peru	Yes		Yes		NA		B.S.		Dentist		Yes		until finish school

NA = Undecided or unknown

Faculty: Site B

In seeking faculty participants at Site B the researcher followed the same procedures and criteria used at Site A. Through discussions with the advisor, who contacted and established appointment times with participants, the researcher was able to interview six faculty members. Three interviews took place in the faculty offices of the participants and three took place in the office adjacent to the advisor's office.

When asked to comment on their experiences in teaching and working with international students, following the same categories used with the data gathered at Site A, the responses of the faculty at Site B were analyzed in six areas: background of interviewed faculty, academic issues, positive, negative and most common experience, social interactions, benefits and recommended improvements, and policy issues.

Background of Interviewed Faculty at Site B

An overview of the six faculty interviewed at Site B is presented in Table 13. Among those interviewed were faculty who taught Writing and Critical Thinking, English, ESL, Nursing, Psychology, and Physics.

Table 13

Site B: Overview of faculty interviewed

Code	Sex	Subjects	Yrs.Teach.	Yrs/"B"	Study Abr
BF1	F	Writ/Crit Thinking	4	4	no
BF2	F	English	16	5	no
BF3	M	Psychology	24	17	no
BF4	F	ESL	15	15	yes, 1 sem.
BF5	F	Nursing	10	6	no
BF6	M	Physics	11	1	yes, 5 yrs/US

When asked about the number or percentage of international students in their classes, the responses ranged from 10% to 25%. Similar to faculty responses at Site A, most of the interviewed faculty at Site B could not distinguish between the permanent residents versus visa students in their classes. One exception was the nursing instructor (BF5), who realized there were no international students among the current group of students in nursing. She noted "it was not unusual not to have any this semester," as very few actually enroll in nursing programs. Also, the psychology teacher who was quite certain about his belief that 15% of his students "were definitely foreign students" as opposed to permanent residents.

In terms of study abroad and or teaching experience overseas two faculty had some experience. The ESL faculty member (BF4) had one semester as an undergraduate student, and the Physics teacher (BF6) had begun his academic career as an international student in the U.S. He had come from Lebanon in 1982 and received his bachelor and master degrees from U.S. universities. He later became a U.S. citizen, and had been teaching at Site B for one year.

Academic Issues

In response to questions about the academic performance and participation of international students in their classes, the interviewed faculty at Site B offered a variety of observations.

For example, the faculty member who taught writing and critical thinking (BF1) observed, in terms of performance, "I see a range in foreign students the same way I would in American students, however, you can notice how students from various cultures view teachers differently and will react differently, but the range in terms of performance is pretty much the range for any students. Some foreign students work as hard as they

can and some are marginal. The one difference I do notice is that some foreign students really want to call me professor."

The English and writing teacher (BF2) observed, "I expect it takes me a little longer to get my points across and I recognize they are from a "linguistic minority." As a group she categorized international students as "the hardest workers of the bunch . . . they tend to have a little more tenacity, you meet a lot more outstandingly motivated people, whereas for native speakers the decision to attend a community college is often a choice by default." She felt, among faculty at Site B there were, "a lot of very negative connotations about ESL students . . . faculty want a solution to the problem of these (ESL and visa) students not understanding what's going on in the classroom."

The psychology professor (BF3) said he made special efforts to reach out to international students. In opening remarks to his classes he sought to dispel "all the myths that I have only one way to run the course, I'm very open to assisting the foreign students if they have any difficulties . . . I make sure they understand that." As for observations on the academic performance of the students, he noted that international students were "highly motivated, their attendance is always exceptional, they'll put in the extra time" As faculty advisor to the Honors Program he observed that the international student members (who were 10-15% of the program) performed extremely well. In terms of classroom participation, this faculty member noted that international students, " . . . usually do not participate verbally . . . in a lot of cases they have some language difficulties . . . they participate nonverbally actively, they are very intent on listening, getting the notes correct, making sure if they missed a class they let you know why. They take it very

seriously, but they don't verbalize in class. My assumption is they're uneasy about their communication skills."

The ESL faculty member (BF4) indicated, "a lot of foreign students don't come through the ESL classes because their English is at such a high level." Among the 120 ESL students at the college she estimated 10% were visa students. As a group she found international students, "better prepared for an academic environment, more in tune to the expectation of the academic system than many students." In terms of classroom participation she described them as "cautious and tentative, not aggressive" indicating she felt they did not want to stand out.

The physics teacher (BF6) observed that most of the international students in his classes (whom he estimated to be 25% of all students) had a "strong background in math and physics," and were "very respectful, they always pay attention and they try very hard." In terms of academic performance he noted, " . . . at any given time you can give them work and rest assured they will do their best to do it, and do it correctly." He believed that many international students may have selected Site B out of ignorance as he felt their academic ability was such that "they didn't need to come here, some find the work too easy."

When asked about their views on academic standards and academic honesty among international students, three faculty indicated they had experienced problems with plagiarism, each indicated it was not a major problem. For example, the Writing teacher (BF1) noted, "sometimes the lines are blurred, some cultures stress memorization and students just don't understand what plagiarism is, (faculty) have to look at the backgrounds of the students, plagiarism is not a question of academic honesty, unless they are doing it after it has been made

clear to them it's unacceptable. Plagiarism is a cultural adjustment issue, not an honesty one." A similar reaction was offered by the ESL faculty member (BF4) who noted that international students, "don't always realize they're plagiarizing, once you explain the consequences to them they usually stop, it hasn't been a very big problem."

The English teacher (BF2) commented, "plagiarism is something that we don't understand institutionally, some teachers (at Site B) tell students it is okay to copy out of books without citations. The rules are not universally understood and some students, no matter how many times you tell them not to copy or plagiarize, they just don't get the American set of values." In terms of academic standards this faculty member recalled a conversation she had with a fellow teacher of American literature who had "adjusted" her standards to accommodate ESL students. In her final exam, the teacher required students to write essays making reference to ten different authors. However, for the ESL students she allowed them to use only two authors. The reaction of interviewed faculty member was "astonishment that a teacher would do that." She commented that it was unfair to all students and probably "illegal."

Positive, Negative, and Most Common Problem in Teaching or Working with International Students

An overview of the positive, negative, and most common problem of the six interviewed faculty at Site B is presented in Table 14. The most common response having to do with a positive experience was the persistence displayed by international students in doing academic work which was noted by four faculty. Typical comments were a belief that international students were "outstandingly motivated," and were "most likely to follow through on learning prescriptions . . . (and) I

admire their persistence and stamina" (BF2 and BF5). Two faculty (BF3 and BF4) commented on the contributions of international students to enriching the cultural diversity of their courses. The psychology professor (BF3) noted that international students "bring a greater awareness . . . their presence can raise the other students' consciousness." Making a similar observation, the physics teacher (BF6) noted that cultural awareness is "one of the things we are weak about in this country, we seem not to care what happens outside of the U.S. and foreign students teach us something about these other cultures."

Table 14

Site B: Positive, Negative, and Most Common Problem in Teaching or Working with International Students

<u>Code</u>	<u>Positive</u>	<u>Negative</u>	<u>Most Common Problem</u>
BF1 Writing	desire to learn	no response	no response
BF2 English	persistence	cultural issues	under-prepared faculty
BF3 Psychology	cultural awareness	language issues	language issues
BF4 ESL	diversity	cultural issues	cultural issues
BF5 Nursing	persistence	cultural issues	cultural issues
BF6 Physics	persistence	cultural issues	language issues

The teacher of writing and critical thinking (BS1), who also trained and supervised peer tutors for the learning center, commented that international students, many of whom worked as peer tutors, displayed

a strong "willingness to really help out" other students. She offered several examples where individual foreign students had been "especially diligent as tutors" in helping other students, and suggesting to her new perspectives on assisting students to grasp academic materials.

In terms of negative experiences the most frequent response among the interviewed faculty at Site B had to do with cultural and or language issues. These were mentioned by four faculty and often cited as the most common problem in working with international students. For example, the ESL faculty member (BF4) discussed a "cultural difficulty" she experienced with two male students from the Middle East who "had trouble dealing with a female authority figure." She noted that the students attempted to "circumvent" her classroom procedures and authority. Not being able to get the students to comply with her procedures and requests, she followed administrative procedures and had them withdrawn from her class, an action which created a "furor" among some faculty, administration, and international students. At the time of the interview the students had not completed their English requirement, which her course was designed to offer. When asked about the most common problem in working with international students, this faculty member commented that many faculty at the institution "lacked patience and cultural sensitivity" when working with international (ESL and visa) students. She indicated that institutional efforts had taken place to address these concerns, including seminars on topics related to teaching methods with international, ESL, and learning disabled students. However, she felt more needed to be done.

The English teacher (BF2), made a similar comment when she noted that faculty members as a group were

"underprepared . . . (and) not trained" to teach international students. She noted " . . . I think we're not trained to do this work, I believe I know how now, I trained myself and was trained by colleagues and that's OK . . . but faculty suffer from insufficient institutional support to help them make needed adjustments when working with international students." In her view, there were many academic programs in which ESL students were " . . . not included, but separated from the rest of the school."

Interactions with Students and Faculty

When asked about their observations of the social interactions between international and American students, and their own interactions with international students outside of the classroom setting, several Site B faculty offered similar responses. For example, the Physics (BF6) teacher noted "somehow they tend to stay together unless some of them (American and international students) are classmates, otherwise they don't seem to mix very much." He indicated his interactions with international students outside of class were mostly in an "advising role, not much outside of that."

The ESL faculty member (BF4) described relations between American and international students as "cautious on both sides." A similar response was offered by the psychology teacher (BF3), who noted that international students tend to be "non-assertive but very persistent in a kind of passive way" and that they "tend to cluster together" for reasons having to do with language and cultural identity. The nursing teacher (BF5) noted that "there's minimal interaction (between American and international students) in the classroom, what I find about foreign students is they will seek out the instructor after class or during office hours, for extra help."

Institutional Benefits and Recommended Improvements

A summary of the responses of the six faculty members interviewed at Site B is presented in Table 15. As indicated by the responses, interviewed faculty felt the major institutional benefit of having international students on campus was the "cultural diversity" their presence offered the institution. Typical comments were that international students "enrich our environment culturally . . . it is a very positive factor for native speaking students to get viewpoints they're not necessarily used to (BF4)," and their presence helps with greater "global understanding (BF5)."

Table 15
Site B: Institutional Benefits and Recommended Improvements

<u>Code</u>	<u>Benefits</u>	<u>Improvements</u>
BF1 Writing	cultural diversity	training for faculty
BF2 English	cultural diversity	clear institutional policies
BF3 Psychology	cultural diversity	training for faculty
BF4 ESL	cultural diversity	training for faculty
BF5 Nursing	global under- standing	stronger advising and admissions
BF6 Physics	cultural diversity	stronger advising and admissions

The Writing teacher (BF1) noted "one of the best parts of working at a community college is being exposed to different backgrounds, a lot of different perspectives, and foreign students really participate in

this . . . it makes it more interesting for me personally and professionally, and it helps in my classes." The Psychology teacher (BF3) offered, "once you begin to actually interact with somebody from a different culture or a different country, you begin to diminish the stereotypes, and begin to see the singularity"

When asked about suggested improvements to the education of international students at Site B three faculty (BF1, BF3, and BF4) mentioned more seminars or training opportunities for faculty. In particular, the faculty called for more seminars on teaching international students and on cultural issues in classroom settings. Two faculty (BF5 and BF6) suggested strengthened admissions and advising procedures for international students. The nursing faculty member (BF5) indicated that "faculty don't always get to do the kind of advising needed" for international students who want to major in nursing. The physics teacher (BF6) felt that advising could be better directed toward the "communication courses, things that will make their skills better for other classes."

The English teacher (BF2) suggested the institution needed "a coherent institutional philosophy of the place of international students in our future plans and that means more second language people on our staff" She also noted institutionally, "there's a slight perception that we're supposed to fix these people and send them back as Americans . . . (but) we're all working towards a multi-cultural world and I think the institution should understand the value of diversity in every respect."

Policies

When asked about their knowledge of policy issues relating to the enrollment of international students at Site B, the most common response among the six interviewed faculty was that to their knowledge, "no quotas or restrictions had been established." One faculty member (BF2) offered, "I don't think there are any certain groups we go after, but when enrollments are down, recruiting foreign students becomes a much bigger priority, this is not just here." Another faculty member (BF4) noted international students were " . . . the minority, and if there are any discussions going on (about policy issues), it's about domestic ESL students, and faculty who have the normal cry of where are the students we used to have." She didn't feel international students were a "big problem" and that the institutional focus was more on "...issues related to domestic ESL students."

Site C

Located in a large city with a population of 574,000 Site C was founded in 1973 as a "comprehensive two-year higher education institution." Site C is one of fifteen publicly supported community colleges in the state and draws its students from a large urban metropolitan region which is home to several two-year and four-year private and public institutions of higher education. The college's main campus is a complex of five interconnected buildings on a twenty-one acre site close to a major downtown commercial and financial center. There is a mass transit "Community College" stop at its front entrance, thus directly connecting the college to a regional transportation system. Site C has a second smaller campus in a city to the north and also conducts classes and seminars in fifteen satellite locations throughout its service area.

During FY91 the operating budget for Site C was \$17.7 million dollars of which \$8.7 million or 48% were funds provided by state appropriation. Enrollment data for fall 1991 indicated Site C had a total headcount of 5,546 students and an FTE of 3,148, the day FTE was 2,270. The student body was largely female (59%), and the average age of day and evening students was 29. The main campus is also the site of a "Middle College Program," an alternative high school for 200 academically at risk students. Established through a collaborative arrangement with the city's public school system, this was the first middle college program in New England.

Among the student body of 5,546 students in the fall of 1991, their distribution by field of study included: liberal arts (27%), business management (22%), career programs (7%), health programs (8%), and undeclared (31%). In terms of ethnic composition 60% of the students were Caucasian and 40% were cultural minorities consisting of 18% African Americans, 11% Asian, 6.5% Hispanic, and 3.5% International Students.

Site C employed 120 full time contract faculty and 226 adjunct (day and evening) faculty. As of fall 1991 Site C had 9,000 alumni.

Site C offers Associate degrees in forty-six programs and certificates in twenty-three. Principle areas of study include: liberal arts, business administration, computer science, electronic technology, media technology, culinary arts, criminal justice, early childhood education, graphic and visual communication, travel management, office education, photo-journalism, human services, and several programs in allied health fields including nursing, nuclear medicine, and medical radiography.

The facilities of Site C are extensive and include a large learning center, computerized testing center, bookstore, cafeteria (which seats several hundred), a media center, library (which is connected to a computerized regional library network), art gallery (which host an array of exhibits and cultural programs), several spacious student lounges, computer centers, a large auditorium/theater, and a television production center. Also, there are several playing fields and comfortable open spaces around the perimeter of the building.

Similar to Sites A and B, Site C is an open admissions institution and admits all students on a first-come first-served basis. The mission statement of Site C includes dedicating the college to creating an environment that "fosters the Life-long development" of students. Among the college's eleven goals is one calling for "an understanding and appreciation of diversity and to prepare students to take their places in the international community of the future" (CD1, p.5).

Resident students are required to have a high school diploma or a GED certificate. Special application requirements are necessary for certain programs. Similar to

Site B, tuition at Site C is regulated by a state education council which is appointed by the governor with student fees established by the college's board of trustees. As required by state regulations, Site C charges higher tuition rates for non-resident and international students, both of which pay the same higher tuition. Tuition and fees for full time students for academic year (1991/92), were \$1,008 for a resident student, and \$4,680 for an international or non-resident student. The estimated cost one full year of study at Site C for academic year 1991-92, for a full-time international student was:

Education Expenses

Tuition (one year)	\$4,680
Health Insur.	\$375
College Fees	\$319
Subtotal	\$5,374

Living Expenses

(Estim. by Site C)

Books & Supplies	\$600
Room & Board	\$6,000
Personal costs	\$2,000
Transportation	\$500
Total Estimated Costs	\$14,474

International applicants to Site C are required to demonstrate proficiency in the English language by submitting a TOEFL test score which, "must be 500 or above for academic programs." A review of admissions materials sent to international applicants indicated Site C will accept a student scoring below 500 on the TOEFL for entrance to an ESL program, "on a space available basis." All students accepted must take the college's placement test "before entering an academic degree or certificate program." Site C, "reserves the right to determine placement into courses

. . . based on placement test results." International applicants are required to submit notarized financial statements declaring a fund balance sufficient to cover the estimated cost for one year of study (CD5).

Approach to Site C

As indicated in the methodology section, the researcher was employed at Site C and therefore the data gathering process was somewhat different than at Sites A and B. The researcher sent a letter to the president of Site C to inform her of the research project and procedures to be followed. Receiving permission to proceed, and having concluded the data gathering at Sites A and B, the researcher prepared informational flyers on the project for distribution to potential student and faculty participants. Student participants were located in three ways: by referrals from the International Student Advisor, faculty referrals, and individual contact by the researcher. Student interviews were held in the researcher's office or in available classrooms on campus. Faculty members were identified, following the same criteria used at Sites A and B, by the researcher from among his colleagues at the institution.

As a result of this process the researcher conducted twenty-three interviews at Site C: ten with students (two of whom were permanent resident green card holders), nine with faculty members, and three with administrators: the college president, international student advisor, and the director of academic support services, an individual with several years experience working with the international students.

One interview was conducted with a non-college employee, a representative of Inter Varsity, a Christian organization that does volunteer work with international students on campuses throughout the U.S. At Site C the representative, who also visited with international students at several other colleges in the area, attended meetings and coordinated several discussions and activities of the International Student Club, with the permission of the institution. She

indicated about twenty international students attended the eight meetings held throughout the academic year. She described the students as most interested in "talking about their course work," and "practicing their English" (AD 17).

In addition to interviews, the researcher was able to review sixteen documents including the college catalog, student handbook, orientation handbook, fiscal reports, institutional data reports, several issues of the student newspaper, planning documents, and miscellaneous materials. Five hours of observations took place which consisted of: attendance at multi-cultural events including a consulate-level panel of speakers on U.S. trade issues with three Asian countries, a history class lecture on Afghanistan by a visiting scholar, and a lecture on Japanese history; attendance at an Honors Program seminar which featured final presentations by students, visits to an African American literature class, and attendance at a faculty/staff professional development seminar on cultural diversity in the classroom.

History with International Students

Since its founding Site C had enrolled some international students. Among faculty and administrators interviewed, several of whom were "founding members" of the college, no one could recall a time when there were no international students at Site C. The International Student Advisor, who had worked at Site C for eight years as a student counselor, had been formally appointed to the position the week of her interview. She was the fourth staff member to hold that full-time position since 1986. Prior to her appointment the position had been vacant for six months, due to state-level budgetary cutbacks in several programs serving all students. As part of the institution's response to the cutback of state funds, the college temporarily reduced personnel assigned to international programs. At one time Site C had three full-time professionals, (a director of international programs, a staff assistant, and the

international student advisor), assigned to all aspects of international education at the college.

The enrollment of international students at Site C had never accounted for more than 5% of all students. A review of institutional data from 1986 to 1991 revealed that Site C had experienced a steady enrollment of more than 200 visa students per year, up to 1991. During 1986-1991, fall enrollments at Site C were:

Year	International Students
1986	270
1987	307
1988	316
1989	274
1990	210
1991	192

The history of Site C's involvement with international students includes its participation as co-founder of a national organization CCID, Community Colleges for International Development. The founding president of Site C was an active member of CCID and through his "informal network" of contacts with governments and businesses, had assisted in recruiting international students to the college. Site C faculty and students have participated in several exchanges and study abroad programs sponsored by CCID.

When field work was conducted at Site C a change in the president's office was taking place. A formal search for the college's third president was underway and an interim president was in office. At the time of her interview the interim president was completing a one-year appointment. She had been at the institution for eight years, most recently as vice president of academic and student affairs.

Site C had never actively recruited international students. The president noted, "we've never had to, we had talked about the possibility of doing it, but the truth of the matter is that good word of mouth, a very reliable source of recruitment, had brought them to us. Until the fiscal

crisis in the state, (from 1989-1991) we had such a large number that we were talking about the possibility of having to cap the enrollment of international students, but that was never done."

In terms of the impact of international students on the institution, the president noted that their percentage of the student body (less than 5%) was such that international students, "don't have much of a positive or a negative effect on enrollments." It was her belief that international students selected Site C, "for some of the same reasons as a lot of native students: the convenience and location, the schedule of available classes, and they are as price conscious as all students."

Among the 192 visa students from 51 countries who were enrolled at Site C in the fall of 1991, the three academic programs with the highest enrollment of international students were liberal arts (47%), business and management (16%), and computer science (13%). Their distribution by field of study is presented in Table 16 and figure 6. In terms of geographic distribution, the four countries with the highest number of students enrolled at Site C in the fall of 1991 were Japan (21), China (14), Morocco (14), and Iran (10).

Table 16
Site C: International Students by Major
Fall 1991

<u>Program</u>	<u>No.</u>	<u>Percentage</u>
Liberal Arts	92	48%
Business	42	22%
Computer Sci.	25	13%
Undeclared	12	6%
Allied Health	10	5%
Engineering Tech.	6	3%
Other	<u>5</u>	<u>3%</u>
	192	100%

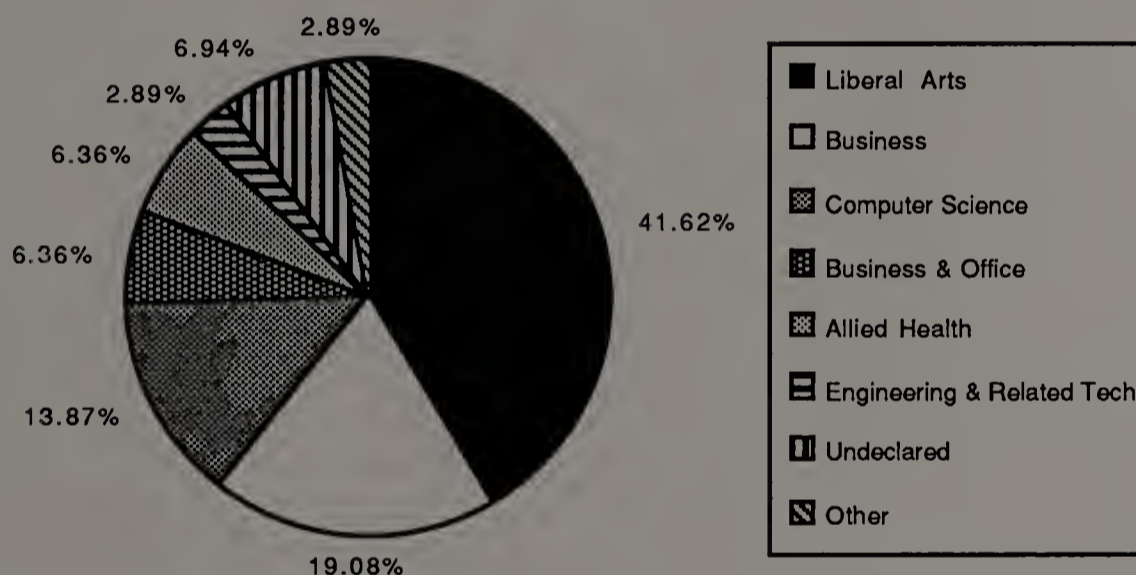


Figure 6
Site C: International Students by Major
Fall 1991

Background of Students Interviewed at Site C

An overview of the background of the eight students interviewed at Site C is presented in Table 17. The background data reveal that seven students decided to attend Site C due to a relative or friend's recommendation, and one because of the tuition. Five of the students indicated they had some college level work prior to enrolling at Site C, two had completed an undergraduate degree in their home country. Three indicated their prior education was completion of high school. Five students indicated they planned to complete their program of study at Site C within two years, three said they would not. All interviewed students held F1 visas and were single.

In terms of financial support seven students indicated their primary source of support was from their families. One student (CS8) from Sweden, received financial aid from her government. Four students reported working 20 hours a week at part time jobs, two as cashiers in retail stores and two (CS2 and CS9) as cooperative education students on campus. In terms of parental education and employment four of the students indicated their parents were college graduates. The student from Brazil (CS2) commented that her father was a college graduate and worked as an accountant while her mother was in the diplomatic corps working as an ambassador's secretary. Both parents of the second student from Brazil (CS5) were college graduates, the father employed as a banker and the mother as a teacher. The father of the student from Nicaragua (CS6) was a college graduate and worked as a banker, and the father of the student from Zaire (CS7) was the principal of a primary school.

When asked about how they learned about Site C, why they applied and enrolled, and what career goals they held when they began their studies, the individual stories of each student emerged.

Table 17

Site C

Background of Interviewed Students

Code	Country	Major	Sex	Age	Yr/Coll	Yr/US	Previous Education	Why Site C	Complete in 2 yrs.	GPA
CS1	Turkey	Comput.Sci	F	25	1	2	B.S.	Relative	No	3.5
CS2	Brazil	Lib. Arts	F	22	2	2+	1 yr. coll	Friend	Yes	3.2
CS4	Japan	Bus. Mgt	F	21	1	2	1 sem/coll	Inexpen.	Yes	3.9
CS5	Brazil	Lib. Arts	F	27	1	2	B.A.	Friend	No	3.4
CS6	Nicaragua	Bus. Mgt	M	19	1st sem	3	H.S.	Relative	Yes	NA
CS7	Zaire	Lib. Arts	M	23	1st sem	6 months	H.S.	Friend	Yes	NA
CS8	Sweedden	Graph. Dsg.	F	22	1st sem	6 months	some coll.	Friend	No	NA
CS9	Dominica	Bus. Mgt	M	24	2	2+	H.S.	Relative	Yes	3.3

NA = Not Available

The student from Turkey (CS1), who indicated her parents had only completed primary school and her family's income came from her father's employment as a businessman, had first come to the U.S. on a tourist visa to visit a sister who was completing a doctoral program at an area university. Holding a B.S. degree in chemistry from a university in Turkey, this student came to Site C to "take computer science and English courses," and to prepare herself for entry to a master's program at a local university. Her courses at Site C were being taken in the evening division. She was undecided about how long she would attend Site C, thinking she might work toward the two-year degree in computer applications. Her main reason for study in the U.S. was "to study more and prepare to go to graduate school," with a career goal of becoming a chemist. She seemed to be following the same academic path of her sister who also came to the U.S. with a B.S. from Turkey, earned a masters and was in a PhD program.

The student from Brazil (CS2), was met by the researcher by chance during lunch in the cafeteria. She worked in the library as a coop student and expressed a desire to participate in the study. In her third semester with a major in liberal arts, this student first came to the U.S. on a tourist visa and selected Site C due to a friend's recommendation. She was also influenced by a brother who attended a community college in Texas, graduated and received permission to work in the U.S. With one of her parents working in the diplomatic field for Brazil, this student had lived for several years in Jamaica and Columbia, where she did one year of college work. Her main reason for coming to the U.S. was to "study at a two-year program and learn about American history and culture."

The third student interviewed (CS3 from Ethiopia), turned out to be a holder of a green card. That she was interviewed revealed the confusion among faculty as to which students are international students with visas and which are permanent residents. This student completed one year of

college in her country was married, and at 28 was the oldest of those interviewed. She described great difficulty in getting to the U.S. which included one year of being held captive by rebel forces for suspicion of being a government collaborator. Her father, who had been a judge with the government, was killed in the fighting.

The student from Japan (CS4), came to the attention of the researcher from his membership on the planning committee of Site C's Asian-American Heritage Celebration. She, along with several other students from Japan, performed in a traditional Japanese tea ceremony. In her second semester with a major in business management, this student had been in the U.S. attending a near-by private four-year college studying ESL at the time she applied to Site C. In 1986 she had been in the U.S. for ten months on a high school exchange program with a school in New Orleans. She could have remained at the private college, but due to financial considerations became interested in a two-year college and considered several before selecting Site C for its location and business courses. She had applied to a university in Japan, "to please my parents but I did not pass the exam." She was not disappointed, as she wanted to come to the U.S. and knew her parents would only allow her to do so if she were not accepted at a university in Japan.

The second student from Brazil (CS5), who held a B.A. in journalism, was referred to the researcher by the International Student Advisor. In the second semester of her first year at Site C, this student had been attending a local private college taking English classes when, due to a friend's recommendation, she learned about and applied to Site C. She selected the college because "it was the cheapest and I could take the courses I wanted." At the time of the interview she was planning to withdraw at the end of the semester, travel over the summer, and return home to her former job. In Brazil she had been employed as a TV journalist. It occurred to the researcher that this student

appeared to be in the U.S. largely for the experience, not necessarily to gain an academic credential.

The researcher's interview with the student from Nicaragua (CS6), who at 19 was the youngest among those interviewed, turned out to be unusual. When asked how he first came to the U.S. the student was vague and indicated he had "special permission to be in the U.S." and had graduated from a local high school in a town where he lived with his sister. Suspecting there was more to this student's story, the researcher spoke to the advisor and discovered the student had been an illegal alien and nearly deported. At age 16 he entered Texas via Mexico and was sheltered by the Red Cross and the Catholic Church, which provided him with funds to travel east to stay with his sister. The sister, married to a U.S. citizen, was a permanent resident. The student was admitted to a local high school, completed two years and graduated, and applied to Site C. When he applied for financial aid at the college he was asked for a social security number which he did not have, and proof of citizenship, which he could not verify. At that point he confided to the advisor how he came to the U.S. During his three years in the U.S., the application for financial aid was the only time his status came under scrutiny. To prevent deportation, the advisor intervened and the student had to return to Nicaragua to get a passport and an F1 visa. At the time of the interview he had held his visa for three months and was "very shocked" at having to pay the higher tuition rates to attend Site C. He selected Site C due to the "advice of a high school counselor" and because of its location. In his first semester, the student was enrolled in developmental courses and expected to enter an academic program in the fall. During the interview the researcher noted that the student's English speaking ability was "not good," despite his having been in the U.S. for three years and graduating from a local high school.

The student from Zaire (CS7) was in his first semester and a liberal arts major. He selected Site C, the only institution to which he applied, due to a friend from his country who was also enrolled at the college. When he came to the U.S. a sister also came and was a student in North Carolina.

The student from Sweden (CS8), in her first semester studying graphic design, selected Site C due to a friend who was a graduate of the college. This student, at the time of the interview, had been accepted as a first semester freshman to a nearby private art institute. She came to the U.S to study, after taking six months of evening courses in Sweden. She pointed out a major reason for coming to the U.S. was that she "could not get into the art school at home, it is very popular and very hard to get in, it is a private school and, what I like about the U.S. and this college, is that everyone can get in if you have the money to attend."

The student from Dominica (CS9), a Caribbean island nation, selected Site C because of a relative who lived in the city and wanted him to live with her and attend the college. While in Dominica he has applied to and been accepted to colleges in England and Cuba. When in the U.S. he considered several other schools, but selected Site C because of his aunt's influence. He commented that she, "liked the diversity of the college, and she was right about that." This student worked for 20 hours a week in the business office and would graduate in May. He also received the college's Presidential Leadership Award, a \$1,000 competitive scholarship awarded each year to a graduating student.

The last student interviewed at Site C was (CS10), a permanent resident from Haiti and holder of a green card. The researcher chose to interview him for two reasons. First, because the researcher had known the student for two years and he requested to be included in the study and second, because he was recommended by a faculty member who

mistakenly thought he was a visa student. What stood out about this student, who had been in the U.S for eleven years and was about to graduate, was his strong belief that, "no matter how long I have been here in the U.S., I still consider myself a foreign student."

Experiences of Interviewed Students at Site C

When asked to discuss their experiences at Site C, academically and socially, a variety of responses were offered. In terms of the course work several students indicated they found the work to be "not really difficult." For example, the student from Brazil (CS2), about to graduate in liberal arts with a 3.2 GPA, noted, "I think it could be a little more deep, more challenging, the work is not that difficult. I am not getting all A's , but it could be a lot harder." She cited the example of a political science course where, "we studied one book all semester and we had no other readings, it was a very large book and we did the whole book, but I felt like I was in high school, so academically I am not very happy but there are other advantages . . . so many foreign students and lots of cultural activities, and I like that."

The student from Japan (CS4), in her second semester with a 3.9 GPA, found the courses were "easier than I expected, even accounting it is quite easy, however the business and marketing courses are more challenging." The student from Sweden (CS8) noted, "I have been studying hard but I think the education (in the U.S.) is easier than the system in Europe, for example I know all my friends back home come to the U.S. to study and come back with all A's. At home they would get C's, but here you get to know your teachers better and you can chose what you like, somehow it is an easier system." The student from Dominica (CS9), about to graduate with a 3.3 GPA noted, "it hasn't been difficult except for accounting . . . when I first came the courses were like I had done in high school, so it is easier."

Positive and Negative Experiences of
Interviewed Students at Site C

A summary of the responses of the eight interviewed students on their positive and negative experiences at Site C is presented in Table 18.

Table 18
Site C: Positive and Negative Experiences
of Interviewed Students

Code	Positive	Negative
CS1 Turkey	no response	no response
CS2 Brazil	variety of courses	no response
CS4 Japan	facilities, especially the learning center	registration process
CS5 Brazil	the courses	difficulty meeting American students
CS6 Nicaragua	the education	the tuition
CS7 Zaire	the courses and campus diversity	difficulty meeting American students
CS8 Sweden	the faculty and teaching methods	difficulty meeting American students
CS9 Dominica	diversity of campus	some course materials too narrow

The most common positive response concerned the courses and/or the facilities, these were cited by four students, CS2, CS4, CS5, and CS7. Typical comments were liking "the variety of courses under liberal arts . . . this is why I like the college," and "I like the readings especially in my literature courses, it adds a lot to me." The student from Japan (CS4) was pleased with the learning center which she described as a "self-testing machine, the learning center will push you to have a good grade so you have to study hard,

it shows you how well you can do if you want to." One of the Brazilian students (CS2) commented, ". . . the whole college is good for me and for foreign students, the teachers, you can always challenge them . . . and that is what I was looking for, to give me space and new perspectives."

Two students (CS7 and CS9) mentioned the diversity of the campus as what appealed most to them. One of them (CS9) noted, "I really love the diversity of the school, I know a lot of people say that, but it is true. You learn a lot by just having these people around you and telling you so many different things about different cultures." Another student (CS8 from Sweden) indicated she was pleased with the faculty noting, "the teachers and the methods they use to teach, they explain things and get me to see things that I didn't see before and you can talk to them, they are willing to take the time to explain things to you."

In terms of negative experiences, the most common response, which was cited by three students, was difficulty in meeting and mixing with American students. The student from Sweden noted, "it's very hard to make friends, the good friends I have are also foreign students, its very hard to make American friends, I don't find many Americans have any real friends. To me they say 'hi, how are you,' but that's it."

Similar responses were offered by the student from Zaire who stated it was, "hard to meet other students," and the student from Brazil (CS5) who noted she felt "a little bit alone in this college, but I have problems with my English and maybe that is why." One student (CS4), was unhappy with the registration process which she described as "very slow, we are flustered as students because everything is so slow . . . I feel they could do a better job." Also, one student (CS9 from Dominica) commented that he felt some of the course materials were "too focused on one culture (European)," and he felt the education "should be broader so all cultures can identify with it." The student from Nicaragua complained

about the tuition for international students, which was not a surprise, because of the recent change in his visa status which was noted above.

Future Plans of Interviewed Students at Site C

A summary of the future plans of the eight interviewed students at Site C is presented in Table 19. As indicated from the responses, six of the eight students were planning to transfer to a four-year U.S. institution and all said they understood the transfer process. Four students had identified colleges they hoped to attend. Two, (CS8 and CS9) had already been accepted. The student from Turkey (CS1) was in the process of applying to local universities for admittance to graduate school in chemistry. One of the students from Brazil (CS2), was seeking admittance to a local university to study international relations in pursuit of her long range goal of "being admitted to diplomacy school in Brazil," noting the school in Brazil, "will accept a B.A. from the U.S." The student from Zaire was anticipating transferring to a local university and changing his major from liberal arts to computer science.

Two students, CS4 from Japan and CS5 from Brazil, said they would not transfer. The student from Japan indicated that her parents expected her to "stop at the associate degree" for financial reasons. She indicated she would go on for a B.A. degree, "if I had money." She expected no difficulty in getting a job upon her return to Japan. The student from Brazil, with a B.A. in journalism, planned to withdraw from Site C, travel to Europe and return to her former job as a TV reporter.

In terms of their educational goals in the U.S., two students indicated they planned to work for a B.A. degree, two would seek a master degree and one, the student from Zaire, indicated he "would like to get a doctorate if I have enough money." Five of the students said they planned to return to their home countries at the completion of their educational goals in the U.S. Three students, (CS6 from

Table 19
Site C
Future Plans of Interviewed Students

Code	Transfer		Understand		Transfer		Highest		Job		Job		Length of US Stay
				Process	To		U.S. Degree		Goal		Home Cty		
CS1/Turkey	Yes		Yes		UMass/Boston		M.S.		Chemist		Yes		Until finish studies
CS2/Brazil	Yes		Yes		Bos.U.		B.A.		Internat. Relations		Yes		Until finish studies
CS4/Japan	No		NA		NA		A.S.		Internat. Bus.		Yes		Until finish studies
CS5/Brazil	No		NA		NA		NA		TV reporter		Yes		Until finish studies
CS6/Nic.	Yes		Yes		NA		NA		NA		NA		Undecided
CS7/Zaire	Yes		Yes		NA		PhD		Business		Yes		Until finish studies
CS8/Sweden	Yes		Yes		Art School		BFA		Artist/Illustrator		Yes		Undecided
CS9/Dom.	Yes		Yes		Howard Univ.		MBA		Bus/Acctg.		Yes		Undecided

NA = Undecided or unknown

Nicaragua, CS8 from Sweden and CS9 from Dominica), were undecided. Each expressed an interest in staying in the U.S. if they could get permission.

Faculty: Site C

In seeking faculty participants at Site C the researcher followed the criteria used at Sites A and B, i.e., faculty in liberal arts, technical fields, and ESL. Knowing the institution and having an informal network of colleagues within the faculty allowed the researcher an opportunity to interview nine participants. Faculty participants were located by personal contact. The researcher provided each participant a copy of the informational flyer on the project and a copy of the interview questions. Three faculty interviews took place in a conference room and six in the researcher's office. Among the nine participants, there was a range of experience and insight on the presence of international students at Site C.

When asked about their experiences in teaching and working with international students, the responses of the faculty at Site C were analyzed in the same six areas used in analysis of faculty responses at Sites A and B: background of interviewed faculty, academic issues, positive, negative and most common experiences, social interactions, benefits and recommended improvements, and policy issues.

Background of Faculty Interviewed at Site C

An overview of the nine faculty participants at Site C is presented in Table 20. Among those interviewed were four teachers of liberal arts (history, languages, communication, and physics/math), two ESL teachers, and three teachers of specialized subjects which included accounting, computer science, and marketing. Similar to Sites A and B, Site C also had a nursing program. In conversations with the program's dean, the researcher discovered that visa students "for historical reasons" were not eligible to apply to the

nursing program. Therefore no nursing faculty member was interviewed.

Table 20
Site C: Overview of Interviewed Faculty

Code	Sex	Subjects	Yrs.Teach.	Yrs/"C"	Study Abr
CF1	M	History	22	19	Yes, as faculty
CF2	F	For. Lang's	25	20	Yes, 1 sem.
CF3	F	ESL	10	10	No
CF4	M	Comm's	23	5	Yes, 1 sem
CF5	F	ESL	15	12	yes, 1 yr
CF6	M	Physics/Math	30	14	yes, as faculty
CF7	F	Mkt. & Bus.	12	5	yes, in the U.S.
CF8	F	Comput. Sci	22	7	No
CF9	M	Acctg.	16	9	No

When asked about the number or percentage of international students in their courses, faculty responses were similar. For example, among the faculty teaching liberal arts the history professor, who also taught the honors seminar and was chair of the College Forum, indicated "about 30%" of students in his courses were international students. He was not sure how many were visa students versus those who were residents. A similar response was offered by the language instructor (who taught Spanish, French and Italian) who noted, "I have never made the distinction between foreign students and immigrants, it's very hard, there's really no way of knowing." The physics teacher (CF6) indicated that in one class he had "15 foreign students out of a class of 20." When asked if he knew they were visa students he commented, "yes, in that class, and I've had classes in electronics that were totally foreign (visa) students." The teacher of marketing, who also taught economics and international business indicated she "really

didn't know" which students were visa or permanent residents. She estimated the percentage of resident and visa students together, varied from class to class. The highest percentage were in the international business course which she estimated was 80% enrolled by international students, followed by 20% in her economics class, and 15% in marketing. The accounting instructor (CF9), and the computer science teacher (CF8) both said 50% of their students were international students. The accounting professor, prior to arrival at his interview, had done a count of his students from the fall 1991 semester and indicated, "50 out of 96 were foreign students, they were not born in the U.S., I could be mistaken on a few because their English is excellent, so it's very hard to say." Among the two ESL faculty members (CF3 and CF5), both indicated "very few" visa students take ESL courses, each estimated 5% of ESL students at Site C were visa international students.

In terms of study abroad and or teaching experience overseas, six of the nine faculty had some experience, three had taught overseas. The physics teacher (CF6) had been on a faculty exchange program in Hungary for one academic year, sponsored through Site C's membership in CCID. He noted that the experience, "taught me a lot about how foreign students feel . . . I didn't know how to write anything or how to find anything (in Hungarian), it was a very slow learning process and nothing to help me along, because of the experience my attitudes toward foreign students have changed a lot."

The marketing teacher (CF7) completed her education up to the B.A. in her home country of India. She then came to the U.S. as a foreign student at Purdue University from which she received her master and doctorate degrees, and later she became a citizen of the U.S. The history professor (CF1) was fluent in Russian, had taught in Turkey prior to coming to Site C, and had been to Eastern Europe for short term teaching assignments on several occasions. Three faculty (CF2, CF4, and CF5), had studied overseas for a semester when they were undergraduates.

Academic Issues

Interviewed faculty offered a range of responses on their observations of the academic performance and classroom participation of international students at Site C. For example the history professor noted that performance "ranges from A-plus to marginal. I've had the impression, through the years, that some visa students are killing time, they're here to get away from unhappy political circumstances, or waiting to get into other schools, and this is a good opportunity for them to develop their English or to keep their visas intact."

The researcher had an opportunity to observe one of the class sessions of this professor. The class featured a guest lecturer from a four-year college in the area. The lecture was on Afghanistan, the speaker's native country. Provided was an overview on the country and culture and a discussion on the withdrawal of Soviet influence in that country. This was of particular interest to the researcher as he too had visited Afghanistan, prior to the build up of Soviet influence. There were twenty students in attendance, five of whom the researcher recognized as international students. The presentation was excellent and included a lively exchange of questions, many coming from students who were recent refugees from the Soviet Union. A high point of the presentation, which brought much laughter to the class, occurred when the speaker pointed out that the Marxist leader in Afghanistan "learned his Marxism while in the U.S. as a foreign student" (AOC2).

The language teacher (CF2) noted, "most of the time international students do very well in foreign languages . . . most foreign students have a lot more to lose so they're better than average, there's too much at stake for them . . . they can't afford to flunk or waste their time, in this way they're much better students." The communication instructor noted (CF4), "I

find visa students are much more serious about their learning than traditional American students. They are more driven, their primary concern is to master their English speaking abilities . . . they want to be able to speak and write well."

The physics teacher (CF6) noted, "in terms of their native ability, they're the same as Americans . . . the ones I've seen are somewhat better prepared, especially in the math, but . . . there's a big spread in the area of academic ability depending on what kind of schooling they had previously." In terms of class participation he noted that international students in general, "don't participate, don't volunteer even if called on, they're very hesitant. I don't get the feedback that I might from another student so I don't know if the material is having an effect or not. So I talk to them a lot in lab, and out of class on a more friendly basis, and get feedback more through written things . . . I have developed a habit of giving a lot of quizzes because I get more information (on their performance) that way."

A similar response was offered by the marketing teacher (CF7) who noted that academic performance often, "depends on where they are coming from," and it was difficult to generalize. For example, she noted that in several of her courses Pacific Rim students from China, Hong Kong and Japan often were "excellent students, very well organized, good command of the language, interested in learning, they are often some of my best students, a good role model for the others." The computer science teacher (CF8) offered a similar reaction, stating that to understand the academic ability of international students she had to "go back to the countries they came from and consider their ability to speak English, some are very good at mastering the language . . . I find most foreign students very easy to work with." The accounting teacher (CF9) noted, in terms of academic ability,

"a wide range from excellent to poor." What he found was "common among foreign students" was their "limited participation, its almost too much for some of them to answer the roll call, they are very shy for the most part."

When asked about academic standards regarding international students, all nine interviewed faculty were in agreement that academic standards should be the same for all students. The accounting teacher (CF9) noted, "we don't offer two degrees it's one and everyone should have to fulfill the same requirements to get it."

In terms of any special consideration shown to international students, all of those interviewed had made some considerations related to language issues. For example, the history professor (CF1) noted, "these are people who are strangers in a strange land and they need to be given a point of contact, of access, special consideration in terms of trying to help make their adjustment easier and more fruitful, special consideration with language also. When I confront a student who simply can't understand what I'm saying and is trying, I try to use simpler words and speak softer and slower" When asked if he made any exceptions in terms of assignments or examinations, he noted, "generally yes, when it's an essay exam I will arrive at the very beginning of the break and if any of them want to get started then, I'm happy to let them have an additional ten minutes, and I let them stay into the next break or come back to my desk during office hours and let them finish it there."

A similar response was offered by the physics teacher (CF6) who commented on lab reports, "if we marked them on the English they wouldn't do well on them at all. So we make that exception, but we keep after them on their English and there is some improvement during the semester, but it still leaves a lot to be

desired." Similar responses were offered by the accounting and marketing teachers.

When asked about academic honesty, or instances of plagiarism or cheating among international students, the computer science teacher (CF8) noted, "every semester this is an issue, I find at least one instance in which a student, or a group, has corroborated on a project when in fact they should be working individually." She noted that often it has occurred among international students. She had made special efforts in class to explain that such behavior is not acceptable and often takes students aside.

The physics teacher (CF6) commented on his observations of the cultural context of academic honesty among groups of students from Arab countries, whom he had an opportunity to observe while teaching in Hungary. He noted, in terms of cheating and plagiarism, "yes, this comes up here and it did in Hungary, in both places I observed it among Arab students. The Arab students in Hungary told me that it's a dishonor if even one of their fellow students flunks, so they didn't consider what they did as cheating. I found the same thing here (at Site C), not the same response though. Looking back now, I realize their view was they were not stealing materials, but they were giving materials to students who needed it. To me they were cheating by our standards, but there is that difference that sort of backs up what they were saying."

The history professor (CF1) commented, "in many cultures, cooperative work is more of a value than independent work and people tend to work in groups, to support one another." Saying he did not have a problem with cooperative work, on projects that make such work available, he pointed out it was necessary for him to "be very clear" on when students were expected to do their own work, and when cooperative work was unacceptable. He added, "overall, I

really don't find a great deal of cheating, where I do it's noticeable among all students domestic or foreign."

Positive, Negative, and Most Common Problem in Teaching or Working with International Students

An overview of the nine faculty responses at Site C to the questions about their positive, negative and most common problem in teaching and working with international students is presented in Table 21.

Table 21

Site C: Positive, Negative, and Most Common Problem in Teaching or Working with International Students

<u>Code</u>	<u>Positive</u>	<u>Negative</u>	<u>Common problem</u>
CF1 History	what they give to classes	plagiarism	language issues
CF2 Languages	diversity to classes	no response	lack of mixing with American students
CF3 ESL	no response	seeking special treatment	language issues
CF4 Communication	what they give to classes	cheating	lack of faculty training and sensitivity
CF5 ESL	added diversity to classes	no response	seeking special treatment
CF6 Physics	what they give to classes	no response	language issues
CF7 Marketing.	persistence and desire to learn	cultural issues	language issues
CF8/Comp. Science	desire to learn	no response	language issues
CF9 Accounting	cultural experiences for classes	limited participation in classes	limited participation in classes

The most common positive experience of the interviewed faculty at Site C referred to the diversity and/or contributions of cultural sharing that international students offered to their classes. This was mentioned by seven of the nine faculty.

The history professor (CF1) noted, "they add a lot to the community, they do for me and they do in my classes and I'd like to be able to take better advantage of them in the college community" Citing the example of some international students in his honors seminar, he recalled how "dynamic" several students had been. As students and learners he found them to be " . . . alive and so engaged in every level of discussion and argument, they were a joy to work with." The communication professor (CF4), noted that international students often offer the "excitement of multiculturalism, they create a diversity that enriches everyone and everyone learns something from it." Similar responses were offered by the languages teacher (CF2) who noted that international students gave "a good mixture . . . and a certain spirit" to her classes.

The marketing professor (CF7) commented on the high levels of persistence and desire to learn she observed among certain international students. She discussed a student from Germany who took several of her courses. She found him to be "hardworking and receptive to information . . . good from every point of view . . . he was happy to have the opportunity to learn and willing to put in the effort, and he was very social in visiting with other students." She added, " . . . international students generally, when they go to school they take it a lot more seriously, they want to be perfect."

In terms of negative experiences, issues mentioned included plagiarism, preferential treatment, cultural issues, and limited classroom participation. Plagiarism was noted by the history professor who cited instances of "students introducing papers that weren't their own." He noted it was

"not a major problem" and he made it clear in his classes that the behavior was unacceptable. The desire for preferential treatment was cited by the ESL teacher (CF3) who recalled a student who pleaded for a change of grade.

The marketing teacher (CF7) recalled a cultural experience she encountered with a student that left a very negative impression upon her. The student was from an African country and had been "an excellent student." He befriended her and, as was her custom with several international students, she invited him to her home to meet her husband and family. After that invitation she observed a "major change" in his classroom performance, an unwillingness of the student to do the same work required of all students in completing her course requirements. When she confronted the student about his lack of performance she discovered he held an expectation, because "he had been invited to my home," that he would be treated differently from the other students. She explained that was not the case and he must do all the required course work. He did not comply and failed, on two separate occasions, to appear for a makeup of her final exam. He failed the course and soon transferred to a private university without graduating from Site C.

The most-often cited negative experience, among the nine faculty at Site C, was "no response" which was noted by four of those interviewed. When asked if they could recall a negative experience each said nothing came to mind.

In terms of their most common problems in teaching and working with international students the most frequent response, cited by five faculty at Site C, had to do with language issues. The history professor (CF1) noted, "faculty are concerned with ESL students (visa and residents) who still aren't really in command of English, it's less of a problem than it used to be as we have so many ESL levels . . . but we still have students who are groping with the language." One of the ESL faculty (CF3) noted, among the

few visa students who need ESL classes, there is a often a feeling they can "bypass the ESL program and they can't . . . their skills just are not good enough . . . often they feel that is a slap in the face to have to take ESL."

The physic teacher (CF6) noted, "English is a major problem, these students come through ESL and evidently do well, but myself and other teachers we can't even understand what they are saying and they don't understand us when we lecture. I haven't really thought about whether it is worse among refugees or foreign students, the more I think about it there is a difference, visa students seem to have stronger language skills."

Interactions with Students and Faculty

When asked about their observations of the social interactions between international and American students, and their own interactions with international students outside of the classroom, the nine faculty offered similar responses.

In terms of relations between international and American students the history professor (CF1) noted, "I think one of the places we have a mission that we're not fulfilling is establishing better points of contact for our own domestic students and our international students . . . to enrich our own students lives and perspectives." The languages instructor (CF2) noted that American and international students both "tend to stay only in their ethnic group, they're so quiet and I don't think they interact as well as they could." The communication teacher (CF4) noted, "foreign students definitely tend to cluster together because they are much more relaxed in terms of how they relate to each other. They generally identify, relate and remain within their own groups out of cultural protection. I think they don't' want to venture out too much because they fear judgement from American students. A good example would be our Middle Eastern students who are Arab . . . they will not give or share information about

their culture . . . because of the anti-Arab sentiment in this country."

The ESL teacher (CF5) commented that visa students often feel they don't belong in ESL classes and carry a certain resentment for being placed there. Thus, in class there is a barrier to begin with and, there being no (traditional English speaking) American students in the classes, "the ethnic groups (visa and residents) . . . really they stay pretty isolated, given the choice, the foreign students will stay with their own group." A similar reaction was offered by the physics teacher (CF6), who used the term "self-segregation" to describe the separateness that occurs among all student groups. He had made efforts to mix ethnic groups in labs and had "pretty much given up" because a few weeks later the students would have "switched around according to ethnic groupings." He recalled one lab class where there were nine students among whom four languages were being spoken, "there was no English being spoken, except by me, so it was just pointless to try and mix them, there seems to be a great reluctance to use their English."

The marketing professor (CF7) noted, "within their own groupings (of international students) there is a lot of pressure upon each other . . . competition about how each is doing in such and such a course and over grades, but other than that there is not a lot of interaction. It depends on individual students, if a student is outgoing in general then there is interaction"

In terms of faculty interactions with international students, outside of the classroom or campus, most of those interviewed expressed limited experience. There were exceptions. For example, the history professor had been "adopted" by the student Hispanic Club because of his outgoing manner and willingness to speak at their events. The language

teacher, who for two years, coordinated the college's study abroad program, noted that several foreign students attempted to participate but none had, due to financial reasons. The marketing teacher served as advisor to the student International Business Club, which was very active.

The researcher attended and observed one of their events, a panel discussion on "Asian American Trade" which featured consulate speakers from Japan, South Korea, and Taiwan as well as a member of the state's foreign trade committee, who acted as facilitator of the discussion. The seminar attracted 80 students, about one-third of whom were international students, and many of them club members. Following brief presentations by each consulate member, a question period took place. In total there were seven questions from the students, the researcher observed that five of the seven were directed to the representative from Japan and had to do with trade barriers, American inabilities to understand Japanese culture, and the importation and exportation of certain merchandise. It was an excellent session, the students and guest speakers appeared to have genuinely enjoyed the exchange.

Institutional Benefits and Recommended Improvements

A summary of the responses of the nine interviewed faculty at Site C is presented in Table 22. In terms of benefits, seven faculty mentioned cultural diversity and/or a greater awareness of other people. Examples included the language instructor (CF2) who commented, "they give a different flavor to our school, its really quite a cultural mix . . . I don't think it is possible for us not to have such a mix, we should attract more foreign students it is good for the school." The ESL teacher (CF3) noted, "it is wonderful exposure to American students, the problems Americans have is accepting differences in people, languages and accents. Being exposed to foreign students broadens

their views, decreases discrimination, its the key to peace among people, they bring wonderful life to the campus." Also, the physics teacher (CF6) commented the presence of international students, "broadened our own students even through there is this self-segregation, there is a a lot they can learn from each other, they bring a lot to the college." The communication professor noted that international students offered, "the excitement of multiculturalism, it charges me up I love it, it enriches everyone and everyone learns something from it."

Table 22
Site C: Institutional Benefits and
Recommended Improvements

Code	Benefits	Improvements
CF1 History	cultural diversity	contacts with American students
CF2 Languages	cultural diversity	training for faculty and staff
CF3 ESL	cultural diversity	tutoring services
CF4 Communication	cultural diversity	training for faculty and staff, and policies
CF5 ESL	cultural diversity	better orientation
CF6 Physics	cultural diversity	better ESL testing
CF7 Marketing	enrollments	better advising
CF8 Computer Science	cultural diversity	better language services
CF9 Accounting	enrollments	tutoring services

Two faculty mentioned "improved enrollments" as the "most obvious benefit" of having international students. The marketing teacher (CF7) added, " . . . it would be nice to

say American students learn a whole lot from international students and maybe they do. My feeling is a lot of this is not learned in the right context, many American and foreign students don't see the whole story behind one another, and often it takes a while to understand and then to resolve cultural difference." A similar response was offered by the accounting professor (CF9) who noted that international student enrollments "helps the college a great deal . . . it's nice to say they give cultural diversity to the campus but I'm suspicious of that actually happening."

As for suggested improvements, seven faculty mentioned "improved services" to international students. Cited were better advising, more English language assistance and tutoring, ESL testing, and orientation. The languages teacher (CF2) noted the college needed, "more tutoring programs in ESL because I have students who need one on one help. It goes beyond what I can do in the classroom, we need a bigger tutoring base." The computer science teacher (CF8) commented, "there should be group seminars that would encourage the foreign students to speak, because the more they speak, the better off they are going to be." A similar suggestion was offered by the accounting teacher (CF9) who felt the students needed assistance to, "get them to be more verbal in class, their language is often excellent but they just don't seem to want to speak in class."

Two faculty mentioned a need for faculty training and "sensitivity" to issues of cultural diversity. The communication professor (CF4) suggested in-service workshops for students, staff, and faculty to "focus on multiculturalism and diversity in all of our programs." He also suggested the college adopt, "stronger policies concerning discrimination." The languages instructor (CF2) added that there was a need for a more "cross cultural administration and faculty." The history professor (CF1) suggested the college take better

advantage of international students to, " . . . help get more of our domestic students learning from them, making contact with them, and developing a better understanding of the world."

Policies

When asked about policy issues relating to the enrollment of international students at Site C, the most common response among the interviewed faculty was no knowledge of special policies regarding international students or limitations on their enrollment. Two faculty (CF6 and CF7) mentioned committees they had served on, in past administrations, that met infrequently to "talk about various ways to try and recruit more foreign students, but never any discussion of quotas or numbers." Several faculty indicated it would not "make any sense" to limit the number of international students. The impact of international students was seen as "helpful" to enrollments and that there was no conflict for domestic students. The accounting professor noted, "there's always plenty of room for American students." As mentioned, the one program area where international students were not admitted was the nursing program. The Dean of the program commented "we don't accept foreign students partly out of the old concept of a community college, being for the community, and the fact that we have so many domestic applicants for very few nursing slots, perhaps we should re-visit that issue."

In some of the specialized courses at Site C where there are limited seats, there had been competition among all students for registering for the courses. One administrator (CA2) commented, "what I think happens is (international students) take up seats in places where there are limited sections, that's the only impact I can see, for example in anatomy and physiology, a lot of foreign students take those classes and they get filled up fast." The president commented that she had "never known of any resident student being turned away . . . because we are so filled up with

international students, that's ridiculous." She did feel the college could make improvements with its evaluation of international student credentials noting, " . . . we still have to send them out, we could do it ourselves except we are too short staffed."

Similarities and Differences Among Sites

Earlier sections of this chapter focused on three specific institutions and their international students. The purpose of this section is to look across the three sites for points of convergency, consistency, and/or contradiction. It must be remembered however that qualitative research is highly influenced by field conditions and that the overall purpose of this research is not to construct a detailed comparative analysis.

Each site is an open-access public "community" college which developed and evolved academic programs and services in response to the needs and desires of the constituents in their local regions. While each shares this feature in common, there are several important nuances. For example Site A was the oldest, had the largest number of alumni, and was financially independent from tax-based income for its operating budget, a condition that allowed the institution to make no distinction, as to tuition and services to students, regardless of citizenship or residency. Sites B and C, both state-assisted institutions, had in common the necessity of being dependent upon legislatively approved funds for a good portion of their annual operating budgets, and of state control over tuition rates for all students. The state controls and regulates the higher tuition rates for international and non-resident students.

The three sites are similar, too, in regard to their mission statements. Each mentions the fostering of "life-long learning" as an educational goal for all students. However, slight differences appear when

looking for language that refers to international education. There was no mention of international education in the statement of Site A. The statement of Site B mentions seeking to promote "racial and global understanding," and at Site C one of the institutional goals (number five) listed after the mission statement is the desire to prepare all students to "take their places in the international community of the future."

The three sites share some similarities in terms of their enrollment of international students. Presented in Table 23 is an overview of Sites A, B, and C in terms of international student enrollments from 1986 to 1991. As indicated, Sites A and B both experienced similar gradual increases in enrollments over the six-year period while Site C, which had the largest number of students for each of the six years, experienced an enrollment decline between 1988 and 1991. Collectively, the year of peak enrollment was 1989 when there were 504 international students enrolled at the three sites. For fall 1991, the total enrollment of 459 international students at Sites A, B, and C represented 32% of the 1,478 international students enrolled in the forty-eight public two-year colleges in New England.

Table 23
Enrollment of International Students
Sites A, B, and C
1986-1991

<u>Year</u>	<u>Site A</u>	<u>Site B</u>	<u>Site C</u>	<u>Totals</u>
1986	20	37	270	327
1987	50	44	307	401
1988	96	90	316	502
1989	134	96	274	504
1990	135	123	210	468
1991	134	133	192	459

In terms of countries represented by international students at the three sites, the ten countries with the highest number of students enrolled were as follows:

Japan	74	Lebanon	17
Kenya	36	Hong Kong	16
China	25	Iran	13
Haiti	20	Greece	10
Morocco	20	Ethiopia	10

Among these ten countries there were 214 students enrolled, which represented 53% of all international students at the three sites. International students from Japan, with 16 at Site A, 37 at Site B and 21 at Site C, represented 16% of all international students at the three sites.

Presented in Table 24 is an overview, based on fall 1991 data, of the total headcount of students, total FTE, day/FTE, total number of international students and percentage of international students in terms of total student headcount, total FTE, and day/FTE at all three sites.

The data indicate the percentage of international students at each of the sites was less than 4% percent of all students (headcount), and no greater than 6.1% of all FTE at Sites B and C. However, in terms of day/FTE, the time when the vast majority of international students were enrolled, their percentage of day/FTE students rose to 8% at Site A and 8.4% at Site C. This greater presence was apparent to the researcher during day-time visits to all sites but particularly at Sites A and C, where the day-time presence of international students, in the hallways, in classes, and in public areas, was much more apparent than at Site B.

Table 24
Headcount and FTE of
all Students Sites A, B, and C
Fall 1991

Site	Headcount	FTE/all	FTE/day	I.S.	I.S. % (all Stud)	I.S.% (all FTE)	I.S.% (day FTE)
A	3,836	2,185	1,672	134	3.5%	6.1%	8.0%
B	4,674	3,196	2,617	133	2.8%	4.2%	5.1%
C	5,546	3,148	2,270	192	3.5%	6.1%	8.4%

In terms of the fields of study among the international students enrolled at the three sites, as indicated in Table 25, 70% of the 459 international students at Sites A, B, and C majored in either liberal arts, business, or computer science.

Table 25
International Students Majoring in
Liberal Arts, Business, and Computer Science
Sites A, B, and C
Fall 1991

<u>Subject</u>	<u>Site A</u>	<u>Site B</u>	<u>Site C</u>	<u>Total</u>	<u>%*</u>
Lib/Arts	33	27	92	152	34%
Business	44	34	31	109	24%
Comp/Sci.	19	11	25	55	12%

**percentage based on 459, the total number of international students enrolled at the three sites in the fall of 1991*

The researcher sought to gain an idea about the number and percentage of international students that had graduated from each of the sites over the past five years, i.e., the period 1987-1991.

While not readily available, at Site C the researcher was able to review the raw data on all graduates for 1987-1991 and do a hand count, based on visa status, of international student graduates. Presented in Table 26 is an overview of the percentage of international student graduates, among all Site C graduates, over the five year period 1987-1991. As indicated in Table 26, international students at Site C were a higher percentage of the graduating

Table 26

Site C		Student Graduates			
Percentage of International 1987-1991					
<u>Year</u>	<u>Number of I.S.</u>	<u>I.S. % of all students</u>	<u>Total no. graduates</u>	<u>No. of I.S. graduates</u>	<u>% of I.S. graduates</u>
1987	307	4.7%	501	30	5.9%
1988	316	4.9%	482	45	9.3%
1989	274	4.5%	522	34	6.5%
1990	210	3.8%	474	45	9.5%
1991	192	3.4%	448	35	7.8%

class than was their percentage of total headcount and FTE, for each year between 1987 and 1991. Unfortunately, comparable data was not available from Sites A and B, thus it was not possible to offer an overview for the three sites. In response to the researcher's inquiry about graduation rates for international students, the director of institutional research at one site pointed out, "we simply don't do completer (sic) studies on foreign students."

For Site C the data in Table 26 suggest that international students at Site C (for the five year period 1987-1991) have been graduating at higher rates than their overall percentage of the student body. The data also suggest that international students may have a greater academic presence than is widely realized.

When looking at the three sites broadly, concerning their differences, several features are salient including their location, tuition, and facilities.

While each site is a public community college, the "communities" they serve are quite different. For example, Site B is a suburban institution readily accessible only by private automobile, with vast and beautiful acres of open space. Sites A and C are both urban, but in very different urban areas. Site A is located in the center of the downtown portion of a small city while Site C is located near the center of one of the largest and most culturally diverse urban areas in New England.

These geographic differences greatly influence the market areas from which the three sites draw their students. In terms of the ethnicity of the student body, at each site the largest number of students enrolled were Caucasian, i.e., Site A was 78%, Site B 80%, and Site C 60%. In terms of minority students enrolled, which included the number of international students, each site had several minority groups

represented among their students. However, due to its location, Site C was the most diverse with a student body that was 40% minority, which included large numbers of African American, Hispanic, and Asian students.

The three sites differ in terms of their size, total enrollments, and operating budgets. Site A was a smaller institution with a headcount of 3,836 students and offering 28 associate degree programs. Sites B and C were larger with respective headcounts of 4,674 and 5,546, with both institutions offering degree programs in 45 fields. In terms of operating budget Site A had a budget of \$5.7 million, Site B \$11 million, and Site C \$17.7 million. There were differences too in facilities. Sites B and C, having larger budgets and enrollments than Site A, had more extensive facilities including more open spaces for students to meet and congregate, large learning resource labs, and more variety in the clubs, activities, and services offered to all students.

Perhaps one of the most obvious differences among the sites is the tuition and fees charged to international students. Presented in Table 27 is an overview of the estimated costs for an international student enrolled at the sites for one academic year in the fall of 1991.

Table 27
International Student
Tuition and Fees at Sites A, B. & C
Fall 1991

Category	Site A	Site B	Site C
Tuition	\$1,870	\$4,680	\$4,680
Fees		810	319
Med. Insur.		375	375
Books/Sup.		600	600
Transp.		800	500
*Rm./Bd.	\$7,500	\$5,795	\$6,000
Totals:	\$9,370	\$13,060	\$12,474
**Bus. Admin	\$9,570		
Nursing	\$11,370		
Advan Nur.	\$12,270		

* Room and board estimated by each institution. Site A included fees, books and supplies, medical insurance, and transportation in its estimate for room and board.

** Tuition at Site A varies according to program.

As the data in Table 27 indicate, Site A offered international students the lowest estimated total cost for attending that site, especially for a student enrolled in liberal arts. This realization backs up what the administrators at Site A contend, i.e., they are "priced competitively" and they suspected many international students enroll at Site A for that reason.

Having looked broadly at selected similarities and differences among the three sites, for an international student who planned to attend one of these institutions, what might they expect to experience, can any generalized observations be offered? To do so the

researcher points out that such observations are speculative and necessarily context-specific, i.e., tentative generalizations based upon research conducted over a limited period of time. Observations and impressions, while based upon field research for their assertion, are also subjective.

For an international student to enroll in one of these three sites for academic year 1991-92, what might their experience be like? Collectively what the three sites share in common, for any international student, is an opportunity to experience two years of higher education in America, years that can be especially fruitful if the student seeks to transfer to an upper-division college or university in the United States. All sites offer an array of programs and services, with experienced faculty and staff, that can assist and guide any dedicated and determined student. Depending on the individual student's prior education and preparation, their academic study at either of these sites can range from excellent to disappointing.

As a result of differences in location, organizational history, and program concentration, there are obvious nuances in the character and environment of each site, as would be true of any organization or institution. At Site A an international student, solely concerned with the cost of attending higher education in the U.S., will find an excellent bargain, one that may not be matched by any comparable two-year publicly-assisted college in New England. This feature alone could be an important consideration and benefit of Site A for an international student, as all students are charged the same tuition. At Site A an international student would meet an extremely dedicated advisor, who takes the extra time and effort needed to work with and assist students in their adjustment to the campus and American life. However, also at Site A an international

student may find that the college's facilities are often crowded, cramped, and overtaxed with use. While conveniently located within easy walking distance of downtown, the campus is small and its facilities seem to be operating at full capacity, a condition readily acknowledged by students, faculty and staff.

At Site B an international student has the opportunity to experience higher education in an American suburban environment. A setting that is both spacious and scenic, isolated from the day-to-day aspects of urban life in America. Most notable about Site B is its location, which renders it not easily accessible by public transportation. At Site B an international student would discover a very comfortable environment with excellent facilities. Students would be greeted by an advisor who is a seasoned professional, a person of Hispanic heritage with strong personal and academic experiences that can assist students with their cultural adjustments to life on campus and in the U.S.

At Site C an international student would experience higher education in a major urban American environment. The presence of international students is more obvious at Site C, as evidenced by their larger numbers and percentage of all students, and the variety of clubs and activities. The college has a distinct "international atmosphere" as evidenced by the diversity of students and faculty, and certain physical features including a large hallway of flags, located in a very visible portion of the campus, where there is a flag for each of the seventy countries that have sent students to the college. At Site C an international student will meet many faculty and staff with international experience and be greeted by an advisor who is experienced in all aspects of academic and personal counseling.

CHAPTER 5

STUDENTS, FACULTY AND ADMINISTRATORS: FINDINGS AND ANALYSIS ACROSS SITES

Introduction to Data Analysis

The previous chapter presented findings and analysis from the three sites in this study. The materials were organized and presented by site. The purpose of this chapter is to provide findings and analysis by category, i.e., international students, faculty, and administrators across the three sites.

As mentioned, qualitative research is contextual in nature, the data being conditioned by the context and circumstances within which it is collected. The same contextual quality applies to the analysis and the presentation of findings. The collection, analysis, and interpretation of data in this study has been conditioned by individualized factors at each site, by each participant, and by the researcher himself. When looking at the data across sites for analysis purposes, the researcher sought to search among the descriptive detail from participant interviews and information gleaned from documents and observations for common themes and observations among international students, faculty members who work with international students, and administrators. Sharan B. Merriam referred to this aspect of analysis as the time when the researcher is " . . . holding a conversation with the data." The purpose is to "make sense" of what has been recorded, observed, and experienced. To search among the data, together with the researcher's experiences and tacit knowledge of the subject, for that which "fits together" (Merriam, 1988, 131). The findings and analysis are presented in four sections: one on international students, one on faculty, and one on administrators, these are followed by a section that discusses important similarities and differences.

Analysis and Findings: International Students

Why a community college? One of the reasons for conducting the study was to learn more about why international students chose to attend a public community college in the United States. At considerable expense, international students travel thousands of miles from their homes to attend these institutions. But why? In previous research (Lammers, 1982; Reichard, 1985; and Gomez, 1987) the most common response cited is that the choice was due to the influence of a friend or relative of the applicant, or because of positive "word of mouth" about the institutions. Other influencing factors cited were the open admissions policies of many two-year community colleges, flexible programming, availability of technical training, the transfer function of two-year colleges, availability of developmental courses, extensive ESL training, and relatively low tuition.

Not surprisingly, when the collective responses of the twenty-one interviewed students in this study are looked at carefully, all of the reasons cited by previous researchers are mentioned at least once by at least one of the participants. If one looks at an overview of the background data on the twenty-one interviewed students at the three sites, as presented in Table 28, most of the students (sixteen out of twenty-one) indicated their decision to attend the particular site was influenced by a friend or relative. However, to look at these responses in only this way is to miss the broader picture, the numerous individual nuances of how and why most of the interviewed students selected to attend a public community college in the U.S. in general, and in particular one of these three colleges.

Through collective analysis of the descriptive information provided by the interviewed students at three sites, what emerges is a realization that a combination of three factors most influenced their decisions to attend a public community college in the United States. The factors were: the influences of a "specific" and identified relative

Table 28 Sites A, B, & C Background of all Interviewed Students

Code	Country	Maj	Sex	Age	Yr/Coll	Yr/US	Previous Education	Why Site	Complete in 2 yrs.	GPA
AS1	Switz.	Lib. Arts	F	27	2nd	2	H.S.	Friend	Yes	3.9
AS2	Japan	Travel Mgt	F	22	1st sem	3 mo.	A.S.+lang	Inexpen.	Yes	NA
AS3	Japan	Lib Arts	M	21	2nd	2	1 yr US Col	Friend	Yes	3
AS4	Jamaica	Nursing	F	21	3rd	3	H.S.	Friend	3 yrs.	3.5
AS5	Lebanon	Travel Mgt	F	24	2nd	2+	1 yr coll + lang.	Inexpen.	Yes	3.8
AS6	Kenya	Legal Stud	M	24	2nd	2+	1 yr US Col	Friend	Yes	3.2
AS7	Kenya	Bus. Mgt	F	28	1st sem	3 mo.	B.A.	Friend	No	NA
BS1	Japan	Bus Mgt	F	28	2nd	3	A.S. degree	Location	Yes	3
BS3	Lebanon	Pre. Engin	M	32	1st	3	Some Coll.	Relative	Yes	3.4
BS4	India	Pre Pharm	F	25	1st	1	B.S.	Relative	No	3.7
BS5	China	Bus/comp.	M	22	1	4	4 ys/coll.	Relative	No	3.6
BS6	Japan	Bus Mgt	F	19	1st sem	1	H.S.	Location	No	NA
BS7	Peru	Life Sci.	M	20	1st	2+	H.S.	Relative	Yes	NA
CS1	Turkey	Comput.Sc	F	25	1	2	B.S.	Relative	No	3.5
CS2	Brazil	Lib. Arts	F	22	2	2+	1 yr. coll	Friend	Yes	3.2
CS4	Japan	Bus. Mgt	F	21	1	2	1 sem/coll	Inexpen.	Yes	3.9
CS5	Brazil	Lib. Arts	F	27	1	2	B.A.	Friend	No	3.4
CS6	Nicaragua	Bus. Mgt	M	19	1st sem	3	H.S.	Relative	Yes	NA
CS7	Zaire	Lib. Arts	M	23	1st sem	6 months	H.S.	Friend	Yes	NA
CS8	Sweden	Graph. Dsg	F	22	1st sem	6 months	some coll.	Friend	No	NA
CS9	Dominica	Bus. Mgt	M	24	2	2+	H.S.	Relative	Yes	3.3

NA = Not Available

or friend, having been rejected at another institution, and the availability of opportunities to practice English, not necessarily by taking ESL courses.

For example, in terms of the influence of a friend or relative, twelve of the twenty-one interviewed students indicated the "friend or relative" was either an alumnus of the college or was a brother, sister or other blood relative of the applicant or both. This appeared among students at all three sites. At Site A the student AS4 from Jamaica actually had the school selected for her by an aunt and uncle who were a "big factor" in her decision to attend the college. At Site B three of the students (BS3, BS5, & BS7) selected the college due to a brother's influence. In each case the brother not only attended the site but had also graduated from the institution. The three interviewed students were each living with the brother who "greatly influenced" their attending the institution. At Site C, the student from Dominica (CS9), in a fashion similar to the student from Jamaica at Site A, actually had the college "selected for him" by his aunt. Also, in the case of the student from Turkey (CS1), the relative was a sister who, like herself, had come to the U.S. with a B. A. degree from Turkey, attended a community college for a while and was then admitted to a U.S. graduate school.

Among those students who indicated a friend, and not a relative, had influenced their decision to attend the institution, three of those friends were actually graduates of the institutions. This was the case of student AS5 from Lebanon, BS4 from India (where the friend had gone the route the student was planning, i.e., transfer from a public community college to a college of pharmacy), and CS7 from Zaire.

In terms of having been rejected at other institutions, eight of the twenty-one interviewed students indicated, at various points during their interviews, that this had occurred to them either in the U.S. or in their home

countries. This was the case of the student from Japan (AS3) who was turned down by two colleges in the U.S., accepted by one and then transferred to Site A; also, of AS5 from Lebanon, who had been turned down by Site C; and AS6 from Kenya, who failed to be admitted to a nearby public university. This had also happen to students BS1 and BS6 (both from Japan). Each had sought admittance to the private university located near Site B. When not accepted, they were recommended to enter Site B. The student from Peru (BS7) had been rejected by the state university in his country, despite having attended and graduated from a Catholic high school in the U.S. At Site C, the student CS4 from Japan had not been admitted to a university in her home country, and the same was true for CS8 who failed to be admitted to the one (and only) art college in Sweden.

None of the twenty-one interviewed students stated that ESL classes or the opportunity to improve their English abilities was a specific reason for choosing the institutions. However, through their collective responses to various interview questions, and the researcher's observations of each participant, it became clear that the opportunity to practice and/or study English was an important factor with at least ten of those interviewed.

For example, this was the case with five of the students who had been rejected at other institutions, several of whom were at Site B, which was selected by the students after they had attended a language academy on the campus of the nearby private four-year college. Students BS1 and BS6 (both from Japan and rejected by the private four-year college) indicated they were advised to "take some courses and practice English" by an admissions counselor at the private college. Each had taken some levels of ESL at the language institute, learned about Site B as an alternative to continuing for a longer period at the language institute, and decided to apply. They were admitted to Site B, qualifying for the language requirement through the recommendation of a

language teacher at the private institute. The advantages of Site B, from the students' perspective, was the opportunity to work on their English and take courses that were transferrable back to the private college. The same was true for the student from China (BS5) who, despite describing ESL as a "junk class," was, in the researcher's opinion, in need of more ESL or some comparable English language training.

At Site A the availability of ESL was important for the student from Lebanon (AS5), who had attended ESL classes at another institution before attending Site A, and for the student AS3 from Japan (who also referred to ESL as a "junk class"). At Site B, the student from Peru (BS7) spoke English quite poorly and, in addition to ESL, was taking all developmental courses. At Site C ESL was also important for the student from Turkey (CS1) and the student from Brazil (CS5), both of whom had undergraduate degrees from their home countries. It was important too for the student from Nicaragua (CS6) who had been an illegal immigrant and was a graduate of a local high school. Since his English was weak at best, it was no surprise to the researcher to discover he was taking all developmental courses.

Academic Experiences

When the descriptive and anecdotal data on the academic experiences of the twenty-one interviewed students at the three sites were examined across sites, several salient points emerged. These are academic preparation prior to attending a U.S community college, intended length of stay at the institutions, and the collective perceptions of their academic work at the institutions.

In terms of academic preparation and educational experience prior to attending the community college, fourteen of the twenty-one interviewed students indicated some prior college-level work. Among the fourteen, four held a B.S. or a B.A. degree (AS7, BS4, CS1, and CS5), and two held an associate degree (AS2 and BS1). Among the remaining seven, two had one year of transferred course work from a college in

the U.S. (AS3 and AS6), and five indicated their previous education ranged from one semester to four years of college level work in their home countries. Only seven interviewed students stated their prior education was limited to completion of high school.

The discovery that fourteen students (which is two-thirds of those interviewed) had completed some college level work prior to enrolling in a community college is one of the surprises of this study. Previous research on the educational preparation of international students, such as that by Solomon and Young (1988) and Spaulding and Flack (1976), which included studies that incorporated four-year and two-year institutions (the majority of the research focusing on the four-year), indicated that international students tended to perform better in academic terms, than their American counterparts, because of stronger high school credentials. There had been no mention, in any previous studies, about the possibility that the academic credentials of certain international students might be greater than completion of high school. This is not surprising in that the major academic credential for acceptance to a community college is proof of a high school diploma or GED. The only time the college would be aware of an international student's (or any student's) having attended or completed college elsewhere, is when the student sought to transfer some credits.

In terms of their intended length of stay at the two-year public community colleges, fourteen of the interviewed students indicated they intended to complete their program of study in two years or less at the same institution. Among the seven students who said they would not complete a program of study at the community college, six indicated they were going to transfer to four-year U.S. institutions, three of them being students who held either a B.A. or B.S. degree from their home country. One student, (CS5 from Brazil who held

a B.A.), planned to withdraw for personal reasons and return home.

In terms of the collective perceptions of the level of difficulty of their academic work at the participating community colleges, ten of the interviewed students said they found the work to be "relatively easy," and several responded the work was "too simple."

Three observations are offered on this point. First, these responses appeared in student interviews at all three sites: at Site A it was noted by AS3, AS5, AS6, and AS7; at Site B it was BS3 and BS4; and at Site C it was mentioned by CS2, CS4, CS8, and CS9. Second, among the ten students who said they found the work to be easy or "too simple," all except one, the student CS9 from Dominica, were students who indicated they had completed some prior college-level work. Third, not all students found the work easy. Even some of the best students, such as AS1 (about to graduate with a 3.9 GPA and a member of the honor society), indicated she "had to work very hard to keep up." Further, there were two students (BS7 from Peru and CS6 from Nicaragua) who were taking developmental courses (which are designed for academically underprepared students) and were, in the opinion of the researcher, not potential candidates to become honor students like several of the other interviewed students.

Also, while ten of the interviewed students indicated they found the academic work relatively easy, this was not necessarily a negative feature of their study at the community college. Only three students (AS7, BS4, and CS9) mentioned the lack of academic challenge as the most negative aspect of their experience at the institutions. One of the students, CS2 from Brazil, pointed out that while she was " . . . not very happy academically . . . there were other advantages . . . " and mentioned that what she liked most was the variety of courses offered and the diversity of the student body.

The academic experiences of the interviewed students, as self-reported in their interviews, is reinforced by the perceptions and comments of several interviewed faculty at the three sites. For example, some faculty at all sites reported a general view that visa students were academically "exceptional" in nearly all respects. Also, international students were reported as being "highly" represented in the honors programs of all three institutions. At Site A one administrator (AA1) commented that international students tended to be "over represented" in the honor society, i.e., they were 8% of the student population but 16% of those admitted to the honor society. Also, at Site C, where the researcher had an opportunity to attend the oral presentations of the final exam projects of the honors program, three of the six students enrolled in the seminar were visa students.

Social Experiences

Turning to social experiences of the interviewed students, at all three sites there were students who reported great difficulty in socializing with and/or interacting with American students. Ten students at the three sites reported that experience. These included four students at Site A (AS1, AS2, AS4, and AS7); three at Site B (BS1, BS7 and BS6) and three at Site C (CS5, CS7, and CS8). Typical of student comments was that by the student from Switzerland (AS1) who noted that interaction with American students " . . . just doesn't happen. I get the feeling Americans don't feel (sic) toward foreigners." Also the student from Japan (BS6), who noted it was "difficult to make American friends," and the student from Sweden (CS2) who stated "it's very hard to make friends, the friends I have are also foreign students, it's hard to make American friends."

The experience of failing to be successful in meeting and mixing with American students, stood out with consistency at all three sites. It was mentioned again by six of the twenty-one interviewed students when they commented on their

most negative experience in attending the community college. This subject received the most comments about a negative experience, among all the students at the three sites. The six students, (AS4, BS7, BS5, CS5, CS7, and CS8), each mentioned a lack of social activities (which they perceived as places to meet and mix with other students) and/or opportunities to meet and mix with American students as the one feature they disliked most about attending the community college.

There were a few notable exceptions to these responses, such as the student AS7 from Kenya who reported "no difficulty" in mixing with American students. Also, student CS9 from Dominica, who was on the soccer team at Site C, said he socialized with "a lot of students" and added that American students ". . . seemed interested if you ask a lot of questions about a topic (but) . . . they don't know a lot about countries of the world."

The lack of success on the part of international students in their efforts to meet and socialize with American students was confirmed by several of the interviewed faculty at the three sites. For example at Site A faculty members AF3, AF5, AF4 commented that international students "tended to stick together" for cultural and language issues. Also, at Site B faculty members BF3 and BF6 made similar observations. At Site C, several faculty members (CF1, CF2, CF4, and CF6) pointed out that both American and international students tended to "self-segregate."

However, there were exceptions too among faculty responses. For example, the marketing teacher (CF7) observed that social interactions between American and international students tended to be dependent upon whether an individual (international) student was "outgoing in general." Also, the travel management teacher (AF6) at Site A described social interactions as "guarded" but becoming more comfortable as the academic year progressed.

At all three sites there were a number of institutionally organized social and cultural activities involving international students. The organization and presentation of these events were largely due to the active role of the International Student Advisor and student members of an International or Intercultural Club, and/or other student-run and college-recognized organizations. Each institution approached these programs with the goal of offering cross-cultural activities open to everyone on each of the campuses. As indicated in earlier chapters, the researcher attended several of these events.

Future Plans of Interviewed Students

When looking at the responses of the twenty-one interviewed students to questions concerning their future plans, a number of salient points emerged. As indicated in Table 29, which provides an overview of the responses, nineteen of the twenty-one students said they intended to transfer to four-year U.S. institutions, and seven had already been accepted at identified institutions. All nineteen indicated they either understood the transfer process or that they expected no difficulty in finding out the details about transferring. That such a large number of the students intended to transfer may indicate that the potential to transfer to a senior academic institution was one of the reasons they selected to attend a public two-year community college, although this factor was not mentioned by the students when specifically asked why they selected a community college. The high number of international students who planned to transfer also reinforces the perception of many faculty and administrators that international students see the community college experience as a "bridge" to a four-year college or university.

Among the three students who said they would not transfer, the student from Japan (BS1) was stopping at the associate degree and intended to return to her former job in Japan. The second student (CS4), also from Japan, indicated

Table 29 Sites A, B, & C **Future Plans of all Students**

Code	Understand		Transfer		Highest U.S. Degree	Job		Home Cty	Length of US Stay
	Transfer	Process	To			Goal	Job		
AS1/Switz	Yes	Yes	Northeastern U		M.A.	Physical Therapist		Yes	Undecided
AS2/Japan	Yes	Yes	NA		B.A.	Travel Mgt		Yes	Until finish studies
AS3/Japan	Yes	Yes	NA		Ph D	Psychologist		NA	Undecided
AS4/Jam.	Yes	Yes	NA		M.A.	Nurse		Yes	Until finish studies
AS5/Leb	Yes	Yes	Johnson/Wales		B.A.	Travel Mgt		NA	Undecided
AS6/Kenya	Yes	Yes	NA		PhD	Lawyer		Yes	Undecided
AS7/Kenya	Yes	Yes	NA		B.A.	Bus. Mgt		Yes	Until finish studies
BS1/Japan	No	NA	NA		A.S.	Bus. Mgt.		Yes	Return after graduation
BS3/Leb.	Yes	Yes	NA		B.S.	Engineer		Yes	until finish studies
BS4/India	Yes	Yes	Coll/Phar		B.S.	Pharmacist		yes	until finish studies
BS5/China	Yes	Yes	NA		PhD	Business		NA	apply for citizenship
BS6/Japan	Yes	Yes	NA		MBA	Business		yes	Undecided
BS7/Peru	Yes	Yes	NA		B.S.	Dentist		Yes	until finish school
CS1/Tur.	Yes	Yes	UMass/Boston		M.S.	Chemist		Yes	Until finish studies
CS2/Brazil	Yes	Yes	Bos.U.		B.A.	Internat. Relations		Yes	Until finish studies
CS4/Japan	No	NA	NA		A.S.	Internat. Bus.		Yes	Until finish studies
CS5/Brazil	No	NA	NA		NA	TV reporter		Yes	Until finish studies
CS6/Nic.	Yes	Yes	NA		NA	NA		NA	Undecided
CS7/Zaire	Yes	Yes	NA		PhD	Business		Yes	Until finish studies
CS8/Swed.	Yes	Yes	Art School		BFA	Artist/Illustrator		Yes	Undecided
CS9/Dom.	Yes	Yes	Howard Univ.		MBA	Bus/Acctg.		Yes	Undecided

NA = Undecided or unknown

she would like to transfer to a U.S. four-year college but could not because of financial reasons, and the third student (CS5) from Brazil was returning home without graduating in order to resume her employment as a TV reporter. When asked about the highest U.S. degree they would seek, only two students (BS1 and CS4) said they would stop at the associate degree. Eight students indicated they aspired to obtain a B.A. or B.S. degree, five indicated it was a master's degree, and four students indicated they aspired to work toward a doctorate.

One of the last questions asked of all students was how long they expected to remain in the United States. While the question was used to engage each student in discussion, the responses were grouped into three areas: until they finished school, undecided, or if they planned to apply for citizenship. Among the twenty-one students, eleven indicated they planned to remain in the U.S. until they completed their studies, eight said they were undecided about the length of their stay in the U.S., one (BS1 from Japan who would stop at the associate degree) said she would return after graduation, and one (BS5 from China, whose parents held H1 visas) said he intended to apply for citizenship.

Among the students who indicated they were undecided or who said they would return home after completion of their U.S. studies, the researcher was aware of some inconsistencies in their responses to earlier interview questions about employment goals. For example, at Site A the student from Switzerland (AS1), as well as the students from Japan (AS2) and Lebanon (AS5), each indicated they "might" seek permission to work in the U.S. and/or overseas for a U.S. firm. The student from Lebanon, when the tape recorder was off, said she had been working for several years for twenty plus hours a week in area restaurants and felt there would be no difficulty in her getting a job in the U.S. Also, the student from Japan (BS6) stated she hoped to work in the U.S. if possible. At Site C, the student from

Nicaragua (CS6) expressed a desire that he would get permission to stay in the U.S. after his visa expired, and the students from Sweden (CS8) and Dominica (CS9) both indicated they planned to work in the U.S. if they could receive permission.

Findings on International Students

The following statements represent the findings of this study relative to the decisions made by international students to attend a public community college in the United States, and their academic and social experiences at the institutions. The findings are limited to and based upon the data gathered at the three participating sites in this study.

- 1) For an international student, the decision to attend a public community college is greatly influenced by a specific friend or relative of the student. The friend or relative is often a direct blood relative of the applicant and living close to the where the college is located, and/or the friend or relative is an alumni of the same institution. International students attend public two-year community colleges for many of the same reasons as their American student counterparts, i.e., open admissions, flexible courses, location, low tuition, and opportunity to prepare for transfer to four-year institutions.
- 2) International students who attend public two-year community colleges in the U.S. have often been denied access to higher education in their home countries, or were denied admittance to other colleges or universities in the U.S.
- 3) The availability of opportunities to improve their English language abilities, although not necessarily by enrolling in ESL classes, which are

generally disliked by international students, is a major reason that international students attend public two-year community colleges.

- 4) Academically, international students perform extremely well in two-year community colleges. This is indicated by three factors:
 - a) They have been better prepared, with many international students arriving at community colleges having completed prior college-level work either in the U.S. or in their home country.
 - b) They are well represented in the honors programs or honor societies of the community colleges they attend.
 - c) International students find the academic courses, in comparison to courses they had experienced in high school or at other colleges, is relatively easy.
- 5) Socially, international students attending public two-year community colleges remain isolated from American students and most frequently interact only with other international students or members of their ethnic group. The most negative aspect of the experiences of international students attending public two-year community colleges is their inability to mix and socialize with their American student counterparts.
- 6) The most positive aspects of the experiences of international students at public two-year community colleges is the flexibility of courses and schedules offered, the individualized attention received from faculty and staff, and the ethnic and cultural diversity of the campuses.

- 7) Most international students who attend public two-year community colleges in the U.S. plan to continue their education at four-year colleges and universities in the United States. Many of the international students who attend public two-year community colleges aspire, upon completion of their educational goals, to receive permission to work in the U.S.

Additional Findings

Certain additional information on the social and economic background of the international student participants emerged from analysis of the data materials. While not related directly to the research questions in this study, the information provides additional insights about international students enrolled at public two-year colleges.

Parental Education and Employment

Among the twenty-one students interviewed, twelve students indicated at least one of their parents (the father in each case) had graduated from college. Three of the twelve (AS7, BS5, and CS5) indicated both of their parents had graduated from college, two of whom (AS7 and CS5) held B.A. degrees prior to entering the community college. In each case, except AS7 who indicated her father graduated from a U.S. university, the parents were graduates of institutions in the home countries. Nine students indicated that one or both of their parents had completed high school, and three students (AS3, AS4, and BS3) indicated neither of their parents completed high school. As for parental employment, the occupations varied from professional positions such as a school principal, government worker, banker, engineer, teacher, and accountant, to farming, real estate, family businesses, and secretarial work.

Social and Economic Background of the Students

Faculty and administrators interviewed were asked for their impressions of the social and economic background of

the international students in their classes and at their institutions. The majority of responses were that international students come from the upper classes or the upper middle class of their home countries. When the interview data provided by the students concerning family education and employment is juxtaposed with faculty and administrator views, however, it is difficult to confirm or deny the view that the students were economically better off than the average person in their home societies. It is difficult therefore to generalize, part of the difficulty is the realization that the researcher had insufficient knowledge of the countries represented by the interviewed students, particularly information on the relationship between education and income as viewed in those societies.

However, four salient points about the social and economic backgrounds of the interviewed students did emerge from the study.

- 1) In terms of their financial support while attending the public two-year community college, seventeen of those interviewed were supported by their families, three were supporting themselves, and one indicated she was receiving support from her government.
- 2) Five of the students (AS1, AS7, BS4, BS7, and CS1) indicated they had a brother or sister who was a student in the U.S. at the same time as they were enrolled. This fact alone seems to indicate the families of those students were quite well off in that they were able to support two students studying in the U.S. at the same time.
- 3) Among students who indicated both parents were college graduates, or that their parents held a professional position in their home societies, several also indicated that they had traveled abroad a good deal with their families and had been to the U.S. on several occasions. This was

mentioned by three students (AS6, BS1, and BS5). While travel is not always an indicator of high status or income, it is an expensive activity. Three students (AS6, AS7, and BS6) indicated they had studied abroad, for a least one year, as high school students, two in England and one (BS6) in the U.S.

- 4) Several students were having a difficult time economically staying in the U.S. This was the case of the student from Japan (CS4) who indicated she could not continue her education in the U.S. for financial reasons. Also, the student from Switzerland (AS1) who supported herself indicated she might not be able to continue at the four-year university if she were not offered some form of co/op assignment or scholarship assistance.

Analysis and Findings: Faculty

Presented in Table 30 is an overview of the background of the twenty-two interviewed faculty at the three sites. Among the interviewed faculty were nine who taught courses in the liberal arts, including history, communication and/or English, physics, foreign languages, and mathematics; five who taught various levels of ESL courses; seven who taught in career programs, including computer science, nursing, travel management, psychology (a social science), marketing and business, and accounting; and one who taught critical thinking and writing. There were eleven males and eleven females interviewed. Also, eleven of the twenty-two faculty had some experience abroad. Three had been international students: the ESL teacher (AF5), who spent three years in Israel; the physics teacher (BF6), who was from Lebanon and first came to the U.S. as a student; and the teacher of marketing (CF7), who first came to the U.S. as a student from India. Two others, the history professor (CF1) and the

physics and math teacher (CF6), had taught overseas for at least one academic year.

Table 30
Sites A, B, & C
Overview of all Faculty Interviewed

Code	Sex	Subjects	Yrs.Teach.	Yrs./Site	Study Abr
AF1	M	Comput. Sci.	30	20	yes, 1 sem.
AF2	M	Communication	35	30	no
AF3	F	ESL	3	3	yes, Jr. yr.
AF4	F	Nursing	10	5	no
AF5	M	ESL	8	4	yes, 3 yrs
AF6	M	Trav. Mgt	13	5	no
AF7	M	History	25	25	no
BF1	F	Writ/Crit Thk	4	4	no
BF2	F	Writ/English	16	5	no
BF3	M	Psychology	24	17	no
BF4	F	ESL	15	15	yes, 1 sem.
BF5	F	Nursing	10	6	no
BF6	M	Physics	11	1	yes, 5 yrs/US
CF1	M	History	22	19	yes, as faculty
CF2	F	For. Lang's	25	20	yes, 1 sem
CF3	F	ESL	10	10	No
CF4	M	Comm's	23	5	yes, 1 sem
CF5	F	ESL	15	12	yes, 1 yr
CF6	M	Physics/Math	30	14	yes, as faculty
CF7	F	Mkt. & Bus.	12	5	yes, in the U.S.
CF8	F	Comput. Sci	22	7	No
CF9	M	Acctg.	16	9	No

When looking at the collective faculty responses to the question about the number and/or percentage of visa

international students in their courses, it became apparent that there was a great deal of confusion among most of those interviewed as to which of their students were visa international students. This occurred at all three sites. At Site A, the faculty tended to estimate the percentage of visa international students in their courses to be anywhere from ten to thirty percent or higher. When questioned specifically about which students were international students, as opposed to permanent residents, the typical response was "I have no idea, there is no way of knowing" (AF1 and AF7). At Sites B and C the reaction was similar. The researcher found this response to be widespread among the twenty-two interviewed faculty and confirmed by administrators at each site.

There were exceptions. Some faculty said they were quite certain about the number and/or percentage of international students in their courses. This included the two nursing faculty (AF3 and BF5), who enrolled very few visa students; the psychology teacher (BF3); the history teacher (CF1) in terms of the six student in the honors seminar; and the foreign languages teacher (CF2).

The inability of most of the interviewed faculty members to identify or distinguish visa students, from among the other students, is not necessarily negative. Several faculty pointed out they "didn't want to know," suggesting it should make no difference in their teaching methods. However, the observation is important to the purposes of this study in that the inability to identify who among their students were visa international students, proved to be a constant obstacle faced by the researcher when conducting interviews with faculty at all three sites. Thus, in terms of analysis of the responses of the faculty to the interview questions, it is quite possible, despite repeated efforts by the researcher to instruct faculty participants to direct their responses to their experiences with international visa students, that some

faculty could not make this distinction and therefore did not distinguish in their responses.

Academic Issues

When reviewing the collective responses of the twenty-two interviewed faculty in terms of their impressions of the academic performance of international students in their courses, across the three sites twenty-one of the faculty made explicit comments of a positive nature about the academic ability and/or performance of visa international students. There were nuances among these responses. What emerged from the data and commentary provided by the faculty was two categories of responses:

- (1) eleven faculty who viewed international students in general as exceptional, five of whom chose to stress the positive academic performance of international students in terms of their high levels of motivation, stamina, and tenacity: and,
- (2) ten faculty who believed there was a range of academic performance and ability among the international students they had worked with and preferred to discuss the students' abilities in terms of their backgrounds and home countries.

Among the eleven faculty who made positive comments were six who said they felt the academic performance of international students was exceptional, excellent, or quite high. The six included: the computer science teacher (AF1), who described international students as being academically "far superior" to the "traditional" American student but also added such a comparison was not a fair one; and the travel management teacher (AF6), who described international students as being academically "very talented." At Site B the academic performance of international students was described as "excellent" by the psychology teacher (BF3) and as "usually quite high" by the ESL teacher (BF4), and as being "very strong" by the physics teacher (BF6). At Site C, the teacher of foreign languages (CF2) described the academic

performance of international students as "better than average" and that she found them to be "better prepared students." Five of the eleven faculty, while praising and speaking in a positive vein about the academic performance of international students in their classes, chose to place more stress on the individual persistence and motivation demonstrated by the students. Included among these five were an ESL teacher (AF5) who described visa students in his classes as being "exceptionally" motivated; and a communication teacher (AF2) who commented that their study habits were "excellent;" the English teacher (BF2), who described international students as displaying "more tenacity and more motivation" than other students; and the nursing faculty member (BF5), who commented on their "great persistence and stamina" in the nursing program. At Site C similar comments were offered by the communication teacher (CF4), who described international students as "more serious about learning" and "more driven."

Among the ten faculty who said they found a "range of academic ability" among international students and very often that ability was dependent upon their background and country of origin were the ESL teacher (AF3), who said that international students excel in her classes if they have a "combination of a good solid background . . . plus a lot of motivation;" and the history teacher (AF7), who said he found many African students came to the U.S. "equipped with the English skills to deal with my course a lot better than say a Pacific Rim student, they (African students) utilize written and verbalized printing very well . . . my impression is they have a distinct advantage." At Site B the writing teacher (BF1) indicated she found a "range" of performance among all international students. A similar reaction was offered at Site C by the history teacher (CF1) and the accounting teacher (CF9), each of whom said they found "a wide range from excellent to poor." Also, the marketing teacher (CF7) noted that an international student's academic ability was

"dependent" on where they had come from, and the computer science teacher (CF8) noted she had to "consider the countries they came from and their ability to speak English . . . it's a language problem more than anything else." The physics teacher (CF6) indicated, in terms of their "native ability," it was his view that international students were the same as American students and, in terms of the academic performance among international students he observed there was a "big spread from poor to excellent." Also, the two ESL teachers (CF3 and CF5) both viewed international students as academically "better prepared" and observed that their academic performance "varied depending upon their backgrounds."

The one contradiction to the collective faculty comments of a positive nature on the academic performance of international students was that by one nursing faculty member (AF4) who indicated her observation that international students "failed at a higher rate" in the first year of the nursing program. She indicated this only seemed to occur in the first semester of the first year, and the higher rate may be due in part to the specialized language of a lot of the nursing courses. The specialized language requirements of nursing courses, was also noted by another nursing faculty member (BF5).

In terms of faculty comments and observations on the classroom participation of international students, three categories of response emerged: (1) eight faculty who chose to define the classroom participation of international students as minimal (2) seven who felt there was a range of participation from very high to very low, and (3) six faculty who, as some faculty had done in comments on the academic performance of international students, chose to qualify their comments on participation as being dependent upon the countries and cultures represented by the students.

The one exception to the three categories of response was the computer science teacher (AF1) who chose to link the

participation levels of international students to their academic performance and described both as "far superior" to other students.

Among the eight faculty who found participation to be minimal were the nursing faculty member (AF4), the travel management teacher (AF6), and the history teacher (AF7), each of whom described international students as "reticent to get involved" and noted they had to make an extra effort to have them participate. Similar responses were offered by the psychology professor (BF3), who described international students as "non-verbal in class;" the ESL teacher (BF4), who described their participation as "minimal" and "cautious;" and the nursing teacher (BF5), who said she found the classroom participation of international students to be "typically very low." At Site C the physics and math teacher (CF6) commented, "in general (international students) don't participate . . . don't volunteer even if called upon . . . they're very hesitant;" and the accounting teacher (CF9), who described the classroom participation of international students as "very limited."

Among the seven faculty who felt that the classroom participation of international students was similar to that of other students was the communication teacher (AF2), who described how he mixed students in his classes and "force(d) them to participate;" and the ESL teachers (AF3 and AF5), who described participation levels as "just like everyone else." Similar reactions were offered at Site B by the writing teacher (BF1), who found a "range" of participation among all her students; the English teacher (BF2), who commented that international students will participate, "depending upon how you elicit their response;" and the physics teacher, who stated "they try hard" when called upon in classes. Also, the foreign languages teacher (CF2) indicated that international students in her classes "varied a good deal" in terms of their participation.

Among the six faculty who felt the classroom participation of international students needed to be viewed in cultural terms, relative to the country of origin of the students, all six were faculty at Site C. These included the history teacher (CF1), the ESL teachers (CF3 and CF5), the communication teacher (CF4), the marketing teacher (CF7), and the computer science teacher (CF8).

Why did this response only occur among the faculty at Site C, and occur among six of the nine interviewed faculty at Site C? This may have happened because Site C had a longer history of involvement with international students (as well as permanent residents and refugees), and higher international student enrollments than Sites A and B.

When faculty were asked their views on academic standards regarding international students, all twenty-two responded that there should be no changes in academic standards for international students. However, several indicated some special considerations have been and should be made to international students who have specific English language difficulties. The most common reports of special consideration had to do with providing extra time with exam questions and extra office hours to deal with students' questions about course materials. The psychology teacher (BF3) noted, in academic terms, that he considered international students to be "equal but different," and he was willing to view them differently in terms of assessment. He provided an example of one student who had great difficulty with essay exams but was able to adequately explain his knowledge in the oral exams that the instructor substituted for essay tests.

In terms of issues involving academic honesty among international students in their classes, ten of the twenty-two faculty members mentioned they had experienced some problem. Six said the issue "usually" came up at least once a semester with some of their international students. In addition, four faculty members, at least one at each site

(AF1, BF1, BF2, CF6, and CF8), referred to plagiarism as a cultural issue with international students. They also indicated that plagiarism was an institution-wide problem that involved not only international students but American students as well.

**Positive, Negative, and Most Common Problem of
Interviewed Faculty at all Three Sites**

When looking at the collective responses of the interviewed faculty in terms of the most positive aspect of their teaching and working with international students, the researcher found two categories of responses predominant:

- (1) twelve faculty commented on the diversity and/or cultural awareness or sharing brought to their classes by international students: and,
- (2) eight faculty mentioned the high levels of individual motivation and or persistence in desire to learn that was evident among the international students in their classes.

Two exceptions to these response categories were the faculty member (AF6) who commented on the special appreciation he received from a former international student, and one faculty member (CF2) who offered no response.

Cultural diversity, greater awareness, or cultural sharing was offered at Site A by the computer science teacher (AF1), the ESL teacher (AF3), the nursing teacher (AF4), and the history teacher (AF7). At Site B the response was offered by the psychology teacher (BF3) and the ESL teacher (BF4), and at Site C it was offered by eight of the nine interviewed faculty. At each site some, but not all, of the faculty described a classroom presentation or paper submitted by an international student that had a positive affect upon the other class members. At Site A the ESL teacher (AF3) mentioned papers and presentations by Arab students, which she felt impacted the whole class in terms of greater awareness of life in the Middle East. The nursing teacher (AF4) provided examples of an international student offering

a greater awareness of the needs of patients in clinical settings, that was greatly appreciated by other class members. The psychology teacher at Site B (BF3) commented on how the perspective of certain international students, in classroom discussions and assigned papers, will often "raise the other students' consciousness" At Site C the history professor (AF1) described his honors seminar, which included visa students from Japan, Ireland, and Zimbabwe, as "dynamic" at every level. Also, the languages instructor (CF2) commented that the presence of international students in her classes often demonstrated to American students an "increased sense of value in studying a language."

In terms of the eight faculty responses which referred to the high levels of motivation and persistence on the part of international students as their most positive classroom experience, this too occurred at all three sites. For example, at Site A the response was offered by the communication teacher (AF2) and the ESL teacher (AF5), both of whom commented on the excellent study habits of a number of the students. At Site B, the response was offered by the writing teacher (BF1) and the English teacher (BF2), both of whom commented on the "tenacity" and "outstanding" motivation on the part of certain international students. At Site C the response was noted by the computer science teacher (CF8) who provided the example of a student who had graduated and transferred to a university yet still came to see her with recommendations and comments about course materials. The marketing teacher (CF7) described a female student from China who took her course for something to do while her husband finished a graduate degree at a nearby university. The teacher encouraged the student to get a degree of her own, which she did from Site C and then continued on for a B.S. and an M.B.A. and kept in touch with the faculty member. What was most memorable to the marketing teacher was that the student had discussed with her, and apparently overcame, some cultural and personal issues about whether it was permissible

for her, in addition to her husband, to be a college graduate.

In terms of negative classroom experiences in teaching and working with international students, from among the responses of the twenty-two faculty, there did not emerge the same level of response consistency that appeared among their responses on positive classroom experiences. Among the twenty-two responses, six faculty cited cultural issues, three mentioned bargaining for grades, three mentioned cheating incidents, and two mentioned international students seeking preferential treatment. Also, there was one response each having to do with language issues, limited participation in class, and the incidence of higher failure rates (as reported by the nursing faculty member at Site A). Five faculty offered no response, i.e., could not think of any negative classroom experience involving teaching and/or working with international students. When asked for further comment each indicated there was nothing negative that they had experienced. This occurred with one faculty member at Site B and with four faculty at Site C.

Three general observations on faculty responses about negative classroom experiences were apparent. First, the mention of cultural issues was the only negative response that appeared at least once at all three sites. Second, that there were four no responses at Site C raised, in the mind of the researcher, a question about the soundness of the responses at Site C. Because of the researcher's position at the institution it is conceivable that among the faculty participants some were reluctant to make comments of a negative nature. Third, depending upon the individual faculty member's perspective, the issue of bargaining for grades and/or cheating among international students was often viewed as a cultural issue and not an academic one.

Among the six faculty who mentioned their negative classroom experience being a cultural issue, there appeared some similarity and convergence among the responses. At Site

A it was mentioned by the ESL teacher (AF5), who commented on the sense of time of the students, their formality with the teachers, and a certain cultural shyness in group settings. At Site B four of the six interviewed faculty mentioned cultural issues. Two female teachers (BF2 and BF4) commented on difficulties they observed on the part of some male international students in accepting a female authority figure. While they were both annoyed at these instances, they considered the occurrences a cultural issue as it usually diminished as the academic year progressed. This issue was also mentioned indirectly by two of the male faculty at Site A (AF2 and AF7). Each indicated they "had heard this was an issue with some teachers," although none of the interviewed female teachers at Site A mentioned the issue to the researcher.

At Site B the physics teacher (BF6) commented on the sense of time as being a problem among many of the international students and on what he referred to as "cultural excuses" for not submitting work when due. Also, the nursing faculty member (BF5) commented on the resistance of some international students to accept faculty advising recommendations about not taking certain courses at certain times in their program. She believed the resistance may have been due to a cultural misunderstanding. At Site C the marketing teacher (CF7) commented on a misunderstanding that occurred due to the cultural "expectations" of some international students. As mentioned earlier, she described a situation with one student who, despite his poor classroom performance, still expected to receive a high final course grade, presumably because he had gotten to know her socially.

Bargaining for grades was mentioned as a negative classroom experience by three faculty members, all at Site A. This included the computer science teacher (AF1), the ESL teacher (AF3) and the travel management teacher (AF6). Cheating on exams or papers was mentioned as a negative experience by three faculty members, one at Site A (AF2) and

two at Site C (CF1 and CF4). The only apparent commonality among the faculty experiences in terms of comments on bargaining for grades and/or cheating was the statement by several that it seemed to come up at least once a semester and that quite often, but not always, involved students from Middle Eastern countries. Some faculty spoke of extra steps they employed, such as being clear that a "do-your-own-work" rule is in effect or having an extra proctor during an exam.

Within the research literature, there is some confirmation of the experiences of the interviewed faculty in working with students from Middle Eastern countries. In a 1982 essay "Arab Students in Western Universities," author Afaf I. Meleis points out that Middle Eastern students share "several common social properties," among them a need for affiliation with others, orientation to verbal as opposed to written information and a view of time as something " . . . not to be utilized, but to be exploited." Meleis also points out that for Arab students " . . . plagiarism is a totally foreign concept" (1982, 440-444).

In terms of their most common problem in teaching or working with international students, among the twenty-two faculty two categories emerged most frequently: (1) language issues; and (2) cultural issues.

The issue of language was mentioned by eight faculty and included at least one faculty member at each site. Cultural issues were mentioned by six faculty members. Other "most common problem" issues mentioned included faculty being underprepared for teaching and/or working with international students, which was mentioned twice, once at Site B and once at Site C; and international students seeking preferential treatment, which was also mentioned twice, once at Site A and once at Site C. Other issues, each mentioned once, included a lack of mixing with American students, a lack of classroom participation, and a tendency to favor international students.

Faculty concerns about the English language abilities of international students included comments by the travel management teacher who was concerned about the "written aspects" of their work where often "they don't do as well." One of the ESL teachers (AF3) noted, while most international students test out of ESL courses, for those that are required to take ESL, often "they seek to by-pass the program and they can't, (because) their skills just aren't good enough" The physics teacher (CF6) noted that difficulties with the English language make "the education process more difficult for both sides." He offered the example of a calculus course in which one-third of the class were American students who were "terrible in math and better in English," and the other two-thirds of the class who were international students who were "good in math and terrible in English." As a faculty member he found it was "hard to teach to both at the same time," because "we could teach the foreign students with a calculus-based course and they could handle it except for their English, but the Americans were having trouble with their Algebra . . . this is a common problem."

There was a high degree of response consistency among the twenty-two faculty relative to what they perceived as the major institutional benefit of having international students on campus. Nineteen of the twenty-two mentioned cultural diversity and/or a "broadening" of perspectives as the major benefit of having international students attending the colleges. There were three exceptions to this response: one faculty (AF5/ESL) who mentioned the academic contributions of international students as the major benefit, and two faculty (CF7/marketing and CF9/accounting) who mentioned increased enrollments as the major institutional benefit.

Among the nineteen faculty who mentioned cultural diversity there were nuances within their responses. For instance, some faculty chose to stress the "international" dimension brought to the campuses by international students, while others spoke of the contributions of "different

viewpoints," and/or opportunities for an increased "global understanding" for all students.

While increased enrollment was only specifically mentioned as an institutional benefit by two faculty (CF7 and CF9), in the context of other interviews and discussions the researcher observed that faculty at all three sites were very aware of the positive effect that international students had on enrollments. For example, at Site A the communication faculty member (AF2), in the context of commenting on faculty opinion on international students on campus, noted " . . . most of them (faculty) reluctantly accept foreign students because they fear we might be shy a few students." At Site B, the English teacher (BF2), in the context of commenting on her knowledge of institutional policies regarding international students, mentioned, " . . . I don't think there are certain groups we go after but when enrollments are low, recruiting foreign students becomes a much bigger priority, not just here other colleges do it too" Also, the ESL teacher (BF4), in the context of a discussion on the impact of international students on the campus, noted, "I'm sure they're a boon . . . especially when their tuition increased substantially" At Site C, the history professor (CF1), in the context of a discussion on faculty concerns about the English language abilities of international students, noted, ". . . there is a feeling (among faculty) these admissions are holding up our enrollments very nicely at a time when higher education is not fat with students, so there is a certain reality that one accepts."

In terms of recommendations for improvements to the education of international students, among the collective responses of the twenty-two interviewed faculty, four areas of recommendations emerged: (1) faculty and staff training and/or workshops on working with international students, which was mentioned by six faculty and at least one at each site; (2) greater institutional efforts at encouraging more

socializing and mixing between American and international students (mentioned by five faculty members); (3) a strengthened orientation program for international students, which was mentioned by five faculty members and at least one at each site. Specific recommendations included a stronger component of academic advising, more orientation to academic standards and faculty expectations, and assistance in getting to know American students; and, (4) more tutoring and language services for international students, to provide assistance in areas that faculty cannot provide in classroom settings. This was mentioned by five faculty members.

Two faculty (BF2 and CF4) suggested improved institutional policies regarding international students. The English teacher (BF2) noted, "we need a coherent institutional philosophy of the place of these students in our future plans and that means we should have more second language people on our staff no matter what we do. There's a slight perception that we're supposed to fix these people and send them back Americans, whereas we're all working towards a multicultural world and I think the institution should understand the value of diversity in every respect." The communication teacher (CF4), while commenting on the need for more faculty and staff workshops on working with international students, noted that the institution "should have stronger policies concerning discrimination, with a policy that is adhered to and strictly enforced, there needs to be more of a focus on multiculturalism and diversity in all of our programs."

Findings on Faculty

The following statements represent the findings of this study on the experiences of the interviewed faculty in teaching and working with international students in three public two-year colleges. These findings are limited to and based upon data gathered from interviews with twenty-two faculty participants at the three sites.

1) Faculty at all three sites were unable to clearly distinguish international visa students from permanent residents and other students in their courses. This was found to be a common experience among all the interviewed faculty. Most of the interviewed faculty could only guess about the number or percentage of visa international students in their classes. This occurred among all three categories of interviewed faculty, liberal arts, ESL, and specialized courses. The exceptions were courses such as nursing, where very few visa international students were enrolled.

2) When asked about the academic performance of visa international students, among the experiences of the interviewed faculty, three findings were evident. The faculty believed:

- a) International students were considered to be academically exceptional and many of them performed at a consistently high academic level.
- b) International students demonstrated exceptional levels of motivation and tenacity in pursuit of their desire to learn the assigned course materials.
- c) Many of the international students demonstrated a range of academic abilities from poor to exceptional.

3) When questioned about the classroom participation of international students, the experiences of the interviewed faculty were divided. A number of faculty found the

classroom participation of international students to be minimal, a sentiment shared by other faculty who chose to stress their belief that classroom shyness and/or reluctance to participate in discussions was largely due to the cultural backgrounds of the students.

4) When asked about academic standards regarding international students, all interviewed faculty were in agreement that standards should be the same for all students. Many faculty indicated they made special language-based considerations for international students.

5) In terms of faculty experiences with issues of academic honesty among international students, the most common concern (mentioned by ten of the twenty-two faculty) had to do with instances of international students seeking to bargain for grades and/or plagiarism. Many faculty who mentioned plagiarism stressed that the issue is more of a cultural problem than an issue of academic honesty.

6) The two most common positive classroom experiences in teaching and/or working with international students were

- a) instances in which international students shared a cultural viewpoint or perspective on issues that would otherwise not have been raised or shared without their presence; and,
- b) instances in which international students demonstrated high levels of motivation and academic persistence in doing assigned course work.

7) The two most common negative classroom experiences in teaching and/or working with international students were:

- a) cultural issues, including differences in a sense of time, i.e., lateness to class and in submission of materials; difficulty in acceptance of female authority; cultural excuses for not doing assignments; and misunderstandings resulting from differing expectations between individual students and faculty; and,
- b) bargaining for grades and/or instances of cheating and/or seeking preferential treatment. Many faculty commented on the extra energy and time required of them in dealing with these issues as a negative aspect of teaching some international students.

8) The two most common problems expressed by the faculty in teaching and working with international students were:

- a) language issues having to do with faculty having difficulty understanding students in classes and the submission of written materials; and
- b) cultural issues involving those cited above; i.e., lateness to class and in submission of materials, acceptance of female authority, cultural excuses for not doing assignments, and misunderstandings resulting from differing expectations between individual students and faculty.

9) From a faculty perspective, the major institutional benefit of having international students attend public two-year colleges is the diversity and cultural sharing opportunities they offer to the institutions. A second reason, not noted as frequently, was the benefit of increased enrollments.

10) Among the twenty-two interviewed faculty, four recommendations were offered to improve the education of international students at public two-year colleges. These are:

- a) Increased opportunities for faculty and staff to receive training and/or seminars that address issues related to teaching and/or working with international students.
- b) Stronger orientation programs for international students with more stress on the classroom and academic expectations of the faculty, adjustments to a U.S. academic environment, and better advising.
- c) More on-going language services such as tutoring in writing and speaking English, to assist international students throughout their stay at the institutions. The services would be of assistance to faculty by providing a place to refer students and by relieving them of the time needed to deal with language issues in the classroom.
- d) More opportunities for mixing and meeting American students in settings that enhance the academic environment and allow all students to benefit.

Analysis and Findings: Administrators

Interviews with Administrators: Sites A, B, and C.

While the major focus of this study is on the experiences of international students and faculty at public two-year colleges, selected administrators were interviewed at each site in order to facilitate their understanding of the purposes of the study and allow the researcher to gain perspectives, other than those provided by students and faculty, on institutional issues involving the enrollment of international students.

The purpose of this section is to present an overview and analysis of the data provided from interviews with administrators at the three sites. The interviews were conducted with the goal of exploring what issues were prominent among the administrators who worked closely with, or were knowledgeable about, the international students on each campus.

As indicated in Table 31 eight administrators were interviewed. Included were the three International Student Advisors, three Presidents, and two division dean level administrators, one at Site B and another at Site C. Selection of administrator participants was guided in most instances by their position. The researcher sought interviews with the advisors and the presidents of each institution. The interview with the division dean at Site B was pre-arranged by the International Student Advisor, and at Site C, the division dean level participant (whose title was Director of Educational Support Services) was selected due to the researcher's knowledge about his involvement with international students at Site C.

Interviews with administrators were guided by a two-page handout of questions, distributed in advance and similar in content to the faculty interview questions. When the interview data from the eight participants was analyzed and coded, information relevant to providing an institutional

overview of each site was used for that purpose, and noted in the appropriate sections of Chapter 4.

From the remaining interview materials four key areas emerged as salient. The four, which form sub-headings for the remainder of this section, include information on the impact and benefits of international students at each site, problems associated with the enrollment of international students, suggested improvements to the education of international students, and institutional policy issues.

Table 31
Administrator Interviews
Sites A, B, and C

<u>Code</u>	<u>Title</u>	<u>Sex</u>	<u>Yrs/Pos</u>	<u>Yrs/Site</u>
AA1	Associate Director of Student Life	F	1	4
AA2	President	M	9	9
BA2	Director of Student Services	F	1	7
BA1	Assoc. Dir. of Infor. Sci. & Engin	F	1	1
BA2	President	M	12	12
CA1	International Student Advisor	F	3 mos	7
CA2	Director of Ed. Support Services	F	1	14
CA3	President	F	1	8

Institutional Impact and Benefits of International Students

When asked about the impact of having international students on their campuses, the administrators and presidents offered a variety of responses. For example, the three advisors stressed the opportunities afforded to American students, due to the presence of students from other

countries. This was mentioned by AA1, BA2, and CA1, each of whom, despite their official job titles, was the advisor at their institution. Typical comments were that international students "add to the diversity of the school and help other students to understand and be exposed to other cultures" (BA2), and "just by being here they have a very broadening effect even if it is very subtle" (AA1). The division dean (BA1), while indicating her view that "foreign students tend to be better students," suggested that the presence of international students may "impact the motivation of native students" because of the strong desire to learn which is evident among many international students by their positive academic performance.

Among the three presidents there were similarities and differences in their responses about the impact of international students at each site. The president of Site A (AA2) stressed the positive impact of international students in "changing the environment of the institution" and offering a "dynamic diversity which is healthy for our students, many of whom come out of narrow backgrounds." He also pointed out that the presence of international students had changed the faculty, "made them more tolerant (and), paved the way for black students . . . gave the faculty some coping skills." At Site B the president (BA3), while describing the overall impact of international students as "modest," stressed their contributions to the "multicultural mix of the college," and that academically, they were the "backbone of most of the science programs."

The president at Site C (CA3), in the context of commenting on the percentage of international students enrolled (3.5% of all students) noted "international students are not a large enough percentage of all students to have much of a positive or a negative effect upon the institution." She too indicated that their presence on campus "really helps expose all students to a variety of cultures and ways of life that are part of the world, and

that will become a part of the world of our students either professionally or personally, within their life times." She noted, being located in a large urban metropolitan area, Site C enrolled many American students " . . . who come from big cities but have never been out of them and don't realize what's out there"

In terms of financial impact the presidents of Sites B and C, state-assisted institutions, indicated the financial impact of international students had been "relatively negligible" (CA3). While each acknowledged international (and out-of-state) students paid a much higher tuition rate than American students, because the institutions were prohibited by state law from retaining any tuitions, the tuition funds from international and out-of-state students were returned to the state "at the same proportion as all of our tuition returns, so there really is not a net gain" (CA3). Both presidents acknowledged, should the state institute a tuition retention plan, there would be an "advantage to having foreign students because they pay a significant surcharge" (BA3). At Site A, where domestic and international students paid the same tuition rate and the funds were retained in full by the college, the president indicated the presence of international students was "helpful" in that respect.

Institutional Issues Associated with International Students

When asked about particular issues or problems, of an institutional nature, having to do with the enrollment and education of international students at their institutions, among the eight administrators a number of concerns emerged including the level of services needed for international students, faculty relations, relations with American students, and cultural issues.

For example, among the three advisors each talked about the difficulty of providing a certain level of services for

international students. At the time of the field research none of the three advisors was devoting full-time exclusively to their duties as International Student Advisor, each had other administrative tasks relating to supporting all students at their college.

At Site A fifty of the international students had petitioned the administration for more individual student counseling time. The advisor, who estimated she spent 75% of her time on issues relating to international students, indicated "there is a lot of misunderstanding (among faculty and administrators) about what I do, because of a lack of information and because of facilities that are overtaxed." She also noted that international students, while "certainly worth the effort" and of benefit to the institution, "require a special amount of effort in order to accommodate them . . . they require more services while they are here . . . they take more time than American students at all levels, from the moment they apply to the moment they graduate . . . it is quite a bit more work."

At Site B the Advisor estimated she spent 45% of her time on issues involving international students and indicated that amount was "not enough." She too noted, for the institution to have international students, there is "definitely more work" involved. She also pointed out that sometimes difficult and time-consuming issues can emerge with individual students. She recalled one negative incident in which she was forced to tell a student he could not continue at the college. Such a task was "one of the most difficult aspects of my job," but due to his poor academic performance there was no other choice. In this case the parents and friends of the student went to unusual lengths in attempting to have her get the student to remain in good academic standing and thus able to stay enrolled. At one point, via a long distance call from a "very rich and powerful person" in the students' home country, she was told "we are sending you a check for \$25,000" with the unstated assumption she

would "fix" the students' status so he could remain at the institution. She suggested to the family member or representative (the caller never made it clear who he was) to contact the president's office if he wished to make a contribution to the college, and in any case the students' status would remain unchanged. The last she had heard about the student was, upon being withdrawn he had enrolled in a private two-year college noting, "they probably got the \$25,000."

At Site C, where the position of advisor had been vacant for six months and the advising of international students distributed among the college's student counseling staff, the newly appointed advisor indicated, in terms of services, international students were more work in that often they needed "more encouragement than other students." Her new position as advisor would call for her to devote 100% of her time to issues involving international students.

In terms of faculty issues and perceptions pertaining to international students, each of the three advisors offered similar reactions. At Site A the advisor (AA1) indicated her view that faculty "don't appear to have a strong consensus about international students," and very often they have concerns about the "English language abilities" of the students. At Site B the advisor noted some faculty complaints about the "extra work" required in teaching international students and, "the burden of having to reach them, and often expecting (international students) to behave like American students." She also noted that some faculty believed, "international students are taking the place of American students, which is not true." She indicated the most common problem at Site B, which was institution-wide, had to do with "attitudes (toward international students) on the part of some front line staff, (which) is often difficult." In particular she referred to support staff positions in offices that international students interact with, i.e., admissions, business office, advising, etc. At

Site C the advisor felt faculty attitudes were "sort of neutral to foreign students," and that their sentiments were a "balance of positive and negative" with their feelings often having to do with the English language abilities and classroom behavior of the students.

In terms of interactions between American and international students, at all sites the administrators were in agreement that there existed a "polarization" among and between international and American students. While administrators at each site stressed that progress had been made in improving the level of contact and understanding between American and international students, all agreed more needed to be done. For example, at Site B the advisor noted that interactions were "limited" and many international students had confided to her their belief that American students had, "difficulty accepting them and (believed) due to their accents or their lack of fluency in English, that they were not intelligent." At Site C similar reactions were offered by the division dean administrator (CA2) who noted that international students find it "difficult to establish social relations . . . as American students just aren't around (on campus) long enough, they (American students) are busy putting in hours for class and going to jobs and activities that take them away from the college."

Cultural issues involving international students was mentioned by each of the three presidents. The president of Site A (AA2) noted the "failure of some Middle Eastern males to take no from a woman in authority." He recited some instances in which students "tried to circumvent the International Student Advisor by coming to me with their issues." In each case he backed up the advisor's position and noted "that was the end of their attempts," which he felt were related to " . . . a cultural gap between men and women in their home countries." The president at Site B noted, due to the different cultural backgrounds of international students, " . . . some faculty have had problems over the

years of dealing with the increased diversity . . . in their classes." It was his belief that any cultural problems in the classroom were often offset by the academic contributions of international students in that the students often brought a "fair degree of knowledge about the discipline, so (their presence) helps too with some faculty problems."

The president of Site C (CA3) noted there had been "one or two cultural clashes" during her eight years at the institution, some of which involved disciplinary actions with students. In particular she cited an incident which took place at a copy machine between an American student and a student from Asia in which " . . . it got nasty, a lot of hollering and ethnic slurs, but no violence." The disciplinary action required the American student to write a twenty-page paper on immigration in the U.S. As the president recalled, "an amazing thing happened with that paper and that student who investigated her own family's roots in getting to the U.S." She indicated that the disciplinary action "seemed to have worked" with the American student who, as a result of the incident, " . . . would be a lot more tolerant of her views of other people as she was forced to think about it, something nobody ever asked her to think about before"

Suggested Improvements for the Education of International Students

Similar to the question asked of the faculty participants in the study, each administrator was asked about suggested improvements to the education of international students at their campus. Among the three advisors, each pointed out an ethical responsibility, on the part of institutions, to "accept only as many international students as we can really serve . . . and equal to what the advisor could provide in terms of services" (AA1). Also mentioned by each was the need to offer more help to international students in meeting and mixing with American students and for "on-going faculty and staff training on our cultural

differences and help in understanding the assumptions we have as Americans" (BA2).

All three presidents indicated the need for more "cultural interaction" opportunities on their campuses. The president of Site C noted the presence of international students "demands we provide a certain level of resources for them . . . and to have a person as advisor who is both knowledgeable and sympathetic, emotionally and intellectually, with the needs of international students."

The division dean at Site B felt the institution could benefit from, "closer communications between foreign students and faculty administrators, for us to know them better and to realize their needs . . . like people from two different cultures it requires consistent dialogue . . . their learning styles are different we assume, than that of the native students, perhaps more studies could be done in that area . . . and more courses geared toward foreign students as a group"(BA1). At Site C, the administrator (CA2) suggested, due to the high level of academic performance of many international students, that consideration be given to raising "the (academic) standards . . . they have the potential and they have the better backgrounds."

Policy Issues

Each administrator was asked about policy issues relating to the enrollment of international students at their campus. The researcher was seeking to determine if any of the three institutions had established any policies, formal or informal, having to do with the recruitment, retention, services provided, and education of international students. While there were nuances among the responses, in general there appeared to be no formal policies at any of the sites, other than those established for admission requirements, i.e., transcripts, demonstration of English proficiency, and proof of financial ability.

At Site A the president stressed the "first-come-first-served" admissions policy and that, unlike the policies at state-supported institutions, the college made "no distinction" between American and international students in terms of tuition charges. At Site B, as mentioned earlier, due to a fiscal crisis which included three reversions of funds back to the state, the institution had placed a cap on the enrollment of international students in 1989. The action, which the president described as "a very negative choice," resulted in a loss of "about fifty students." There had been no limitations since 1989 and the institution had experienced an annual increase in the number of international students during 1990 and 1991.

At Site C, which experienced the same fiscal crisis that affected Site B and the same number of reversions of funds back to the state, the institution had "talked about the possibility" of a cap on enrollments, but did not implement one. Although, as evidenced by the decline of international student enrollments at Site C in 1990 and 1991, the institution did not appear to be as active as it had been in seeking international students. As indicated earlier, at Site C the researcher discovered the nursing program had an informal policy (no one could find it stated in writing) of not allowing international students to apply for admittance to nursing programs. At the time of the interview with the president of Site C, she was unaware of any such policy and agreed to have the issue reconsidered, indicating it was her view that international students should be eligible to be considered for the same programs and services for which all students are considered.

In terms of financial assistance, and/or on-campus employment opportunities for which international students were eligible to be considered, each site had some form of potential assistance. Site A offered annual scholarship in the range of \$250-\$500, that were open to all students. As mentioned, the advisor pointed out that international

students had "done quite well" in receiving some of those funds. At Sites B and C there were peer tutoring and cooperative work assignments available for international students and, emergency loans for special problems that emerged with individual students.

When asked about institutional efforts to determine the retention rates of international students, at all sites the administrators indicated no efforts had ever taken place. The president of Site A commented "we have never studied it, I suspect it might even be higher for international students than for American students" (AA2). At Site B the advisor commented that retention might be an important area to consider because in the past few years, "the private colleges are recruiting (international students from Site B) more aggressively and more and more international students are leaving here after a semester" (BA2). At Site C the Director of Educational Support Services commented, I don't think we have done any retention studies specifically with international students, but I think they are much more prepared academically and they don't leave this college because of academic problems" He further indicated, because of the academic abilities of many international students, and the self-paced system in the college's learning center, many international students ". . . accelerate through programs and take more than one sequence of a course, particularly in math, many of them take two or three courses per semester" (CA2).

Findings on Administrators

The findings of this section address institutional issues and the views of interviewed administrators relative to their experiences with international students. The findings are based in part upon analysis of the institutional data presented in Chapter 4, i.e., the number of international students enrolled, percentage of international students in headcount and

FTE, top areas of study, and the tuition and fees, and analysis of the data generated from interviews with the eight administrators.

- 1) The institutional impact of international students enrolled in public two-year colleges is most evident in two areas:

- a) the contribution of international students to the cultural diversity of the colleges. While there are nuances among the responses of administrators, all were in agreement that the presence of international students afforded "opportunities" for students and faculty to learn about other cultures.
- b) the high percentage of international students enrolled in courses and programs in liberal arts, business, and computer sciences.

- 2) Four institutional issues, associated with the enrollment of international students at public two-year colleges, are of most concern to administrators:

- a) the ability to maintain an adequate level of services to support international students;
- b) faculty perceptions about international students and faculty concerns over the added diversity in their classes;
- c) evidence of a "polarization" between American and international students; and
- d) cultural issues which can sometimes lead to misunderstandings and/or "cultural clashes" on campus.

- 3) Three recommendations emerged as salient, regarding suggested improvements to the education of international students at public two-years colleges:
 - a) institutions should only accept the number of international students that can be adequately served by available institutional resources;
 - b) institutions need to find ways to allow for positive and on-going interactions between American and international students; and
 - c) additional opportunities for faculty and staff training are needed to address issues of cultural diversity in the academic environment. Such training could assist in developing "closer communication" among and between students, faculty and staff who work with international students.
- 4) Concerning institutional policy issues at the three public two-year colleges, among the administrators four observations are salient:
 - a) Other than criteria for admissions and financial aid, there was no pattern of policy development concerning the enrollment of international students at the three sites in this study.
 - b) Because of a fiscal crisis there was evidence of a cap placed on the enrollment of international students for one academic year at one of the sites.
 - c) There was evidence of an informal policy of not allowing international students

to apply to nursing programs at one site.

- d) There was no evidence of institutional efforts to measure retention or completion rates for international students at the three sites.

Similarities and Differences Across Sites

The cross-site analysis and findings of data from the three sites, raises the question of what similarities or differences exist between the three categories of participants. What is salient, in terms of their experiences and responses?

Among all three groups, students, faculty, and administrators, the most obvious similarity is an acknowledgement that international students, despite improvements and special efforts by all involved, remain socially isolated on the campuses of these institutions. While there are important individual exceptions which have been noted, the majority of the international students, faculty and administrators are in agreement about the "polarization" that exist between American and international students.

Between the students and faculty there was some similarity of response relative to many international students finding some of the course work to be "too easy." Several faculty noted that international students may have found the academic work to be less challenging than they expected. Two faculty (BF6 and CF2) suggested that perhaps some international students, because of their higher academic ability, may have found themselves in an American community college out of ignorance, i.e., of not knowing or exploring other more academically challenging institutions.

Faculty and administrators at all sites offered similar responses concerning their observations that international students tended to be among the "better prepared" students on

their campuses. The one nuance to this was an observation by the advisor at Site B that, in recent years, Site B experienced more international students were who developmental, i.e., not fully prepared for doing college-level work, an observation the researcher suspects would also apply to Sites A and C. Also, for the most part, faculty and administrators across all sites tended to stress that the major institutional benefit of having international students on campus, was the added diversity their presence offered. An important exception to this, mentioned only by faculty, was a feeling by some faculty that the major institutional benefit of enrolling international students was their contribution to maintaining overall enrollments.

Faculty and administrators were in general agreement as to a recognition that the major concentration of international students appeared in the math, science, and computer science courses. Both groups were in agreement too on the difficulty of clearly identifying visa international students, and the general tendency of faculty and staff to classify as "foreign" all permanent residents as well as refugees and visa students.

Relative to differences, between administrators and faculty, there were differences regarding their respective impressions on the impact of international students on the institutions. While administrators tended to see any impact as "modest" or minimal, many faculty reported experiencing very definite, and often dramatic, changes in their classrooms, changes which they attributed in part to the presence of international students.

Also, while many administrators, especially the presidents, were concerned with faculty abilities to deal with the added diversity in their courses, due to the presence of international students, many faculty members reported feeling that the institutions were paying too little attention to issues regarding international students, and offering too few resources to address those issues.

Faculty and administrators, were similar in that both groups offered suggested improvements that called for additional training opportunities for faculty and staff, training that addressed issues related to the enrollment of international students and topics having to do with cultural sensitivity and multiculturalism. However, there were nuances among other suggestions. While administrators tended to stress the need for faculty and staff training as a suggested improvement, many faculty, while agreeing on the need for such training, stressed the need for other improvements such as more language-based services for international students, strengthened orientation programs that placed more stress on faculty classroom expectations, and more institutional responsibility to create environments within which international and American students could meet and mix more frequently.

CHAPTER 6

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this study has been to conduct an examination of international students at three public two-year community colleges. The goal of the research was to investigate, from the perspectives of the participants, four research questions: 1) Why do international students choose to attend a public two-year college? 2) What are the experiences of international students at public two-year colleges? 3) What are the experiences of faculty and administrators who work with international students in public two-year colleges? 4) What policy questions are present for public two-year colleges that enroll international students?

The previous chapters presented a justification for the study in terms of the lack of research data and information on international students at two-year institutions, discussion of the research methodology and design, a presentation of the research with an analysis and findings by site (Chapter 4), and a presentation of analysis and findings across sites (Chapter 5).

The purpose of this chapter is to look at the study and its findings in a broader context. To accomplish this the chapter includes a discussion of the findings in relation to other research; a discussion of implications that may result from the study; an outline of recommendations; a conclusion; and suggestions for further research.

Findings in Relation to Other Research

In the review of the literature it was noted that there have been few studies of international students at two-year colleges. Two important works are those of Lammers (1982) and Scanlon (1990). The findings of this study are closest to those of Lammers and Scanlon. Lammers' concluded that international students attend two-year colleges because of the transfer programs the institutions offer for those

seeking entrance to four-year colleges and because of English language difficulties and lower tuition, findings which are consistent with those of this study. Scanlon found that international students selected two-year community colleges for their "transfer advantage," and that there was a high percentage of international students who were from a relatively high socioeconomic background. Scanlon concluded the presence of international students at two-year (public) colleges raised a number of questions including the potential of an additional tax burden, and programmatic and ethical challenges of meeting the educational needs of international students.

The unique field-based methods of this study, however, produced some findings that are not reflected in the work of Lammers and Scanlon or other researchers. In terms of international students, this study finds that their decision to attend a two-year community college is greatly influenced by specific friends or relatives, many of whom lived near the college and attended or graduated from the same institution. In terms of academic preparation prior to attending a two-year community college, this study found that a large number of international students had prior college experience and that the students were well represented in the honors programs at all three sites. The most positive aspect of the educational experiences of the interviewed students was the flexibility of courses and schedules offered, the individualized attention they received from faculty and staff, and the ethnic diversity of the institutions.

Previous studies have not examined the experiences of faculty in two-year community colleges, so the findings of this study are unique. This study found that the faculty believe that the most important institutional benefit of having international students attend a community college, is the added diversity and cultural sharing opportunities that the students offered the institutions. The two most common positive classroom experiences of faculty had to do with

sharing of cultural perspectives or viewpoints and instances of international students demonstrating high levels of motivation in their studies. The two most often mentioned instances of negative faculty classroom experiences had to do with cultural issues, and bargaining for grades or instances of cheating on the part of international students. The two most common faculty problems in teaching international students had to do with English language issues and cultural issues.

As for generic issues in the literature that pertain to international students in American higher education, the findings of several authors raised questions that were relevant to the purpose and findings of this study. For example, Goodwin and Nacht commented on the "compensatory" role of international students in the 1980's in filling classrooms that were "underpopulated" by American students (1983, 92). Their study was based on four-year institutions.

While the faculty and administrators interviewed in the two-year colleges in this study indicated that there were no cases of American students being denied access to classes or courses of study, because of the presence of international students, several faculty did indicate that international students were "helpful" in filling student slots during times of low enrollment of American students.

Further, while there was no evidence in this study of any deliberate use of international students in a "compensatory" role, the study did reveal that one site cutback its enrollment of international students in one year, due to the "political realities" of the college needing to be sensitive and responsive to the local communities. Viewed broadly such a cutback could be construed as an institutional effort to avoid the appearance of any "compensatory" role concerning the enrollment of international students. The institution was concerned over a public perception that they may be viewed as over-enrolling international students.

Another important issue has to do with the proportion or percentage of international students in the student body of colleges and universities. Lutlat and Altbach suggested that institutional attention to issues pertaining to international students often did not take place until the percentage of international students reached 10-15%. The authors suggested that an overly high enrollment of international students in one program may lead to a "disruption in the academic life of the department and a general breakdown in morale among faculty" (1985, 473).

In this study, while there was no evidence of any "disruption" in the academic environment due to the presence of international students, there was evidence of faculty concern over issues of culture and cultural misunderstandings, concern over language issues, and concern about the high concentration of international students enrolled in courses in liberal arts (science and math in particular), computer science and business. At all three sites, the overall percentage of international students did not go above 5% (headcount), except among day FTE where the percentage rose to 8% or above at two sites. Also, at Site C, the only site where five-year data on graduation rates for international students was available, the data suggest, in terms of persistence and performance, that international students may be a greater presence than is generally recognized by the institution.

Relative to the paradigmatic debate about the role of U.S. institutions of higher education in offering education and training to students from overseas, i.e., the development perspective which views the U.S. role of higher education as offering Western education and knowledge to students from the developing world, there was little evidence of discussions of this nature at the three participating institutions in this study. However, there were several references about an institutional " . . . perception that we're supposed to fix these people and send them back Americans . . ." and faculty

expectations that international students are supposed to "behave like American students". Comments like these suggest, but do not confirm, that a development perspective may exist within these institutions. It is conceivable that such a perspective is part of an unspoken ideology about the role and place of community colleges, in the field of U. S. international education, among all institutions of higher education in America.

Among the four research questions, the question on what policy issues are present for public two-year colleges that enroll international students, proved to be the most problematic to address. As is apparent from the data and findings presented, there was little evidence of discussion and/or institutional efforts directed at policy questions regarding international students at the three sites.

Finding scant evidence of policy discussions in this study is remarkably consistent with previous research on international students in American higher education. For example, lack of attention to policy issues was noted in the 1982 ACE report "Foreign Students and Institutional Policy," which found there was no national U.S. policy regarding foreign students, and policies that did exist were " . . . the aggregate of thousands of local decisions" by individual colleges and state systems of higher education (1982, p. 2). Also, Goodwin and Nacht's 1983 study of twenty-five institutions found that attention to international students was "low on the list of (institutional) priorities," and usually did not take place until the " . . . percentage of foreign students within particular departments or schools was in excess of 15 to 20 percent of the student body." Goodwin and Nacht determined that most colleges and universities had " . . . not thought through in much detail the economic, educational, political and organizational issues associated with the presence of large numbers of foreign students on their campuses" (1983, p. 40). A similar finding was noted by Lutlat and Altbach, who, in commenting on the scarcity of

research on policy issues noted ". . . many institutions lack a coherent institutional policy" regarding international students (1985, 459). Also, Solomon and Young noted, "virtually every college and university in the United States and the departments and programs in them faces perplexing policy decisions regarding foreign students" (1987, p. 94). Finally, in the context of discussing issues involving all aspects of international education in U.S. higher education, Josef Mestenhauser noted " . . . policy makers do not have a comprehensive understanding of the field . . ." (1982, 184).

Implications of This Study

What aspects of this study and its findings might be applicable to other public two-year community colleges or any institution of higher education in the U.S.? To respond to this the researcher enters the arena of speculation whereby the data and the study as a whole are searched for evidence of ideas or concepts that may be generalizable to other institutions. To perform this is difficult at best and highly tentative, with results that may be confirming in limited circumstances yet never conclusive.

Catherine Marshall and Gretchen B. Rossman (1990), while stressing the importance of looking at a qualitative study for its "usefulness" in a conceptual sense, make it clear that the "...transferability or generalizability to other settings may be problematic" (1990, 144-146). Sharan B. Merriam noted, because the subjects and data in educational studies are " . . . in flux, multifaceted and highly contextual . . . replication of a qualitative study will not yield the same results" (1988, 171). M. Q. Patton noted that this is the case because qualitative research is more concerned with providing "perspective(s) rather than truth . . . and context-bound information rather than generalizations" (Patton, 1980, 283).

Accepting these limitations as inherent, nevertheless the researcher feels it is useful to speculate beyond the

data to explore potential wider implications from the findings of this study. The implications are tentative and presented in response to the findings in the study.

Implications Related to International Students

In terms of the study's findings on the experiences of international students at public two-year public community colleges, three areas stand out as potentially having wider implications.

1) The finding that a large number of international students chose to attend a public community college due to the influence of relatives, friends, or alumni of the institution raises implications for how community colleges look at their marketing and/or promotional efforts.

At the three sites none of the administrators indicated the colleges had actively recruited international students; each mentioned they had done so only "informally." If, as the study suggests, a large number of international students made their decision to attend a public community college in the U.S. due to the influence of relatives, friends, or alumni who resided in a location within the college's service area, then such colleges may have some local opportunities to inform and possibly recruit international students from within their service areas. This knowledge could be especially useful for community colleges located near mass transit systems connected to urban areas. It might be productive for community colleges to be more creative in seeking ways to recruit international students by targeting audiences with selected populations that may comprise the relatives, friends, or alumni of current or future international students.

2) In terms of academic preparation prior to attending a public community college and academic performance at the colleges, the findings of the study suggest that a large number of international students are well prepared prior to their admittance and that they perform extremely well at the community colleges. The findings also suggest that

international students play a prominent role in the academic life of the institutions.

While several administrators described the overall impact of international students as "modest," the researcher suspects their academic impact may be greater than realized or appreciated. This suspicion is supported by the commentary of faculty and administrators who described the issues and concerns that confront them in their classroom teaching and interactions with international students. It was further apparent from the high percentage of international students who enrolled in courses in liberal arts, computer science, and business, and the "exceptional" level of their academic performance. At all three sites international students were well represented in the honors programs and very often were hired as student peers in the learning centers.

If international students enrolled in public community colleges are as well represented, as well prepared, and perform as prominently in the academic life of the institutions, as is suggested by the findings of this study, then their continued performance at such a high level may raise important issues for these institutions.

For example, if many international students in public community colleges are finding the course work too easy or not sufficiently challenging, should standards be raised in certain courses or settings, should more specialized courses such as honors programs be expanded or added to accommodate the students? Also, what about the performance of American students in courses where international students have stronger credentials and consistently excel in the course work? If many of the international students enrolled in community colleges arrive with academic credentials that include prior completion of college programs in their home countries, and enroll in classes with American students, are the American students placed at an academic disadvantage? Would it be appropriate for the institutions to allow

international students to test out of such courses, and/or add sections that are more appropriate to their academic abilities? Community colleges should acknowledge that perhaps some of their international students are in the wrong institutions, regardless of how they arrived there. Such students may belong in more selective and academically rigorous institutions. Acceptance of such a reality would call for greater institutional cooperation between the admissions and advising divisions of community colleges, and the four-year colleges and universities many of these students may be qualified to attend.

3) One of the most important issues to be addressed by two-year public community colleges that enroll international students is the study's finding concerning the high degree of social isolation and "polarization" that exists between American and international students.

That this condition is real was supported by the descriptive commentary of faculty, students and administrators. Its existence is further, and more subtly, indicated by the apparent contradiction between the finding that the majority of the interviewed faculty (19 out of 22) felt that the major contribution of international students to their campuses was the diversity their presence offered to the entire student body, and the finding that the most negative experience of the interviewed international students was their inability to meet and mix with American students. This apparent contradiction, between what faculty and administrators saw as the major benefit of having international students versus the experiences of the international students, raises the question of how beneficial the diversity offered by international students is when there appears to be so little mixing and interaction between American and international students? While the presence of international students may contribute to diversification of the student body, such diversification does not necessarily signify the existence of multicultural learning or sharing.

This observation has been raised by others. For example, Munir Fashed, in the context of commenting on the "peripheral nature" of international students in America, called for new institutional efforts that worked toward a "diversity in unity-not diversity in isolation-(as) the model for which we should be striving" (1984, p. 319).

What are the potential implications, if the "polarization" between American and international students which was evidenced in this study, were to exist on the campuses of other public two-year community colleges? It could be an indication of the type and degree of faculty and staff training and orientation that may be necessary in order to turn the demographic reality of student diversity, which is enhanced by the presence of international students, into opportunities for authentic academic and social experiences between American and international students.

Researchers Goodwin and Nacht (1983) noted that many institutions of higher education consider issues surrounding international students to be similar to " . . . the struggle in the U.S. between isolationism and pressures for greater integration in the world" (1983, 4). Hans Weiler, director of Stanford University's International Development Center, commented that the presence of international students may raise fundamental questions concerning the "intellectual and instructional mandate" of U.S. educational institutions (1988, 185).

In the case of public community colleges, while they enroll nearly 50% of all students in higher education, there may be inherent conflicts with their individual missions and mandates that prevent them from embracing a wider view of their role in international education. That public community colleges, similar to all institutions of higher education, have something to offer in the field of international education is supported by the views of Barbara Burn (1983), who noted that by its very nature all of "higher education is international" (Allaway and Shorrock, 1983, 19). If public

community colleges were to incorporate such a perspective in their philosophical approach to education, they could do so through reassessing their missions to define and confirm a deeper commitment to international education. Perhaps the traditional use of the term "community" is too narrow and now out-of-date. In terms of higher education and the world of the future there may be only one community and that is the international community.

Implications Related to Faculty

In terms of the study's findings on the experiences of faculty who teach and work with international students in public two-year community colleges, three areas stand out as potentially having wider application.

1) The general finding that faculty in this study were unable to distinguish visa international students from others who may have been permanent residents, refugees or American students, raises the dilemma of how widespread this reaction is, and what if anything, to do about it.

While some faculty indicated they "didn't want to know," presumably because being able to distinguish international students from among all students should not influence the faculty member's classroom teaching, the researcher does not fully agree with that position. Throughout the history of higher education in the U.S. there have been continual institutional adjustments and changes to reflect the shifting demographics of the country. Adjustments have been made to accommodate female students, African-Americans, Hispanics, Asians and other minority groups, many of whom had been denied access to higher education for generations. Institutions responded in part through development of expanded mission statements, management procedures, and research systems to track and record the attendance and performance of new groups of students. Why not the same efforts with international students? If institutions are serious in their intent to recruit, enroll, and educate

students from overseas, the institutions have a responsibility to put in place the same type of tracking procedures to record the progress and presence of international students as are used for all students. The reward of doing so is greater information from which to make informed decisions about international students. The potential consequence of not doing so is continued confusion about how they perform and their institutional influence.

2) The study's finding that interviewed faculty recommended more and on-going faculty and staff training on issues involved with teaching and working with international students has potential wider implications if the same finding were true at other comparable institutions that enroll international students.

The implication is that faculty have not received the type and level of support needed for addressing the needs of educating international students. One important caveat must be noted. If, as stated above and indicated in the field research, most of the interviewed faculty could not distinguish visa students from among other students, then it could be, as suggested by the comments of some faculty, that calls for additional faculty and staff training, may be the result of issues raised over the presence of other second language students, and not necessarily international students.

Regardless of which group is causing faculty to respond in this way, institutions have a responsibility to learn more about these concerns and develop measures to address them. A similar institutional response is called for relative to the finding that faculty have suggested more on-going language-based assistance programs for international students.

3) The study's finding that faculty are experiencing difficulty with important cultural issues involving international students raises the potential of how widespread this reaction might be among comparable institutions.

As noted, nearly half of the interviewed faculty reported difficulty with and concern over issues such as plagiarism and bargaining for grades. Most who reported this also indicated it is more a cultural issue than an academic one. If this same finding were to apply to other institutions, then the implication could be that the issue is fairly widespread. Potential responses to address the issue might need to be comprehensive and could involve other institutions. For example, through professional associations such as CCID, NAFSA and the AACJC, as well as collaborations with institutions of higher education across all sectors, more informed and comprehensive responses could be developed to address these issues.

Implications Related to Policy

As indicated, there was little evidence of policy discussions regarding issues surrounding international students at public two-year colleges. This finding is similar to that of other studies which investigated issues of international students in American higher education. The lack of attention to policy issues on the part of the three sites in this study is not dissimilar from the general lack of attention to these issues that exists in all of American higher education. The implication of this realization raises the question of what policy issues might be particularly important for public two-year colleges and how might such institutions go about the process of policy development on issues concerning international students? To respond to this the researcher draws upon the theoretical thinking and work of other writers on higher education.

The identification of potential policy issues to be addressed by institutions that enroll international students has been suggested by the American Council on Education in their 1982 report, "Foreign Students and Institutional Policy," and by Lutlat and Altbach in their 1985 essay,

"International Students in Comparative Perspective: Toward a Political Economy of International Study."

The ACE report outlined six "important considerations" for "framing and implementing foreign student policy." The six include: (1) That any policy developed must be related to the institution's basic mission. (2) Policy development involve all segments of the academic community. (3) Adequate institutional resources be made available to implement developed policies. (4) Institutions should adhere to codes of professional and ethical behavior. (5) Policy should include ways to improve the integration of international students with all students. (6) Policy development should be viewed as the "first step" in a process of continual self-study regarding international students (1982, p.50-51).

Lutlat and Altbach (1985), in the context of suggesting that a "certain numerical threshold" of international students needs to be determined for each institution, recommended institutions develop "policy statements" that address ten areas: (1) admissions procedures and criteria; (2) student profiles (i.e., a look at what number of students per department and discussion of "balance" in terms of geographic origin, gender and fields of study); (3) financial support; (4) student services, i.e., what specific services are needed and how shall they be provided; (5) housing; (6) curricular relevance, i.e., do institutions have an "obligation . . . to provide international students access to courses or programs designed for their needs?"; (7) practical training and inducement to return; (8) alumni contact; (9) health; and (10) post-sojourn issues (1985, p. 473-474).

Relative to the findings of this study, juxtaposed with the parameters outlined above from NAFSA and Lutlat and Altbach, three areas of policy seem particularly important to public two-year colleges that enroll international students. Use of the term "policy" in this context is the same usage of the term employed by Grant Harman in his 1984 essay "Conceptual and Theoretical Issues." Harman defined policy

as the development of actions " . . . focused on purposive or goal oriented action or activity rather than random or chance behavior." He further noted, in the field of education, new policy development " . . . more often emerge(d) out of the variation, adjustment and termination or variation of old ones . . . " (1984, 13-16). The three areas are:

- 1) Institutional mission. Public two-year colleges need to decide if they want to be actively involved in the field of international education. If the answer is affirmative they need to conduct a self-study of their current mission statement with the goal of widening their language and vision to include international education, and particularly the enrollment of international students.
- 2) Admissions. Public two-year colleges should consider policy guidelines relating to the academic background and competencies of international students admitted, and the ability of the institutions to meet the academic needs of those students.
- 3) Financial support. Public two-year colleges, especially those which are supported by public taxes, need to examine the level of financial assistance that could be made be available to assist the colleges in continuing to attract international students to their campuses. This is an important area that needs attention. Community colleges should be able to clearly explain the benefits of having international students attend their institutions and which tax dollars, if any, go toward the education of international students.

Recommendations for Community Colleges

The following recommendations are directed at public two-year community colleges that enroll international students. The recommendations come from the findings of this study, several have been discussed in earlier chapters and and in the implications section. This section draws all the specific recommendations together.

1) Conduct an examination of the mission statement of the institution with the purpose of developing a comprehensive commitment to international education and to ways to operationalize that commitment through the enrollment of international students. Public community colleges are necessarily responsive to local conditions and realities. The enrollment of international students calls for institutions to re-examine their mission statements with the purpose of being more global and inclusive in their educational vision for the institution. Such an expansion in thinking and viewpoint should not adversely affect local and regional mandates for the education of American students. Rather, an expanded mission statement could set the stage for a wider embrace of the international nature of the higher education experience of all students enrolled at two-year public community colleges.

2) Develop on-going faculty and staff professional seminars and training opportunities on topics related to teaching and working with international students. Seminars are needed that deal with sensitive cultural issues, such as bargaining for grades and plagiarism, and that offer and encourage faculty members to discuss their classroom experiences in teaching and working with international students.

3) Re-examine the orientation programs offered to international students. The findings of this study suggest international students could benefit from more sessions that deal with the classroom expectations of faculty and adjustments necessary for understanding the academic

standards of the institution. Orientation programs could be opportunities for more reciprocal learning, i.e., sessions within which faculty, staff and American students could participate and learn more about the background, cultural experiences, and expectations of international students.

4) Explore more creative ways to develop opportunities for international and American students to interact and socialize in the academic environment. This will be difficult at most community colleges because of the inherent differences between international students being full-time students with little or no social support systems available to them, and American students who work at jobs or are part-time students and come from local communities and have available social support systems. However, the responsibility rests with the institutions to seek ways to overcome these barriers in an effort to create opportunities that could enrich the educational experiences of all students.

5) For institutions which want to develop recruitment efforts directed at international students, consider looking at local opportunities that involve the friends, relatives, or associates of current or former students. Also, consider international student alumni and/or local or regional associations of ethnic groups that comprise the populations of the college's service area. There may be opportunities for community colleges to both serve the interests of the residents in their service area and at the same time recruit international students.

6) Strengthen the institutional data base of information on the enrolled international students and international alumni. Conduct appropriate studies on the retention, completion, and success rates of international students. Hold sessions with faculty and department heads to distribute the available information. Assist faculty in their efforts to better distinguish international students from other student groups and develop tracking systems that can monitor the performance and progress of international students.

- 7) Search for collaborative institutional efforts to learn more about international students in the college's immediate service area. Reach out to four-year colleges and universities which have admitted international transfer students and explore ways of further collaboration. The example of Site B, in which the nearby four-year private college included mention of the community college as an alternative in its recruitment of international students, is one good example of the institutional benefits of such efforts.
- 8) Develop on-going tutorial services for those international students who need such assistance. Collaborate with faculty members and department heads to design services that benefit the students and the faculty.
- 9) For institutions where certain international students find the academic work too easy and not sufficiently challenging, develop opportunities and alternatives for academic work at levels comparable with their abilities.
- 10) Conduct an assessment of the level of work and resources required to "adequately" serve the needs of the enrolled international students. As indicated by the commentary of faculty and administrators in this study, accepting and educating international students does require additional financial and personnel resources. It is important for institutions to know what level of services are appropriate and feasible for their campus.

Conclusion

The results of this study has revealed knowledge about certain segments of the international student population of three public two-year community colleges. The study has also revealed some knowledge about the experiences of faculty members who have worked with international students in public two-year community colleges.

Viewed broadly, the findings and descriptive and narrative commentary of the participants reveal a group of

highly motivated international students who, for the most part, were quite satisfied with their educational experiences in the community colleges. The study also revealed that international students are prominent in the academic life of the institutions and that faculty members were, on the whole, pleased with the presence of international students in their courses and on campus. The study also revealed that institutions could do more to make improvements to the educational experiences of international students and the faculty who work with them.

Perhaps the greatest challenge to public two-year community colleges that enroll international students, is the challenge of fully embracing a wider philosophy and institutional mission and vision of their role and contribution in international education. Acceptance of a wider vision, coupled with the inclusion of international education in the strategic planning of community colleges, could produce strengthened programs for all students and constituents. With the acceptance of international education into a wider institutional mission, the institution's definition of its external environment could change dramatically. The possibility of such change is fostered and encouraged by the presence of international students

Public two-year community colleges that enroll international students could benefit from a reassessment of how they view institutional expenditures related to the recruitment, enrollment, and education of international students. Many of the recommendations and findings of the study suggest steps which involve additional resources.

Clearly there are implications for any institution to devote more of its resources to a segment of the student population that is less than 5% of all students. Two of the colleges in this study had experienced severe reductions in their operating budgets and as a result had considered reducing or actually cut back the number of international students admitted or decreased the level of services to them.

`The cutbacks were unfortunate even if "politically necessary," as the actions seem to imply that international students are potentially expendable.

It seems appropriate for public two-year community colleges that enroll international students and accept a wider vision of the institution's contribution to international education, that they view expenses and resources related to international students in a wider context. Expenditures and resources could be viewed as necessary investments in cultural diversity and learning that benefit all students, not simply the 5% who happen to be visa international students.

Suggestions for Further Study

This study explored certain aspects of the experiences of international students and faculty in public two-year community colleges. That a large percentage of the international students in this sample had one or more years of higher education prior to enrolling in a community college, raises the question of how widespread is this finding. Additional research on a regional or national basis could provide insight on this occurrence. Also, additional research could illuminate the study's finding on the high degree of social polarization between American and international students, and on the major concerns identified by faculty members who work with international students.

Further, while this study interviewed faculty in three areas (liberal arts, career courses, and ESL) it would be beneficial to explore faculty experiences in-depth in just one course area. A study that looked at faculty and student experiences in math, science, or computer science courses (areas of high enrollment of international students) might reveal greater insights about the experiences of faculty and students in those courses. In addition, because there is a large number of adjunct faculty, additional research on the

experiences of full-time versus adjunct faculty in teaching and working with international students would be helpful.

Beneficial too would be research that seeks to learn more about the classroom experiences of American students, particularly when they work on projects and activities with international students, and on their interactions with international students outside of the classroom or campus environment.

Also needed is more knowledge about the performance and success rates of international students who transfer to four-year institutions from community colleges. How does their performance and success compare with the performance and success of American students from the same community colleges? What are the experiences of faculty at four-year institutions who teach and work with international students who transferred from two-year public community colleges? How important are community colleges, in terms of recruitment of international students, to four-year institutions?

In terms of achieving their long range educational and career goals, what influence did the educational experience of having attended a public two-year community college have on the careers and lives of international students who are alumni of those institutions? The knowledge base of information on international students at two-year community colleges would benefit from alumni studies on foreign students, qualitative studies that examines the experiences of the students and those who work with them.

APPENDICES

APPENDIX A

LETTER TO PRESIDENTS

I am writing to ask consideration for your institution to participate in a study which will examine the presence of international students in two-year colleges.

This research would be conducted in the Spring of 1992 and be used for the writing of a dissertation for the doctoral program in higher education at UMASS/Amherst.

The purpose of this study is to gain additional knowledge about international students in two-year colleges.

The body of the research, in addition to an extensive literature review, consists of interviews with international students, faculty members, and administrators. The study is designed to explore four questions:

- 1) Why do international students choose a public two-year college?
- 2) What are the experiences (academic, and social) of international students at public two-year colleges?
- 3) What are the experiences, of faculty and administrators who work with international students in two-year colleges?
- 4) What policy questions are present for two-year colleges that enroll international students?

Your college would be one of three institutions in which research would be conducted. I would request permission to conduct in-depth interviews with members of the college community including: international students, faculty members and administrators. Each interview will be about one hour and consist of questions for discussion with each participant

In all written and oral presentations of materials in which I may use information from interviews, I will use neither the name of the institution, your name, nor the names of people mentioned in the interviews.

When the dissertation is complete an executive summary will be mailed to you. Thank you for your attention.

Sincerely,

APPENDIX B

INTERNATIONAL STUDENT QUESTIONS

Student # M/F
Instit. #
Location Time

- 1) Your student status.
 - a) Visa type - F J M other
 - b) Home country _____
 - c) Year in college _____, major _____
 - d) Age _____ Married _____ Single _____
- 2) How did you happen to choose this institution?
 - a) How did you learn about this institution?
 - b) How long have you been at this institution?
less than 6 months 6 - 12 months
1-2 years more than 2 years
 - c) How long have you been in the U.S.?
less than 6 months 6 - 12 months
1-2 years more than 2 years
 - d) Do you plan to complete a course of study at this institution? In two years?
- 3) Did you apply to other institutions, if so which ones? In the U.S., in your home country, in other countries?
 - a) How many colleges did you apply to?
 - b) How many accepted?
- 4) Please tell me about your educational background i.e., your high school experience, the education of your family members, how and where did you learn English?
- 5) What was your motivation to come to the U.S.?

- 6) What were you seeking when you applied to this college?
- 7) Thus far, what has been your experience?
 - a) With the course work.
 - b) With the faculty.
 - c) With students.
 - d) With college personnel.
 - e) With Americans outside of the institution?
 - f) What stands out for you thus far?
 - g) What do you like most about your experience?
 - h) What do you like least?
- 8) Do you live
 - a) alone b) with others
 - c) with a family d) other
- 9) How are you supporting yourself while in college?

Family support	Personal funds
Scholarship	
Gov't sponsored	Other _____

Are you working, full-time or part-time?
- 10) Are you a member of any student groups or activities?
- 11) What kinds of interactions have you had with American students?
- 12) Do you use the International Student Office?
- 13) If you knew of other international students considering coming to this college to study, what would you tell them?
- 14) What might this institution do, or change, to make the educational experience better for you?

- 15) What are your future plans?
- a) Transfer to another institution?
 - b) Do you understand the transfer process?
 - c) How will you finance your future education?
 - d) Return home after this academic year?
- 16) What is your GPA?
- 17) If you plan to transfer to a four-year college?
- a) Do you plan to finish a certificate or degree program here before you transfer?
 - b) Do you think the courses and program you are taking are preparing you to transfer?
- 18) If you plan to return home:
- a) Will you return after you complete your program?
 - b) Is there a job for you back home?
 - c) Do you feel the education or training you received will prepare you for a job back home?
 - d) Will you continue your education back home?

APPENDIX C

FACULTY INTERVIEW QUESTIONS

Faculty # M/F
Instit #
Location Time

- 1) Please tell me your faculty status.
 - a) Number of years teaching.
 - b) Number of years at this institution
 - less than 6 months 6-12 months
 - 1-2 year more than 2
 - c) Subject(s) taught
 - d) Number of years teaching international students
 - e) Percentage in your class(es)
- 2) In general, what are your expectations in working with international students?
- 3) Please describe your experience with international students in the classroom.
 - a) Their participation.
 - b) Doing course work and academic ability.
 - c) Interactions with you in class/on campus.
 - d) Meetings outside of the campus environment.
 - e) Interactions with Americans.
- 4)
 - a) Your most positive classroom experience?
 - b) Most negative experience, if any?
- 5) Other than teaching, describe the kinds of experiences or interactions you may have had with foreign students.
- 6) Are there any specific problems that you, or other faculty you know, have had in teaching or interacting with international students?

- a) Most common problem you face?
- b) What do you do or recommend if an international student comes to you with a personal problem?
- 7) What would you say is the main reason(s) in favor of an international student presence on this campus?
- 8) What reasons or arguments have you heard that would be opposed to their presence on campus?
- 9) In your view, does there appear to be a consensus among the faculty as to the role of this college in having an international student presence?
- 10) a) Why would international students choose to attend a community college?
b) Why this institution?
- 11) In terms of academic standards
 - a) Should international students be expected to meet the same standards set for American students?
 - b) Do international students deserve special consideration?
 - c) Your view of academic honesty as regards international students?
- 12) What suggestions do you have for improving the quality of education for international students?
- 13) Are there any formal or informal policies that you are aware of regarding international students?
- 14) Have you been a foreign student? Studied or traveled abroad for any length of time?
- 15) Do you have any sense of the social and economic backgrounds of the international students in your classes and on campus?
- 16) Additional comments or suggestions?

APPENDIX D

ADMINISTRATOR QUESTIONS

Admin. # M/F
Instit. #
Location Time

- 1) Position at the college? Number of years in present position

less than 6 months 6-12 months

1-2 years more than 2 _____

Number of years at this college

less than 6 months 6-12 months

1-2 years more than 2 _____
- 2) History of involvement with international students? In what kinds of programs do they enroll?
- 3) Does the college have policies concerning the recruitment, acceptance, and placement of international students?
- 4) The process for development of any policies?
- 5) Is there a consensus among faculty, staff, and students concerning the role of this institution in educating international students?
- 6) Do you actively recruit international students?
- 7) Why do international students come to a community college? Why this institution?
- 8) Do you have expectations for the education of international students at this institution?
- 9) In terms of your experiences what stands out?
 - a) Most positive experience?
 - b) Most negative experience?
- 10) What would you say is the main reason(s) in favor of an international students presence on this campus?

- 11) What reasons or arguments have you heard that are opposed to their presence on campus?
- 12) Is there a foreign student advisor? Full-time?
- 13) Is there an orientation for all foreign students?
- 14) Do you feel there should be a maximum number or percentage of international students?
- 15) What influence, if any, does the presence of international students have on this institution?
- 16) Do international students have a role to play on this campus to internationalize the curriculum?
- 17) What specific problems have you encountered, or you are aware of, concerning foreign students?
- 18) What suggestions would you offer for improvement to the education for international students?
- 19) What effect, if any, does the presence of international students have on the college's financial situation?
 - a) Do they pay a different tuition rate?
 - b) Are there increased costs in certain areas?
- 20) In terms of enrollment, has the college needed to add courses, faculty, and/or additional resources due to the presence of international students?

Do international students enrollments constitute a large percentage of certain courses or subject areas?
- 21) Does the college offer financial assistance to international students?
- 22) Any groups or activities on campus that serve international students?
- 23) What advice would you offer to a two-year college, with no previous experience, about to recruit international students for the first time?
- 24) Is retention of international students a problem? Has the college attempted to measure and/or improve retention rates for international students?
- 25) Any additional comments or observations?

APPENDIX E

INTERVIEW CONSENT FORM

My name is Thomas Wylie and I am a doctoral student in the higher education program in the School of Education at the University of Massachusetts in Amherst, Mass. I am doing research for a dissertation which will focus on the presence of international students in two-year colleges. The purpose of this study is to gain additional knowledge about the presence of international students in these institutions.

The body of my research, in addition to an extensive literature review, consists of interviews with international students, faculty members, and administrators at three public two-year colleges.

You are being asked to participate in this study. I would like to conduct an interview with you to discuss a series of questions on international students at this institution.

The interview will be audio taped and selectively transcribed by myself or a professional secretary. The goal is to analyze the interview materials (you will be one of approximately fifty people interviewed), in an attempt to understand four questions:

- 1) Why do international students choose a public two-year college?
- 2) What are the experiences (academic and social) of international students at public two-year colleges?
- 3) What are the experiences, of faculty and administrators who work with foreign students in public two-year institutions?
- 4) What policy questions are present for public two-year colleges that enroll international students?

Information from the interviews will be used for:

- a) My dissertation
- b) Submission for journal articles
- c) Presentations to professional groups

In all written and oral presentations of materials in which I may use information from your interview(s), I will use neither your name, the names of people mentioned by you, nor the name of your institution.

Transcripts will be typed with pseudonyms substituted for all names. Every effort will be made to protect your anonymity.

If you consent to participate in this interview process, please realize you may withdraw from the process at any time.

Once the dissertation is completed an executive summary will be mailed to you.

In signing this consent form you are agreeing to the use of materials from your interview as indicated above. If I wish to use the materials from your interview in any way not consistent with what is stated in this consent form, I will contact you to request your further consent.

In signing this form, you also are assuring me that you will make no financial claims for use of the materials from your interview.

I, _____, have read the above statements and agree to be interviewed under the conditions stated above.

Signature of participant

Date

Signature of Thomas Wylie

APPENDIX F

INFORMATIONAL FLYERS

To: International Students

RE: Graduate research on foreign students

My name is Thomas Wylie, I am doctoral student in the School of Education at the University of Massachusetts in Amherst. I am conducting research for a dissertation on international students at two-year colleges in New England.

I am interested in meeting and interviewing several first year and second year international students. The purpose of the interviews are to learn more about their experiences at two-year colleges in the U.S.

Information from the interviews will be used for a dissertation. If you would like to participate, all interview comments by you would be confidential. In all written and oral presentations of materials, neither your name, nor the name of your institution would be mentioned. When the study is finished an executive summary will be mailed to you.

If you would like to participate please fill out the form below and return it to _____. You will be contacted shortly to set up an interview time. The time involved is about one hour.

If you are interested in participating this is an excellent opportunity to provide valuable information to U.S. institutions who work with international students. Your participation would be voluntary and you may withdraw at anytime in the interview process.

Thank you for your consideration.

Student Participation Form for Research Project

Name: _____ Home Country: _____

Address: _____
_____ Year/College: _____

Telephone: _____ Best time to call: _____

To: Faculty members

RE: Research on international students

My name is Thomas Wylie, I am doctoral student in the School of Education at the University of Massachusetts in Amherst. I am conducting research for a dissertation on international students at two-year colleges in New England.

I am interested in meeting and interviewing several faculty members who work directly with international students particularly those who teach in a technical area, a liberal arts subject, and ESL. The purpose of the interviews are to learn more about the experiences of faculty members who teach international students at two-year colleges in the U.S.

Information from the interviews will be used for a dissertation. All interview comments are confidential. In written and oral discussions of the study neither your name nor the name of your institution would be mentioned. When the study is finished an executive summary will be sent to you.

If you would like to participate please fill out the form below and return it to _____. You will be contacted shortly to set up an interview. The time involved is about one hour.

This is an excellent opportunity to provide valuable information about your experiences in working with international students. Your participation would be voluntary and you may withdraw at anytime in the interview process.

Thank you for your consideration.

Faculty Participation Form for Research Project

Your name: _____ Subject(s) _____

Address: _____

Telephone: _____ Best time to call: _____

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