

SECONDARY ANALYSIS OF INTERNATIONAL PROGRAMS AND SERVICES AT

MINNESOTA STATE TWO-YEAR COLLEGES 1998, 2000-2003

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## DEDICATION

This dissertation is dedicated to my dear wife Carol and three sons Paul, Aaron, and Mark. Carol's thoughtful support and encouragement while undergoing chemotherapy and radiation inspired me to carry on and finish this dissertation. The encouragement by my three sons from my first doctoral class to the writing of the thesis had a significant impact and is appreciated.

## ABSTRACT

Two-year colleges serve the educational needs of approximately 6.6 million students and comprise 35 percent of all degree granting colleges in the United States. There are increasing demands for two-year institutions to provide programs and activities to prepare students for the global society. Because undergraduates are more likely to experience internationally oriented course work and study abroad at four-year compared to two-year institutions, there is growing urgency for two-year colleges to establish international education as a priority. National studies, however, reveal serious gaps in internationally oriented programs and practices among two-year institutions. While providing an overall snapshot of international education progress, national studies tend to lump two-year colleges into one category thereby excluding different types of community colleges with dissimilar missions. The importance of forming partnerships appears in the literature but systematic research examining the role partnerships play in two-year college internationalization initiatives is scarce.

Survey responses collected by the Minnesota State Colleges and Universities [MnSCU], Office of International Education, from 1998 thru 2003 provided basic data for this study. Respondents included thirty two-year public institutions. Four categories of international indicators were established: (a) institutional support for internationalization; (b) curricular and co-curricular programs and activities; (c) international student programs and services; and (d) faculty international opportunities.

Findings indicate limited progress of international initiatives among Minnesota two-year institutions. Curriculum and study abroad deficiencies are notable and examined

in detail. Significant variations occur between institutional types and consortium membership status. Variation is also noted among consortium members when size and type of institution are considered. Recommendations include ideas for further research involving two-year institutions in general and the Minnesota two-year colleges specifically.

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## Chapter 1

### Introduction

#### Problem Background

As demands for an internationally educated work force continue to increase, higher education institutions face rising costs, decreased government funding, accountability demands, and shifting student demographics. To effectively integrate and sustain an international dimension into the college culture and student learning remains a significant challenge.

Two-year colleges play a critical role in preparing undergraduate students to meet the global challenges of an ever-changing, interconnected world. Two-year colleges enroll more than 6.6 million students (38 percent of all undergraduate students) and make up 35 percent of all degree granting colleges in the United States (Green, Luu, & Burris, 2008, p. 65). Increasingly, two-year colleges serve the educational goals for growing numbers of international students and recent immigrants to the community. *Open Doors 2005/2006* reports 83,160 visa holding international students enrolled at two-year colleges representing a 17.8 % increase since 1999/2000 (Institute of International Education [IIE], 2006).

Two-year colleges are often the only formal educational exposure students have for attaining a global perspective. While approximately 38% of all U. S. College under-

graduates are enrolled in two-year institutions, less than 26% will transfer to four-year institutions (National Center for Educational Statistics, 2007). Because undergraduates are more likely to experience internationally oriented course work and study abroad at four-year compared to two-year institutions, there is growing urgency for two-year colleges to establish international education as a priority (Green & Siaya, 2005; Raby & Valeau, 2007).

The urgency of responding to globalization trends among community college educators was stated at the November, 1994 American Council on International Intercultural Education [ACIIE] and the Stanley Foundation conference of community college leaders. The conferees adopted the following mission statement: “To ensure the survival and well-being of our communities, it is imperative that community colleges develop a globally and multicultural competent citizenry” (Stanley Foundation, 1995, p.1).

The rationales for international education are often described in the literature in four general categories. The four categories are not mutually exclusive and include: (a) political; (b) economic; (c) cultural/social; and (d) academic (Dellow, 2002; de Witt, 2002; Knight, 2004; Raby & Valeau, 2007). The rational for international knowledge offered by O’Connell and Norwood (2007) link the four categories:

A pervasive lack of knowledge about foreign cultures and foreign Languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry. The U.S. education system has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one’s own. (p. 1)

While many government, business, and educational leaders generally acknowledge the legitimacy of international education, they often disagree as to priorities and strategies for implementation (Knight, 2004). DeWitt (2002) suggests the interests of varied stakeholders and historical and situational factors often result in changing priorities over time.

Globalization trends support an economic rationale for an internationally educated workforce. These trends indicate much of the United States labor force will be in jobs and markets that include global competition and a growing culturally diverse workforce particularly in the healthcare and technical fields. Global learning is important to the two-year college students' future and requires a "far different set of skills, knowledge, and perspectives in order to succeed than previous generations" (Bell-Rose & Desai, 2006, p. 2).

Critics, however, point to a lack of focus on linking occupational and technical education to global education. A 2000 American Association of Community Colleges [AACC] survey indicates fewer than 20% of community colleges include an international component in information technology, occupational, and health profession programs (Blair, Phinney, & Phillippe, 2001).

The community colleges face several unique challenges compared to four-year institutions. Historically, the role of community colleges meant serving the needs of the local community and includes open enrollment, an emphasis on teaching and practical training, and a means to further student educational and employment opportunities. In addition, Zeszotarski (2001) argued "the implementation of global education in two-year

colleges is complicated by the shifting balance between liberal arts and occupational program objectives” (p. 69).

While the aforementioned issues provide challenges to the two-year college mission and strategic planning, the fact remains communities and two-year community colleges are becoming dramatically more diverse and the needs of the community have expanded into the national and international arena. Global and international education not only involve competitive skills, but requires innovative change in thinking and new approaches in pedagogy to integrate foreign languages, intercultural studies, and a critical understanding of global systems into all community college programs.

The authors of the 2008 American Council on Education [ACE] report *Mapping Internationalization on U.S. Campuses* concluded the traditional mission of two-year colleges places less priority on international education. The authors contend, however, two-year institutions have the same obligation as all higher education institutions to prepare students to meet the challenges associated with changing global realities. Research must “consider internationalization at two-year institutions in the context of their specific missions, goals, and circumstances” (Green, Luu, & Burris, 2008, p. 74).

Despite several decades of rhetoric and launching several internationally oriented programs, knowledge as to the state of undergraduate international education in the United States remained limited. ACE conducted two systematic national surveys involving internationalization programs and policies in the late 1980s (Anderson, 1988; Lambert, 1989). Although the extensive 1989 Lambert study on institutional policies and practices excluded community colleges, the surveys revealed serious gaps in

internationally oriented programs and practices among institutions of higher education (Green, 2007).

Based on a review of available data, Hayward (2000) concluded, “relatively few undergraduates gain international or intercultural competencies in college” (p. 1).

Hayward concluded two-year institutions are far less likely to offer international education opportunities compared to four-year institutions.

Seeking updated information on the status of internationalization, ACE conducted several national surveys between 2001 and 2006. Results of the 2001 survey appear in the 2003 ACE publication *Mapping Internationalization on U.S. Campuses: Final Report 2003*. Generally, findings indicated some progress was made among all types of institutions, but the data also revealed several weaknesses in internationalization progress (Siaya & Hayward, 2003)

A subsequent ACE report *Measuring Internationalization at Community Colleges* included an “international index” used to re-examine the 2001 data. Among the 233 community colleges surveyed, the ACE 2001 data indicated significant support for international education among students and faculty but point to deficiencies in extra-curricular and study abroad involvement and organizational structure and administrative support (Green & Siaya, 2005).

The 2008 ACE report *Mapping Internationalization on U.S. Campuses: 2008 Edition* summarized and compared 2001 and 2006 surveys (Green, Dao, & Burris, 2008). The authors concluded international education is still not an integral part of most

higher education institutions. Among community colleges, the report indicated some progress in student study abroad offerings, faculty workshops and travel, and international student opportunities. The authors further concluded the multiple missions of community colleges, institutional commitment, leadership, funding issues, and internationalized curricular offerings, however, remain problematic areas in need of consideration.

In 1998, the Minnesota State Universities and Colleges [MnSCU] recently formed Office of International Education launched a series of annual surveys intended to discover the state of international education throughout the system. Survey results contained brief descriptions of programs and activities at two and four-year colleges.

### **Statement of the Problem**

Previous research provides an important but incomplete picture of internationalization initiatives among community colleges. The 2000 AACC survey did not distinguish between types of community colleges and small town and rural colleges were under represented. The 2001 and 2006 ACE surveys differentiated types of U.S. higher education institutions but do not further distinguish between types of Associate's (two-year) colleges. The 2006 survey reported under representation of large sized two-year colleges. Both ACE surveys did not include partnerships or the role of consortium membership in internationalization initiatives. The brief MnSCU descriptive reports of annual survey findings did not attempt to fully analyze data nor compare differences among types of two-year institutions.



Collaboration and establishing inter-institutional cooperative arrangements are important elements for community colleges to implement and sustain internationally oriented courses and programs (ACE, 1995; Green & Olson, 2003). The consortia approach contends small colleges often experience significant economic and resource difficulty in trying to “go it alone.” Inter-institutional cooperative arrangements offer an opportunity to share resources and costs for internationalization programs. While the AACC survey indicated 78% of community colleges are involved in some sort of partnership, the report did not fully explain the nature of the arrangement or the type of organizational partnership.

It remains unclear from the literature how internationalization initiatives and challenges vary by type of community college. Differentiating between types of community colleges by researchers is important as their unique mission and situation may influence institutional goals and student, faculty, and administrative perceptions of the importance of international education (Genelin, 2005).

While the literature suggests collaboration is an important internationalization strategy, research on how collaboration varies by type of community college or the perceived value or impact of collaborative efforts remains sparse. The research literature includes several descriptive single case studies but, with few exceptions, multi-case studies on the influence and challenges of cooperative arrangements remain limited (Headrick, 2003).

## **Purpose and Overview of the Study**

The purpose of this research has been to re-examine survey data on the status of internationalization programs and services at Minnesota state community and technical colleges from 1998 to 2003. This has involved (1) developing composite indices that could be used in subsequent analysis, (2) describing internationalization efforts at MnSCU institutions from 1998 to 2003, and, (3) analyzing internationalization efforts by institutional type and consortium membership.

## **Research Questions**

This research attempts to answer the following questions:

1. What international/global education initiatives and programs occurred among Minnesota State Two-Year colleges from years 1998 to 2003?
2. How do international/global education initiatives and programs vary between Consortium member and non-member two-year MNSCU colleges for years 1998 and 2000-2003?
3. How do international/global education initiatives and programs vary between Community, Combined Community/Technical, and Technical Colleges for years 1998 and 2000-2003?

## **Significance of the Study**

Research involving the challenges of internationalizing the community college is in its infancy. The results of this study contribute to the research literature on the

importance of internationalization for the community college and the need to differentiate between types of community colleges. Second, this study may better inform MnSCU as well as institutional Consortium member and non- member institutional administrators of the status, value, and challenges of internationalization and collaboration. Third, although caution is strongly suggested, this study may prove useful to other community college systems in examining the status and challenges of internationalization.

### **Definition of Terms**

Two-year College - institutions whose highest degree conferred are Associate's Degrees. Two-year colleges are commonly referred to as Community or Associate's colleges in the literature. The two-year colleges focus on one or two-year programs in academic education or career-oriented training.

#### Institutional Type:

The Minnesota State Colleges and Universities classify system two-year institutions as Technical, Community & Technical, or Community College based on the following differences in mission (Minnesota State Colleges and Universities, 2008):

1. Technical Colleges [TC] offer education for employment - courses and programs that teach specific knowledge and skills leading to particular jobs. The programs range in length from three months to two years.
2. Community Colleges [CC] provide the first two years of a four-year college education. Graduates of community colleges can transfer to Minnesota state universities and other colleges to complete four-year

degrees. Community colleges offer general education courses, occupational programs and developmental and college preparatory courses for those who need to brush up on basic skills.

3. Community and Technical Colleges [CTC] are two-year colleges that offer a mix of technical college and community college courses and programs. These colleges offer the opportunity to start a bachelor's degree or pursue a two-year career program leading immediately to employment.

#### Global and International Education:

For purposes of this research, the use of terms global and international education denote both a universal perspective and differences between nations. The following definition of global and international education guided this research: "learning opportunities that are designed to help students understand other cultures and nations; communicate across borders; and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world" (Green, Luu, & Burris, 2008, p. 95).

#### **Delimitations**

This case study is limited to thirty public two-year colleges located in the upper Midwest state of Minnesota. The time period is limited to survey years 1998, 2000-2003. The colleges selected are part of the Minnesota State Colleges and Universities that comprise thirty state two-year colleges and seven four-year state universities. The Minnesota two-year colleges are not representative of other Midwest two-year colleges or two-year colleges in the United States. Education for Global Learning [EGL] is a

Minnesota Consortium of Colleges for International Education and is not representative of any other state Consortium for international education.

### **Limitations**

The study was limited to a secondary analysis of survey data collected in years 1998 to 2003 by the Office of International Programs, Minnesota State Colleges and Universities along with a collection of MnSCU, institutional, and EGL documents. The secondary analysis design, specificity of the questionnaire, and purposive sampling procedure decreases the ability to generalize from findings. Institutional responses to the surveys were confined to specific years and may have been limited by the knowledge, attitudes, and time constraints of those assigned to complete the surveys. Moreover, once the surveys were collected by the MnSCU Office of International Programs, accuracy was limited by the knowledge, skills, and time constraints of staff assigned to compile and transcribe survey responses. Finally, it is appropriate to acknowledge my own association with the Minnesota State Colleges and Universities as a Community College instructor and EGL institutional coordinator. I maintain a strong interest and commitment to international education at the two-year college level. My professional association allowed me access to MnSCU and college staff members, the surveys, and documents. Thus my interpretations may have been influenced by one or more of these factors.

### **Organization of the Thesis**

The thesis is divided into five chapters. Chapter 1 introduces and provides background to the problem, specifies research questions, provides definitions of terms used in the study, and describes the significance and limitations of the study. Chapter 2 reviews the salient literature. The study assumes a link between globalization, the internationalization of higher education, and higher education consortia. To provide context to the study, literature is subdivided into the following three sections: (a) globalization and higher education; (b) internationalization; and, (c) higher education consortia. A brief profile of Education for Global Learning, a consortium of Minnesota colleges for international education, is provided in the third section. Chapter 3 describes methodology used in the secondary analysis of survey data including the selection of internationalization indicators, data collection methods, data presentation, and types of analysis used in the study. Chapter 4 presents findings for each survey year and summarizes yearly findings into composite indicators. Chapter 5 discusses findings, forms a conclusion, and suggest further research.

## **Chapter 2**

### **Review of the Literature**

*We live in an era in which everything is possible and nothing is certain. – Vaclav Havel*

This study analyzed the results of surveys describing “International Programs and Services” at Minnesota Two-Year Colleges conducted by the Office of International Education, Minnesota State Colleges and Universities [MnSCU] from 1998 to 2003. Survey responses from two-year institutions were analyzed in terms of indicators of international initiatives and sustainability of programs and services. Comparative analysis focused on variation of internationalization indicators by institutional type and consortium membership status.

The following sections review significant literature concerning the concepts globalization, internationalization of higher education, and international education consortia. This study assumed a link between the three concepts. In the first section, we briefly review definitions, complexity, and how globalization forces have impacted higher education.

#### **Globalization**

Today’s students face a far different world than their parents and grandparents. Globalization forces continue to have a profound impact on people’s lives and the educational institutions they attend. New technologies almost instantly link institutions

and people cross-nationally. The flow of people and knowledge across borders has expanded dramatically. Globalization has increased economic interdependence among nations. Drucker (1994) has written extensively on the link between the knowledge explosion and the interdependence of economic systems: “Knowledge knows no boundaries. There is no domestic knowledge and no international knowledge. There is only knowledge. And with knowledge becoming the key resource, there is only a world economy” (p. 77).

### **Meanings of globalization.**

Globalization is a multidimensional, complex process that influences nations, institutions, and people within societies. The meaning and impact of globalization has received considerable attention in the literature (Drucker, 1994; Friedman, 2005; Giddens, 1995; Knight 2004; Robertson, 1992; Stiglitz, 2002; Teather, 2004).

The concept is not without controversy. Some authors view globalization as an inevitable process increasing interconnectedness across national boundaries thereby making the world a smaller place (Friedman, 2006; Robertson, 1992). Others point to its differential effects as it relates to economic, political, social, and cultural dimensions (Giddens, 1995; Kelsey, 1999; Knight, 1997, 2004; Stiglitz, 2002).

Knight’s (2004) definition provides a rationale for globalization’s differential impact. She defines globalization as “the flow of technology, economy, knowledge, people values, and ideas . . . across borders” (pp. 8). Knight suggests the impact of



globalization will depend on a nation's individual history, traditions, culture, and priorities.

The inevitability of globalization does not exclude the fact that some cultures will retain their distinctive ways or the potential for conflict (Giddens, 1995). Stiglitz (2002) points to the inequities produced by globalization forces and the potentially negative impact for less developed nations. He emphasizes the need for intervention by world leaders and organizations to lessen the harmful effects of globalization on developing nations. As cited in Teather, (2004), Kelsey (1999) focuses specifically on the competitive nature of globalization and the uncertainty of outcomes. She writes “globalization in practice describes a highly contested process where the competing interests of people, companies, tribes, governments and other groupings overlap and collide; alliances form; accommodation and more drastic revisions are made; and new contradictions arise” (pp. 18-19).

### **Globalization and higher education.**

While the ongoing debate over the meaning of globalization is beyond the scope of this research, the relationship of globalization to the internationalization of higher education provides important context to examining internationalization initiatives and programs. A literature review shows increasing interest in the impact of globalization on higher education and its link to internationalization of higher education (Altbach, 2002; Carnoy & Rhoten, 2002; DeWitt (2002); Grunzweig & Rinehart, 2002; Knight, 1997, 2004; Levin, 2001; Teather, 2004).

Grunzweig and Rinehart (2002) contend globalization forces “would appear to validate the goal of international understanding, indeed to mandate it” (p. 7). DeWitt (2002) writes: “the globalization of our societies and markets and its impact on higher education and the new knowledge society based on information technology will change higher education profoundly and will also change the nature of internationalization of higher education” (p. 17).

According to Teather (2004), globalization trends began to have a significant impact on many universities worldwide during the decade of the 1980s resulting in a need for structural reforms. A decade later, community colleges in the U.S. and Canada began to experience a similar effect (Levin, 2001).

Altbach (2002) identifies several distinctive ways in which higher education is impacted by globalization trends, including, “mass higher education; a global marketplace for students, faculty, and highly educated personnel; and the global reach of the new Internet-based technologies” (p. 20). Furthermore, Altbach (2002) suggests academic institutions worldwide have developed specific internationalization policies as a response to globalization trends, which include, “recruitment of foreign students, collaboration with academic institutions or systems in other countries, and the establishment of branch campuses abroad” (p. 20).

Levin (2001) maintains global forces, especially economic, have contributed to organizational change in the community college. Institutional change indicators include alterations in mission statements and structures that extend beyond the local community.

Levin (2001) identifies four multifaceted, interrelated, domains of influence: (a) economic, (b) cultural, (c) informational, and (d) political. He argued internationalization is one set of behaviors impacting each domain. The four domains and behavioral examples are shown in Table 1.

Table 1

*Impact of Globalization Forces in Four Domains*

Domain	Feature	Institutional Behaviors
Economic	State revenues ; fund policy initiatives	International student enrollment, new courses, student skill development, work-place training, staff development, partnerships.
Cultural	Increasing diverse student and local community populations.	Study abroad programs, international student needs assessment, internationalize courses, hire more diverse faculty, intercultural training, cultural activities to include the local community.
Informational	Internet, new technologies	Distance education; integrate global knowledge into courses.
Political	State government influence	Accountability, efficiency, productivity, assessment, mergers, budgets, train globally competent work-force.

*Note.* Adapted from “Globalizing the Community College,” by J. Levin, 2001, p. 41.

The impact of globalization on the U.S. economy and the resulting changes in the job market has led two-year colleges to develop new strategies to prepare students to compete in a global economy. Increasingly, there had been growing concern for both training a globally competitive work force and private sector demands for an increase in work-based training and specific skill acquisition for workers in occupational

and technical areas. Moreover, the changing diversity of the U.S. workforce led educators to recognize the importance of intercultural competency for all community college students (Dellow, 2007).

Denman (2002) cites several studies that identify critical international skills needed by community college students in a rapidly changing global economy. International skills involve the need for greater understanding of how the growing interdependence of nations impacts the U.S. and local communities, critical thinking, and cross-cultural competence in the ability to effectively interact not only with international co-workers but in the context of international business transactions.

### **Summary**

The literature suggests a strong economic rationale for international/global education and a link between globalization and internationalization. Globalization forces are changing the nature of work and therefore the need is to provide students with the necessary international skills to compete in a global economy. Globalization forces have resulted in new technologies that have expanded exposure to people, ideas, and nations. This relatively new access necessitates innovative educational approaches to comprehend our complex, inter-connected world. Higher education faculty and administration must expand their thinking as to the meaning of internationally educated student.

### **Internationalization of Higher Education**

The importance of international and global education has been emphasized by educators, researchers, and U.S. Presidents. Mestenhauser (1998b), for example, views

international education as a vital “educational mega-goal” for higher education (p. 4).

Knight (1994) references several researchers who stress the relationship of international education to our nation’s national security interests, the ability to compete economically, and to build international and intercultural understanding.

As cited in Green, Luu, and Burris (2008), President Lyndon Johnson stated the importance of international education some four decades ago:

One year ago I proposed that my country launch a concerted effort in International studies . . . I learned while I was here in Asia that our Congress . . . Passed a new law — the International education Act . . . its purpose is to help Americans learn from other nations and we hope, to help other nations learn from America. It will also establish a center for educational cooperation in Washington, DC. (p.3)

President William Clinton (2000) acknowledged the importance of international education in a memorandum to various federal agencies. Recommendations for higher education institutions included:

- Encourage students from other nations to attend American institutions to study.
- Endorse United States student’s participation in study abroad programs.
- Participate in exchange programs for faculty, researchers, and individuals.
- Develop institutional programs that create international collaborations and knowledge.
- Increase foreign language skills and cultural knowledge.
- Provide faculty development so that teachers can impart pertinent information about other countries and cultures to their students.
- Advance innovative technologies that would increase knowledge

throughout the world.

President Clinton's memorandum contained broad implications for concurrent development in curricula, student and faculty opportunities, and collaboration. While the rhetoric from Presidents Johnson and Clinton suggests strong support from the United States government for international education, the cited memorandums contained no provision for funding international initiatives.

In this section, literature is reviewed on meanings and definitions of global and international education. Historical foundations related to United States higher education are described along with components and diverse approaches to international and global education. National, regional, and state level studies of internationalization among community colleges are presented as to the state of international and global education.

### **Meanings and definitions of global and international education.**

The literature on the meaning of international education is extensive (Arum & Van de Water, 1992; Burn, 1980; DeWitt, 2002; Green & Olson, 2003; Groennings & Wiley, 1990; Hanvey, 1976; Harari, 1972, 1989; Knight, 1994, 2004; Lambert, 1989, 1996b; Mestenhauser, 1998a, 1998b; Paige, 1993; Olson, Green, & Hill, 2006; Pickert & Turlington, 1992; Raby & Valeau, 2007). The field of international education is both multi-dimensional and multi-disciplinary. As the field expanded, so has the debate and confusion over the meaning and use of the terms international and global education, internationalization, and intercultural education (deWit, 2002; Green & Olson, 2003; Olson, Green, & Hill, 2006; Raby & Valeau 2007).

DeWitt (2002) discusses the terms international education and internationalization of higher education as used by European and American researchers. DeWitt offers a compromise stating “we have to recognize the general acceptance of the term international education as covering and even being an abbreviation for the term internationalization of higher education” (p. 110).

Raby & Valeau (2007) argue the terms global and international education are distinctive but related concepts. The term global indicates a “universal perspective” while international denotes looking between nations to build multi-cultural perspectives” (p. 6).

Green and Olson, 2003 prefer the term internationalization rather than international education as the former carries “less baggage” (p. 2). The term global is sometimes used to denote a specific concern that impacts a nation, region, or worldwide such as “global warming.”

Burn’s (1980) definition of international education suggests a rationale in terms of content in which subject matter and the disciplines include the experiences of other nations along with the United States. The process of presenting subject matter in an international framework teaches comparative analysis in which students view a variety of social concerns as common to all nations.

Harari (1972) defined international education as consisting of three main components: (a) international content of the curricula; (b) international movements of scholars and students concerned with training and research; and (c) agreements between U.S. education and other nations for purposes of technical assistance and educational

cooperation programs (p. 12). Arum & Van de Meter (1992) build on Harari's (1972) definition: "international education refers to the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation" (p. 202).

Hanvey (1976) defined international education in terms of developing a global perspective. He described several dimensions that any one individual may achieve in part: (a) perspective consciousness; (b) "state of the planet" awareness; (c) cross-cultural awareness; (d) knowledge of global dynamics; and (e) awareness of human choices. The educational goal is that significant numbers of people will attain the important elements of a global perspective.

Mestenhauser's (1998b) "contingency concept" conceptualizes international education as a "collage of nine different pictures: (a) target groups; (b) the levels of education; (c) the defining disciplines; (d) theories about the nature of knowledge; (e) structure and goals; (f) meta-knowing perspectives; (g) the dramatically changing nature of changing international relations; (h) the geography of international education; and (i) the nature of change" (pp. 70-71).

Mestenhauser (1998a) suggests attempts to conceptualize and define international education in the literature often fail to consider international education as "several levels of knowledge, which include an introductory, intermediate, and advanced level" (p. 71). The introductory level is applicable to both secondary and the first two years of college and consists of students gaining basic knowledge about other countries and cultures and developing basic comparative thinking skills that focus on recognizing



differences. Intermediate and advanced levels involve increasing critical and comparative thinking skills.

Paige and Mestenhauser (1999) envision internationalization as a “mindset.” Their approach to internationalization draws upon previous works of scholars who emphasize global, intercultural, and international thinking. Internationalization involves both institutional activities and a “multi-dimensional learning process that includes the integrative, intercultural, interdisciplinary, comparative, transfer of knowledge-technology, contextual, and global dimensions of knowledge construction” (p. 504).

For purposes of this research, I used the term *global perspective* to include international, global, and inter-cultural learning (Olson, et al, 2006). *Internationalization* refers to the process of integrating a global perspective into higher education (Knight, 2004). As applied to the MnSCU survey data, I used the definition of international and global education by Green, Luu, and Burriss (2008):

“Learning opportunities that are designed to help students understand other cultures and nations; communicate across borders; and acquire an understanding of the cultural, social, and political systems of other countries and regions, and the global forces that are shaping the world” (p. 95)

### **Historical foundations.**

Historically, the concept “international education” has existed in U.S. higher education in the form of international studies or foreign languages since the end of World War I (Mestenhauser, 1998b). Since the late 1940s, its significance has fluctuated between “euphoria” and the present tendency toward “quick-fix training.” Mestenhauser (1998b) describes three phases, “euphoria”, darkening clouds”, and “defense through

associations,” that began toward the end of World War II and ended with the breakup of the Soviet Union (pp. 10-12).

The euphoria, as described by Mestenhauser (1998b), had a significant impact on the internationalization of higher education and included such events as the 1946 Fulbright legislation and the impact of the Viet Nam War and oil crisis in the 1960s and 1970s. The second phase witnessed the never funded 1966 International Education Act and the failure of universities to fully integrate international education into their structure and learning programs. The third phase included the conservative 1980s era of the Reagan administration during which the political focus was on the Soviet Union and the end of the Cold War. This era saw a significant decrease in funding for international education including cuts to the Fulbright programs.

Among the nation’s community colleges, international education began with a growing recognition of its importance and the challenge of integrating international and global education into the mission and strategic plans of two-year institutions. Raby & Valeau (2007) describe four phases beginning in the mid 1960s up to present-day: (a) recognition; (b) expansion and publication; (c) augmentation; and (d) institutionalization (pp. 7-8).

The recognition phase (1967-1984) marked a beginning awareness of the importance of international education for community colleges despite a general decline in federal and private funding for international studies. Recognition included the initiation of several student study abroad programs and some attempt to internationalize general education courses. Historically, internationalization programs such as study abroad were

more likely to occur at the four-year or university levels for junior or senior level students. Two internationally oriented community college consortia were founded during the recognition phase: Community Colleges for International Development [CCID] and the American Council on International Intercultural Education [ACIIE].

Hess (1976) notes “the idea of internationalizing the community college was a new and radical idea at the time” (p. 5). In 1969, Rockland Community College established an office of international education, and, by 1975, integrated international education and study abroad into the curriculum (Scanlon, 1999, p. 8).

The second phase, expansion and publication (1980-1990), were a response to critical research on the deficiency of international education in the two-year colleges. During this period, theoretical and philosophical rationale for internationalization was established; grants were sought to internationalize the curriculum; papers were published to illustrate successful programs; and, the number of state and regional consortia grew.

During the third augmentation phase (1990-2000), plans to internationalize the two-year college curriculum expanded, programs to recruit international students began, and several universities initiated teacher training programs directed toward community college faculty. Two descriptive studies were conducted during this period by the American Council of Education [ACE] (1992) and the American Association of Community Colleges [AACCC] (2001) to identify international initiatives and programs among two-year institutions. The results of these studies indicated expansion of internationalization initiatives and programs among community colleges.

The fourth phase, institutionalization (2000-modern-day), emphasized inclusion of international education in mission statements, involvement in grant programs, and significant increases in numbers of community college student study abroad experiences. Additionally, there was growing emphasis on the role senior administrators' play in the implementation and sustainability of international initiatives.

The two historical perspectives briefly described above suggest different notions of progress at different levels of higher education. Mestenhauser (1998b) points to the impact of political and economic policies on higher education resulting in the failure of the university to fully integrate international education while Raby & Valeau (2007) suggest steady progress in internationalization initiatives and outcomes for community colleges.

Progress toward integrating international education into our nation's higher education system has received a great deal of skepticism. Despite over a half century of scholarly, institutional, and national acknowledgment of its importance, international education remains in Altbach's (2002) view, "more rhetoric than action" (p. 29), or as Mestenhauser (1998b) quipped, "on the verge" (p. xvii). National studies conducted by ACE (2005, 2008) on internationalization progress among the nation's community colleges suggest progress, at best, is uneven, and a great deal of work remains to be done to integrate an international dimension into the two-year institution.

### **Rationales for international and global education.**

Traditionally, researchers have presented rationales for international and global education as four major categories and several subcategories within each category: (a) political, (b) economic, (c) academic, and (d) social/cultural (deWitt, 2002; Knight, 2004). Knight (2004) views such categories as useful for analyzing rationales but points to a need to acknowledge the “changes and priority” within each category (p. 21).

Knight (2004) stresses the importance of separating the four traditional categories into national and institutional levels. The national level involves such rationales as: (a) human resource development; (b) strategic alliances; (c) commercial trade; (d) nation building; and (e) social/cultural development. At the institutional level, rationales include: (a) international profile and reputation; (b) student and staff development; (c) income generation; (d) strategic alliances; and (e) research and knowledge production (pp. 22-28).

### **Approaches to internationalization.**

DeWitt (2002) provides a useful overview of the meaning and use of international education terminology and includes perspectives from American and European researchers. DeWitt contends the various definitions of international education involve four approaches: (a) activity, (b) rationale, (c) competency, and (d) process (p. 116).

***Activities.***

The activities approach defines international and global education in terms of curricular and co-curricular initiatives, intercultural student and faculty study abroad and exchanges, and international student programs. Although a definition of international education was not specified, this research views the activities definition as specific to the institutional level and reflects the purpose of the MnSCU surveys, namely, to determine the state of international and global initiatives and programs among two-year institutions. Green, Luu, and Burris (2008) used an activities approach to their research and is relevant to this research: International and global education involve “a survey, course, program, or activity would be considered international or global if it primarily features perspectives, issues, or events from specific countries or areas outside the United States, or those that transcend national borders” (p. 7).

***Rationale.***

DeWitt (2002) indicates a rationale approach often includes reference to the purposes or intended outcomes of international education. Burn’s (1980) definition embraces the notion that international education involves understanding a subject beyond the borders of any one country. Hanvey’s (1976) definition states the purpose of international education is the attainment of a global perspective. Globalization is often linked to an economic rationale for attaining a global perspective. The rationale approach overlaps with the competency approach. It reflects a justification or even imperative for attaining a certain level of competency.

### *Competency.*

The competency approach focuses on human learning skills rather than activities or organizational issues. The American Council on International Intercultural education [ACIIE] and Stanley Foundation (1996) report reflects the competency approach:

Global competency exists when a learner is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity. (p. 4)

Dellow (2002) expands on the above definition to include competency as “increasing complex behavior that ranges from awareness to behavioral proficiency” (p. 2). Lambert (1996b) writes on the notion of attaining global competency. Competencies that involve intercultural and critical and comparative thinking skills are described by Yershova, DeJaeagher, and Mestenhauser (2000). Gillespie (2002) is critical of global competency as an educational goal. Gillespie argued the concept is incoherent and most importantly, morally, philosophically, and politically inadequate.

Seeking clarity on the meaning of competency, Hunter, White, and Godbey (2006) incorporated a survey, along with a Delphi technique, consisting of 17 participants, to “determine a definition of global competency and the knowledge, skills, attitudes, and experiences necessary to achieve global competency” (p. 275).

Hunter et al. (2006) suggested a working definition of competency, “having an open mind while actively seeking to understand cultural norms, and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively

outside one's environment" (p. 270). Survey results provided greater clarity to the types of knowledge, skills, and attitudes necessary to attain global competency. Hunter et al. (2006) findings have significant implications for higher education in designing curricula intended to assist students in achieving a level of global competency.

*Process.*

DeWitt (2002) suggests the process definition of internationalization contains terms such as integrate, infuse, permeate, and incorporate (p. 118). Knight's (2004) definition of internationalization involves a strategic approach that includes national or sector and institutional levels. She defines internationalization as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (p. 11). In addition, Ellingboe's (1998) definition of internationalization reflects a process approach:

Internationalization is the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly, diverse, globally focused, ever-changing external environment. (p. 199)

To summarize, international education as a complex field involves several elements as conceptualized by Mestenhauser (1998a; 1998b). The internationalization of higher education involves much more than adding the word "global" to an institutional mission statement or content to a single course or curriculum. Integrating an international and global perspective affects the entire college culture and entails both



process and outcome. The literature includes ongoing debate as to the definition and divergent approaches to international education. These discussions will lead to greater clarification and have broad implications for researchers, teachers, students, college administrators, and policy makers. Internationalization is an ongoing multidimensional process that involves integration at the national, discipline, institutional, and individual levels.

### **Components.**

The literature includes several conceptual frameworks that categorize internationalization components (ACE, 1995; Blair, Phinney, & Phillippe, 2001; DeWitt, 2002; Ellingboe, 1998; Genelin, 2005; Green, Dao, & Burris, 2008; Green & Olson, 2003; Green & Siaya, 2005; Horn, Hendel, & Fry, 2007; Knight, 1994, 2002; Mestenhauser (2002). Ellingboe (1998), for example, identifies six general components applicable to higher education institutions: (a) college leadership; (b) faculty involvement; (c) an internationalized curriculum; (d) international study opportunities for students; (e) integration of international students and scholars; and (f) co-curricular activities. She describes several indicators of internationalization within each component (pp. 207-208). Similar frameworks are found in national studies of community colleges (Green, Dao, & Burris, 2008; Green & Siaya, 2005).

Mestenhauser (2002) describes an ideal system of internationalization that consists of seven learning domains. Higher education institutions often describe activities and programs which reflect one or more of these domains (p. 174):

- International studies/relations

- Area studies
- Foreign languages
- International dimensions of academic disciplines
- Educational exchanges of students and scholars
- Development contracts and inter-university agreements
- Organization, administration, policy, governance and financing.

The curriculum is the beginning for international education applicable to all levels of education. Harari (1992) suggests global awareness should begin at the K-12 level and progress to more analytical and comparative thinking skills at the undergraduate and graduate levels. Harari (1992) cautions internationalizing the curriculum can not be separate from co-curricular, study abroad, international student contributions, or faculty development programs.

Ideally, co-curricular activities, such as campus and community international celebrations, increase global awareness and support coursework and student study abroad and exchange programs. Co-curricular activities can reflect an important part of the community college mission to serve the international needs of the community and to embrace the importance of international education.

The American Council on Education 1995 report entitled *Educating Americans for a World in Flux* suggests specific strategies for internationalizing institutions. The report provides a beginning framework to develop internationalization indicators. The ten ground rules, constructed by 40 college and university presidents, are:

- Require that all graduates demonstrate competence in at least one foreign language.
- Encourage understanding of at least one other culture.
- Increase understanding of global systems.
- Revamp curricula to reflect the need for international understanding.
- Expand study abroad and internship opportunities for all students.
- Focus on faculty development and rewards.
- Examine the organizational needs of international education.
- Build consortia to enhance capabilities.
- Cooperate with institutions in other countries.
- Work with local schools and communities.

The ACE report *Internationalizing the campus: A user's guide* offers a systematic approach to administrators and faculty interested in planning and implementing internationalization at their institutions. The report suggested a successful institutional strategy should include four key elements: (a) leadership, (b) resources, (c) organizational structures, and (d) partnerships (Green & Olson, 2003).

### **Internationalization Research: Community Colleges**

An early study by Gruber (1995) attempted to identify and validate areas and indicators of quality of international education in two-year colleges by employing two

panels of experts. Gruber utilized this data to establish a baseline for colleges beginning the process of internationalization.

Gruber's (1995) findings indicated the following as most important (in descending order): faculty development, internationalizing the curriculum, student study abroad, presence of international students on campus, administrator development, student exchanges, intercultural studies, campus-community programs, area studies, international education consortium membership, international technical assistance projects, and work abroad. Interestingly, voluntary organization panel members were most liberal in their ratings of the areas and business/industry tends to be the most conservative.

In assessing earlier studies, and considering methodological problems, the 2000 ACE progress report *Internationalization of U.S. higher education: Preliminary status report 2000* provided a rather bleak assessment of published and unpublished studies of graduate and undergraduate curricular and co-curricular internationalization among U.S. colleges and universities (Hayward, 2000). The general conclusion suggested a serious inadequacy of international and intercultural competency among our nation's students. Community colleges, in particular, severely lack international content in their curriculum. Hayward (2000) emphasized the need for further research to clarify the state of internationalization among U.S. colleges.

#### **National, regional, and state studies.**

National studies undertaken by AACCC (2000) and ACE (2001, 2006) examined internationalization progress among U.S. two-year institutions. Several regional and state

studies concentrated on community colleges located in a number of states in a specific region of the country or several community colleges located in one specific state system.

The AACC survey conducted in 2000 included 1,171 two-year institutions with responses from 307 colleges. The expanded 2000 survey compared community college involvement to a 1995 survey in three broad areas: (a) internationalizing the curriculum; (b) campus and community activities; and (c) facilitating person-to-person international experiences and cooperation.

The AACC study indicated substantial improvement among community colleges in “global awareness, international business, and international course content activities” (Blair, Phinney, & Phillippe, 2001, p. 1). The report cautions readers on applying the findings nationally due to a low (26%) response rate and limited responses from colleges with smaller enrollments.

The events of September 11, 2001 stimulated many higher education institutions, including community colleges, to re-examine their commitment to international education. General conclusions from a post 9/11 survey, conducted by the American Council on Education, suggests continued public, faculty, and student support for international education. The survey indicated strong support for foreign language programs, internationalizing the curriculum, and the strengthening of study abroad and exchange programs (ACE, 2002).

Support for international education, however, does not necessarily translate into action. An ACE publication *Final report: Mapping Internationalization on U.S. Campuses* reported results of a 2001 ACE survey of U.S. colleges that included 233

community colleges. An ‘internationalization index’ was developed that used six dimensions to score colleges on their internationalization activities: (a) articulated commitment, (b) academic offerings, (c) organizational infrastructure, (d) external funding, (e) institutional investment in faculty, and, (f) international students and student programs (Siaya & Hayward, 2003).

The results of the 2001 ACE institutional survey indicated a majority of community colleges do not articulate their commitment to international education in mission statements or strategic plans. The report indicated, however, community colleges are just as likely as four-year liberal arts colleges to have created a task force devoted to international education. Most community colleges continue to lack international course requirements or administer their own study abroad programs despite faculty and student interest in these programs. The report concluded that despite these shortcomings, community colleges continue to improve over past years (Siaya & Hayward, 2003).

In a subsequent ACE report *Measuring Internationalization at Community Colleges*, Green and Siaya (2005) re-examined the 2001 survey data. Measuring internationalization along six dimensions, the authors assessed progress along a 5-point scale (“zero,” “low,” “medium,” “medium-high,” and “high”) (pp. ii). Statistically significant findings are summarized in Table 2:

Table 2

*Internationalization at Community Colleges*

Indicator	Findings
Overall score (zero-high)	Majority scored low. None scored high.
Articulated commitment	Majority scored “zero” or “low.” More active colleges include international education in their mission statement and strategic plan, and feature international education in recruitment literature
Academic offerings	More active colleges offer study abroad for credit, more foreign language offerings, more study abroad participants, require general education course with an international emphasis.
Organizational infrastructure	More active colleges have a campus-wide task-force, or standing committee, and a staffed on-campus international office.
External funding	More active schools pursue external funding for programs.
Institutional investment in faculty	More highly internationalized colleges fund faculty internationalized course development, study abroad, and workshops. Faculty involvement in internationalization, however, was not a significant factor in tenure or promotion.
International students and student programs	Most colleges scored “low” overall. Many offer on-campus activities for students and provide a meeting place. The more active colleges fund study or work abroad.

*Note.* Adapted from “Measuring Internationalization at Community Colleges,” by M. Green and L. Siaya, 2005, p. 18.

The ACE 2001 report concluded community colleges vary significantly in integrating an international perspective into campus structure, programs, and culture. Among two-year colleges, the report indicated significant deficiencies in institutional commitment, organizational infrastructure, academic offerings, external funding, institutional investment in faculty development and international student programs and services (Green & Siaya, 2005).

The 2006 ACE survey of U.S. colleges included responses from 409 associate's colleges with a 30 percent response rate (Green, Luu, & Burris, 2008, p. 65). The 2006 survey included four dimensions of internationalization: (a) institutional support; (b) academic requirements, programs, and extracurricular activities; (c) faculty policies and opportunities; and (d) international students. Findings appear in the ACE report *Mapping Internationalization on U.S. Campuses: 2008 Edition*. The report included a comparison of 2006 data with the previous 2001 ACE survey findings.

Overall, the 2008 ACE report indicated some progress; however, internationalization efforts at two-year colleges remain deficient. Deficiencies were noted in curricula offerings including foreign language requirements. Institutional commitment to internationalization in terms of infrastructure, limited staff, and articulated internationalization planning was deficient. Study abroad offerings increased but student participation was low. Findings indicated two-year colleges were more likely than other types of higher education institutions to organize faculty workshops for internationalizing courses.



National studies, while providing an overall snapshot of community colleges, do not distinguish between different types of community colleges. Moreover, the role that partnerships and formal consortia membership play in internationalization was not considered despite an earlier ACE publication that emphasized the importance of partnerships (Green & Olson, 2005). Finally, contextual features of community colleges, including the system in which they are a part of, and the local communities in which they serve have not received attention in national studies.

***Regional, state studies.***

Several studies have focused on community college international programs and activities that involve a specific region of the U.S. or a particular state system (Beckford, 2003; Genelin, 2005; Hedrick, 2003; MNSCU, 1998-2003; Raby, 2007). Other studies have concentrated on community college internationalization within the context of consortia membership (Denman, 2002; Ebersole, 1987; Green & Adams, 1979; Rozinski & Kelleher, 1983).

Beckford's (2003) study involved 119 comprehensive, public community colleges in the middle states region (Delaware, Maryland, New Jersey, New York, and Pennsylvania). Surveys were distributed to 119 presidents and 119 chief academic officers. One president, one chief academic officer, and one Director of International Education were selected for an in-depth interview.

Beckford (2002) sought information on the types of international programs and services offered by Middle States community colleges and to what extent these programs

and services had been integrated into the college's structure and curriculum. Overall, internationalization was lacking in a majority of institutions surveyed. Programs and services were often fragmented and varied among urban, suburban, and rural colleges. Beckford (2002) concluded institutional commitment and administrative leadership are key variables in determining the presence and quality of international education programs and services. Beckford's (2002) study was limited to top administrators of comprehensive, public community colleges located in a specific region of the country. Technical colleges were omitted without explanation.

Determining challenges and barriers to global education among community colleges was reported by Headrick (2003). Headrick's (2003) qualitative study included twelve individuals at four Midwest community colleges (Nebraska, Iowa, Missouri, and Kansas). Interviewees included administration, faculty, and staff. This study focused on five dimensions associated with global education: (a) institutional support and infrastructure; (b) vocational programs; (c) faculty involvement; (d) funding availability; and (e) institutional change.

Headrick's (2003) findings suggest challenges and barriers occur within the college (internal barriers) as well as from outside the college (external barriers). Prioritization of global education, institutional support, and funding were identified as internal barriers. Headrick (2003) suggested the Midwest location of community colleges studies may be associated with mostly local community interests and therefore serve as an external barrier. Headrick's (2003) study was limited to 12 individuals from four Midwest community colleges each of whom had extensive international experiences.

Headrick (2003) acknowledged the possibility of bias of interviewee responses and by the interviewer himself due to personal experiences.

Genelin (2005) focused on Minnesota technical two-year colleges. The purpose of her research was to examine perceptions of technical college administrators and faculty members as to the importance of global education initiatives. Genelin (2005) randomly surveyed 30 administrators, 100 technical, and 40 general education faculty employed by nine technical two-year colleges.

Genelin's (2005) overall findings indicated global education initiatives are of less importance to technical college administrators and technical faculty. Comparatively, general education faculty's perceptions of global education initiatives were only slightly more important. All three groups perceived campus and community activities as most important among the initiatives. Technical college administrators and faculty perceived internationalizing the curriculum as the lowest in importance. General education faculty perceived international experiences and cooperation as lowest in importance.

Genelin's (2005) study provided an important qualitative dimension to internationalization challenges by addressing the attitudes of administration and faculty toward global education initiatives. Her study is limited to nine technical colleges located in a single state. Although beyond the scope of her study, perceptions of technical college students may have added an important dimension to technical college person perceptions of internationalization.

Raby (2007) reported on the state of internationalization initiatives among 76 California community colleges that are members of a state consortium, California

Colleges for International Education [CCIE]. She presented a bleak picture of international initiatives implementation. Despite statements of commitment to international education in mission statements, awarding of federal grants for curricula, and institutional policy documents, implementations of programs are rare. Less than one of six CCIE colleges have programs that award an international education related degree or certificate program. General education requirements exclude internationalized course requirements for graduation (p. 63).

Raby's (2007) analysis included several on and off campus strategies to overcome deficiencies. Institutional reforms include the need to establish an international mindset among administration and faculty, budgeting priority, and support for staff development and campus wide efforts (pp. 63-64).

***Constraints.***

Barriers to internationalization among the nation's community colleges have been summarized by Green (2007). Green's analysis focuses on eight specific areas (pp. 19-21):

- Institutional leadership attitudes toward internationalization
- Lack of institutional strategy
- Fragmented programs and activities
- Internal and external funding
- Weakness in internationalizing the curriculum
- Faculty attitudes toward internationalization
- Faculty may lack global/international knowledge and expertise

- Faculty, administrators lack an international mind-set.

### **Exemplary Institutions**

National organizations have attempted to identify those higher education institutions that excel in international activities and programs. In 2003, recognition of exceptionally strong internationalization efforts on college and university campuses was profiled by the Association of International Educators [NAFSA] (NAFSA, 2003). Exemplary campuses were selected as recipients of NAFSA's Senator Paul Simon Award for campus Internationalization (NAFSA, 2004; NAFSA, 2005; NAFSA, 2006).

An expert advisory panel evaluated nominees based on several criteria: (a) internationalization integration throughout the campus; (b) administrative support; (c) impact on students and faculty; (d) curriculum development; (e) mission statement clarity; (f) international dimension in off-campus programs and outreach, research and/or faculty exchange; and (g) institutional support for education abroad as well as its international faculty, scholars, and students (NAFSA, 2004, pp. 3). Since 2003, four community colleges have been recognized as exemplary institutions.

A common thread running through exemplary institutions is the cooperation and involvement of faculty, administrators, and, in some cases, the board of trustees. In the case of Howard Community College, all three groups are active in Community Colleges for International Development, a consortium of 90 community colleges involved in exchanges and development projects in more than 40 countries (NAFSA, 2005).

Moreover, responding to the international needs of local businesses and industry appears to be a common goal of exemplary institutions.

### **Summary**

Research indicates international education as a priority among community colleges is uneven. A great deal of variation can be found nationally, regionally, statewide, and among consortia member colleges. Overall, the literature suggests a strategy of integrating international education programs and activities remains fragmented. Research has identified several important components that lead to success in addition to barriers that may inhibit success.

The ACE reports, institutional surveys, and NAFSA's Senator Paul Simon award publications are important resources that can guide community colleges toward establishing and achieving internationalization goals. These publications identify the important components that lead to success in addition to barriers that may inhibit success. Theoretically based research of two-year colleges, however, remains scarce. Systematic research is required to explain reasons for fragmented programs, definitions and variations as to success and failure of programs, and the impact of international programs and services on student learning.

The literature suggest a prescription for success that would include faculty, student, administrators, and community leaders working together to integrate international education into the college structure and culture. The importance of consortium in forming international partnerships is also emphasized. Finally, developing

effective means of working with local business and industry to meet their needs of training international employees is stressed (NAFSA, 2005).

### **Consortium: Forming Partnerships**

The expanding consortia literature indicates a significant upward trend in cooperative arrangements among and between U.S. institutions of higher education. There is wide diversity of partnerships that varies from inter-departmental to international networks. While inter-institutional cooperative ventures among U.S. higher education institutions have endured for several decades; modern consortia are of recent origin (Neal, 1988).

A basic assumption of modern consortia is “each member institution is assumed to be better able to plan for and cope with the change inherent with the operation of a higher education institution” (Smith, Opp, Armstrong, Stewart, and Isaccson, 1999). Modern consortia are considered an important component of the internationalization of higher education (ACE, 1995; Ellingboe, 1998, Green & Olson, 2003; Kanet, 1996b; Scanlon, 1990).

In this section we review the definition of consortium and a typology of international education organizations. A brief summary of the history of consortium and general trends in growth are presented. Next, the emergence of community college general consortia is described. The section next depicts relevant literature on international education consortia. A definition is presented along with rationale for the emergence of internationally oriented consortia and the link to internationalization is

discussed. Two-year college international education consortia are discussed along with several descriptive studies reported in the literature. Finally, a brief profile of Education for Global Learning (EGL), a Minnesota international education consortium, is presented.

Since the basis for consortia is cooperation and collaboration, the section ends with a brief summary of conceptual models of inter-institutional cooperation. A summary of social interdependence theory is presented as a theoretical basis for the dynamics of institutional cooperation.

### **Defining consortium.**

L.D. Patterson (1970) defined consortium as a process of cooperation that includes the following five characteristics: (a) A voluntary organization; (b) membership consists of three or more institutions; (c) involves multi-purpose programs; (d) has a minimum of one full-time program administrator; and (e) each member institution contributes an annual membership fee (p. 3). Patterson's (1970) definition is cited frequently in consortia literature.

F. Patterson (1974) suggests consortiums are difficult to classify due to the diversity of institutions and programs. He proposed a provisional typology of consortia based on common characteristics such as institutional type and shared programs. Based on his research, Patterson identified two distinct categories of consortia: "cooperative" and "service" (p. 12).

Cooperative consortia are multi-purpose and involve geographically proximate academic institutions that engage in formalized cooperative program and academic planning such as interchange of students and faculty, sharing facilities, resources, and



commitment to quality education. Service consortia may or may not include academic institutions, are spread out geographically, and provide its members with one or more services such as joint library services, cooperative purchasing, and off-campus curricular offerings.

Grupe (1974) contends the typology suggested by F. Patterson (1974) doesn't clearly distinguish one from the other. Grupe (1974) argues due to the numbers of overlapping programs and activities among the consortia Patterson studied, "any effort to force them into one of two molds seems to be of little value" (p. 647).

DeWitt (2002) distinguishes between "academic associations, academic consortia, and institutional networks" (pp. 196-200). DeWitt contends institutional networks are leadership driven, multipurpose, and the most recent type of inter-institutional organization to emerge. DeWitt (2002) suggests United States internationally oriented institutional networks are mainly regional. DeWitt's examples of international institutional networks exclude the significant number of state level organizations. Selected examples of two-year college IHEC are included in Table 3.

Table 3

*Typology of International Higher Education Organizations*

Type of Arrangement	Description	Examples
Academic Association	Faculty or administrators and/or their organizational units united for a common purpose related to their professional development. Administrative associations are	International Association of Universities International Association of

	more recent; faculty associations are common, have a long history even at the international level.	University Presidents European Association of International Education
Academic Consortia	Academic units (departments, schools, institutions) united for the single purpose of fulfilling a contract based on bringing together a number of different areas of specialized knowledge. Lifespan is limited by the terms of the contract. They can be either faculty or leadership driven, but with a strong faculty commitment in the case of consortia with an academic purpose.	Joint Study Programs in the ERASMUS area of teaching and research.
Institutional Networks	Academic organizations united for, in general, multiple purposes (academic and /or administrative), are leadership driven, and have an indefinite lifespan.	European Consortium of Innovative Universities East Asia Research Universities Midwest Universities Consortium for International Activities American Council on International/Intercultural Education Community Colleges for International Development David C. Lam Institute for East-West Studies

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*Note.* Adapted from “Internationalization of Higher Education in the United States of America and Europe,” by H. de Wit, 2002, pp. 196-200.

### **Historical foundations.**

Historically, institutions of higher education in the United States have long recognized the importance of inter-institutional cooperation (Grupe, 1971, 1975; Hord,

1986; Lancaster, 1969; Neal, 1988; Patterson, F., 1974; Patterson, L., 1970, 1979; Tollefson, 1981). Franklin Patterson (1974) traces the beginnings of the consortium movement to the Claremont Colleges in 1925 and to the Atlanta University Center in 1929. A small group of colleges constituted “formal federations with a library and other facilities which they might use in common” (p. 6).

For the next three decades, consortia growth was limited. The decade of the 1960s and early 1970s, however, began a rapid expansion of inter-institutional cooperation and the emergence of modern consortia. Patterson (1974) suggests the consortium movement’s rapid increase was due largely to the “greatest enrollment rise in the history of American higher education, coupled with economic inflation and the knowledge explosion” (p. 6). The movement was helped by considerable financial support provided by private foundations and the federal government (Neal, 1988).

The United States Congress assisted the consortia movement through Title III of the Higher Education Act of 1965. Title III provided needed funds to both two-year and 4-year institutions for “cooperative arrangements among institutions struggling for survival and isolated from the main currents of academic life” (Patterson, 1974, p. 12).

### **Trends in consortia growth.**

Accuracy in numbers and classifying higher education consortia remain significant issues in the literature. Moore (as cited in Schmidt, 2000, p. 12) suggests a great many of cooperative arrangements formed during the 1960s were most often involved in informal, short-term cooperation rather than formalized consortium

arrangements. While more than 1,100 institutions may have participated in inter-institutional cooperation, they were incorrectly identified as consortia.

F. Patterson (1974) cites a 1972 Carnegie Commission report emphasizing the importance of consortia in higher education but at the same time contending, “A good many of the consortia are paper arrangements with little significance in practice” (p.4). Offerman (1985) observes during the years 1974-1983, “nearly one of every three (inter-institutional arrangements) in existence or begun since 1973 had ceased operation” (p. 4).

Neal (1988) suggests the formative years indeed witnessed the downfall of several consortia because they did not meet the needs of their member institutions. Those who survived into the late 1980s demonstrate flexibility to adapt new roles in meeting changing institutional needs. Neal states the number of consortia did continue to expand and “in 1987 there were over 135 organizations of this type” (p. 2).

Neal (1988) further notes the decade of the 1980s brought new and more complex challenges to the consortium movement. The increasing complexity of institutional cooperation in terms of composition, mission, organization, and activities resulted in greater diversity of consortium arrangements.

The Council for Inter-institutional Leadership’s (now Association for Consortium Leadership) *ACL Directories*, first published in 1967, includes ACL consortium members meeting the following five criteria: (a) A voluntary formal organization; (b) two or more member institutions; (c) has more than one general purpose program; (d) is administered by a professional director; and (e) requires continuing membership support. Subsequent directories indicate general-purpose membership growth from nine consortia in 1961 to

134 in 1983 (Connick & LaRocco, 1983) to 53 consortia in 1990 (Love & Barnett, 1991) and 64 in 2004. The number of consortia listing international programs grew from 14 in 1991 to 27 in 2004. The 2004 *ACL Directory* describes 106-member and non-member consortium (Beltz & Barbour, 2004).

Keim's (1999) longitudinal study analyzed data from the 1983-1996 ACL directories. Her analysis shows a decline in the total number of consortia between 1983 and 1996, but a significant increase in the numbers of institutions in each consortium. Keim (1999) contends methodology involved in reporting numbers and types of consortia remain problematic. Her research indicates discrepancies in the numbers of consortia reported by different agencies and a confusing use of titles.

#### **Community college consortium growth.**

May and Smith (1992) provide a brief history of two-year college consortia. The League for Innovation in the Community Colleges was formed in 1968. In 1969, the Florida Community Junior College Inter-Institutional Research Council [IRC] was created and included fifteen Florida community colleges and the University of Florida. The purpose of IRC was to expand research opportunities to improve learning and the quality of educational programs.

Several regional and state consortia emerged in the 1980s and 1990s. Generally, the goals of consortia were to share resources, improve the quality of programs, and conduct research for professional development.

The Michigan Colleges' Consortium formed in 1983 consisted of five community

colleges and the University of Michigan at Dearborn. This consortium organized to develop and revise teaching modules. In 1987, the Community College Consortium was created. Forty-five community colleges across the country and the University of Michigan joined to improve institutional effectiveness in areas of leadership and teaching and learning.

The Central Florida Consortium of Higher Education, composed of five community colleges and the University of Central Florida, and the North Texas Community/Junior College Consortium, with nine community college districts and fifteen colleges were formed in 1989. The goal of consortium formation was to share resources, improve programs, and conduct research for professional development.

### **International Education Consortium [IEC]**

The literature links the emergence of IEC to several factors including the impact of globalization on higher education, budgetary constraints, and economies of scale, the need to internationalize college campuses, and the global reach of the Internet (Altbach, 2002; Beerkens, 2004; deWitt, 2002, 2004; Green and Olson, 2003; Kanet, 1996a; Sternberger, 2005; Wachter, 2000). Beerkens (2004) argued an understanding of globalization forces provides needed context to understanding the development of international consortia. De Witt (2004) emphasized the “emergence of new international academic organizations is directly related to the growing importance of internationalization of higher education in response to the impact of globalization” (p.

28). Wachter (2000) contends educational systems and individual institutions must often compete for international students, funding, and the best teachers and researchers. Cooperative agreements among institutions may be of greater benefit compared to competition.

### **Defining international education consortium.**

Denman (2002) traces the beginnings of IEC following the end of WWII with accelerated growth during the decade of the mid 1980s. The greatest increase in the number of organizations occurred between 1986 and 1992. Denman's study identified 635 international university organizations.

Denman's (2002) definition of international higher education consortia expands Patterson's (1970) general description of consortium to include cooperative activities at an international level.

International consortia are voluntary, participatory organizations of at least three higher education institutions with a primary mission of disseminating and advancing knowledge on an international level. [Activities] may include two or more of the following: collaborative projects and programs that is international in scope; faculty and student exchanges; curriculum sharing; resource sharing; developmental assistance; and faculty training. Moreover, international consortia must possess the following administrative characteristics: a governing body; a manager; a mission; an active commitment by member institutions; and a funding source that serve to support, expand, diversify and, perhaps more precisely, supplement inter-institutional cooperation on an international level. p. 7

### **Rationale for the consortium model.**

The goal of internationally oriented consortia membership is to increase institutional commitment to internationalization, study abroad opportunities, and assistance in curriculum and professional development. The assumption for a consortium

approach is these partnerships offer an opportunity to share resources and costs for internationalization programs compared to “going it alone.”

The IEC movement has also involved expanding public/private collaboration as a response to national concerns for a globally competent workforce. Garavalia (1992) describes a project between *The Coalition for the Advancement of Foreign Languages and International Studies* (CAFLIS) and the private sector to discover its needs for a globally competent workforce in an increasingly competitive marketplace. The result was a report that included several “comprehensive case studies of collaborative projects between educators and the private sector to create a more internationally competent business community” (p. 144).

Linking internationalization goals to inter-institutional cooperation, the American Council on Education (1995) identifies “building consortia to enhance capabilities” as one of ten ground rules for internationalizing institutions (p. 12). Kanet (1996b) argues international education consortia play a crucial role in times of budget constraints, globalization challenges, training students for international knowledge, and the inclusion of institutions with varying resources.

Similarly, Green & Olson (2003) proposed, “establishing inter-institutional cooperative arrangements is one of several critical components for successful internationalization” (p. 87). Ellingboe (1998) suggested consortia might be considered a 7<sup>th</sup> pillar for small four-year and two-year colleges to help integrate internationalization



components (personal correspondence April 20, 2005). Godbey and Turlington (2002) contend inter-institutional cooperation will benefit all levels of higher education, especially smaller institutions, in developing both “campus-based and international programs and activities” (p. 89).

Denman (2002) argues despite the call for internationalization of higher education, economic incentives often are the driving forces in the formation of consortia. Denman contends “although institutions [universities] may legitimize their collective involvement for furthering international cooperation – particularly in the name of internationalization in individualized mission statements – it is the economic gains, the consolidation of costs, staff, and resources, and international recognition and visibility that determine the extent of their active participation” (p. 6).

#### **Community college international education consortia.**

The community college literature emphasizes the growing importance of forming internationally oriented partnerships for purposes of providing technical assistance abroad, curriculum development, and student and faculty exchanges (Romano, 2002). The community college consortia may also benefit from federally funded international programs such as the *Fund for the Improvement of Postsecondary Education* (FIPSE) and *The Educational Partnerships Program* that provide a link between U.S. community colleges and colleges located overseas (Cissell & Levin, 2002).

Scanlon (1990) described the formation of two national and one tri-state international education consortia that greatly influenced the further development of

community college international consortia: (a) the present day AACC; (b) Community Colleges for International Development [CCID]; and (c) College Consortium for International Studies [CCIS]. These three organizations developed a clearinghouse for international education information, pioneered study abroad programs, and entered into bilateral agreements that provided technical assistance to other countries (pp. 11-12).

The numbers of regional and state consortium arrangements involving two and four-year colleges have experienced significant increase. Table 4 identifies several prominent IEC representing two-year institutions.

Table 4

*Selected National, Regional, and State Two-Year International Education Consortia*

Level/Name	Year	2/4yr	Members*	Governance	Activities**
<b>National Consortia</b>					
American Council on International Inter-Cultural Education (ACIIE)	1991	2yr	87*	Executive Committee	B C E G H
Community Colleges For International Development (CCID)	1976	2 yr	23	Board: Institutional Presidents	C F G H
College Consortium For International Studies (CCIS)	1975	2/4yr	175*	Board of Directors	A C E G H
<b>Regional Consortia</b>					
Midwest Institute for International/Inter-Cultural Education (MIIE)	1992	2yr	82	Board of Directors	A B E G H

### Statewide Consortia

Education for Global Learning: A Consortium of Minnesota Colleges (EGL)	1994	2/4yr	16	Board-Faculty/ Coordinator	A B D E H
Illinois Consortium for International Studies and Programs (ICISP)	1986	2/4yr	39	Board of Directors/ Exec. Chair	A B D E G H
California Colleges for International Education (CCIE)	1985	2yr	60	Board of Directors	A B E
Florida Consortium for International Education (FCIE)	1977	2yr	30	Board of Directors	

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Source: Prepared by the author based on Consortium web sites

*Note.* \* Includes International Members. \*\* Major Activities: A=study abroad  
 B=Faculty/staff development  
 C=Annual Conference  
 D=Site visits  
 E=Curriculum Development  
 F= Technical Assistance  
 G=Consulting  
 H=Professional Development

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### Community college international education consortium research.

Green and Adams (1979) described the organization, goals, and activities of the Florida Consortium for International/Intercultural Education whose membership of twelve colleges included seven community colleges. A follow-up study attempted to assess progress in international education among the seven community colleges. Findings

indicate lack of assessment procedures for international education programs, low institutional commitment, and the absence of internal structures such as international education committees.

Rozanski and Kelleher's (1983) case study examined a two and four-year international education consortia formed in 1979 to identify factors important to success. Their conclusions suggest commitment and dedication of leadership are significant factors. The ability of leadership to influence institutional decision-making is a crucial factor for successful consortia. Moreover, the consortium must have an unambiguous structure, goals that are realistic and distinct, and diverse activities structured to maximize participation of stakeholders.

Ebersole's (1987) research included involvement of 11 community colleges in international education by examining the perceptions of institutional administrators. The 11 colleges were consortia members of Community Colleges for International Development (CCID). The administration agreed on the importance of international education but most of the institutions did not have a formal policy on international education. Lack of understanding about international education on the part of Trustees and the community were identified as the most serious problem.

McLean (1990) described several advantages and disadvantages of the consortium model for community colleges. Mclean's (1990) analysis suggests the College Consortium for International Studies (CCIS) as an "ideal" type to emulate. He cautions the quality of any consortium program will not be effective if there is a lack of institutional commitment.

Several research efforts have focused on individual consortium (Bartlett, 1991; Halder, 1997; Humphrey, 1994). Barlett (1991) described the activities, history, and goals of the Illinois Consortium of International Studies. Bartlett indicated some attempt by the consortium to evaluate their study abroad program. Humphrey's (1994) monograph described organizational structure, operational policies, and the scope of activities of the national Community Colleges for International Development. Halder's (1997) descriptive research focused on the formation of the Iowa Community College Consortium.

Sypris (1993) described the formation of a federally funded, regionally based, IEC created by Kalamazoo Valley Community College in Michigan. The consortium consists of 15 community colleges and Michigan State University. Sypris's (1993) study provided basic prescriptions regarding the challenges, rewards, and outlook of forming a consortium.

### **Education for Global Learning**

The Minnesota consortium Education for Global Learning [EGL] performs a coordination role for international education within the state system of colleges and universities. The EGL mission is to create, promote, support and facilitate a range of international education learning opportunities and experiences for students, faculty, staff, and administration on the local campus, state and worldwide. EGL is active in the following areas: (a) faculty development; (b) Costa Rica and England student study

abroad programs; (c) foreign scholars and professional development; and (d) collaboration and sharing of resources.

The foundation for the EGL consortium began in 1991 based on a Title VI U.S. Department of Education grant for purposes of internationalizing the curriculum. The idea that guided Consortia formation was many individual MnSCU institutions did not have the expertise or funding to develop and sustain international activities and programs.

Through collaboration, individual institutions could accomplish much more toward internationalization goals rather than going it alone. At the end of the three year grant, six metro-area community colleges and Metropolitan State University officially formed EGL in order to provide a variety of international and global education services to its member institutions.

The Costa Rica spring semester program, initiated by EGL in 1997, includes 14 Minnesota Transfer Credits [MNTC] credits combining the study of Spanish language (8 credits) and two additional academic undergraduate courses (6 credits) with several cultural activities. Students live with host families during their study abroad experience. Consortium member schools provide instructors to teach MNTC general education courses and Spanish instruction is provided by the Costa Rican Language Institute. The Oxford, England fall semester study abroad program was initiated by EGL in 2001.

The Oxford program follows the same model as the Costa Rican program. Students enroll in 12 credits of study taught by two consortia member college instructors and two adjunct British faculties. Students live with local families during the semester.

Excursions to major cities and other cultural activities are included in the study abroad experience to England.

The EGL played an important role in the development and efforts of the systems level Office of International Education, Minnesota State Universities and Colleges. Through collaboration between EGL, the Stanley Foundation, Institute of Global Studies, University of Minnesota, and the MnSCU Office of International Education, several statewide international education conferences were held during years 1999-2005.

### **Inter-institutional Collaboration and Cooperation**

Consortia research stresses the importance of collaboration and cooperation in developing partnerships and sustaining effective programs and activities. Several models have been developed to illustrate the process of collaboration and cooperation (Hord, 1986; Intriligator, 1980; Taylor-Powell, Rossing, & Geran, 1998).

#### **Models of collaboration.**

Drawing from a ten-point definition of collaboration and cooperation, Hord (1986) developed a preliminary model that identifies different expectations from each process and potential conflicts that may arise. Hord (1986) suggests participants must clarify from the beginning which model will be utilized to avoid potential conflicts. Strong leadership, explicit goals, and communication are critical for each process.

As shown in Table 5, Intriligator's (1990) model identified distinctive dimensions of different organizational arrangements. Intriligator (1990) suggests partnerships must

establish a sense of trust and respect early in the process in order to move into subsequent stages.

Table 5

*Levels of Inter-Organizational Participation*

Level	<u>Inter-Organizational Participation</u>				
	<u>Autonomy</u>	<u>Resources</u>	<u>Communication</u>	<u>Decision-making</u>	<u>Leadership</u>
Cooperation	High	Separate	Limited	Independent	Independent
Coordination	Moderate	Shared	Moderate	Equal	Equal
Collaboration	Low	Combined	High	Shared	Shared

*Note.* Adapted from “Designing Effective Inter-Organizational Networks,” by B. Intriligator. Paper presented at the meeting of the University Council for Educational Administration, Minneapolis, MN, 1990.

The model proposed by Taylor-Powell et al. (1998, p. 43) distinguishes between structures and processes. As illustrated in Table 6, the model shows a progression from low to high integration when people join together in some common effort:



Table 6

*Collaborative Structure and Process*

<u>Integration</u>	<u>Process</u>	<u>Structure</u>	<u>Purpose</u>
Low	Communication	Network, round table	Dialogue and common understanding. Explore common and conflicting interests. Clearinghouse for information.
↓	Contribution	Support group	Mutual exchanges to support each other's efforts. Build mutual obligation and trust.
	Coordination	Task force, council, alliance	Match and coordinate needs, resources, and activities. Limit duplication of services. Adjust current activities for more efficient and effective results.
	Cooperation	Partnership, consortium, coalition	Link resources to help parties achieve joint goals. Discover shared interests. Build trust by working together.
	High	Collaboration	Collaborative

*Note.* Adapted from "Evaluating Collaboratives: Reaching the Potential," by E. Taylor-Powell, B. Rossing, and J. Geran, 1998, pp.5.

Inter-institutional collaborative models provide theoretical context to describe the process leading to increasing cooperation. While such models are useful for classifying and comparing inter-institutional cooperative arrangements, they do not address the process of cooperation itself to understand how cooperation leads to effectiveness. Social

interdependence theory provides a relevant theoretical framework as to the process of cooperation.

### **Social Interdependence Theory**

Gray (1996) argued “to understand how institutions collaborate, it is useful to have a theory of group behavior” (p. 170). A theory of group behavior is useful in understanding the social interaction of group members and whether this behavior has some measurable impact on consortium goals.

In his formative theory on co-operation and conflict, Morton Deutsch (1949) provided a conceptual framework that denotes both the outcomes of co-operation and competition and the process that causes these outcomes. Group members can perceive their goals as cooperatively or competitively related or unrelated (Deutsch, 1949; Johnson, D., & Johnson, R., 1989).

Social interdependence theory provides a conceptual framework to explore the dynamics of consortia and individual institutions. Tjosvold (1984) contends social interdependence theory is applicable to understanding patterns of behavior between and among organizational members and participation in decision-making.

In cooperation, social interdependence among group members involves the perception that one’s goal attainment will succeed to the extent those other members also reach their goals. The absence of cooperation leads to individualistic perceptions that one’s goal attainment can be achieved regardless of whether other members achieve their goals (Deutsch, 1949; Johnson, D. & Johnson, R., 1989; Tjosvold, 1984, 1986).

## Summary

There remains a lack of systematic research on two-year college consortia. The early studies cited are mostly descriptive. Similar to general-purpose consortia literature, formative literature on two-year international higher education consortia primarily involve a great deal of prescriptions for success and failure.

While a great deal has been written on the potential benefits of inter-institutional cooperative arrangements (Gray, 1996; Prichard, 1996; Rozanski & Kelleher, 1983; Smith, Opp, Armstrong, Stewart, & Isaacson, 1999), there has been little corresponding systematic research on the influences of consortium membership. Some observers view consortium membership as highly effective in achieving institutional academic goals (deWitt, 2004; Ginkel, 1996; Rozanski & Kelleher, 1983), while others question these observations and suggest the proposed link between consortium membership and achieving institutional and student academic goals is problematic (Diener, 1972; Eddy, 2003; Gray, 1996; Offerman, 1985; Patterson, 1974; Ryan, 1988).

Schmidt's (2000) analysis argued early studies are primarily descriptive and focus more on the potential for consortium success. Schmidt's (2000) research identified several factors relevant to consortia formation and sustainability:

- System openness/participation of faculty and administration on decision-making
- Meeting needs/expectations of member institutions
- Commitment of institutions and faculty
- Provision for rewards/incentives for faculty and consortium leaders

- Appropriate structures, geographic dispersion, and operational variables
- Obtaining and sharing of resources and information
- Leadership and trust

Because two-year IEC are such recent developments, and for reasons unique to community colleges, the research literature concerning community college international education consortia is in its earliest stages. Moreover, the complexity of internationalization demands a more theoretical approach to consortia research. Beerkens (2004) points to the sparseness of theoretical based models on higher education consortia: “while several systematic studies of inter-organizational arrangements in the business sector have been published, studies on such arrangements in higher education are still rare” (p. 3).

Consortia membership is one of several variables involved in the development, process, and outcomes of internationalization. As indicated in the literature, several internal and external factors impact the development and process of international programs and activities. Nevertheless, there appears to be a gap in the research literature to explore variation among consortium member institutions and between consortia member and non-members. This research attempts to partially fill that gap.

## Chapter 3

### Methodology and Methods

#### Methodology

The purpose of this study was to conduct a secondary analysis of institutional survey data collected from 1998 to 2003 by the Minnesota State Colleges and Universities, Office of International Education. The goal of the MnSCU administered surveys was to determine the state of international programs and services among MnSCU institutions.

#### Secondary analysis of data.

Secondary analysis involves the use of data previously collected for use in a prior study. The method has been applied to pre-existing quantitative and qualitative data. Secondary analysis may involve answering the original research question by employing different statistical techniques or developing a new research question unlike the original research question.

Secondary analysis of sample surveys has been characterized as “extraction of knowledge on topics other than those which were the focus of the original surveys” (Hyman, 1972, p. 1). Since the 1950s, archives of data collected via surveys of millions of respondents have significantly increased. Hyman contends volumes of data collected over time involving many people, institutions, and nations are available to the skillful researcher for purposes of gaining new insights into a problem.

### ***Advantages and limitations.***

There are a number of advantages and disadvantages to employing this method. The obvious advantage is the data have already been collected saving the secondary researcher considerable time and money. Beyond practical considerations, secondary analysis may be used to analyze change over time, for historical comparisons, replication, and to expand theory (Hyman, 1972).

The most significant disadvantages of secondary analysis involve data quality. Kiecolt and Nathan (1985) discuss a number of issues unique to secondary analysis of survey data. The initial questionnaire may be poorly designed and proper procedures in administering the questionnaire may not have been followed. Failure to employ rigor associated with coding may be problematic. In selecting a large data base or other previously collected survey data, the secondary analysis researcher must weigh the advantages against limitations in drawing conclusions.

### ***Role of the secondary researcher.***

Selection of categories and questions contained in original surveys are designed and arranged by the primary researcher to fit the purpose of the research. The secondary researcher re-arranges these categories and questions to fit the purpose of the present research. To minimize error, the secondary researcher may include a number of surveys administered for the same research purpose or eliminate portions of one or more surveys that lack face validity. Moreover, the secondary researcher often is not involved with the original design, administration, and coding of the original research. Therefore it is

advantageous to have access to the original researcher and primary source documents to consult and verify accuracy of the original work.

*Validity and reliability issues.*

In the present study, no information was available regarding reliability and validity of the MnSCU administered survey. Therefore it was assumed the data used in the present study generally have a pre-established degree of face validity and reliability.

In administering surveys, the MnSCU Office of International Education relied on institutional presidents to select qualified personnel to complete the questionnaire. It is unknown to what extent these individuals utilized appropriate resources to complete the surveys.

Once surveys were returned to the Office of International Education, staff members compiled the data to produce reports. To what extent appropriate methods were employed to compile data and to check for accuracy is unknown.

This study excluded the 1999 survey due to failure of several institutions to complete surveys in a timely manner. In addition, data quality was an issue with the 1999 survey as several responses from the 1998 survey results were simply duplicated in the 1999 survey findings due to lack of current information.

The 1998-2001 surveys did not clearly define “international student” until 2002. As a consequence, institutions may have included recent immigrant as well as F-1, M-1, and J-1 students in their responses. Moreover, to what extent this lack of clarity affected other responses pertaining to international students remains unclear. The 2002 and 2003 surveys asked respondents to report the presence and structure of an institutional

committee responsible for planning international activities and programs. The reason for omission of this important institutional support question in prior surveys is unknown.

### **Institutions**

The set of institutions that form the basis for this study consist of all Minnesota public two-year colleges (see Appendix A for detailed institutional profile). In 1998 there were 29 two-year institutions. Mergers resulted in the establishment of 30 two-year institutions for survey years 2000, 2001, 2002, and 2003. The colleges were respondents to six annual surveys of two and four-year Minnesota colleges and universities administered by the Office of International Education, Minnesota State Colleges and Universities from 1998 to 2003.

The MnSCU system was established by the Minnesota Legislature in 1991 and fully implemented in 1995. The law merged the state's community colleges, technical colleges, and state universities into one system with one Board and one Chancellor for the entire system. The Office of International Education was established in 1997.

Since the basic purpose was to gain an overall picture of the state of internationalization among two-year institutions, all two-year MnSCU public institutional respondents were included in this study. Institutions consist of 12 community colleges (11 in 1998), 8 combined community/technical colleges, and 10 technical colleges. Eleven colleges are located in the Minneapolis-Saint Paul metropolitan area.

The median student population (full and part-time) of Minnesota two-year institutions is approximately 4,800. Nine institutions have student populations from



approximately 8,000 to 12, 800, six from 4, 900 to 7,600, seven from 2,700 to 7,600, and eight from 500 to 2,500.

### **Instrumentation**

Beginning in December, 1998 and ending June, 2003 the Minnesota State Colleges and Universities initiated a system wide annual survey of international programs and services to document the state of international education among its thirty-four colleges and universities (see Appendix B). The six annual surveys consisted of 20 questions related to five broad international education categories: (a) activities and organizations; (b) students; (c) faculty; (d) program opportunities; and (e) mission and plans. Two open-ended question asked respondents to list the two most significant problems involving international education at their institution and to provide questions or suggestions regarding internationalization within the MnSCU system. The 2002 and 2003 surveys asked respondents to comment on the impact the events of September 11, 2001 had on international education initiatives. Questions included check lists, closed and open-ended questions. The MnSCU survey questions were adapted from the 1996 American Association of Community College International Programs Survey and the 1989 Minnesota Department of Education International Education Survey (Minnesota State colleges and Universities, 1998).

### **Data Collection Procedures**

Surveys were mailed to all two-year college presidents who then appointed an administrator or other appropriate college staff to complete the survey. Completed surveys were forwarded to the System Director for International Education, Minnesota State Colleges and Universities, for compilation and distribution of findings to each college. Survey results for 1998-2003 were obtained from the former System Director, Office of International Education, Minnesota State Colleges and Universities. The response rate was 76% (1998), 93% (2000), and 100% (2001-2003).

#### **Internationalization indicators.**

General selection of internationalization indicators involved review of indicator frameworks (Ellingboe, 1998; Knight, 1994, 2001) and past empirical studies (Blair, Phinney, & Phillippe, 2001; Green, Luu, & Burris, 2008; Green & Siaya, 2005; Horn, Hendel, & Fry, 2007; Siaya & Hayward, 2003). Indicators more applicable to research universities, such as number of Rhodes scholars and number of international post-doctoral fellows were excluded (see Horn, Hendel, and Fry, 2007, p. 346).

Specific categories of indicators were derived from the research literature (Blair, Phinney, & Phillippe; Green, Luu, & Burris, 2008; Green & Siaya). An examination of the MnSCU survey instrument (see Appendix B) further resulted in the selection of specific questions that logically fit into four internationalization categories: (a) institutional support for internationalization, (b) curricular content, (c) international student programs and services, and (d) faculty internationalization opportunities. A

matrix was constructed linking indicators with specific survey questions (see Appendix C). Some indicators were considered but eliminated due to surveys not addressing an indicator or inconsistency in addressing the indicator. Policy on tuition for international students, for example, was not asked consistently during the six survey years.

The resulting list involved four categories consisting of 16 indicators: (a) institutional support for internationalization (4 indicators), (b) curricular content (5 indicators), (c) international student programs and services (3 indicators), and (d) faculty international opportunities (4 indicators). The list of categories and indicators are depicted in Table 7.

Table 7

*List of Internationalization Indicators for Two-Year Colleges*

Category	Indicators
Institutional Support for Internationalization	Mission statement, planning, expectations Active international education organization membership Collaboration with institutions located outside the United States Collaboration with local institutions
Curricular Content	Number of general education courses with an international/intercultural focus Number of foreign language courses available Offer study abroad/exchange programs Internationalize curricula activities Co-curricular activities
International Student Programs and Services	Offer ESL courses Offer services directed toward international students Provide a designated international student advisor
Faculty International	Faculty teaching abroad

Opportunities	Faculty exchange programs Faculty study abroad Other opportunities such as attend international conferences, meetings, and workshops on internationalizing the curriculum
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Matrices of indicators were constructed from survey responses and supporting documents for each survey year and sorted into one of four categories (see Appendixes D1 thru H7). The data was then transformed into percentages displayed in bar graphs.

### **Data Analysis**

This study used the survey data and supporting documents as described below in order to address the three research questions.

#### **Supporting documents.**

Supporting documents from MnSCU and institutional documents for years 1998-2003 were used to provide more detailed information for specific indicators and to support and clarify survey data. Additional data was obtained from available college catalogues (1998-2003) and EGL Consortium documents. Finally, personal communication between the author and former and present Coordinators of EGL in addition to the former systems Director of the Office of International Education was included to present a more in-depth account of EGL history and problems associated with the original surveys.

### **Descriptive statistics and comparative analysis.**

Descriptive statistics were used to describe findings for each survey year and to summarize findings for all five survey years. Mean numbers are reported for institutionally designated global perspective courses and world language offerings. Percentages were employed to simplify raw numbers to increase clarity of indicator and institutional comparisons. Overall findings and comparisons based on institutional type and consortium membership status are displayed in bar graphs and descriptive tables. Designation by institutional type was based on MnSCU designations of three types of state two-year colleges: community college, community/technical college, and technical college. Designation of Consortium member and non-member was derived from EGL documents.

### **Composite variables.**

The summary of findings for survey years 1998 and 2000-2003 involved combining indicators to form a composite variable for each of the four major internationalization categories. The combining of indicators for each survey year is intended as a means to strengthen findings (Hyman, 1972). The combining of indicators, also aids in the discovery of change over time. In cases of substantial year to year change, analysis of individual indicators revealed which specific indicator(s) most affected change.

Composite indicators for the category Institutional Support for Internationalization combined mission statement, planning, international organizational memberships, and international partnerships/local business collaboration. Future

expectations whether internationalization initiatives would increase, decrease, or remain the same was eliminated from composite findings due to speculation not based on factual data. Composite findings by consortium membership and institutional type are presented.

The Curricular Content category combined initiatives to internationalize curriculum, co-curricular activities, and student study abroad and exchange opportunities. Separate graphs depict global perspective course offerings and world language offerings over the five year period. Composites by consortium membership and institutional type are included.

The composite for International Student Programs and Services category combined designated student advisor, student services, and ESL/other developmental language programs. Composites for consortium membership and institutional type are also presented.

Composite findings for Faculty International Opportunities combined teaching abroad, study abroad, exchange/visiting scholar opportunities, and other international opportunities. Findings are displayed by consortium membership and institutional type.

## **Chapter 4**

### **Findings**

This study analyzed survey results of international programs and services for the years 1998, 2000, 2001, 2002, and 2003. Findings are presented for each survey year with a respondent profile and an institutional support statement, followed by a comparative analysis of internationalization indicators according to consortium membership and institutional type. The internationalization categories and indicators are:

#### **Institutional Support for Internationalization**

Indicators include mission statement, planning, and future expectations; memberships in international organizations; and international partnerships/local collaboration.

#### **Curricular Content**

Indicators include internationalization initiatives and co-curricular activities; institutional designated global perspective courses; and student study abroad and exchange opportunities.

#### **International Student Programs and Services**

Indicators include designated student advisor, available student services, and ESL/other language classes.

#### **Faculty International Opportunities**

Indicators include faculty opportunities to teach abroad, study abroad, exchange/visiting scholar opportunities, and other international opportunities.

## Summary Section

A summary section combines internationalization indicators into composite variables, analyzes trends, and compares Consortium member institutions with non-members. Finally, each survey year contained an open-ended question that asked respondents to identify the most significant problems affecting internationalization initiatives at their institution (see Appendix B). Results were categorized as internal and external challenges and discussed in the summary section. The research questions are addressed partly by a year by year analysis and summarized at the end of the findings chapter:

### Restatement of Three Major Research Questions

1. What international/global education initiatives and programs occurred among Minnesota State Two-Year colleges from years 1998 to 2003?
2. How do international/global education initiatives and programs vary between Consortium member and non-member two-year MnSCU colleges for years 1998 and 2000-2003?
3. How do international/global education initiatives and programs vary between Community, Combined Community/Technical, and Technical Colleges for years 1998 and 2000-2003?



## **Survey Results 1998**

Surveys were mailed to 29 two-year MnSCU institutions and 22 were returned with a response rate of 76 percent. Institutional staff completing the survey included administrators, multi-cultural/international student advisors, counselors, and faculty members. None of the above represents a single office that oversees internationalization programs and activities. Detailed survey results for 1998 are depicted in Appendix D, Tables D1-D7.

### **Respondent Profile for 1998**

Data from institutional web pages, college catalogues, EGL Consortium and MnSCU documents, and the 1998 survey were used to construct the following respondent profile. Over one-half (59%) of the 1998 respondents have student enrollments of less than 5,000. Survey respondents tend to be small and medium size non-metro two-year colleges.

The six EGL Consortium member respondents include three community colleges, two combined community/technical colleges, and one technical college. Non-members include six CC, three CTC, and seven TC.

### **Institutional Support for Internationalization**

Survey questions pertaining to institutional support of internationalization include mission statement reference; current planning for development of international initiatives; and, whether international initiatives are expected to increase, decrease, or remain the

same; membership in international education organizations; formal international partnerships; and institutional collaboration with local businesses. An open-ended question asked respondents to identify significant problems (see Appendix D, Tables D1-D3).

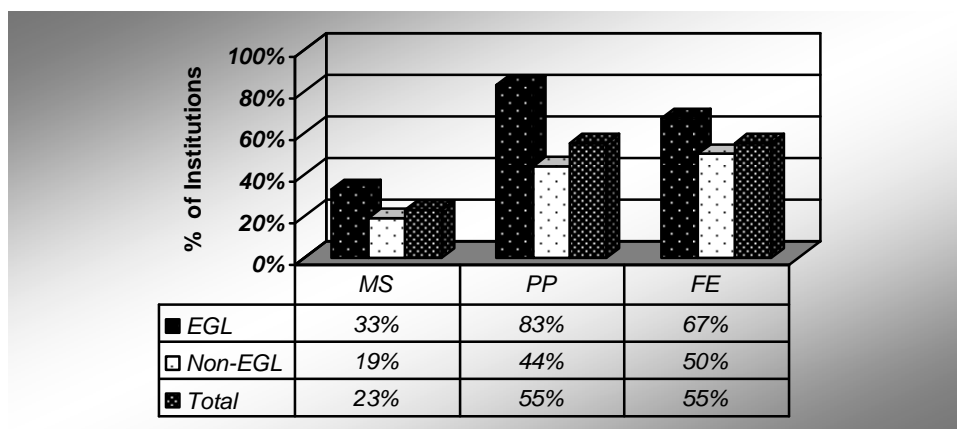
**Institutional mission statement reference, planning, and expectations.**

Overall, less than one-fourth (23%) of responding institutions indicate a reference to international education in their mission statement. Twelve institutions (55%) report present planning for international initiatives and over one-half (55%) expect international initiatives to increase moderately. Lack of funding was the most mentioned barrier to international initiatives.

***Consortium membership and mission statement, planning, and expectations.***

Figure 1 show consortium member institutions are more likely than non-members to include a mission statement reference, present planning of international initiatives and expectation of future increase in international initiatives. Because of the low number of consortium respondents, results may be skewed. Six EGL members completed the survey and two indicate a mission statement reference. Three of the responding sixteen non-members indicate a reference to international/global in their mission statement. Notable, among the larger number of non-member respondents, less than one-half (44%) indicate present planning for international initiatives but one-half expect initiatives to increase.

Figure 1. Percentages of International Mission Statement References, Planning Initiatives and Future Expectations by Consortium Membership: 1998



*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives. Total: N=22; EGL: n=6; Non-EGL: n=16.

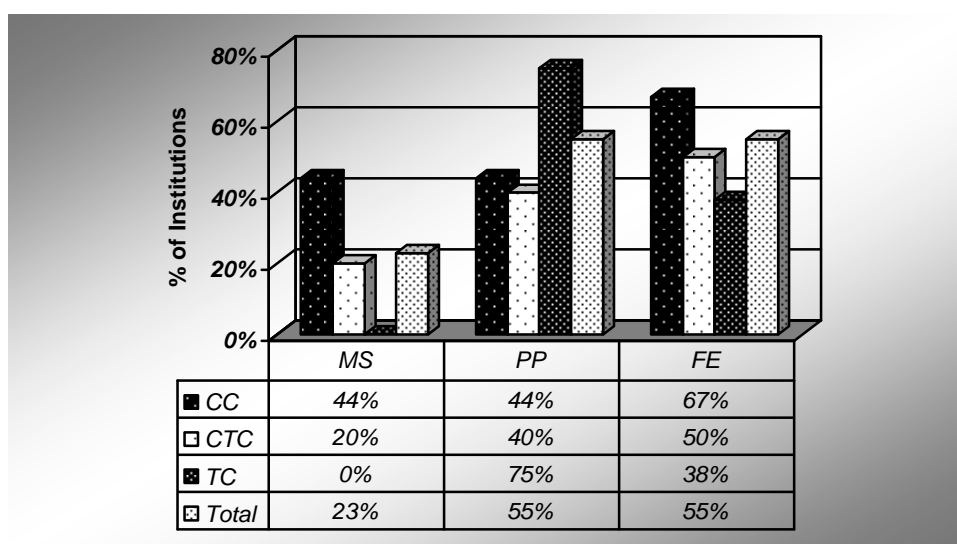
***Institutional type and mission statement, planning, and expectations.***

As shown in Figure 2, community colleges are twice as likely compared to community/technical colleges to include a reference to international/global in their mission statement or strategic plans. Community colleges indicate a higher percent of present planning and are somewhat more likely to report an expected increase in international initiatives.

None of the responding technical colleges indicate a reference to internationalization in their mission statement. Three-fourths do indicate present planning of international initiatives and a majority of these plans include adding an international reference to their mission statement (see Appendix D, Table D1). Only

three (38 %) technical colleges, however, expect international initiatives to increase in the future.

Figure 2. Percentages of International Mission Statement References, Planning Initiatives and Expectations by Institutional Type: 1998



*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives. Total, N=22; CC, n=9; CTC, n=5; TC, n=8.

### **International education memberships.**

Survey respondents were asked to identify membership in various international, national, state or regional international education organizations. Membership designations included the American Council on International/Intercultural Education [ACIIE], Community Colleges for International Development [CCID], National Association of International Educators [NAFSA], International Vocational Education &

Training Association [IVETA], Council on International Education Exchange [CIEE], and other local, state, or regional memberships.

Overall, eleven (50%) institutions indicate membership in one or more international education organizations. Three (14 %) indicate membership in two or more organizations. The most frequent memberships include NAFSA (36%), the national organization ACIIE (27%), and the Minnesota EGL Consortium (27%) (See Appendix D, Table D2).

Noteworthy is the absence of membership in IVETA by technical or combined community/technical colleges. IVETA membership specifically involves vocational educators, researchers, students, institutions, organizations, and companies worldwide. Benefits include opportunities for international networking and to attend an annual conference.

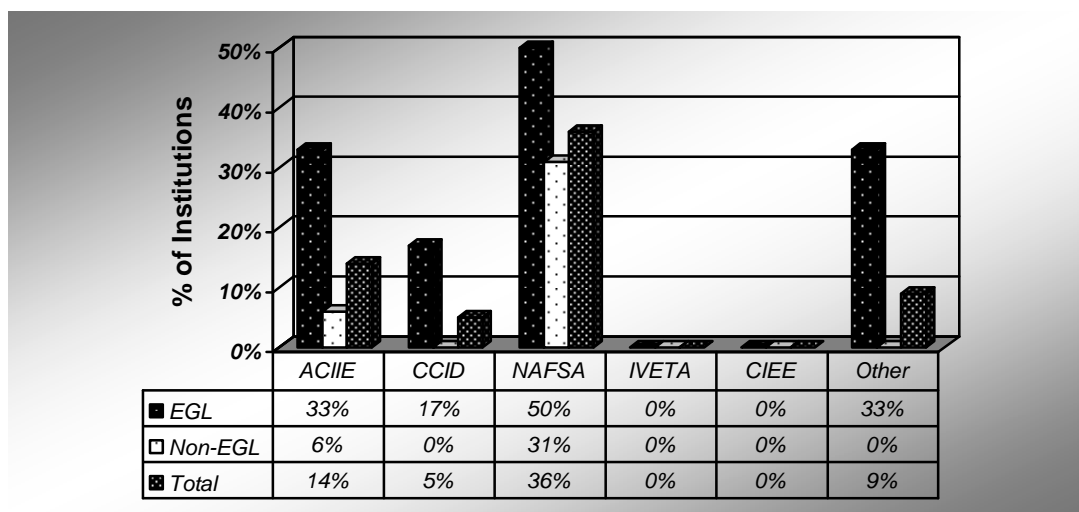
***Consortium membership and international education memberships.***

Overall, four consortium member (67%) and five non-member institutions (31%) indicate membership in one or more international education organizations. Two consortium member and one non-member indicate multiple memberships (see Appendix D, Table D2).

Figure 3 depicts the percentages of institutional international education organizational memberships by EGL membership status. With IVETA and CIEE as exceptions, EGL members, compared to non-members, indicate a higher membership in all international organizations. The small number of reporting consortium members make definitive comparisons problematic.

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Figure 3. Percentages of International Organizational Memberships by Consortium Membership: 1998



*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFS = National Association of International Educators; IVET = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships. Total: N=22; EGL: n=6; Non-EGL: n=16.

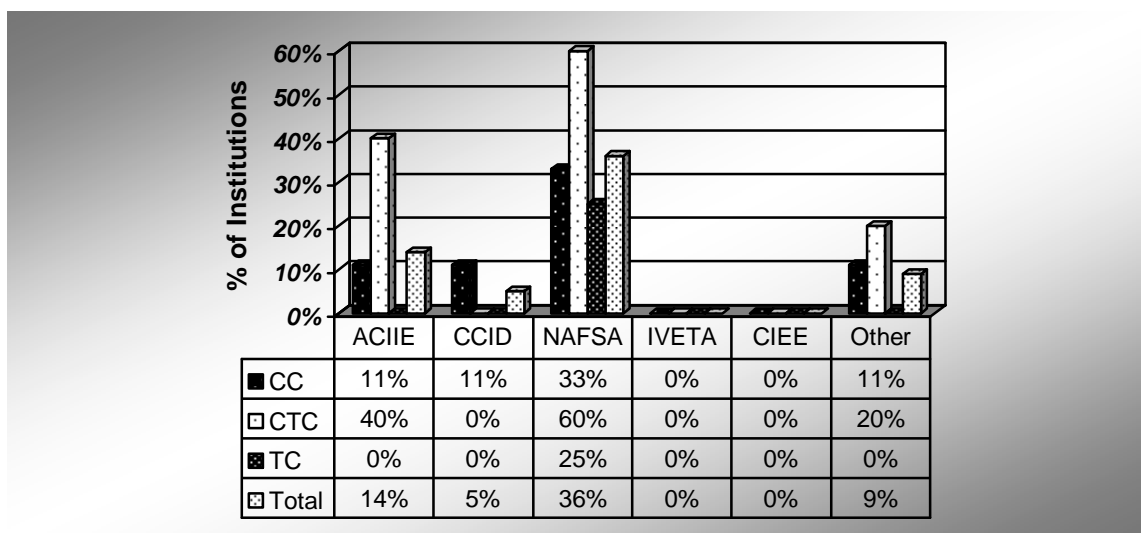
### *Institutional type and international education memberships.*

Among the 11 institutions (50%) indicating international organizational membership, less than one-fifth (18%) are technical colleges (see Appendix X, Table 2). As shown in Figure 4, none of the responding CTC or TC colleges report membership in IVETA.

Combined community/technical colleges, compared to community and technical colleges, report higher percentage of membership in NAFSA and ACIIE. Membership in

organizations especially applicable to two-year institutions (ACIIE, CCID, IVETA) is reported by less than one-fifth (19%) of responding colleges.

Figure 4. Percentages of International Organization Memberships by Institutional Type: 1998



*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFS = National Association of International Educators; IVET = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships.  
Total, N=22; CC, n=9; CTC, n=5; TC, n=8.

### **International partnerships and local collaboration.**

The American Council on Education's *Ten Ground Rules for Internationalization* emphasizes institutional cooperation with international organizations and local institutions (schools, businesses) as important strategies for internationalization goals. Collaborative efforts are intended to develop common interests, work to address issues in common, and share resources.

The 1998 survey asked participants to indicate current formal international collaboration activities which includes establishment of a sister college and formal arrangements with colleges for purposes of student and faculty study abroad and exchange agreements. Local collaborative activities included requests by local businesses for customized training programs and promotion of cultural awareness through international student presentations.

Overall findings indicate less than half (45%) of respondents are involved with formal international agreements and nine (41%) list local collaborative activities. The data indicates international partnership agreements involve western European and Australian colleges (see Appendix D, Table D3).

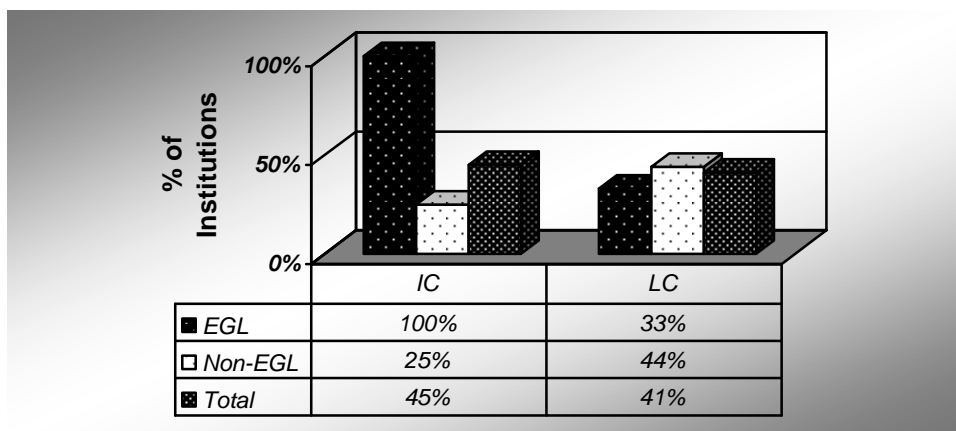
### ***Consortium membership and international partnerships/local collaboration.***

The majority of international partnerships reported by EGL member colleges reflect the Consortium's study abroad formal agreements with Oriel College, England and the Costa Rica Language Institute. Excluding the Consortium agreement, less than one-fourth (23%) of all colleges indicate international formal agreements. Local collaborative activities focus on business and industry technical and occupational training requirements (see Appendix D, Table D3).



Figure 5 shows all six responding EGL members report one or more formal international agreements compared to four (25%) non-member institutions. Non-member institutions report a higher percent (44 %) of local business collaborative activities compared to member institutions (33%).

Figure 5. Percentages of Formal International Partnerships and Local Collaboration by Consortium Membership: 1998



*Note.* IC=International Collaboration; LC=Local Collaboration. EGL member institutions, n=6; non-members, n=16; Total, n=22.

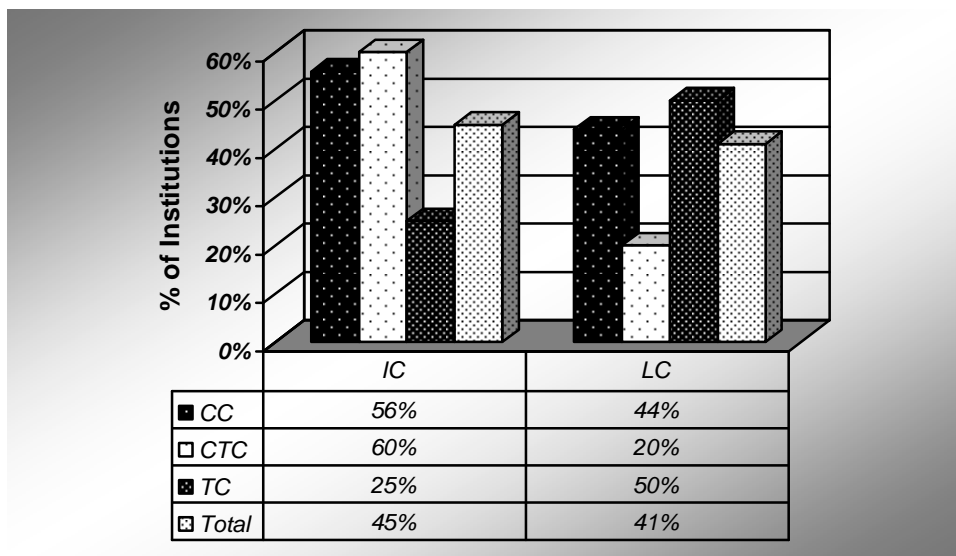
### ***Institutional type and international partnerships/local collaboration.***

As shown in Figure 6, community and combined community/technical colleges are more than twice as likely to indicate formal partnership agreements compared to technical colleges. This disparity is partly attributed to the membership of more community and combined community/technical colleges in EGL. A closer

examination of the data, however, shows three community colleges (ICC, NHCC, RRCC), one combined community/technical college (LuCTC), and one technical college (StP) report formalized agreements outside the Consortium study abroad program (see Appendix D, Table D3).

Figure 6 indicates technical colleges are somewhat more likely than community colleges to collaborate with local business and industry. Among technical colleges, customized training to upgrade technical skills of employees appears to be the basis for local collaboration.

Figure 6. Percentages of Formal International Partnerships and Local Collaboration by Institutional Type: 1998



*Note.* IC=International Collaboration; LC=Local Collaboration. Total, N=22; CC, n=9; CTC n=5; TC, n=8.

## **Curricular Content**

The curricular indicators include curriculum internationalization initiatives, co-curricular institutional sponsorship of campus and community activities (community forums, campus celebrations, and cultural activities), Minnesota Transfer Curriculum [MNTC] global perspective courses (see Appendix I for MNTC criteria), foreign language courses, and student study abroad/exchange programs. The MnSCU survey asked institutions to indicate whether initiatives to internationalize the curricula are currently underway, sponsorship of co-curricular activities, and to provide details of student study abroad/exchange programs. Data concerning global perspective and foreign language offerings were derived from 1998-1999 college catalogues. Additional study abroad data was obtained from EGL study abroad documents.

### **Curricular and co-curricular programs and initiatives.**

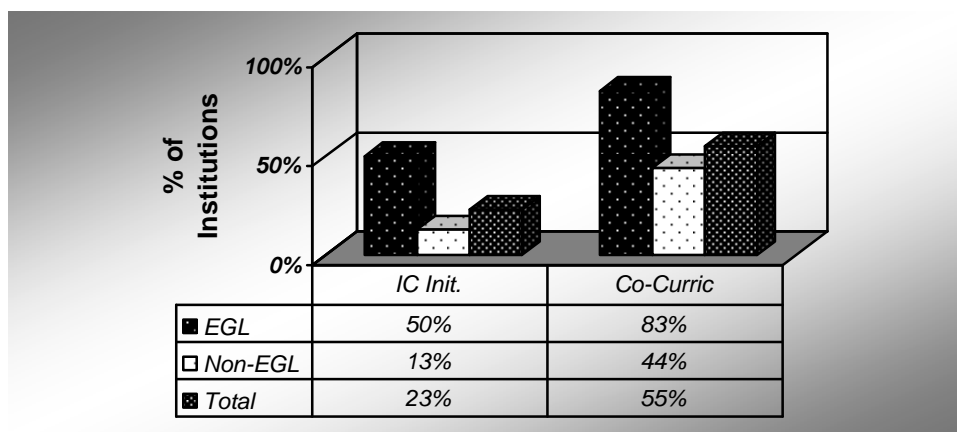
Overall, less than one-fourth (23%) of responding colleges indicate initiatives to internationalize the curriculum. Co-curricular activities are indicated by more than one-half (55%) of reporting institutions. Overall, the average number of MNTC global perspective course offerings was 15.64. Global perspective courses vary by institutional size, consortium membership status, and institutional type. Twenty institutions (80%) offer one or more foreign languages. Over one-half (58%) indicate student semester long and short-term study abroad programs, and over one-third (38%) student exchanges (see Appendix D, Tables D4-D5).

***Consortium membership and internationalization/co-curricular initiatives.***

As Figure 7 illustrates, findings indicate EGL member institutions are nearly four times as likely to indicate initiatives to internationalize curricula and nearly twice as likely to report co-curricular activities compared to non-members.

As previously noted, all but one consortium member institution are large or medium size institutions and seven of ten are located in a large metropolitan area. When examining non-member schools, six of seven reporting co-curricular activities are non-metro, small and very small institutions.

Figure 7. Percentages of Internationalization and Co-Curricular Initiatives by Consortium Membership: 1998



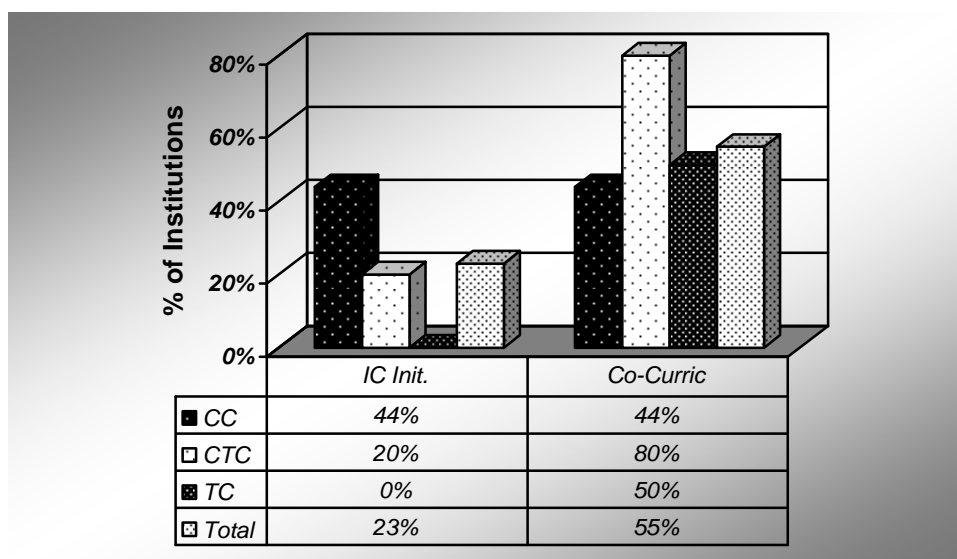
*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric. = Co-Curricular Activities. Total N=22; EGL n=6; Non-EGL n=16.

***Institutional type and internationalization/co-curricular initiatives***

Figure 8 shows a greater percentage of Community Colleges report curricular internationalization initiatives and Community/Technical Colleges indicate a

significantly higher percentage of co-curricular activities compared to other institutional types. Technical Colleges report an absence of initiatives to internationalize curricula. A somewhat surprising finding is Technical colleges indicating a higher percentage of co-curricular activities compared to community colleges.

Figure 8. Percentages of Internationalization and Co-Curricular Initiatives by Institutional Type: 1998



*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric.= Co-Curricular Activities. Total N=22; CC n=9; CTC n=5; TC n=8.

### **MNTC global perspective designated courses.**

Competencies for Global Perspective courses along with criteria for designating an MNTC general education global perspective course are described in Appendix I.

Three tables depict the number and percentages of global perspective courses by college type and field of study for catalogue years 1998-99 and 2002-2003 (see Appendix J, Tables J1-J3).

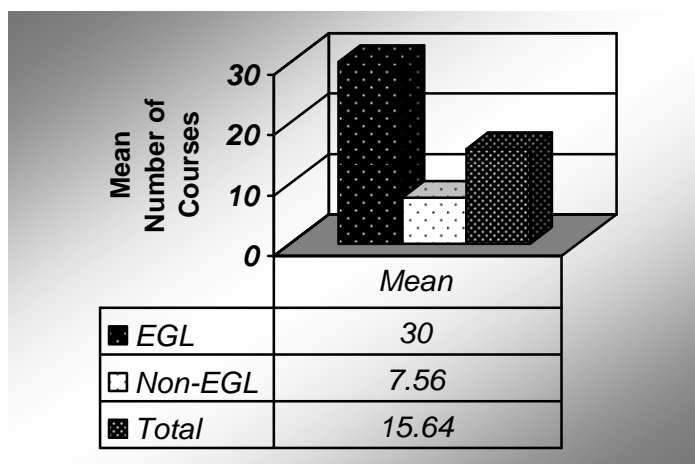
Although the mean number of MNTC global perspective courses appear for each survey year, fields of study variation was reported for catalogue years 1998-1999 and 2002-2003 only. Since college catalogues are updated every two and sometimes three years, the first and last year of the MnSCU surveys were determined to be most useful for comparison.

***Consortium membership and MNTC global perspective courses***

Figure 9 depicts the mean number of global perspective courses offered by Consortium member and non-member institutions. A greater number of courses are offered by Consortium member colleges [EGL] compared to non-member institutions.

The significance of this finding, however, must consider eight of nine Consortium colleges are medium or large transfer institutions, while ten of 16 non-members are small or very small size colleges. Moreover, the inclusion of several non-member technical schools increases variation between Consortium member and non-member institutions.

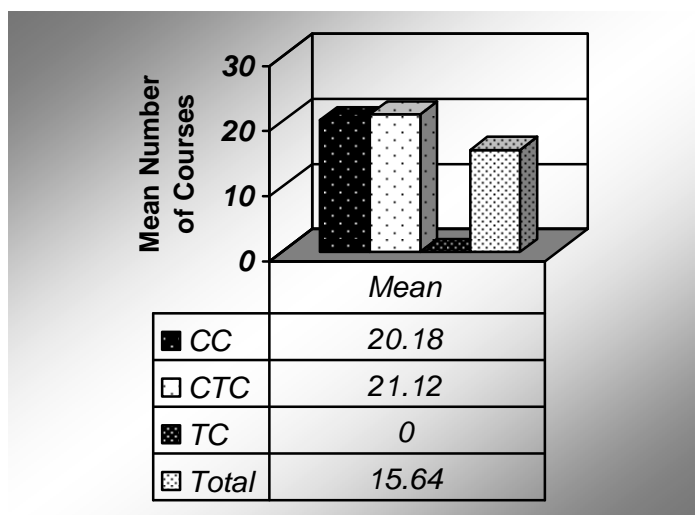
Figure 9. Mean Number of Global Perspective Courses by Consortium Membership: 1998



***Institutional type and MNTC global perspective courses.***

Figure 10 indicates minimal variation between community (CC) and community/technical colleges (CTC). Technical colleges (TC) report no internationalized courses for 1998-1999. Noteworthy is the variation among similar size institutions. Among medium size community colleges, for example, global perspective course numbers range from 16 to 44. Similarly, among medium size community/technical colleges, the number of courses range from 14 to 44 (see Appendix D, Table D4).

Figure 10. Mean Number of Global Perspective Courses by institutional Type: 1998



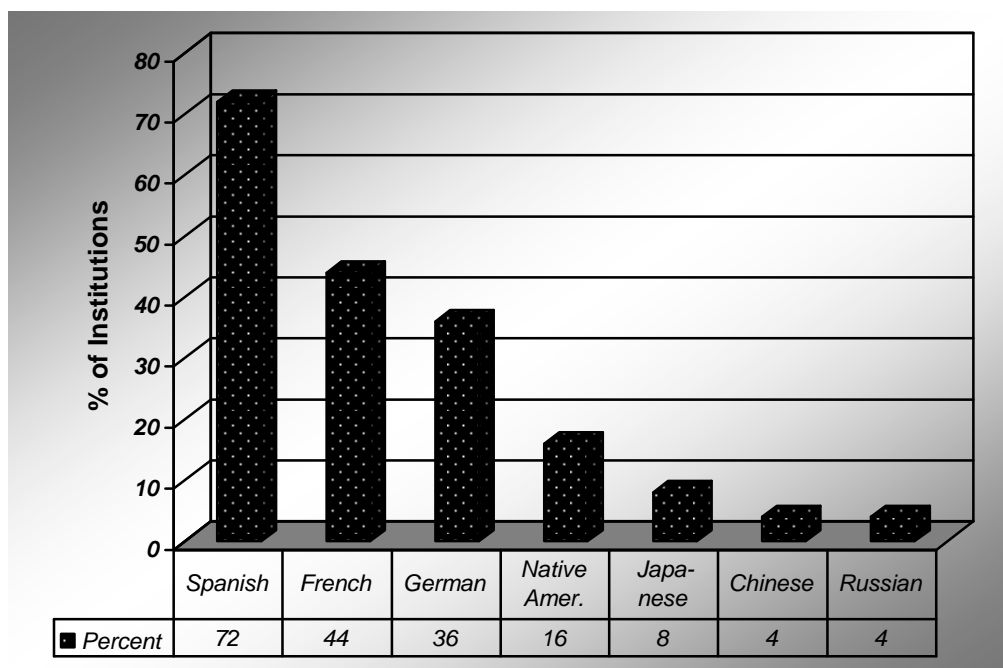
### Foreign language offerings.

Generally, world language courses are not required for admission or graduation. Students who pursue an AA degree with a world language emphasis are required to complete two years of language which includes beginning and intermediate language and culture courses along with other AA degree requirements.

As illustrated in figure 11, two-year MnSCU institutions offer seven different languages. Spanish courses are an integral part of the EGL Costa Rica study abroad program. The Chinese language and culture courses are offered in conjunction with a short-term study abroad program. The Japanese language offering is a component of the college's transfer program. The Native American languages offered at four (16%) institutions reflect proximity of the college to the local Native American population (see Appendix D, Table D4).



Figure 11. Percentages of Two-Year MnSCU Colleges with Undergraduate Foreign Language Offerings: 1998



Note. N=25; CC, n=11; CTC, n=8; TC, n=6.

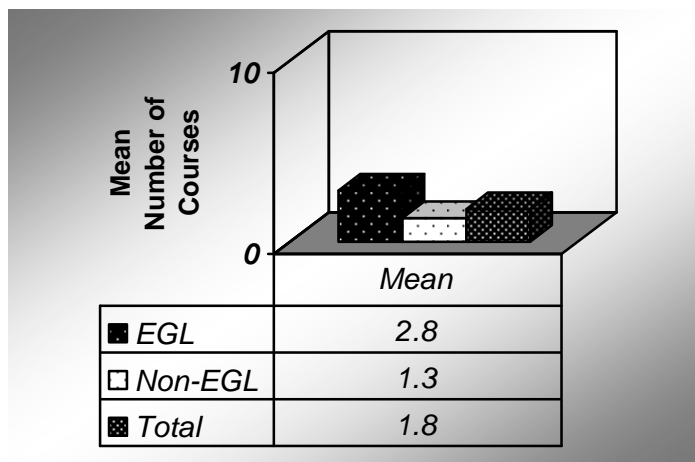
Source: College Catalogues 1998-1999

[www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp).

### *Consortium membership and foreign language offerings.*

As shown in Figure 12, Consortium member institutions offer a greater average number of undergraduate world language courses compared to non-members. Nine of ten Consortium member schools, however, are large or medium size transfer institutions which offer more world languages compared to smaller size colleges. Moreover, among one EGL member and eight non-member technical colleges, only one (SCTC) offered world languages in academic year 1998-1999 (see Appendix D, Table D4).

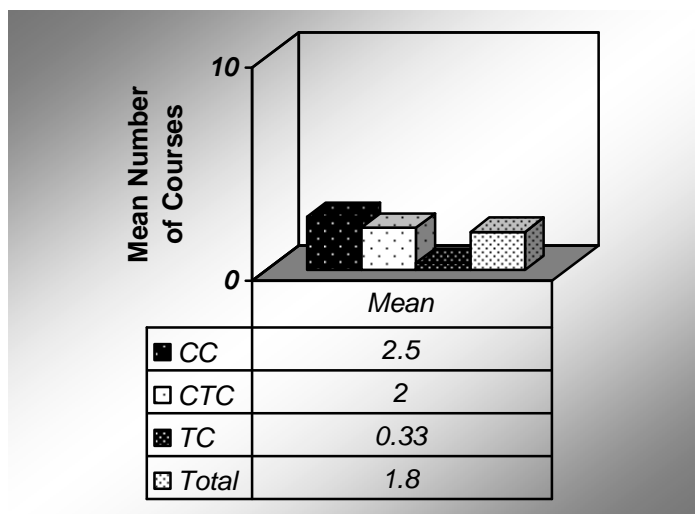
Figure 12. Mean Number of Undergraduate Foreign Language Offerings by Consortium Membership: 1998



***Institutional type and foreign language offerings.***

Figure 13 illustrates average number of foreign languages offered by institutional type. Transfer colleges (CC & CTC) are more likely to offer foreign language courses and programs compared to technical colleges. Students attending technical colleges can enroll in foreign language courses at a nearby two-year or four-year college.

Figure 13. Mean Number of Undergraduate Foreign Language Offerings by Institutional Type: 1998



### **Student study abroad and exchange opportunities.**

The survey asked respondents to indicate study abroad opportunities including number of student participants, host country, programs length, academic focus, and whether the program is part of a Consortium. In addition, institutions were asked to report short-term study abroad experiences and student exchange opportunities.

Overall, fifteen (58 %) institutions offer semester long and short-term study abroad opportunities. Six institutions offer instructor led short tours to European, Asian, and North American countries. Eight (31%) respondents indicate student exchange opportunities. Detailed information regarding host country or institution and student exchange participants was provided by one-half of responding institutions (see Appendix D, Table D5).

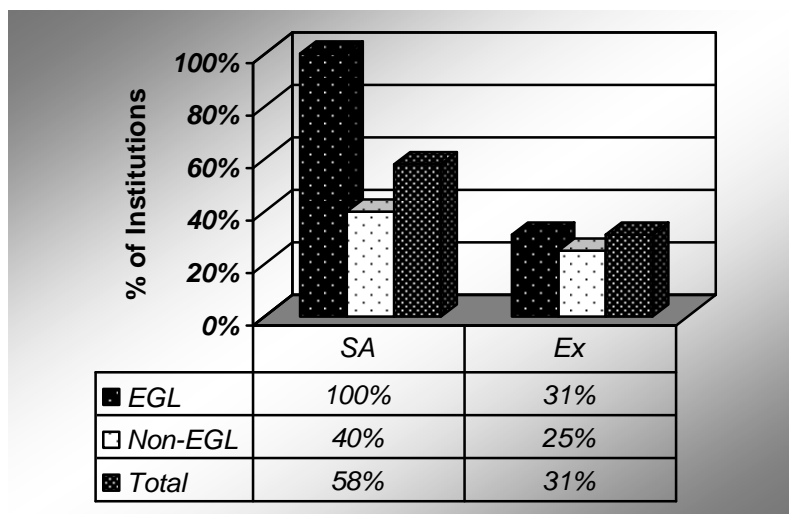
***Consortium membership and student study abroad and exchange opportunities.***

As shown in Figure 14, all ten Consortia institutions offer semester long Costa Rica student study abroad opportunities through Consortium membership. Although Consortium member colleges are more likely than non-member colleges to offer semester long study abroad programs, only four of ten (40 %) consortium members report actual student participants for the 1998 Costa Rica study abroad program.

Approximately one-fourth (23%) non-member and Consortium member institutions report short-term study abroad tours. Tours tend toward European countries and relate to instructor interest or in conjunction with a course offering.

Figure 14 also indicates ten (38%) respondents report student exchange opportunities. One EGL member technical college offers student study abroad and exchange opportunities. Exchange opportunities, with few exceptions, are connected to European or Australian colleges and universities. The Youth for Understanding program includes student exchanges with China and Viet Nam (see Appendix D, Table D5).

Figure 14. Percentages of Student Study Abroad and Exchange Opportunities by Consortium Membership: 1998

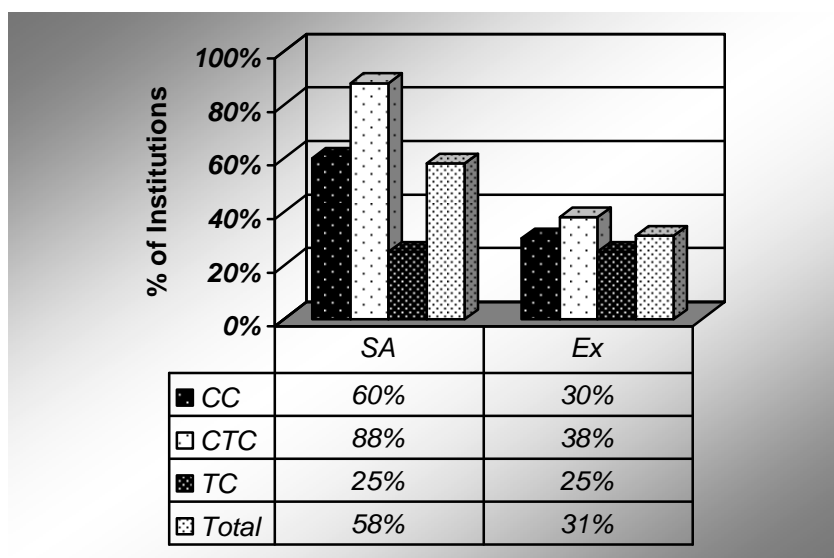


*Note.* Abbreviations: SA=Study Abroad; Ex=Exchange. Total N=26; EGL members  $n=10$ ; Non-members  $n=16$ .

***Institutional type and student study abroad and exchange opportunities.***

As depicted in Figure 15, technical colleges are less likely than community or community/technical colleges to offer study abroad programs. A similar percentage of community, community/technical, and technical colleges offer student exchange opportunities.

Figure 15. Percentages of Student Study Abroad and Exchange Opportunities by Institutional Type: 1998



*Note.* Abbreviations: SA=Study Abroad; Ex=Exchange. Total N=26; CC n=10; CTC n=8; TC n=8.

### International Student Programs and Services

The MnSCU surveys contained questions pertaining to services and programs for international students. Programs and services to support international and recent immigrant students are considered essential to student success. The on-campus presence of students from nations outside the United States is an important contribution to institutional internationalization goals and campus culture.

#### Programs and services.

Detailed survey responses are reported in Appendix D, Table D6. Indicators include designated student advisor in place, student services offered, and a functioning ESL and developmental language programs.

Overall, findings indicate the survey question failed to define “international student”. As a consequence, institutions may have included recent immigrant as well as F-1, M-1, and J-1 students in their response (see Appendix D, Table D6). Based on further analysis of survey and institutional documents, it appears the largest numbers of international students originate from Sub-Saharan Africa nations followed by Asian nations, the Americas, Europe and Central Asia. The lowest numbers of students originate from Middle Eastern and North African nations.

Overall, seventeen of twenty-two reporting institutions (73%) report a designated international student advisor. Further examination of survey documents indicated advisers are represented by college administrators, counselors or Directors of international programs. The role of international student adviser is often incorporated into other administrative or counseling responsibilities. Generally, one person at each of the responding institutions is designated international student advisor.

Programs and services to support international students and recent immigrants are essential to student success and internationalization goals. Approximately one-fourth (27%) of responders indicate various types of international student services. Examples of services include international student clubs, orientation to the college and community, advising, enrollment and visa assistance. The student services finding is lower than expected. Responses may have been affected by the wording of the question. Services, such as advising, transfer, and college life may be designed for all students rather than specifically for international students.

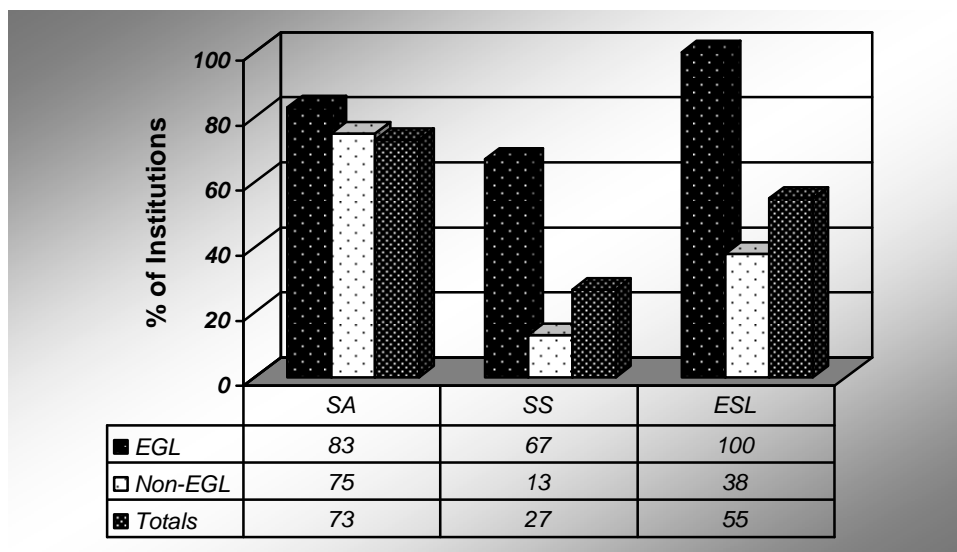
Twelve of twenty-two (55%) institutions report language development resources, including an ESL program in place. ESL classes in reading, writing, and speaking were reported. Other programs or program components include developmental courses, technical vocabulary, United States culture, academic resource center, student support services, college success strategies, and study skills.

***Consortium membership and international student programs and services.***

Figure 16 indicates percentages of institutions by consortium membership that offer international student programs and services. Consortium member schools vary considerably from non-member schools as to international student services and language development resources.



Figure 16. Percentages of Institutional Program Opportunities for International Students by Consortium Membership: 1998

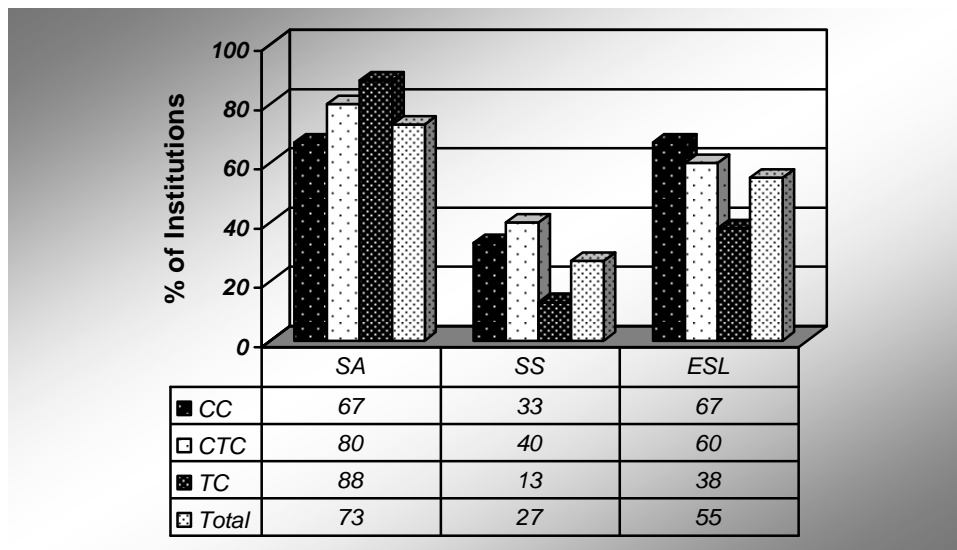


*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL=English as a Second Language Program. Totals (N=22); EGL members (n=6); Non-members (n=16).

***Institutional type and international student programs and services.***

Figure 17 summarizes percentages of institutions by institutional type that offer international student program opportunities. Technical colleges while reporting lower services and language development programs for international students, indicate a higher percent of designated international student advisors compared to community and community/technical colleges.

Figure 17. Percentages of Institutional Program Opportunities for International Students by Institutional Type: 1998



*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL=English as a Second Language Program. Totals (N=22); CC (n=9); CTC (n=5); TC (n=8).

### Faculty International Opportunities

Faculties play a major role in achieving institutional internationalization goals. Providing faculty with opportunities to develop teaching, learning, and curriculum reflects institutional commitment to implementing and sustaining these goals. Faculties who have opportunities to enhance their own global knowledge contribute to the overall college culture, student learning, and the surrounding community.

#### **Program opportunities.**

Survey questions focused on faculty opportunities to further their own education thru participation in several activities including teaching abroad, participation in faculty

exchange and visiting scholar programs, and faculty study abroad. The survey did not include specific questions as to institutional or outside funding available for faculty.

Overall, data from EGL documents and survey responses indicate ten of twenty-five institutions (40%) report teaching abroad opportunities. Faculty exchange/visiting scholar opportunities were reported by nine of twenty-two institutions (41%). Only two institutions (9%) indicate exchange opportunities. Seven institutions (32%) report study abroad opportunities. Four (18%) institutions indicate faculty opportunities in all three categories (see Appendix D, Table D7).

In addition, other activities are depicted which include faculty opportunities to attend international meetings, international training, consulting, and leading international study tours. Overall, nine institutions (41%) indicate involvement of faculty in one or more of these activities. Three institutions (14%) report participation of faculty in more than two other activities. Opportunities for faculty to lead international study tours were indicated by seven (32%) institutions (see Appendix D, Table D7).

***Consortium membership and faculty international opportunities.***

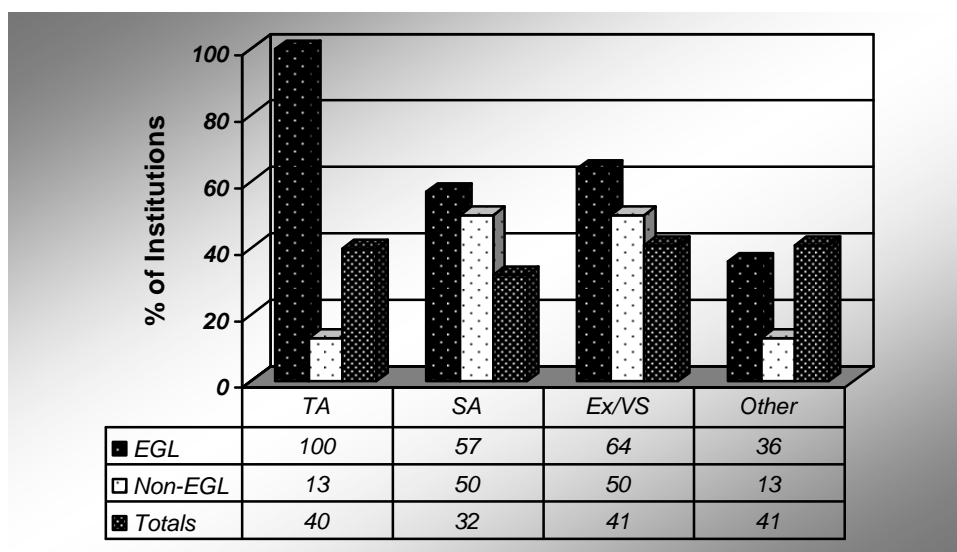
Figure 18 shows the percentages of institutions that offer faculty program opportunities and other activities by consortium membership status. Findings indicate Consortium member schools are more likely than non-member schools to indicate teaching and study abroad, faculty exchanges, and other opportunities.

The significant difference in faculty teaching abroad opportunities between member and non-members results primarily from an EGL teaching abroad program unavailable to non-member institutions. Three Consortium institutions (NHCC, RoCTC,

and NdCC) indicate teaching abroad outside the EGL program (see Appendix D, Table D7).

Figure 18 shows EGL member institutions are more likely to report faculty study and teaching abroad along with exchange opportunities. A significant variation in other faculty activities between EGL member and non-member institutions is also indicated.

Figure 18. Percentages of Institutional Faculty International Opportunities by Consortium Membership: 1998



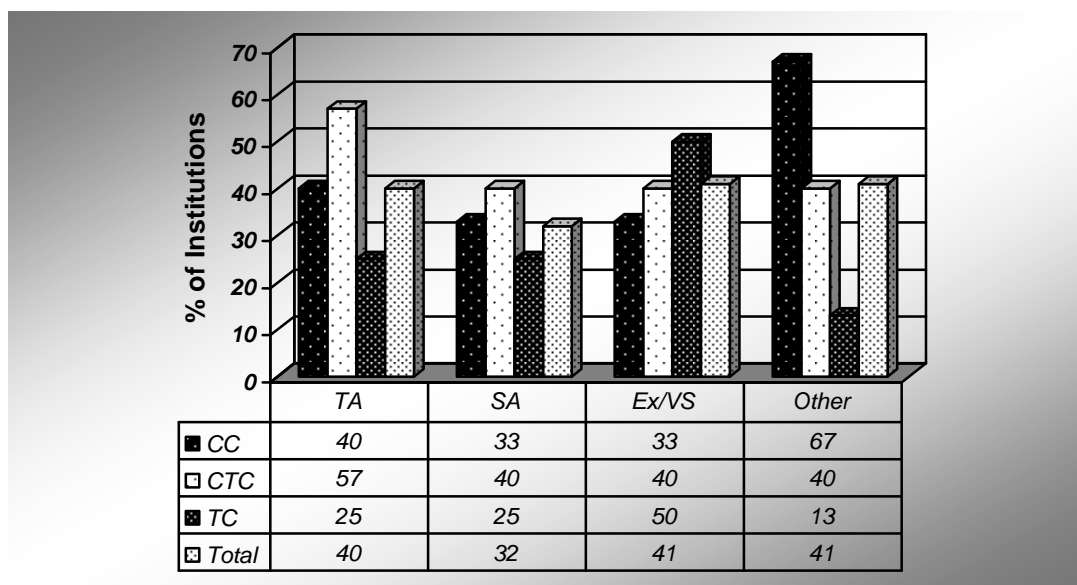
*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities.

### *Institutional type and faculty international opportunities.*

Figure 19 illustrates percentages of institutions that offer faculty opportunities by institutional type. Exchange/visiting scholar programs as reported by nine institutions

tend to involve visitation to Western nations and be less than a semester (see Appendix D, Table D7). An unexpected finding show technical colleges report a higher number of exchange/visiting scholar program opportunities compared to other institutional types.

Figure 19. Percentages of Institutional Faculty International Opportunities by Institutional Type: 1998



*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities.

## **Survey Findings 2000**

### **Respondent Profile**

Overall, 28 institutions responded to all or part of the 2000 survey with a return rate of 93 percent. The majority of surveys were completed by college administrators.

Respondents include eleven consortium members and seventeen non-member institutions. Institutional type respondents included nine technical, eight combined community/technical, and eleven community colleges. Over one-half of respondents are medium or large institutions and nearly two-thirds are non-metro area colleges.

For survey year 2000, the following institutional name change and merger occurred: Laurentine Community and Technical College became Mesabi Range Community and Technical College [MRCTC] and Vermilion Community College [VCC]. The Red Wing/Winona technical college merger created Minnesota State College Southeast Technical [MnSET]. The EGL Consortium added MRCTC to its membership.

### **Institutional Support for Internationalization**

Several matrices were created to show year 2000 survey responses (see Appendix E, Table E1-E7). Institutional support for internationalization variables are depicted in Appendix E, Tables E1-E3. This section reports on the findings for the indicators for survey year 2000.

**Institutional mission statement references, planning, expectations.**

Overall, twelve (43%) responding institutions indicate an international reference in their mission statement. Thirteen institutions (46%) report present planning for international initiatives, and twenty-one (75%) expect to increase international initiatives.

Most responding institutions continue to have an optimistic view that future international initiatives will increase moderately or dramatically although nearly three-fourths (71%) indicate substantial problems in funding and generating interest and support for internationalization from faculty and administration (see Appendix E, Table E1).

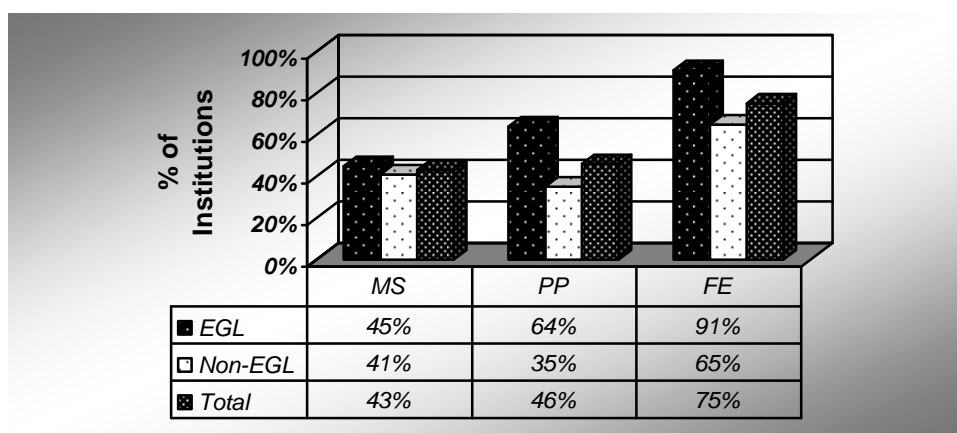
Further analysis of survey responses indicated several respondents infer the low priority of internationalization. Specific statements refer to a lack of staffing and funding to implement international initiatives or lack of interest by faculty and administration. Scarcity of global technical models to assist technical colleges for internationalization planning and government restrictions on international student employment were included as external challenges.

***Consortium membership and mission statement, planning, and expectations.***

Figure 20 provides a comparison of consortium member and non-member responding institutions. The data indicate a slightly higher percent of consortium members (44 percent) compared to non-members (41 percent) reference international or global in their mission statement or strategic planning. Less than two-thirds (64%) of consortium members and slightly more than one-third (35%) of non-members indicate

present planning for international initiatives. A majority of respondents (75%) expect international initiatives to increase at their institution.

Figure 20. Percentages of International Mission Statement References, Planning Initiatives and Future Expectations by Consortium Membership: 2000



*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives. Total: N=28; EGL: n=11; Non-EGL: n=17.

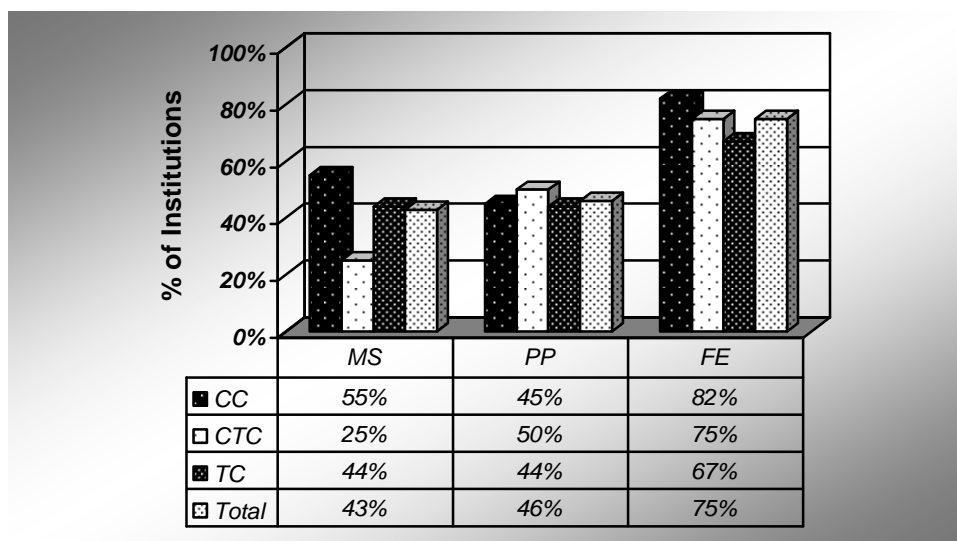
### *Institutional type and mission statement, planning, and expectations.*

Among institutional types, Figure 21 indicates a substantial majority (75%) of all institutions expect international initiatives to increase despite the fact that less than one-half report present planning for international initiatives.

Community colleges are more likely to indicate a mission statement reference to global education and an increase in future initiatives. Community/technical colleges report significantly lower international references in their mission statement compared to other institutional types.



Figure 21. Percentages of International Mission Statement References, Planning Initiatives and Future Expectation by Institutional Type: 2000



*Note.* Abbreviations: MS = Mission Statement Reference; PP = Present Initiative Planning; FE = Expectation of Increase in Initiatives. Total, N=28; CC, n=11; CTC, n=8; TC, n=9.

### **International education memberships.**

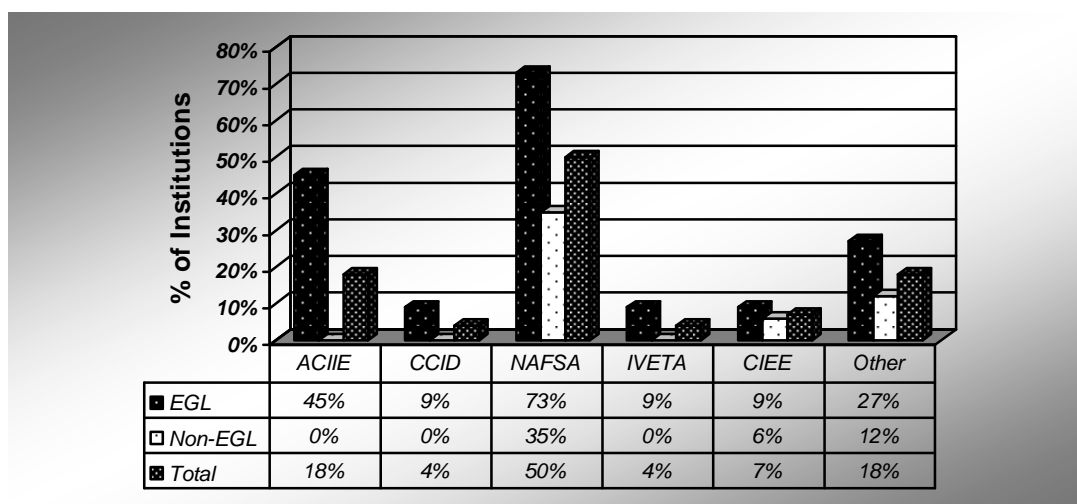
Overall, nineteen (68%) institutions indicate membership in one or more state, national, and international education organizations. Survey year 2000 indicates an 18% increase in international organizational memberships over the previous survey year. Six colleges (21%) report two or more memberships. Fourteen (50%) institutions report NAFSA membership. One technical college (HnTC) indicates membership in IVETA, the international organization for vocational and technical schools (see Appendix E, Table E2).

*Consortium membership and international education memberships.*

Figure 22 indicates percentage of institutions reporting membership in international organizations by consortium membership. Eight (73%) consortium member and eight (47%) non-member institutions indicate one or more international organizational memberships.

NAFSA membership continues to be the highest percent for both member and non-member institutions. NAFSA membership may reflect increasing numbers of visa international student applicants and student population requiring college personnel to be knowledgeable concerning the SEVIS reporting program and other policies regarding visa holding students.

Figure 22. Percentages of International Organizational Memberships by Consortium Membership: 2000



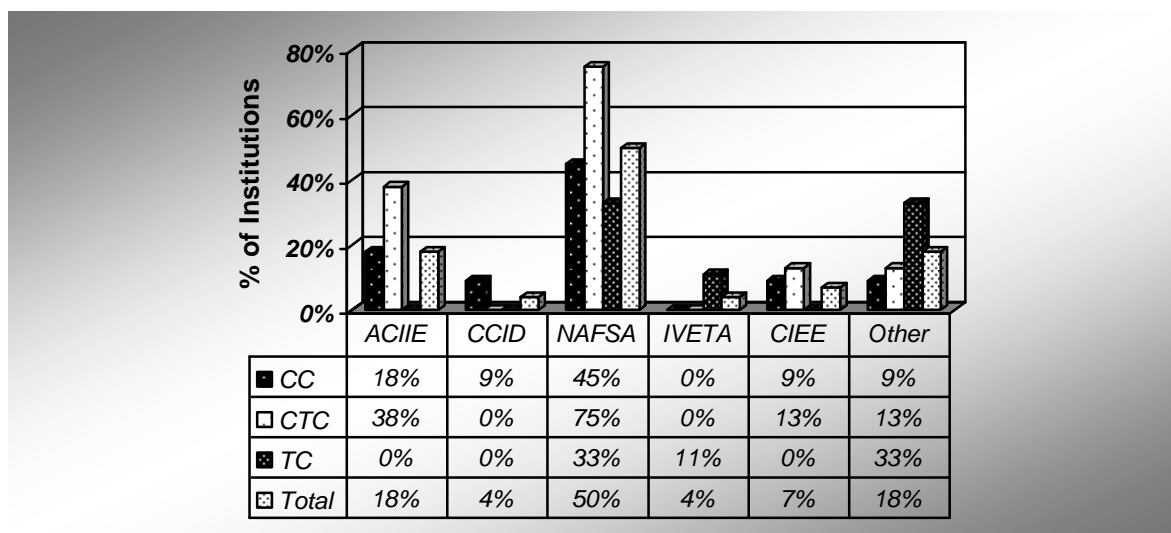
*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships  
Total: N=28; EGL: n=11; Non-EGL: n=17.

### ***Institutional type and international education memberships.***

Figure 23 indicates institutional international organizational memberships by institutional type. Overall, technical colleges, compared to other institutional types, are more likely to join a state or regional organization, such as Minnesota International Educators. Since 1998, one additional technical college indicates membership in NAFSA and IVETA. Comparatively, current memberships indicate an 8% increase for CCs, 28% for CTCs, and a 31% increase for TCs over the previous survey year.

Community/Technical Colleges indicate a higher membership in national organizations (ACIIE) and international organizations (NAFSA, CIEE) compared to other institutional types. Since the mission of community/technical colleges includes a significant technical component, it is somewhat surprising to find an absence of membership in IVETA, an international vocational and technical education organization.

Figure 23. Percentages of International Organization Memberships by Institutional Type: 2000



*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFS = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships. Total, N=28; CC, n=11; CTC, n=8; TC, n=9.

### **International partnerships and local collaboration.**

A matrix was developed to illustrate collaboration findings for survey year 2000 (see Appendix E, Table E3). In general, twelve (43 per cent) responding institutions report formal international partnership arrangements and nine (32 percent) indicate collaboration with local business, county services, and overseas educational institutions.

ARCC continues its formal partnership with the Chinese Zhoqing Institute and two institutions (ICC, NHCC) have maintained partnerships with Svenburg, Denmark Technical College and the Australian Royal Melbourne Institute of Technology. All three institutional partnerships involve student and faculty exchanges.

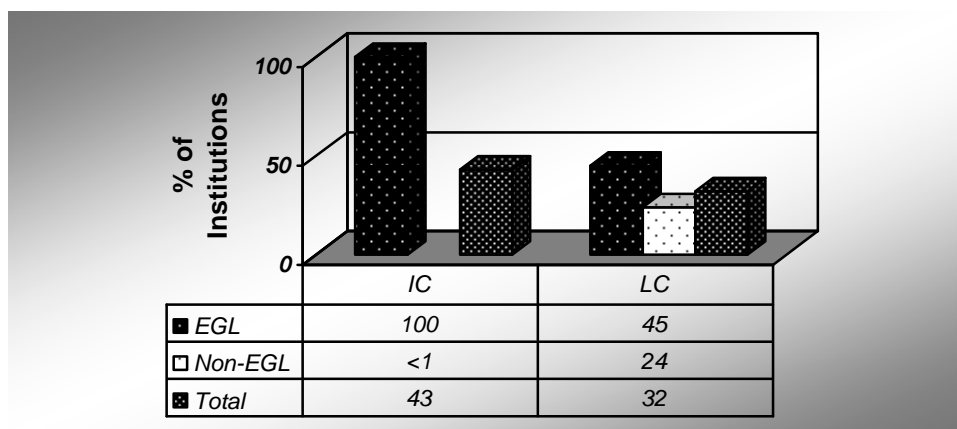
The collaboration matrix shows community collaboration focuses on language and technical training for managers and employees. Two institutions indicate international consultation with local businesses.

### ***Consortium membership and international partnerships/ local collaboration.***

Figure 24 shows institutional collaboration by consortium membership. Eleven (100 %) EGL members report formal international agreements. This percentage mainly reflects a formal agreement between the EGL Consortium, CAPA, and a Costa Rica language institute for study abroad programs. Three (27 percent) institutions indicate formal arrangements apart from the Consortium Costa Rica study abroad agreement.

EGL members indicated higher collaboration with local institutions compared to non-members. Local institutions included the University of Minnesota's Institute of Global Studies and the MnSCU Center for Teaching and Learning to offer annual conferences which were available to all MnSCU colleges and the local community.

Figure 24. Percentages of Formal International Partnerships and Local Collaboration by Consortium Membership: 2000

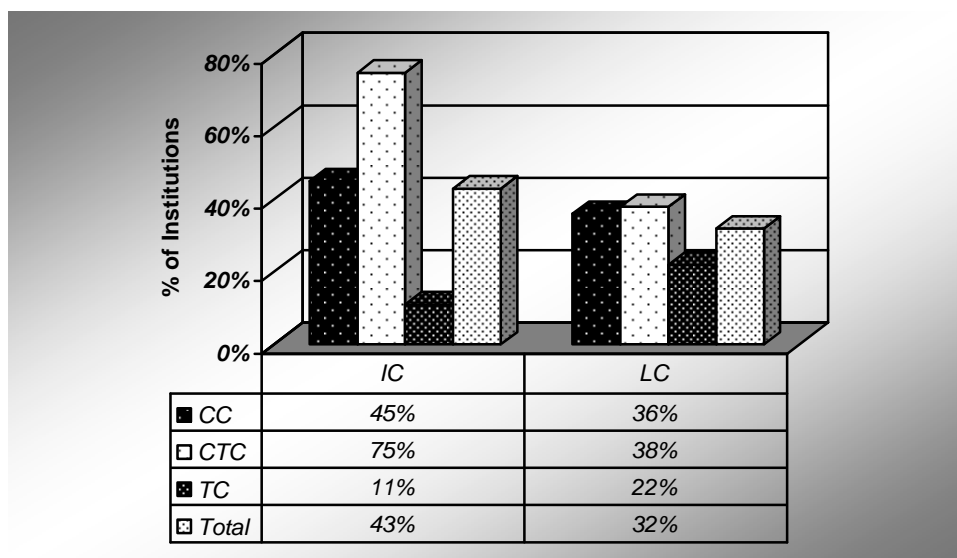


*Note.* IC=International Collaboration; LC=Local Collaboration. EGL member institutions, n=11; non-members, n=17; Total, N=28.

***Institutional type and international partnerships/local collaboration.***

As shown in figure 25, international partnerships and local collaboration is more likely reported by community and community/technical colleges compared to technical colleges. Technical colleges report local collaboration twice that of formal international partnerships. In comparing 2000 findings with the previous year, however, it is noteworthy that technical colleges experienced more than 50% decline in both international partnerships and local collaboration.

Figure 25. Percentages of Formal International Partnerships and Local Collaboration by Institutional Type: 2000



*Note.* IC=International Collaboration; LC=Local Collaboration. Total (N=28); CC (n=11); CTC (n=8); TC (n=9).

## Curricular Content

Matrices were constructed depicting curricular content for survey year 2000 (see Appendix E, Tables E4, and E5). Indicators include initiatives to internationalize curriculum, co-curricular activities, MNTC global perspective courses, foreign language courses, and student study abroad and exchange programs. This section reports on the findings for curricular and co-curricular programs and activities for survey year 2000.

**Curricular and co-curricular programs and initiatives.**

Overall, less than one-third (29%) of respondents indicate initiatives to internationalize curricula and one-half (50%) report co-curricular community international activities. Survey 2000 results indicate an increase in multiple co-curricular activities (foreign policy forums, international celebrations, and other cultural activities) among institutions.

The average number of global perspective courses increased slightly from the previous survey year. Nineteen (79%) institutions offer one or more world languages. One-half (50%) report semester long and short term study abroad programs and 14% indicate student exchange opportunities.

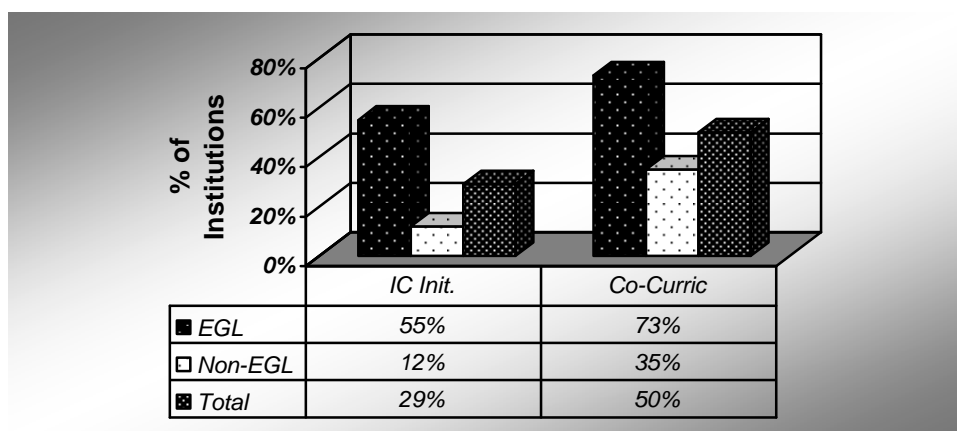
Matrices were developed to indicate curricular content for survey year 2000 (see Appendix E, Tables E4-E5). Table E4, Appendix E describes curricular and co-curricular programs and activities, and Table E5 depicts student study abroad and exchange opportunities.

***Consortium membership and internationalization/co-curricular initiatives.***

Figure 26 shows institutional curriculum internationalization initiatives and co-curricular activities by consortium membership. EGL member institutions indicate significantly higher involvement in internationalizing curricula and co-curricular community activities compared to non-members.



Figure 26. Percentages of Internationalization and Co-Curricular Initiatives by Consortium Membership: 2000



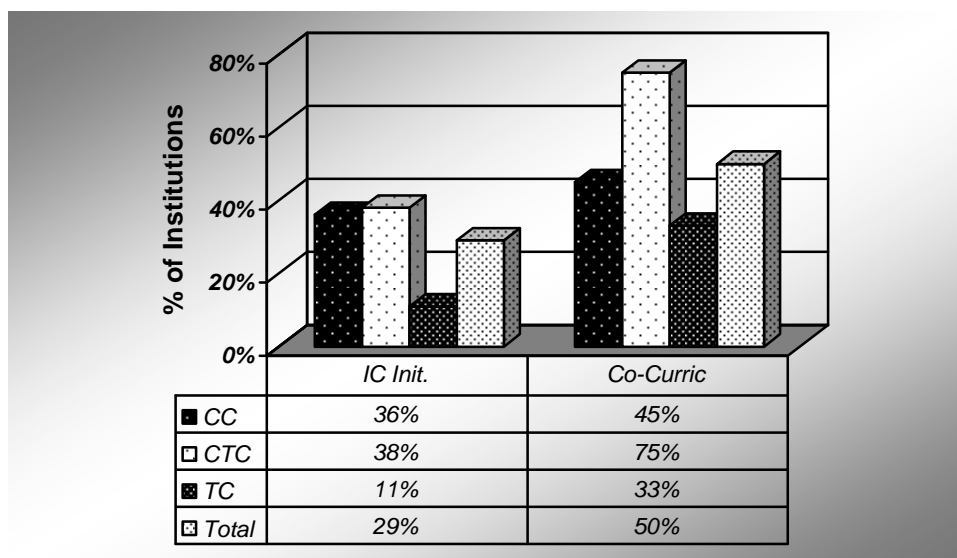
*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric. = Co-Curricular Activities. Total N=28; EGL n=11; Non-EGL n=17.

### ***Institutional type and internationalization/co-curricular initiatives.***

Figure 27 indicates curricular and co-curricular activities by institutional type. Noteworthy is low involvement among technical colleges to internationalize curricula. The single technical college (HTC) that did indicate involvement is a consortium member.

Co-curricular activities are more common than the internationalization of curricula initiatives among all types of institutions. Community/technical colleges (CTC) report a significantly higher level of activity compared to community (CC) and technical (TC) institutions. Interestingly, five (33%) small and very small colleges report co-curricular community international activities (see Appendix E, Table E4).

Figure 27. Percentages of Internationalization and Co-Curricular Initiatives by Institutional Type: 2000



*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric.= Co-Curricular Activities. Total N=28; CC n=11; CTC n=8; TC n=9.

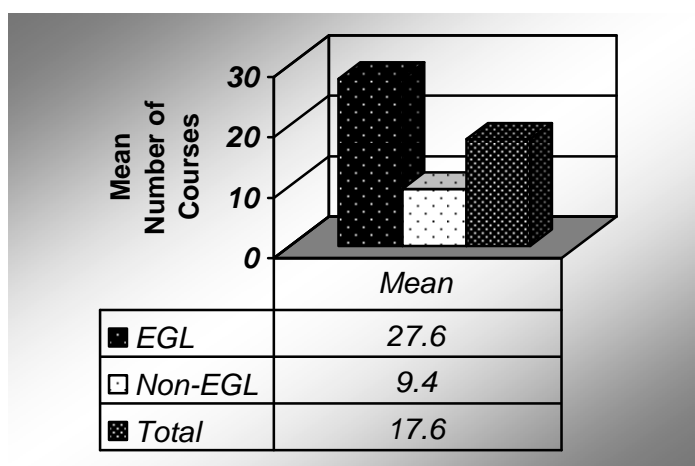
### **MNTC global perspective courses.**

In general, specific global perspective course numbers are described in Appendix E, Table E4. The matrix shows the larger the institution, the higher the number of offerings. Several variations in number of internationalized courses by size of institution can be noted. Among two medium size consortium member colleges, for example, Rochester Community & Technical College (RoCTC) lists 51 global perspective courses compared to 15 courses listed in the Ridgedale Community/Technical College (RdCTC) 2000 catalogue.

***Consortium membership and MNTC global perspective courses.***

Figure 28 depicts the mean number of institutional global perspective course offerings by EGL member status. In considering the variation between EGL member and non-member colleges, it is important to keep in mind that all but one EGL member institution is a large or medium size transfer college, while several non-member colleges consist of technical colleges with few designated global perspective courses.

Figure 28. Mean Number of Global Perspective Courses by Consortium Membership: 2000



Note. Total, N=24; EGL, n=11; Non-EGL, n=13.

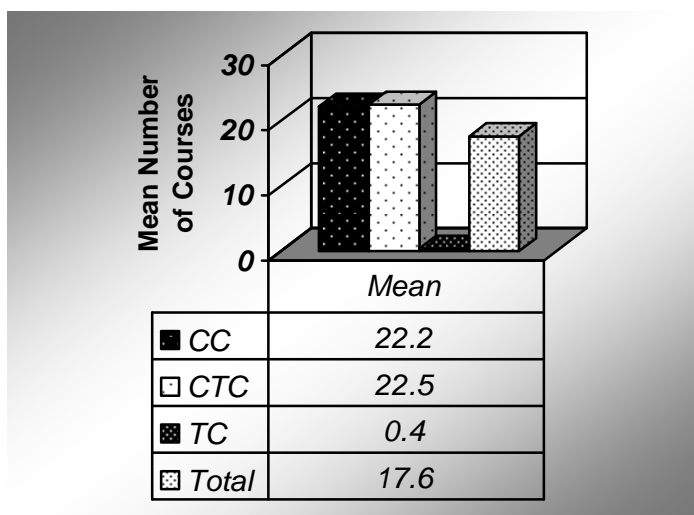
***Institutional type and MNTC global perspective courses.***

Figure 29 indicates minimal variation between community and community/technical colleges. One consortium member technical college lists two internationalized

courses for 1998-1999. Generally, technical colleges offer very few MNTC transfer courses, including designated global perspective courses.

The average number of offerings between CC and CTC institutions varies insignificantly since both offer transfer Associates' degrees. Among CTC institutions, however, considerable variation is noted among three medium size colleges (see Appendix E, Table E4).

Figure 29. Mean Number of Global Perspective Courses by Institutional Type: 2000



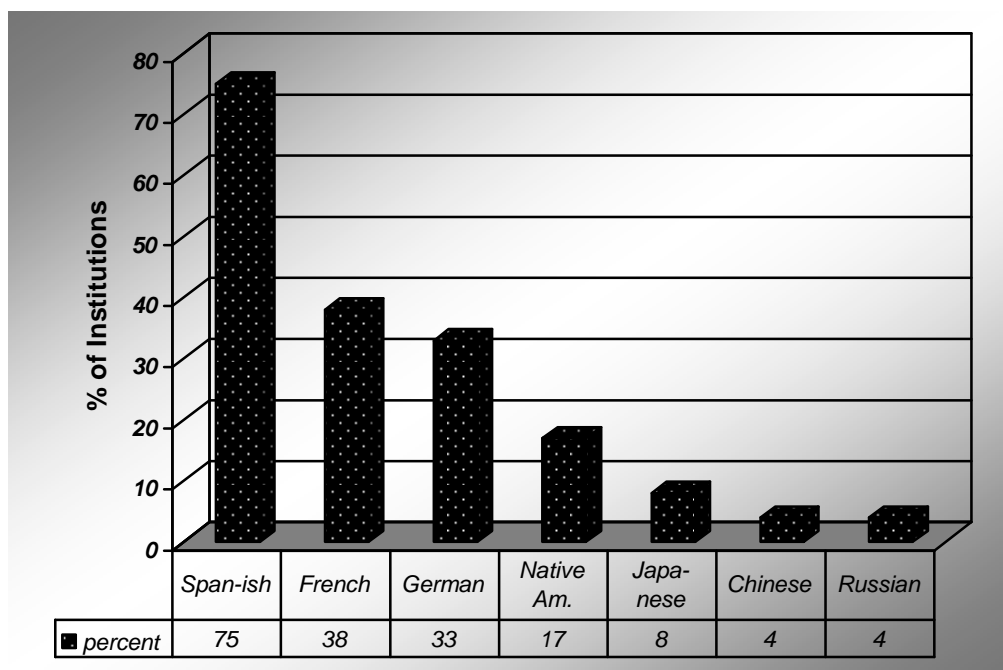
*Note.* Total, N=24; CC, n=11; CTC, n=8; TC, n=5.

### **Foreign language offerings.**

Table E4 (see Appendix E) illustrates a matrix that shows nineteen (79%) institutions offer one or more world languages. As illustrated in Figure 30, Spanish,

French, and German are the most common language offerings. Chinese and Japanese offered by two institutions continue as part of curricular cultural and language programs. Four institutions, located in proximity to Native American communities, offer the Native American language Annishinaabe.

Figure 30. Percentages of Two-Year MnSCU Colleges with Undergraduate Foreign Language Offerings by Language: 2000



*Note.* Multiple answers were possible. N=24.

Source: [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp).

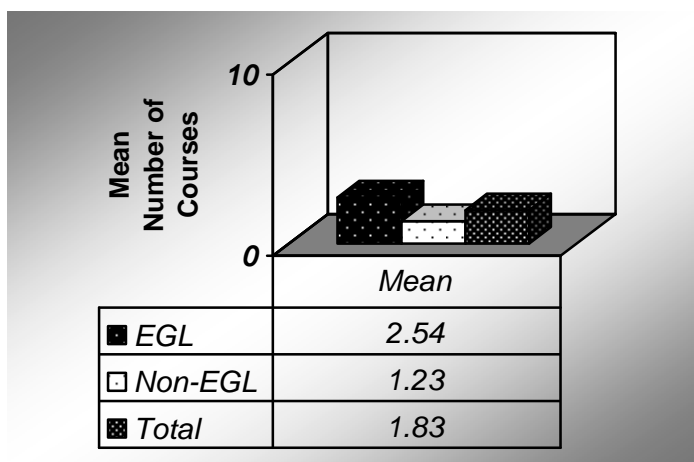
### *Consortium membership and foreign language offerings.*

As shown in Figure 31, the mean number of languages offered by Consortium member institutions is greater than non-members. As previously noted, Consortium

member colleges consist mainly of medium and large transfer institutions, while non-members include several small and very small institutions. Among all large and medium two-year institutions, however, Anoka Ramsey (ARCC) and Normandale (NdCC) have the most extensive world language programs (see Appendix E, Table E4).

Non-member institutions include several technical colleges which do not offer world languages as part of the curriculum. When technical college data are excluded, Consortium member schools average approximately one additional language offering compared to non-member colleges.

Figure 3: Mean Number of Undergraduate Foreign Language Offerings by Consortium Membership: 2000



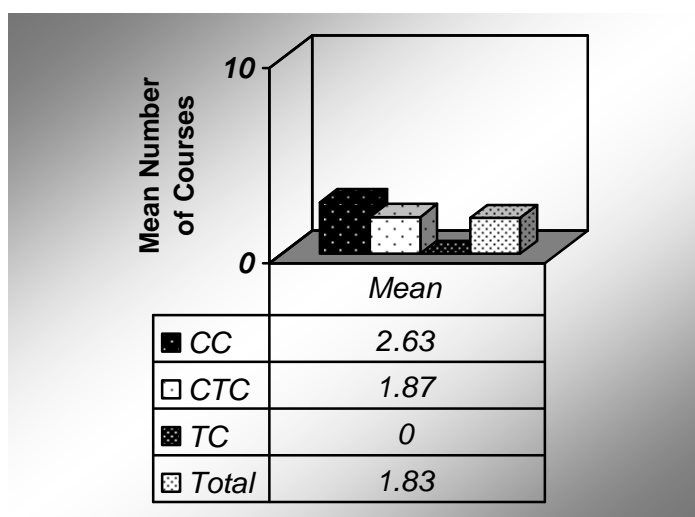
*Note.* Total, N=24; EGL, n=11; Non-EGL, n=13.

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***Institutional type and foreign language offerings.***

Figure 32 indicates the mean number of language courses by institutional type. Community colleges are more likely to offer world language courses compared to community/technical and technical colleges.

Figure 32. Mean Number of Undergraduate Foreign Language Offerings by Institutional Type: 2000



*Note.* Total, N=24; CC, n=11; CTC, n=8; TC, n=5.

**Student study abroad and exchange programs.**

Table E5 (see Appendix E) depicts percentage of institutions that offer semester and short term study abroad and student exchange opportunities. The 2000 survey responses indicate an 8% decline from the previous reporting year. Thirteen (46%) institutions provide information on destination, program length, and number of student participants.

Overall, fourteen (50%) institutions report semester long and short-term student study abroad opportunities. Short-term, instructor led, study abroad was reported by six (21%) institutions. Mexico and western European countries are the most likely destinations. Three colleges include number of student participants.

In general, four (14%) responding institutions list student exchange programs. The 2000 survey response for exchange programs indicates a 24% decrease from the previous year. Several colleges indicating student exchange opportunities in the 1998 report did not provide program details. The 2000 report finds these same colleges indicating no exchange opportunities. This finding suggests a gap between opportunity and participation and/or an inability to sustain exchange programs.

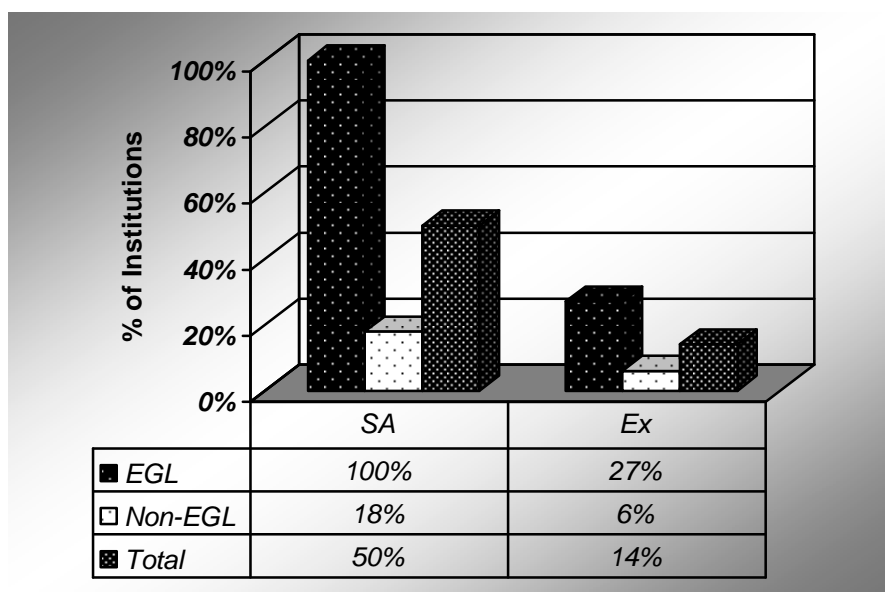
***Consortium membership and student study abroad and exchange programs.***

Figure 33 indicates institutional student study abroad and exchange opportunities by consortium membership. The 2000 findings indicate a significant study abroad difference between Consortium member and non-member colleges and low student exchange opportunities among all colleges. Three of four institutions with student exchange programs are consortium member colleges.

Thirty students representing eight Consortium member institutions participated in the EGL facilitated semester long Costa Rica program. Twenty-eight (93 percent) participating students, however, were recruited from metro area EGL member colleges (see Appendix E, Table E5).



Figure 33. Percentages of Student Study Abroad and Exchange Opportunities by Consortium Membership: 2000

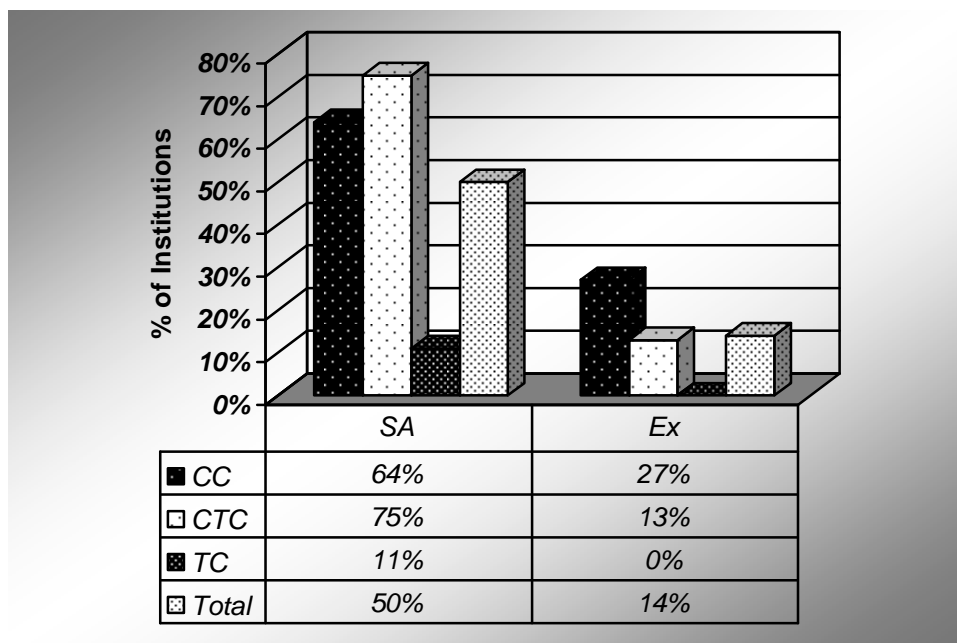


Note. SA=study abroad. Ex=exchange Total N=28; EGL members  $n=11$ ; Non-members  $n=17$ .

***Institutional type and student study abroad and exchange programs.***

Figure 34 depicts student study abroad and exchange opportunities by institutional type. Most noteworthy is the low overall percentages of student opportunities to participate in study abroad or exchange. There is wide disparity between technical colleges and other institutional types. Community/technical colleges indicate a higher percent of study abroad opportunities for students but report lower exchange opportunities compared to community colleges. The low number of CTC institutions may contribute to the variation.

Figure 34. Percentages of Student Study Abroad and Exchange Opportunities by Institutional Type: 2000



Note. SA=study abroad. EX=Exchange. Total N=28; CC n=11; CTC n=8; TC n=9.

### International Student Programs and Services

The international student matrix illustrates responses to survey questions involving services and programs for international students. Indicators include international student advisor in place, international student services offered, and a functioning ESL program. For survey year 2000, institutions were asked to include tuition policies for international students (see Appendix E, Table E6).

Overall, Table E6 (see Appendix E) shows twenty-one (75%) institutions indicated international student enrollments. Since the survey failed to clearly define

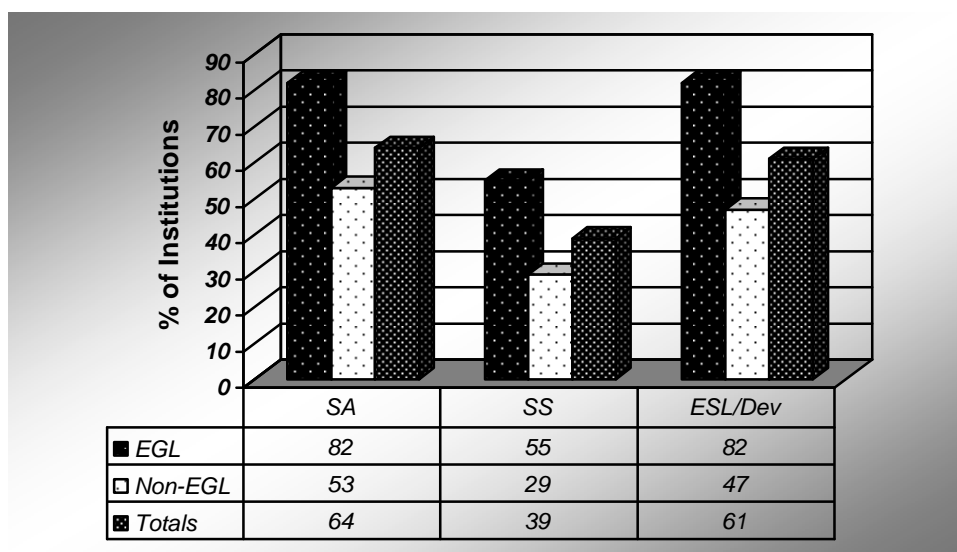
“international student,” the numbers reported may include visa holding students as well as recent immigrants and refugees.

Table E6 indicates seven (25%) colleges report an in-state tuition policy for international students. Nearly two-thirds (64%) indicate a designated international student advisor. Less than one-half (39%) report international student services and approximately two-thirds (61%) indicate a formal language program for international students. While reported services and language programs increased over 1998 findings, responding institutions indicate a nine percent decline for designated student advisor.

***Consortium membership and international student programs and services.***

Figure 35 summarizes percentages of international student programs and services by consortium membership status for survey year 2000. Consortium member schools vary considerably from non-member schools as to international student advisor, student services, and language development resources. Less than one-half of non-member institutions report designated advisors, services, and language programs for international students.

Figure 35. Percentages of Institutional Program Opportunities for International Students by Consortium Membership: 2000

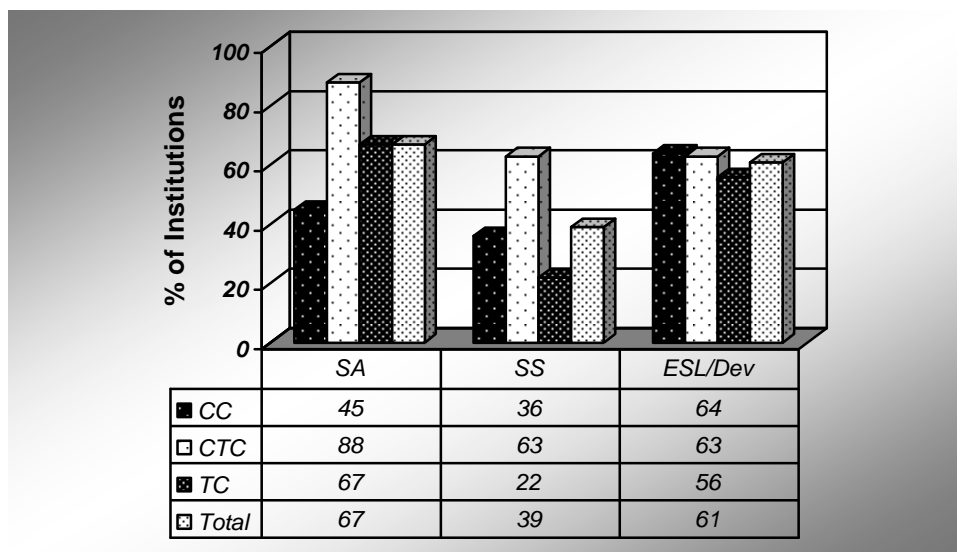


*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL=English as a Second Language Program. Totals (N=28); EGL members (n=11); Non-members (n=17).

***Institutional type and international student programs and services.***

Figure 36 summarizes percentages of international student opportunities by institutional type. Technical colleges while reporting lower services and language development programs for international students, indicate a higher percent of designated international student advisors compared to community colleges. Location, size, and number of international students may partially explain the lack of international student services among technical and some community colleges.

Figure 36. Percentages of Institutional Program Opportunities for International Students by Institutional Type: 2000



*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL=English as a Second Language Program/Dev=other developmental language programs. Totals (N=28); CC (n=11); CTC (n=8); TC (n=9).

### Faculty International Opportunities

Overall, Table E7 (Appendix E) shows less than half (46%) of respondents report teaching abroad opportunities. Less than one-third (32%) indicate study abroad opportunities. Faculty exchange/visiting scholar opportunities are indicated by seven (25%) institutions.

Other internationally related opportunities, such as study tours, consulting, training, and meeting attendance are indicated by eleven (39%) institutions. Compared to 1998 findings, the 2000 survey indicates a slight increase in faculty teaching abroad.

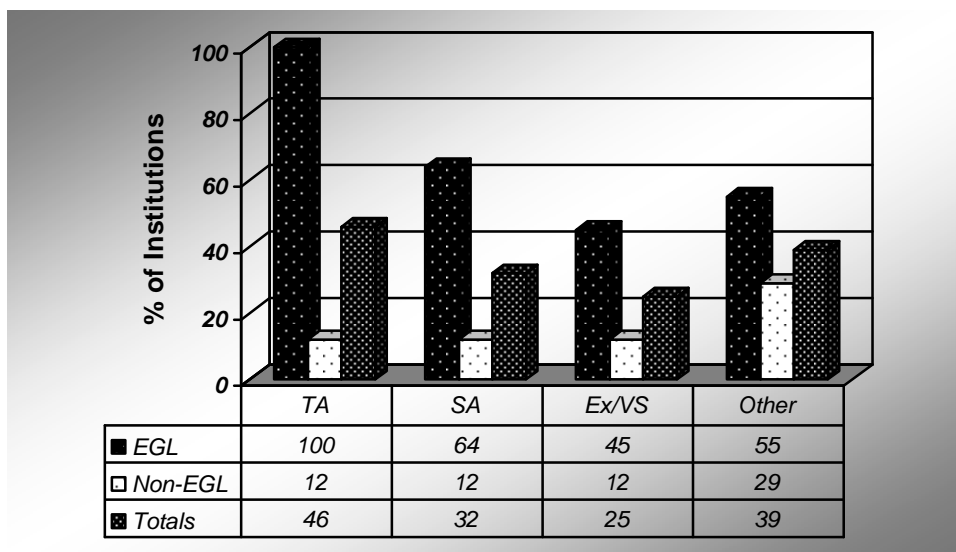
Faculty exchange/visiting scholar and other opportunities show a decrease while study abroad opportunities for faculty remain the same.

***Consortium membership and faculty international opportunities.***

Figure 37 shows reported faculty international opportunities by EGL consortium membership status. Teaching abroad opportunities exist for EGL faculty through the Consortium's Costa Rica student study abroad program.

The actual numbers of exchange/visiting scholar opportunities varied slightly among member and non-member institutions. As previously stated, most of these reported opportunities were due to program visitation or short-term visiting scholar or teaching activities.

Figure 37. Percentages of Institutional Faculty International Opportunities by Consortium Membership: 2000



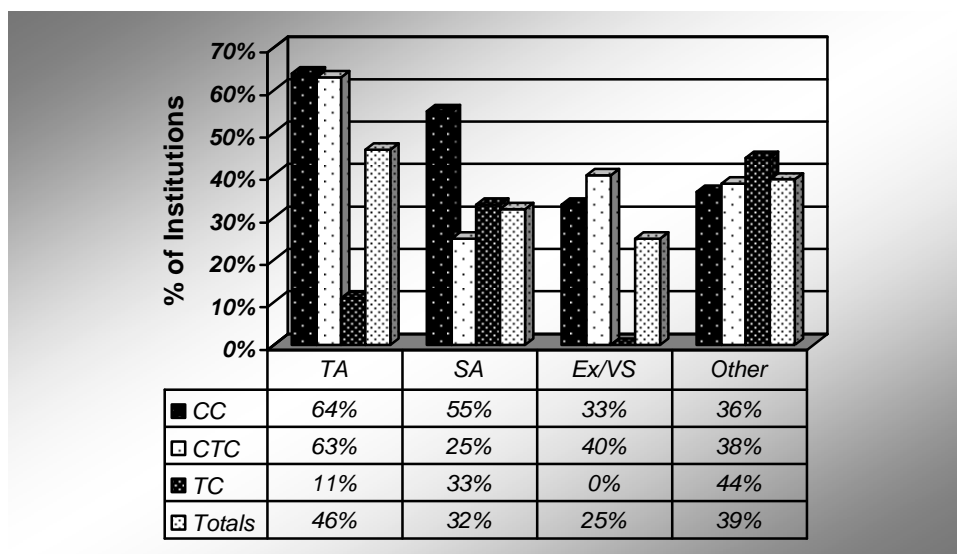
*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities. N=28, EGL (n=11), Non-EGL (n=17).

### *Institutional type and faculty international opportunities.*

Figure 38 depicts faculty international opportunities by institutional type. The greatest variation can be seen in teaching abroad opportunities between technical colleges and community and combined community and technical colleges.

Community colleges report significantly higher study abroad opportunities compared to other institutional types. Combined community/technical colleges indicate more visiting scholar/exchange opportunities compared to others. Finally, somewhat surprising is the reported “other” activity by technical colleges. Table E7 (see Appendix 7) indicates four institutions report faculty consulting, local training, and international meeting attendance.

Figure 38. Percentages of Institutional Faculty International Opportunities by Institutional Type: 2000



*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities. N=28, CC (n=11); CTC (n=8); TC (n=9).

## Survey Findings 2001

### Respondent Profile

Overall, thirty institutions responded to the 2001 survey with a return rate of 100 percent. The majority of surveys were completed by college academic administrators. Two-year MnSCU institutions do not indicate a separate office to administrator international programs. The 2001 survey asked respondents to indicate the presence of a special planning committee for international education initiatives. The special committee



inquiry appeared for the first time as an extension of question #20 (see Appendix B).

Respondents were asked to identify committee members and their institutional positions.

Twelve institutions (40%) indicated presence of a planning committee.

Respondents included thirteen EGL consortium members and seventeen non-member institutions. Institutional type respondents included twelve Community Colleges [CC], eight combined community/technical [CTC], and ten Technical Colleges [TC].

Over one-half of respondents are medium or large institutions and nearly two-thirds are non-metro area colleges.

### **Institutional Support for Internationalization**

Recorded 2001 survey results are shown in Appendix F, Tables F1 thru F7.

Tables F1 thru F3 depict institutional support indicators. Indicators for international support for internationalization includes mission statement reference, planning, future expectations, international organization memberships, and international partnerships and local collaboration.

#### **Mission statement reference, planning, expectations.**

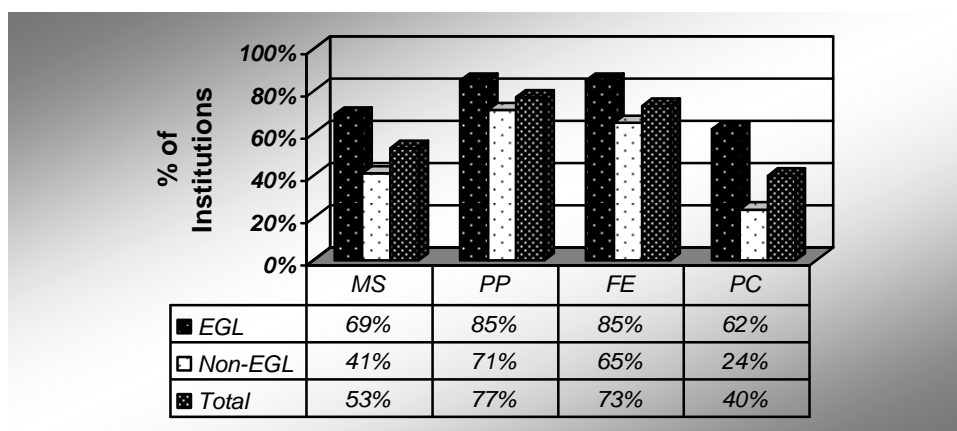
Overall, sixteen (53 %) institutions indicate an international/global reference in their mission statement, vision, or institutional goals. Twenty-three (77 percent) report some form of present planning for international initiatives, and twenty-two (73 percent) expect to increase international initiatives (see Appendix F, Table F1).

Table F1 (see Appendix F) also shows most responding institutions continue to have an optimistic view those future international initiatives will increase moderately or dramatically although lack of funding is the most often stated problem. Several institutions indicate funding and time constraints as barriers to developing international initiatives.

***Consortium membership and mission statement, planning, and expectations.***

Figure 39 provides a comparison of consortium member and non-member responding institutions. The data indicate consortium members are more likely than non-members to reference international/global in their mission statements, indicate present planning for international initiatives, and expectations initiatives will increase in the future. Noteworthy is the inconsistency between the reported percentage of institutions indicating planning initiatives and the percentage reporting a functioning planning committee.

Figure 39. Percentages of International Mission Statement References, Planning Initiatives and Future Expectations by Consortium Membership: 2001

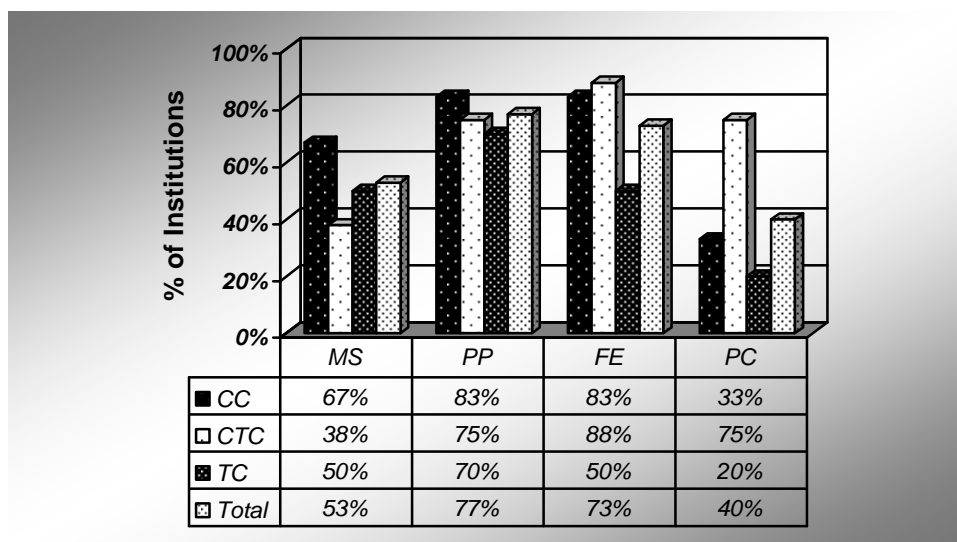


*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives; PC=Planning Committee in place. Total: N=30; EGL: n=13; Non-EGL: n=17.

***Institutional type and mission statement, planning, and expectations.***

Among institutional types, Figure 40 indicates community colleges are more likely to include a global/international reference in their mission statement, vision, or goals. Noteworthy is the lower mission statement reference among community/technical schools despite the significant majority indicating present planning and an increase in future expectations. While one-half of technical colleges report a mission statement reference, they also indicate substantially lower future expectation of increasing initiatives compared to other institutional types. Community colleges and technical college data indicate wide discrepancy in reported planning and the existence of a planning committee.

Figure 40. Percentages of International Mission Statement References, Planning Initiatives and Future Expectations by Institutional Type: 2001



*Note.* Abbreviations: MS = Mission Statement Reference; PP = Present Initiative Planning; FE = Expectation of Increase in Initiatives; PC=Planning Committee in place. Total, N=30; CC, n=12; CTC, n=8; TC, n=10.

### **International education memberships.**

A matrix depicts 2001 international education organizational memberships for responding institutions (see Appendix F, Table F2). Overall, twenty (67 percent) indicate membership in one or more state, national, or regional international education organizations. Eleven (37%) institutions report membership in two or more international organizations.

With the exception of NAFSA membership (50%), MNSCU two-year institutions report low membership in any one international education organization. Five (17%) institutions report ACIIE membership, a national organization for two-year institutions. Other state or regional organizational membership is indicated by three colleges. One

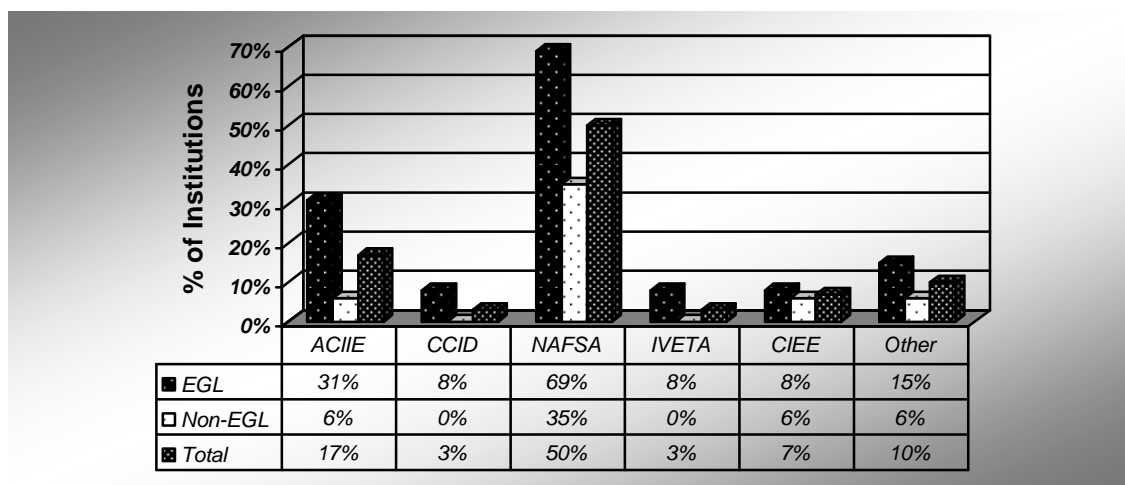
institution reports membership in IVETA, the international organization and network for vocational educators.

***Consortium membership and international education memberships.***

Figure 41 indicates percentages of institutions with memberships in international organizations by consortium membership. Consortium members are more likely than non-members to indicate international organizational memberships.

Membership in NAFSA continues to be the highest percent for both member and non-member institutions. Membership in IVETA, the international organization and network for vocational educators, is indicated by one consortium member. EGL members are significantly more likely to report ACIIE and other local or regional memberships compared to non-members.

Figure 41. Percentages of International Organizational Membership by Consortium Membership: 2001



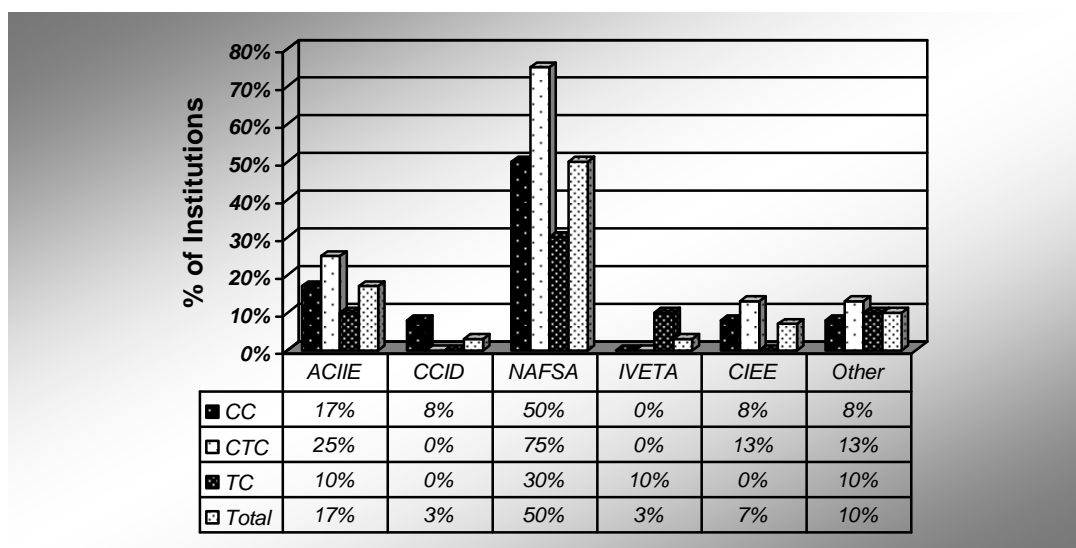
*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships. Total: N=30; EGL n=13; Non-EGL n=17.

### ***Institutional type and international education memberships.***

Table 42 indicates international organizational memberships by institutional type.

Overall, with NAFSA as an exception, the three institutional types indicate low involvement with international education organizations. Technical colleges indicate the least number of international organizational memberships compared to other types of institutions. Eight (62%) CC, seven (88%) CTC, and five (50%) TC institutions report one or more international organizational memberships (see Appendix F, Table F2).

Figure 42. Percentages of International Organizational Membership by Institutional Type: 2001



*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships

Total: N=30; CC n=12; CTC, n=8; TC, n=10.

### **International partnerships and local collaboration.**

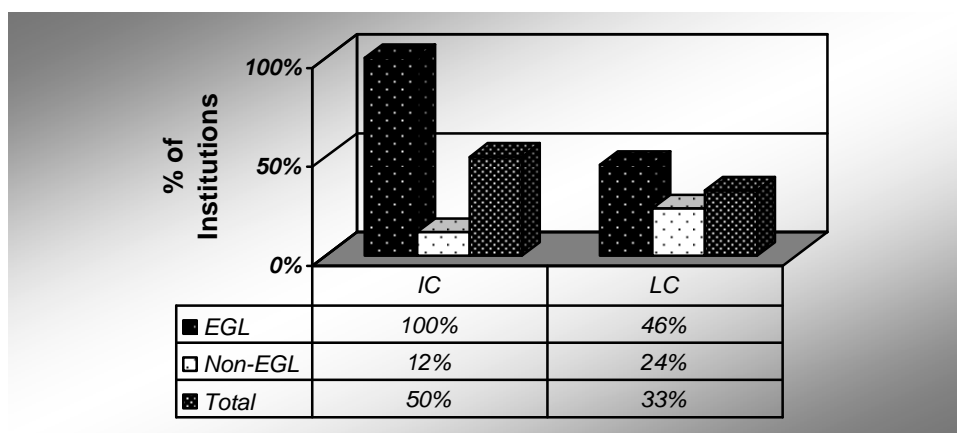
Table F3 (see Appendix F) depicts a matrix of formal international and local collaboration for survey year 2001. Overall, fifteen (50%) institutions indicate formal international partnerships and ten (33%) report collaboration with local business or educational institutions.

### ***Consortium membership and international partnerships/local collaboration.***

Figure 43 shows percentages of institutional collaboration by consortium membership. While all EGL members indicate international partnerships, three (23

percent) consortium members report international partnerships outside the EGL study abroad agreement with the Costa Rican Institute of Language (see Appendix F, Table F3). Nonetheless, consortium members are nearly twice as likely to indicate international partnerships compared to non-members. Local institutional collaboration is reported by six (46%) consortium members and four (24%) non-members.

Figure 43. Percentages of Formal International Partnerships and Local Collaboration by Consortium Membership: 2001



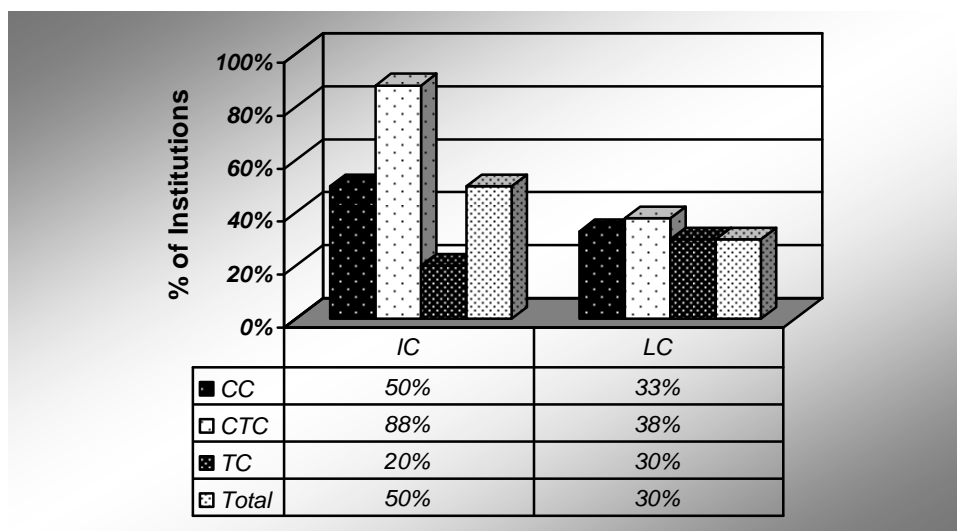
*Note.* IC=International Collaboration; LC=Local Collaboration. EGL Consortium members, n=13; non-members, n=17; Total, N=30.

### ***Institutional type and international partnerships/local collaboration.***

As shown in Figure 44, technical colleges are less likely to report formal international partnerships than other institutional types. Local business and industry collaboration is similar to other institutional types. Community/technical colleges indicate higher percentage for both indicators. Surprising is less than 40% of each institutional type indicate local collaborative initiatives.



Figure 44. Percentages of Formal International Partnerships and Local Collaboration by Institutional Type: 2001



*Note.* IC=International Collaboration; LC=Local Collaboration; Total: N=30; CC n=12; CTC, n=8; TC, n=10.

## Curricular Content

Matrices were constructed indicating curricular content for survey year 2001 (See Appendix F, Tables F4 and F5). Components include initiatives to internationalize curricula, co-curricular activities, global perspective courses, and foreign language offerings. Table F5 depicts student study abroad and exchange programs.

### Curricular and co-curricular programs and activities.

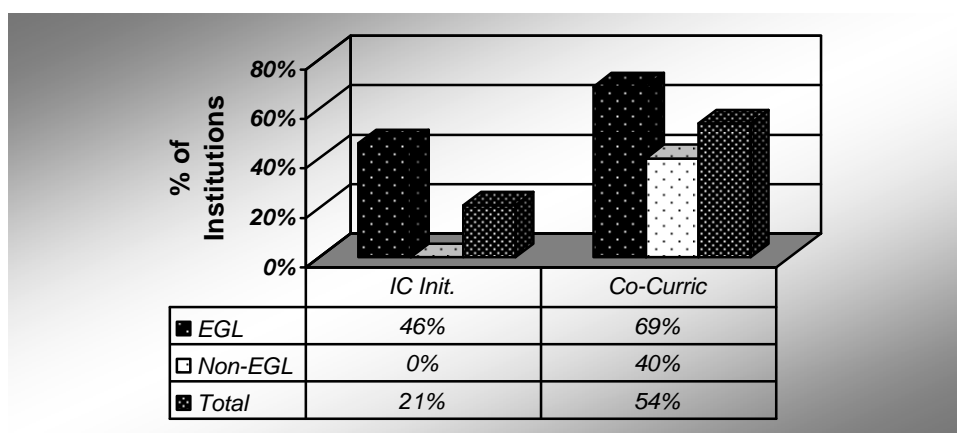
Overall, findings show six (21%) respondents indicated initiatives to internationalize curricula and fifteen (54%) reported co-curricular activities. Survey 2001 results indicated an increase from previous findings in multiple co-curricular activities (foreign policy forums, international celebrations, and other cultural activities)

among institutions. The average number of global perspective and world language courses decreased from the previous survey year. Nineteen institutions offer one or more world languages. Sixteen (57%) report semester long and short term study abroad programs and 21% indicate student exchange opportunities.

***Consortium membership and internationalization/co-curricular initiatives.***

Figure 45 shows institutional curriculum internationalization initiatives and co-curricular activities by consortium membership. EGL member institutions indicate significantly higher involvement in internationalizing curricula and co-curricular community activities compared to non-members. Noteworthy is the report of non-activity concerning initiatives to internationalize curricula among non-EGL institutions.

Figure 45. Percentages of Internationalization Initiatives and Co-Curricular Activities by Consortium Membership: 2001



*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric.= Co-Curricular Activities. Total N=28; EGL n=13; Non-EGL n=15.

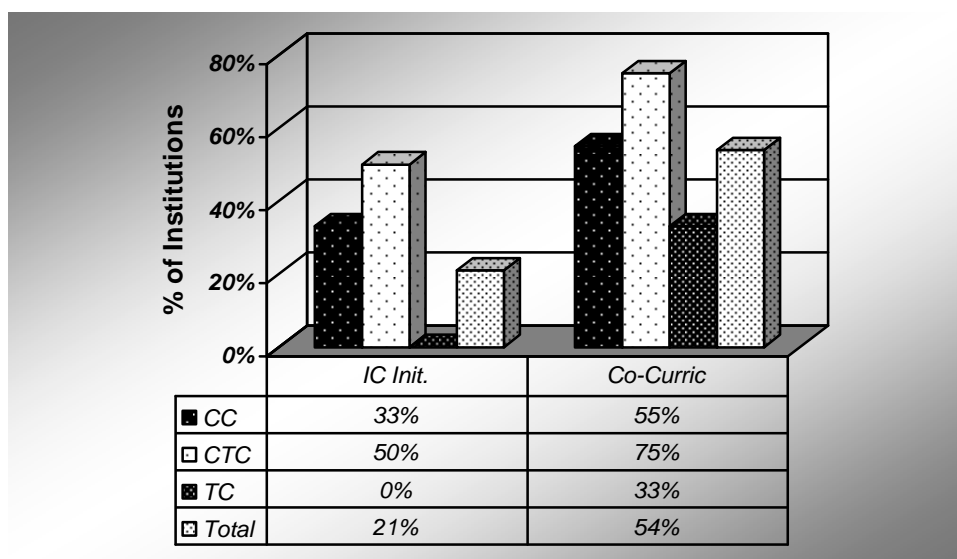
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*Institutional type and internationalization/co-curricular initiatives.*

Figure 46 indicates curricular and co-curricular activities by institutional type. Technical colleges report zero activity regarding initiatives to internationalize curricula and lower involvement in co-curricular activities compared to other institutional types.

As with previous year findings, co-curricular activities are more common than internationalization of curricula initiatives among all types of institutions. Community/technical colleges (CTC) report higher level of activity regarding initiatives and co-curricular activities compared to other institutional types.

Figure 46. Percentages of Internationalization Initiatives and Co-Curricular Activities by Institutional Type: 2001



*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric.= Co-Curricular Activities. Total N=28; CC n=11; CTC n=8; TC n=9.

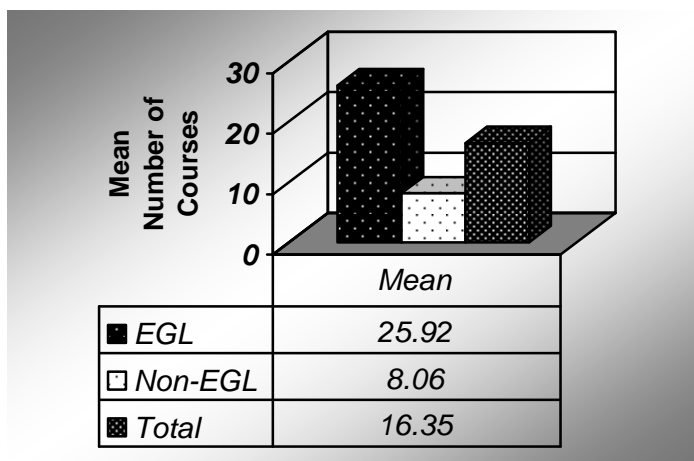
### **MNTC global perspective courses.**

The mean for global perspective course offerings for all two-year institutions is 16.35 with a standard deviation of 15.72. The 2001 survey findings indicated a slight decrease in average global perspective course offerings compared to 2000 findings (see Appendix F, Table F4).

### ***Consortium membership and MNTC global perspective courses.***

Figure 47 shows consortium member colleges are much more likely to offer courses designated global perspective. As previously noted, consortium members consist mainly of large and medium size community and combined community/technical transfer colleges. Moreover, catalogue findings indicate significant variation among medium size consortium colleges (see Appendix F, table F4).

Figure 47. Mean Number of Global Perspective Courses by Consortium Membership: 2001

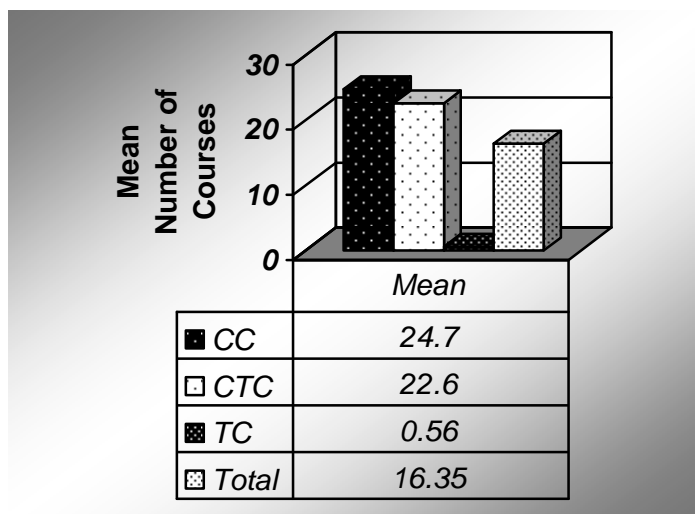


*Note.* Total, N=28; EGL, n=13; Non-EGL, n=15.

***Institutional type and MNTC global perspective courses.***

Figure 48 indicates small variation between community and community/technical colleges. In general, technical colleges offer few courses designated global perspective. Noteworthy is the variation in number of global perspective courses when considering institutional size and type. For example, the average number of global courses for medium size community colleges was 30.4 with a standard deviation of 10.5. For community/technical institutions, the average was 26.7 with a standard deviation of 24.6 (see Appendix F, Table F4).

Figure 48. Mean Number of Global Perspective Courses by Institutional Type: 2001



*Note.* Total, N=28; CC, n=11; CTC, n=8; TC, n=9.

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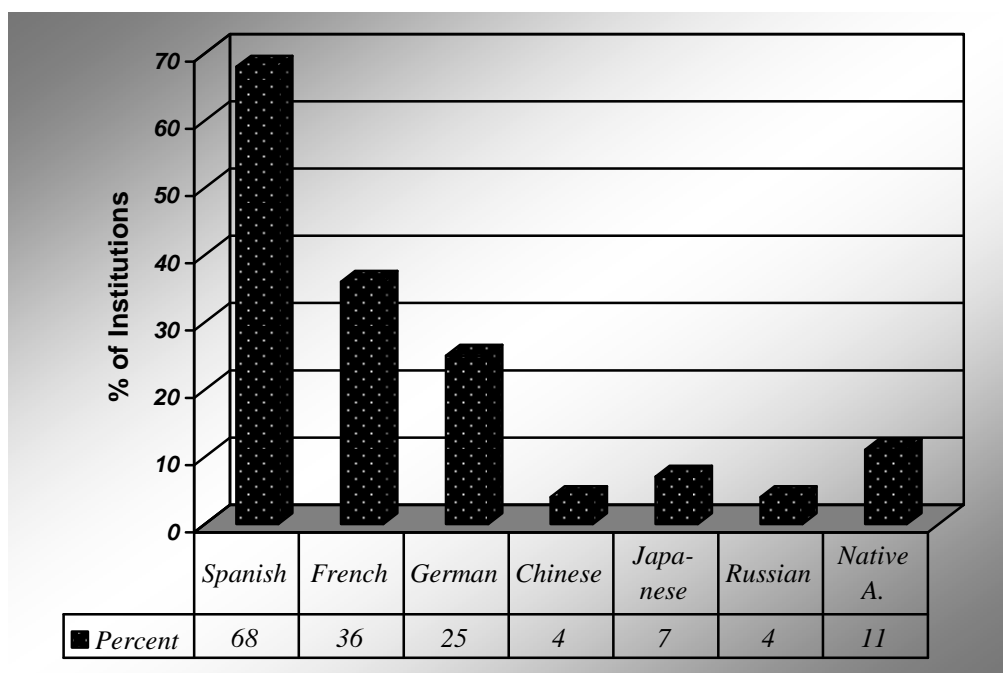
**Foreign language offerings.**

Table F5, Appendix F shows a matrix of world language offerings constructed from college catalogues. Overall, nineteen (68%) institutions offer one or more world languages. Five (18%) indicate one offering. Two institutions offer courses in four languages as part of their curriculum. The available data for MNSCU two-year colleges show a mean of 1.48 world language offerings for 2001.

As shown in Figure 49, the most common language offerings include Spanish, French, and German. Other languages, such as Chinese, Japanese, and Russian are offered each by one or two institutions. Native American language is offered by three institutions.

As previously noted, two institutions continue to offer Chinese and Japanese as part of world language programs. Native American language is offered by colleges located in proximity to Native American populations (see Appendix F, Table F4).

Figure 49. Percentages of Two-Year MnSCU Undergraduate Foreign Language Offerings: 2001



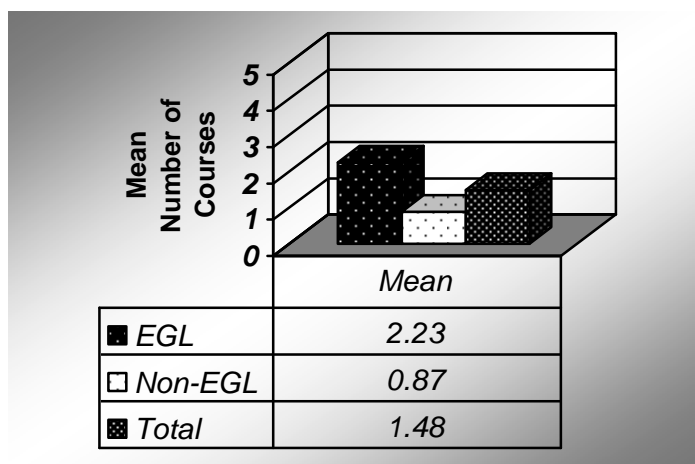
Note. Multiple answers were possible.

Source: [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp)

### *Consortium membership and foreign language offerings.*

Since most consortium colleges are community or community/technical transfer institutions, variation with non-member institutions was expected. Figure 50 shows the average number of offerings for consortium member colleges compared to non-members. Non-member colleges include several technical colleges which do not offer world languages (see Appendix F, Table F4 for details).

Figure 50. Mean Number of Undergraduate Foreign Language Offerings by Consortium Membership: 2001



Note. Total, N=28; EGL, n=13; Non-EGL, n=15.

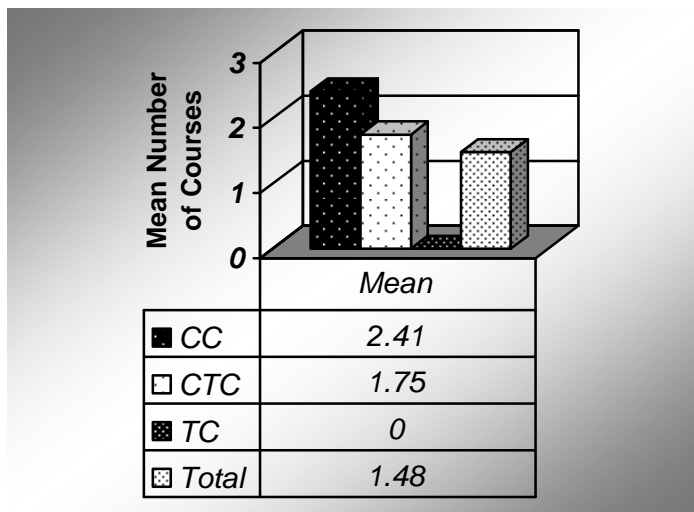
### *Institutional type and foreign language offerings.*

All MnSCU two-year transfer institutions (CC & CTC) offer undergraduate world language courses. Two community colleges (ARCC, NdCC) indicate more highly developed world language transfer programs (see Appendix F, Table F4). Technical colleges indicate an absence of world language offerings in their catalogues. Technical college students may enroll in other two-year or four-year institutions to receive world language credits.

Figure 51 indicates the mean number of language courses by institutional type. Community colleges, on average, are somewhat more likely to offer world language courses compared to community/technical colleges.



Figure 51. Mean Number of Undergraduate Foreign Language Offerings by Institutional Type: 2001



*Note.* Total, N=28; CC, n=11; CTC, n=8; TC, n=9.

### **Student study abroad and exchange opportunities.**

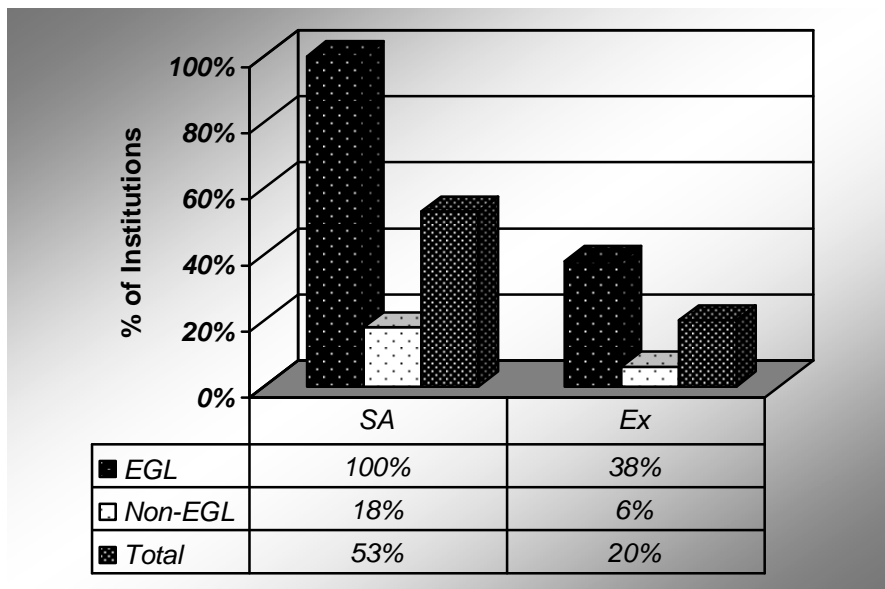
As shown in Table F5, Appendix F, an institutional student study abroad matrix describes semester and short term student study abroad/exchange opportunities for survey year 2001. While most opportunities exist in western European and North and Central America, two colleges report exchange programs with institutions in China and Japan.

In general, sixteen (53%) institutions offer short and semester long study abroad opportunities. Nine institutions (30%) include short-term instructor led study abroad programs. Six (20%) indicate student exchange programs. Two technical colleges report student study abroad and exchange opportunities for 2001.

***Consortium membership and student study abroad/exchange opportunities.***

Figure 52 shows student study abroad/exchange opportunities by consortium membership. While all EGL members offer study abroad opportunities as part of the EGL Costa Rica program, seven (54%), mostly metro area members, report actual student participation. Student exchange opportunities are offered by six institutions. Programs emphasize general education, business and technology, liberal arts, and vocational areas.

Figure 52. Percentages of Student Study Abroad and Exchange Opportunities by Consortium Membership: 2001



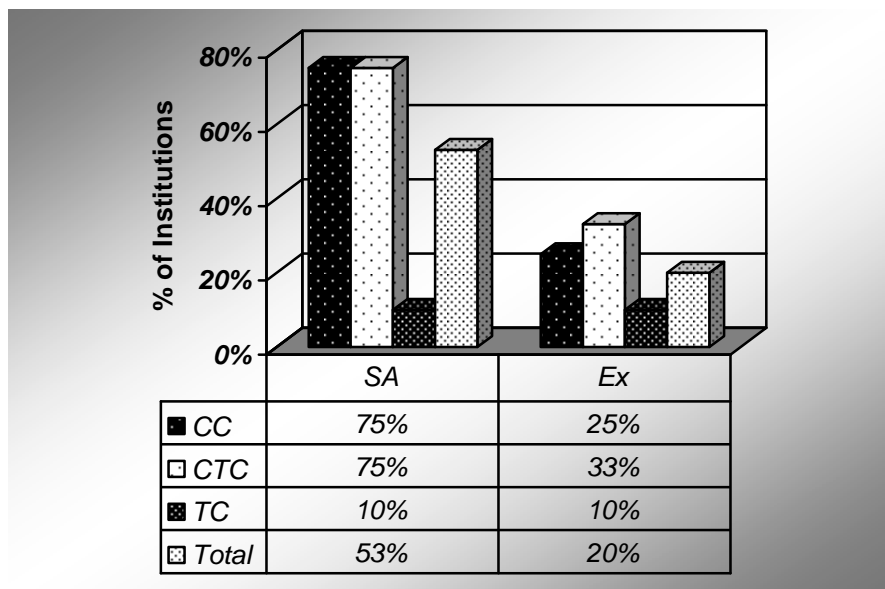
*Note.* Total N=30; EGL members n=13; Non-members n=17.

***Institutional type and student study abroad/exchange opportunities.***

As shown in Figure 53, community and community/technical colleges represent fifteen of the sixteen institutions that indicate study abroad opportunities for 2001. Technical colleges report one opportunity for student exchange.

A closer examination of responses shows institutional reports of actual student participation in study abroad and exchange programs. Seven (58%) community, four (50%) community/technical and one (10%) technical college reported actual student participation (see Appendix F, Table F5).

Figure 53. Percentages of Student Study Abroad and Exchange Opportunities by Institutional Type: 2001



*Note.* SA=Study Abroad, Ex= Exchange opportunities. Total N=30; CC n=12; CTC, n=8; TC, n=10.

## **International Student Programs and Services**

Table F6 depicts a matrix of institutions that offer services and programs for international students (see Appendix F). Overall, twenty (67%) institutions indicate a designated international student advisor. The role of international student advisor is most often incorporated into other administrative, counseling, or teaching responsibilities.

Twelve (40%) institutions identify specific services for international students. Services include international student clubs, orientation to the college and community, advising, enrollment and visa assistance. Twenty-four (80%) report language programs for international students including developmental (27%) and ESL (53%) programs.

Table F6 also shows seven (25%) colleges report an in-state tuition policy for international students. Institutions near the Canadian border report resident tuition rates for Canadian citizens. One institution indicates in-state tuition rates for students with an H type visa and those whose asylum request has been granted and resided in the state for one year.

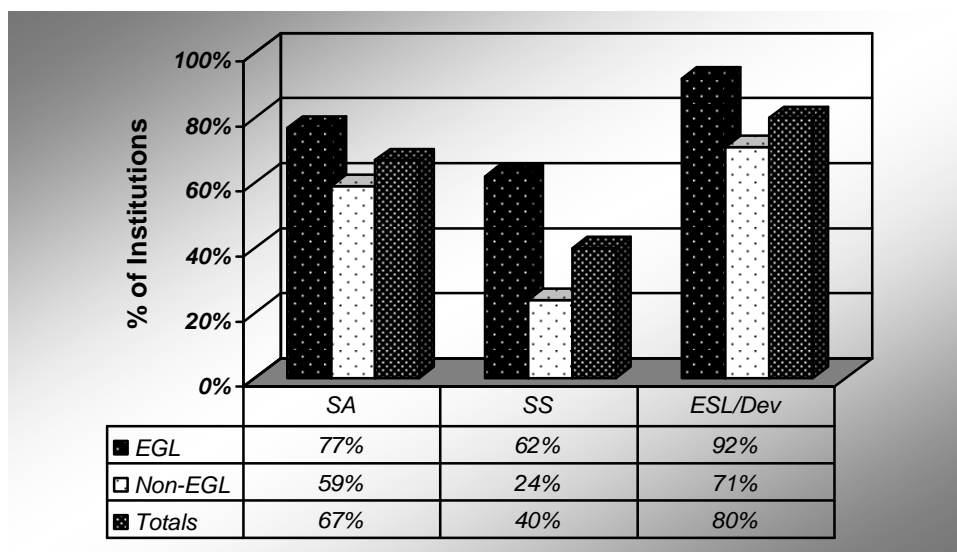
### ***Consortium membership and international student programs and services.***

Figure 54 depicts international student services and programs by consortium membership. EGL Consortium institutions are more likely than non-members to identify a designated international student advisor and significantly more likely to indicate specific services for international students.

A majority of member and non-member colleges indicate ESL or Developmental language programs for international students. It is unclear whether most students

attending ESL classes or Developmental classes are visa holding international students or recent immigrants and refugees from other nations.

Figure 54. Percentages of Institutional Program Opportunities for International Students by Consortium Membership: 2001



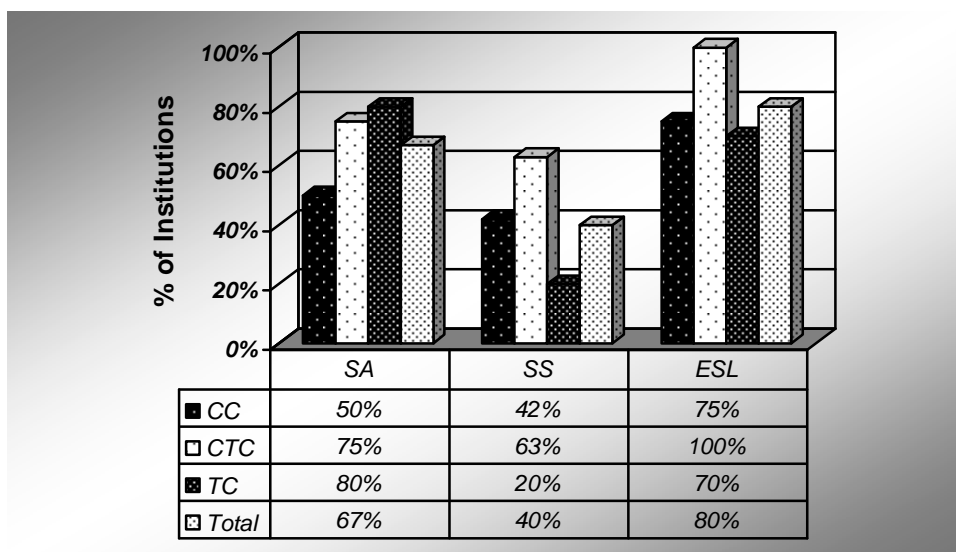
*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL=English as a Second Language Program. Totals (N=30); EGL members (n=13); Non-members (n=17).

***Institutional type and international student programs and services.***

Figure 55 shows institutions that offer programs and services for international students by institutional type. Interestingly, only two (20%) technical colleges indicate services designed specifically for international students, but a clear majority report designated student advisor and established ESL or developmental language programs.

Institutions indicating no language program tend to be small non-metro schools with few international students.

Figure 55. Percentages of Institutional Program Opportunities for International Students by Consortium Membership: 2001



*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL=English as a Second Language Program. Totals (N=30); CC, n=12; CTC, n=8; TC, n=10.

### Faculty International Opportunities

Table F7 depicts a matrix of institutions that offer faculty international activities for 2001 (see Appendix F). In general, fifteen (50%) institutions indicate opportunities for faculty teaching abroad, eleven (37%) faculty exchange/visiting scholar, eight (27%) indicate faculty study abroad, and sixteen (53%) report faculty participation in other

activities including international meeting attendance, consulting, training and leading international study tours.

Faculty exchange/visiting scholar activities range from short-term one week visitation to semester long exchange programs. Three EGL consortium colleges report faculty semester teaching assignments as part of the EGL Costa Rica student study abroad 2001 program.

***Consortium membership and faculty international opportunities.***

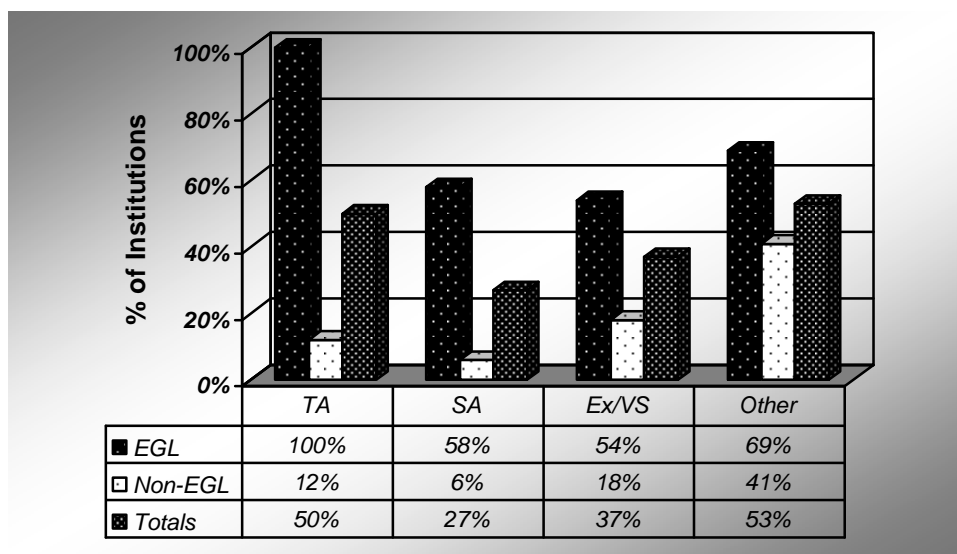
Figure 56 depicts institutions that offer faculty international opportunities by Consortium member and non-members. By virtue of membership in EGL, all consortium members indicate opportunity to teach in the Costa Rica student study abroad program. As previously noted, however, for the 2001 program, three institutions report actual faculty participation. With one exception, no other teaching abroad opportunities are indicated (see Appendix F, Table F7).

Comparatively, Figure 56 shows EGL members are more likely than non-members to participate in study abroad, exchange and visiting scholar programs, and other international education activities. Detailed analysis indicated more consortium member involvement in international training with local business than non-members (see Appendix F, table F7).

The MnSCU survey question #1 asks respondents to indicate international meeting attendance (see Appendix B). Three institutions report international meeting attendance for 2001. The survey responses do not appear to correlate with other

documents. The MnSCU Office of International Education presented a global education conference fall, 2001. According to MnSCU documents, a majority of institutions were represented at the 2001 conference. Moreover, several other international education conferences and workshop opportunities appear in a 2001 MnSCU Office of International education document (J. Daines, personal communication, 2001).

Figure 56. Percentages of Institutional Faculty International Opportunities by Consortium Membership: 2001



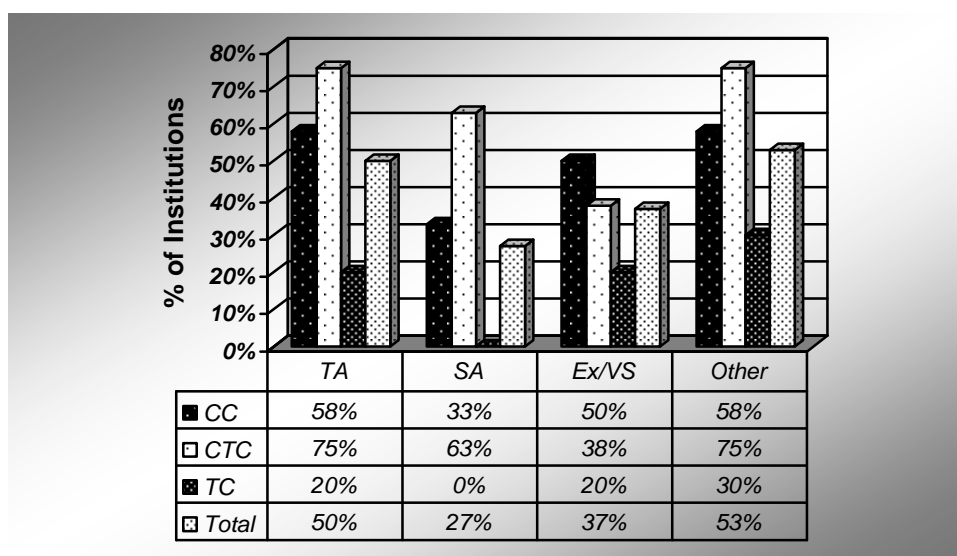
*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities. N=28, EGL (n=11), Non-EGL (n=17).



***Institutional type and faculty international opportunities.***

As Figure 57 shows, the greatest institutional variation regarding faculty international opportunities is between technical colleges and other institutional types. Community/technical colleges report greater opportunities for faculty to teach and study abroad. A small number of technical colleges report faculty international opportunities.

Figure 57. Percentages of Institutional Faculty International Opportunities by Institutional Type: 2001



*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities. N=28, EGL (n=11), Non-EGL (n=17).

Survey responses indicated two technical colleges report international training activity for local businesses and appear in the “Other” category in Figure 57. One

technical college (SCTC) indicates faculty opportunities to teach abroad, participate in exchange and visiting scholar programs, and multiple “other activities” (see Appendix F, Table F7).

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## **Survey Findings 2002**

### **Respondent Profile**

Thirty institutions responded to the 2002 survey with a return rate of 100 percent. The survey was completed by administrators including institutional academic vice-presidents, College deans, and directors of international education, admissions, minority services, and financial aid. Approximately one-third were completed by instructors and counselors (MnSCU, 2002).

Respondents include fourteen EGL consortium members and sixteen non-member institutions. Consortium members consist of seven community colleges, six combined community/technical colleges, and one technical college (EGL documents, 2002). Institutional type respondents include twelve CC, eight CTC, and ten TC. Over one-half of respondents are medium or large institutions and nearly two-thirds are non-metro area colleges.

The 2002 survey asked institutions to indicate the existence of a special committee or planning group responsible for international/global initiatives and to include the make-up of the group. Nine (30%) institutions responded affirmatively.

Since 21 (70%) institutions also indicate present planning for international education initiatives, it is unclear who is responsible for planning initiatives.

In addition, respondents were asked to indicate whether the events of September 11, 2001 influenced planning for international/global initiatives. Institutions reported student study abroad plans were curtailed as well as potential student enrollments from several countries were cancelled. Respondents also indicated several positive effects of 9/11 including more U.S. faculty contacts with colleagues from other countries, a better appreciation of the need to internationalize curriculum, recruit international students, and to increase global understanding throughout the campus.

### **Institutional Support for Internationalization**

Table G1 displays a matrix of institutional responses describing mission statement reference, planning, and expectations. Tables G2 and G3 describe reported organizational memberships and collaboration for all survey respondents.

#### **Institutional mission statement references, planning, expectations.**

Overall, sixteen (53%) institutions indicate an international/global reference in their mission statement, vision, or institutional goals. Twenty-one (70%) report some form of present planning for international initiatives, and twenty-two (73%) expect to increase international initiatives. Institutions specifically indicate initiatives to increase exchange, study abroad, interests, partnerships, and training.

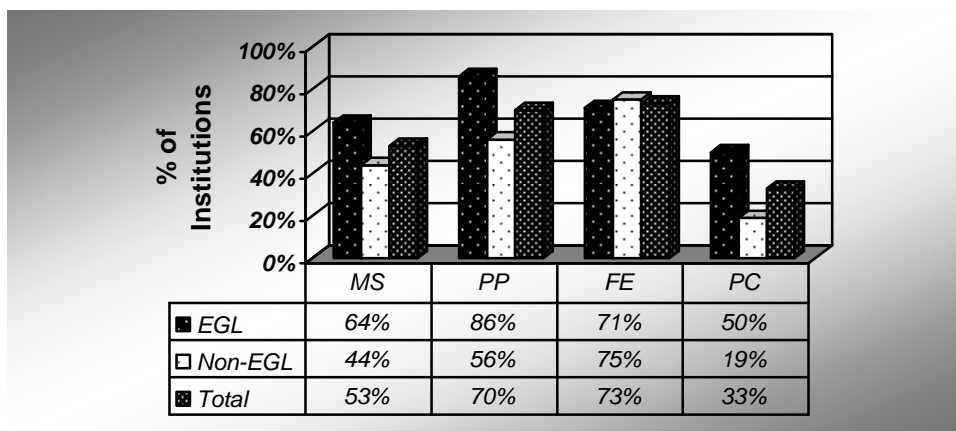
Most responding institutions continue to have an optimistic view that future international initiatives will increase moderately or dramatically although lack of funding

is the most often stated internal challenge. Several institutions indicate funding and time constraints as barriers to developing international initiatives.

*Consortium membership and mission statement, planning, and expectations.*

Figure 58 shows institutional support findings by consortium membership. EGL members are more likely than non-member institutions to include a reference to international/global education as part of the mission statement, visions, or goals, as well as more likely to indicate present planning initiatives. A majority of members and non-members expect future initiatives to increase. Noteworthy is the discrepancy between present and future planning and the percentage of institutions reporting the presence of a planning committee (see Appendix G, Table G1).

Figure 58. Percentages of International Mission Statement References, Planning Initiatives, Future Expectations, and Planning Committee by Consortium Membership: 2002

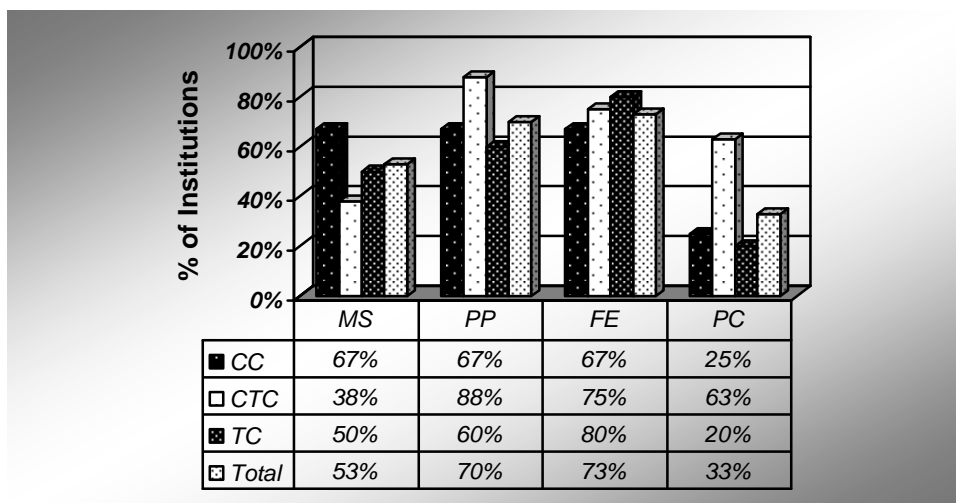


*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives; PC=Planning committee in place. Total N=30; EGL, n=14; Non-EGL, n=16.

***Institutional type and mission statement, planning, and expectations.***

Figure 59 shows one-half of the technical colleges include a reference to international/global education in their mission statement. Moreover, a majority of institutions continue to report plans for international initiatives and the expectation that initiatives will increase in the future. Noteworthy is the discrepancy between reported present and future planning data and the number of institutions reporting the presence of a planning committee (see Appendix G, Table G1).

Figure 59. Percentages of International Mission Statement References, Planning Initiatives, Future Expectations, and Planning Committee by Institutional Type: 2002



*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives; PC=Planning committee in place. Total N=30; CC, n=12; CTC, n=8; TC, n=10.

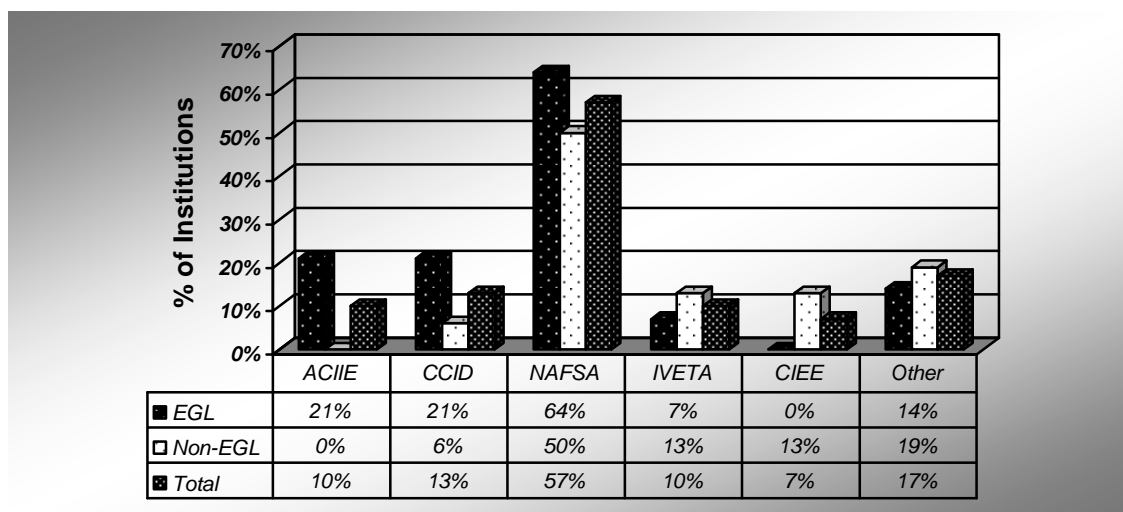
**International education memberships.**

Table G2 (Appendix G) depicts a matrix of institutions that report local, regional, state, and international education memberships. Overall, twenty-four (80%) respondents indicate membership in one or more organizations. The National Association of International Educators [NAFSA] continues to be the most reported membership followed by other state or regional organizational membership and Community Colleges for International Development [CCID].

***Consortium membership and international education memberships.***

Figure 60 depicts international organization membership by EGL membership status. Overall, EGL members are more likely than non-members to indicate membership in ACIIE, CCID, and NAFSA. Thirteen (93%) EGL institutions report membership in at least one other international organization compared to ten (63%) non-members (see Appendix G, Table G2).

Figure 60. Percentages of International Organizational Membership by Consortium Membership: 2002



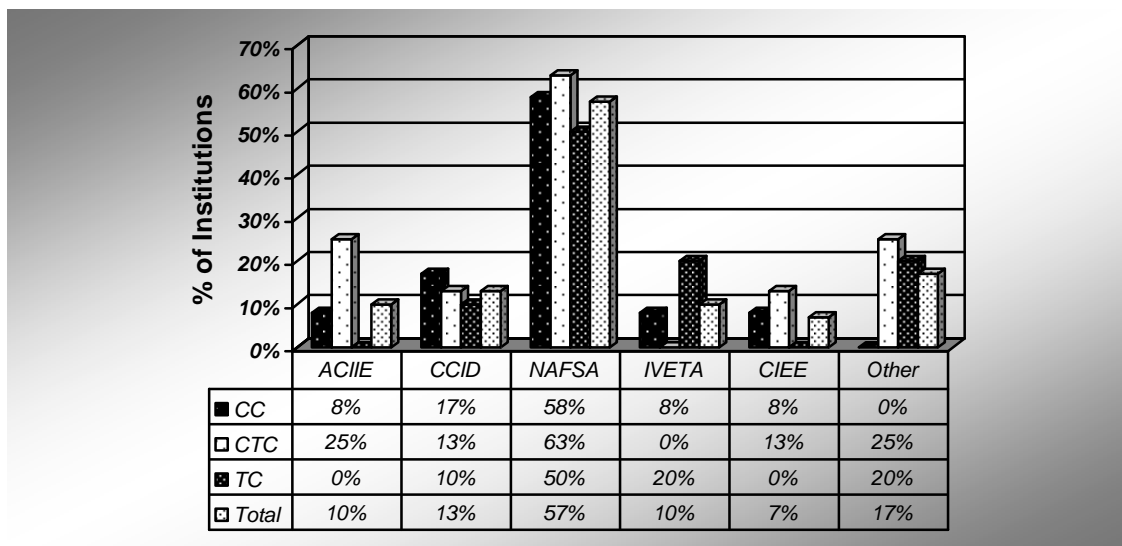
*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships

Total: N=30; EGL, n=14; non-EGL, n=16.

### *Institutional type and international education memberships.*

Figure 61 indicates international organizational memberships by institutional type. NAFSA membership is most common among the three institutional types. Noteworthy is the lack of participation in all other international organizational memberships.

Figure 61. Percentages of International Organizational Membership by Institutional Type: 2002



*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships

Total: N=30; CC n=12; CTC, n=8; TC, n=10.

### **International partnerships and local collaboration.**

As Table G3 (see Appendix G) shows, sixteen (53%) institutions indicated formal international partnerships and eleven (37%) reported local business collaboration with an international focus. Nine of the fifteen formal partnerships involve EGL member institutions relationship with the EGL student study abroad program in Costa Rica and England. Five (17%) institutions report an international “sister college” relationship.

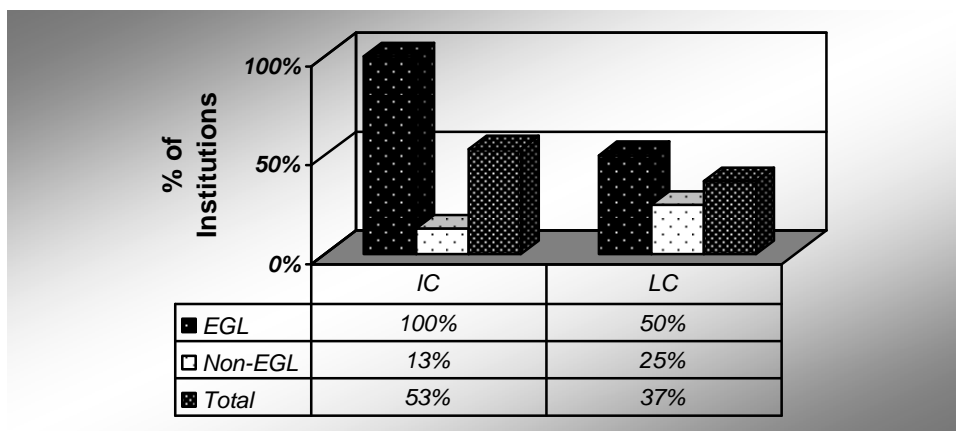


Local business collaboration includes language training for law enforcement, nursing, and management. Other collaboration involves international travel for local business training, and a USAID grant for U.S. farm business management (see Appendix G, Table G3).

***Consortium membership and international partnerships/local collaboration.***

Figure 62 indicates all fourteen EGL member institutions report international partnerships. The EGL finding reflects EGL member institutions association with the EGL study abroad programs. Five EGL members indicate formal agreements with international organizations separate from the EGL study abroad program (see Appendix G, Table G3 for details). EGL members are twice as likely as non-members to indicate collaboration with local organizations.

Figure 62. Percentages of Formal International Partnerships and Local Collaboration by Consortium Membership: 2002



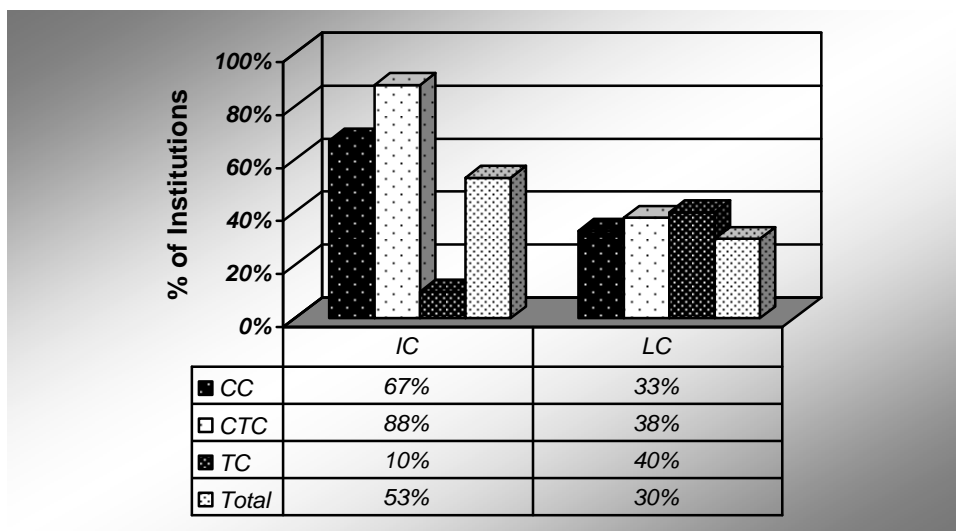
*Note.* IC=International Collaboration; LC=Local Collaboration. EGL Consortium members, n=14; non-members, n=16; Total, N=30.

***Institutional type and international partnerships/local collaboration.***

Figure 63 shows international and local collaboration by institutional type. One consortium member technical college, by virtue of the EGL study abroad program, indicates a formal international partnership. Technical colleges are more likely than other institutional types to indicate collaboration with local businesses.

The variation in formal international partnerships partly reflects the EGL student study abroad program which benefits all EGL members. Seven of twelve community (CC) and six of eight community/technical (CTC) colleges are EGL consortium members.

Figure 63. Percentages of Formal International Partnerships and Local Collaboration by Institutional Type: 2002



*Note.* IC=International Collaboration; LC=Local Collaboration. CC, n=12; CTC, n=8; TC, n=10; Total, N=30.

## **Curricular Content**

Matrices were constructed to reflect reported institutional curricular initiatives and programs for survey year 2002 (see Appendix G, Tables G4 and G5). Reported curricular activities are described in Table G4. Student study abroad and exchange programs are described in Table G5.

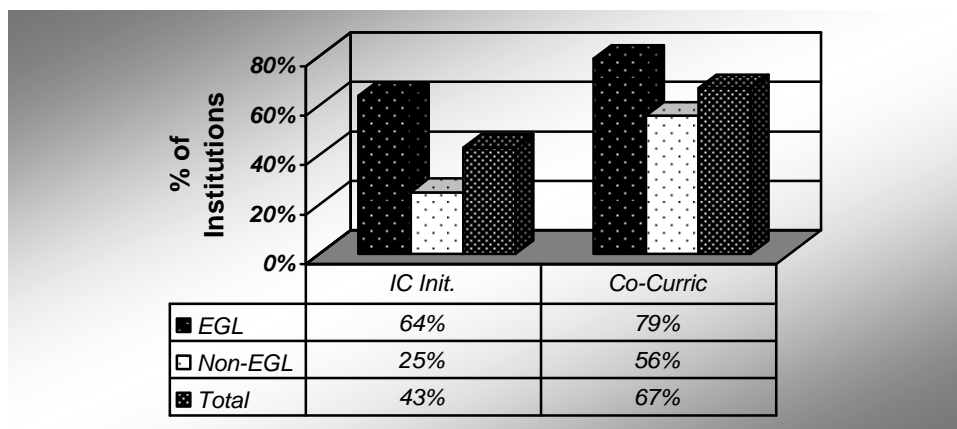
### **Curricular and co-curricular programs and initiatives.**

Overall, 2002 findings indicate thirteen (43%) institutions report initiatives to internationalize curricula and twenty (67%) report co-curricular activities. Twelve institutions indicate multiple co-curricular activities (foreign policy forums, international celebrations, and other cultural activities). The average number of courses designated MNTC global perspective is 16.1. Twenty-two institutions offer one or more world languages. Sixteen (53%) report semester long and short term study abroad programs and six (20%) indicate student exchange opportunities.

### ***Consortium membership and curricular/co-curricular initiatives.***

Figure 64 shows curriculum internationalization initiatives and co-curricular activities by consortium membership. A majority of EGL member and non-members indicate co-curricular activities. EGL member institutions indicate significantly higher involvement in initiatives to internationalize curricula compared to non-members.

Figure 64. Percentages of Internationalization Initiatives and Co-Curricular Activities by Consortium Membership: 2002

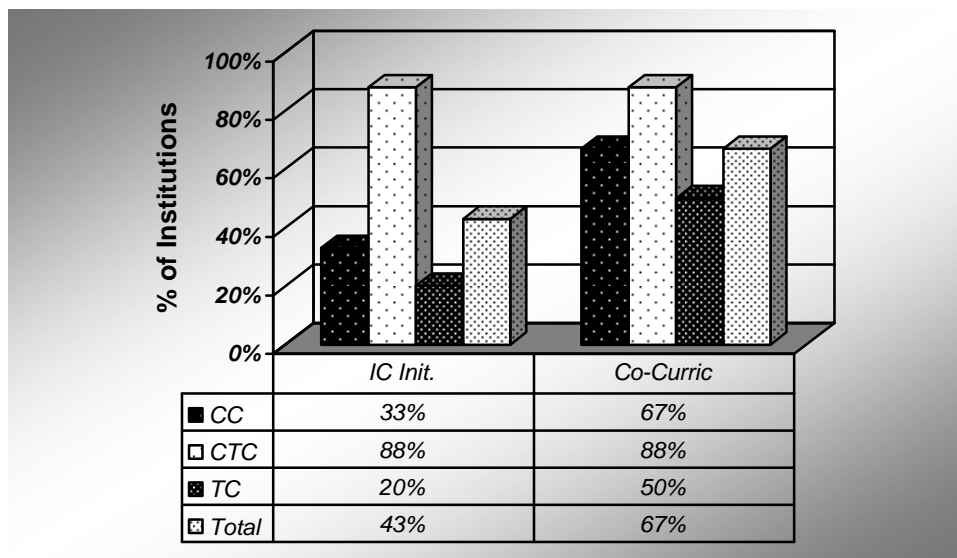


*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric. = Co-Curricular Activities. Total N=30; EGL n=14; Non-EGL n=16.

***Institutional type and curricular/co-curricular initiatives.***

As shown in Figure 65, CTC institutions are more likely than other types to report initiatives to international curricula and co-curricular activities. Noteworthy is the increasing involvement of technical (TC) college internationalization initiatives and co-curricular activities compared to survey year 2001.

Figure 65. Percentages of Internationalization Initiatives and Co-Curricular Activities by Institutional Type: 2002



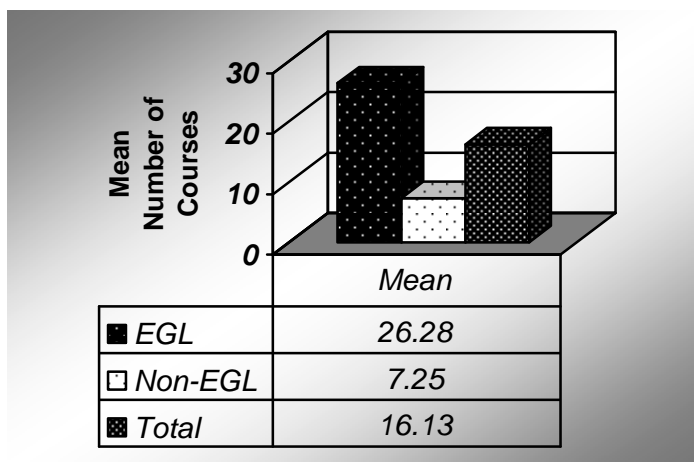
*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric. = Co-Curricular Activities. Total N=30; CC n=12; CTC n=8; TC n=10.

### **MNTC global perspective courses.**

Figure 66 depicts average internationalized course offerings by EGL consortium membership. The variation between members and non-members can be attributed to institutional size differences and institutional type. Approximately two-thirds of Consortium institutions are medium or large size while one-third of non-members have medium size student enrollments. EGL members include one Technical College while non-members consist of nine technical schools. As previously noted, Technical College curriculum does not typically include global perspective MNTC transfer courses.

*Consortium member and MNTC global perspectives courses.*

Figure 66. Mean Number of Global Perspective Courses by Consortium Membership: 2002



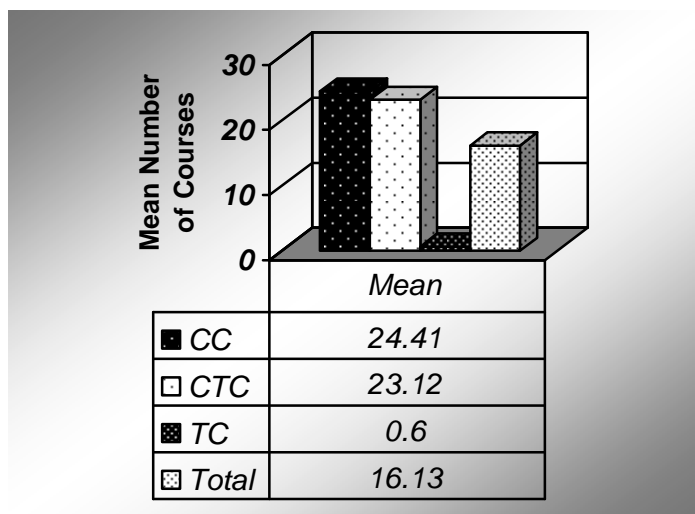
Note: N=30; EGL, n=14; Non-EGL, n=16.

*Institutional type and MNTC global perspective courses.*

As Figure 67 shows, little variation exists between community and community/technical colleges. Both institutional types offer degrees that include MNTC transfer requirements for graduation. Noteworthy is the almost non-existence of global courses among technical colleges.

Variation can be noted among same size CC and CTC colleges. Among medium size CC institutions, for example, the number of global perspective course offerings range from 45 to 19. Size alone doesn't account for variation. A very small size CC lists 21 global course offerings (see Appendix G, Table G4 for details).

Figure 67. Mean Number of Global Perspective Courses by Institutional Type: 2002



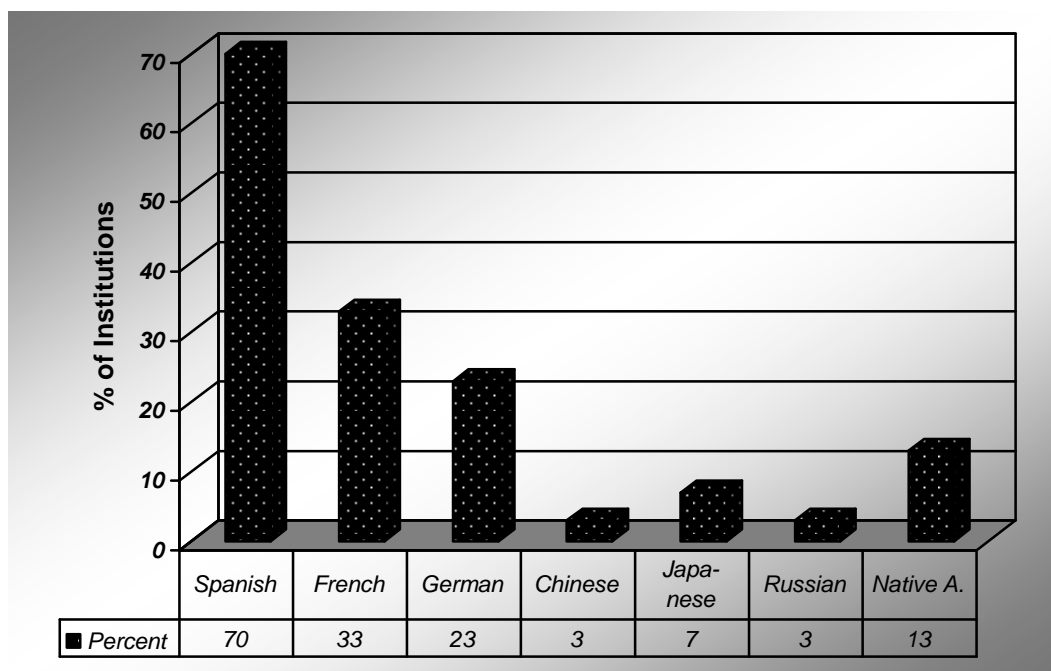
*Note.* Total, N=30; CC, n=12; CTC, n=8; TC, n=10.

### Foreign language offerings.

Table G4 (Appendix G) depicts the numbers of world language offerings for all MnSCU two-year colleges. Overall, twenty-two (73%) offer one or more world language courses. The mean number of offerings is 1.5.

As shown in Figure 68, the most common world language offerings include Spanish, French, and German. Native American (Anishinaabe) language is offered by four (13%) institutions. Chinese and Japanese is offered by three metro institutions as part of institutional language and culture programs (see Appendix G, Table G4).

Figure 68. Percentage of Two-Year MnSCU Colleges with Undergraduate Foreign Language Offerings: 2002



Source: [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp)

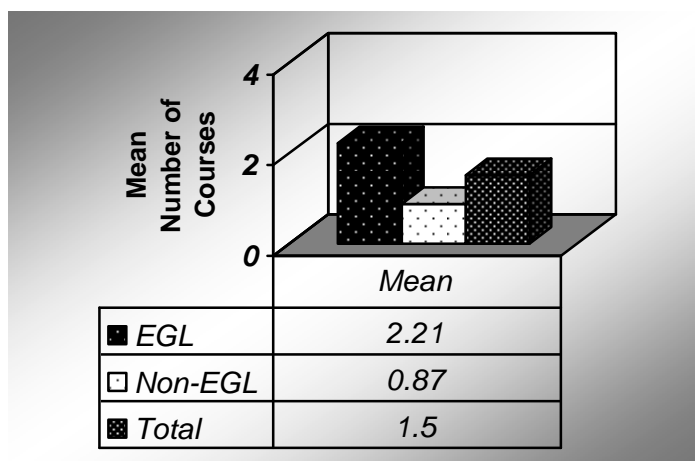
Note. Multiple answers were possible.

### *Consortium membership and foreign language offerings.*

Figure 69 shows world language offerings by consortium membership. Since EGL consortium institutions consist mainly of CC and CTC transfer institutions, the variation between EGL and non-members was expected. World language offerings among EGL CC and CTC members vary from a high of five to one offering among small size institutions (see Appendix G, Table G4 for details).



Figure 69. Mean Number of Foreign Language offerings by Consortium Membership: 2002

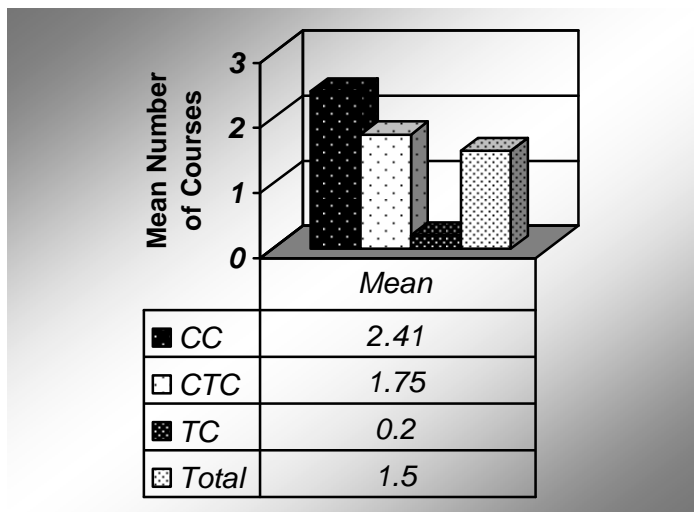


Note. Total, N=30; EGL, n=14; Non-EGL, n=16.

***Institutional type and foreign language offerings.***

Figure 70 depicts variation of world language offerings by institutional type. Community colleges average more offerings than community/technical colleges. Findings indicate Spanish is offered at two technical colleges. One is a medium size metro-area college who also reports global perspective course offerings as part of their curriculum. The other is a very small non-metro area school (for details see Appendix G, Table G4).

Figure 70. Mean Number of Internationalized Courses by institutional Type: 2002



Note. Total, N=30; CC, n=12; CTC, n=8; TC, n=10.

### **Student study abroad and exchange programs.**

Findings for specific institutions are illustrated in Table G5, Appendix G.

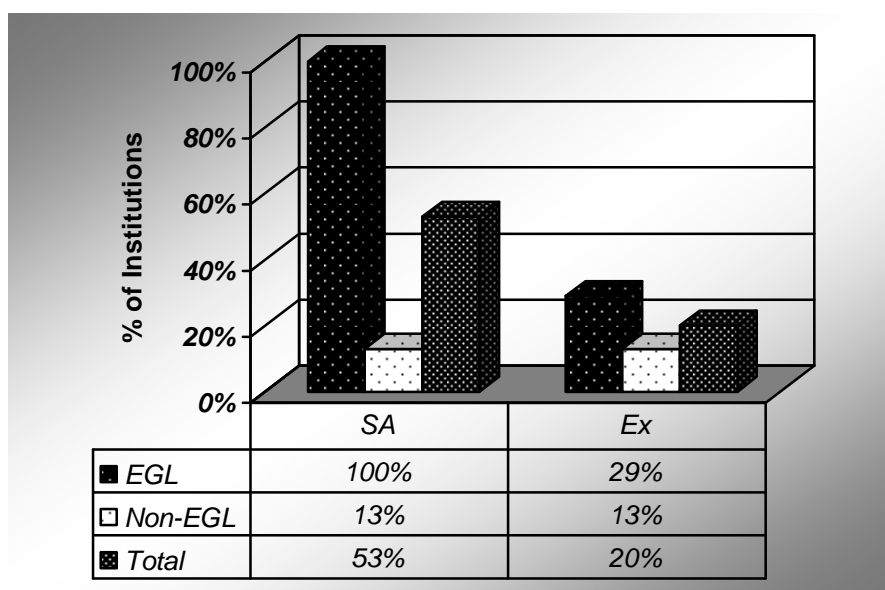
Overall, sixteen (53%) institutions offer student short-term and semester long programs. Student exchange 2002 opportunities are offered by six colleges. Exchange programs involve one Asian and five western institutions. Programs emphasize general education, business and technology, liberal arts, and vocational areas.

### ***Consortium membership and student study abroad and exchange opportunities.***

Figure 71 depicts findings regarding student study abroad and exchange opportunities. Findings for 2002 show EGL consortium members report more opportunities than non-members. EGL study abroad documents for 2002, however,

indicate while all fourteen consortium members offer the EGL study abroad program to Costa Rica, seven of fourteen (50 percent) report actual student participation. All but one of the twenty-nine 2002 Costa Rica study abroad participants came from six metro area EGL member institutions (see Appendix G, Table G5).

Figure 71. Percentages of Student Study Abroad and Exchange Opportunities by Consortium Membership: 2002



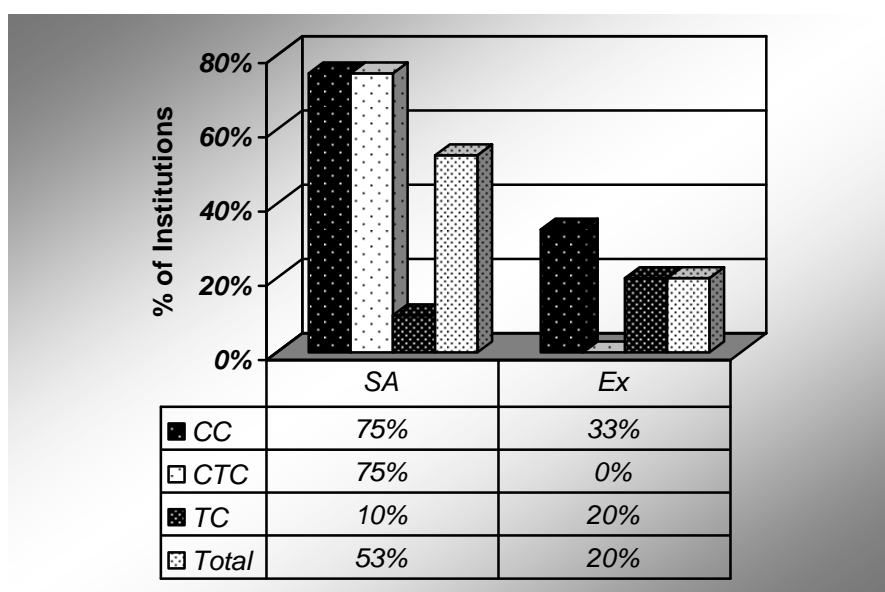
Note. SA=Study Abroad, Ex=Exchange opportunities. Total N=30; EGL members n=14; Non-members n=16.

***Institutional type and student study abroad and exchange opportunities.***

As Figure 72 shows, community and community/technical colleges are equally more likely than technical schools to offer student study abroad programs. Interestingly, 2002 findings show two technical and no community/technical colleges that offer student

exchange opportunities. All but one consortium member is a community or community/technical College.

Figure 72. Percentages of Student Study Abroad and Exchange Opportunities by Institutional Type: 2002



*Note.* SA=Study Abroad, Ex=Exchange opportunities. Total N=30; CC n=12; CTC, n=8; TC, n=10.

### International Student Programs and Services

Table G6, Appendix G depicts a detailed matrix of institutions that offer services and programs for international students. Services and programs include designated international student advisor, international student services offered, and language programs. Survey 2002 is the first of the surveys to clearly define international student as “those persons with F-1, M-1, or J-1 visa status.”

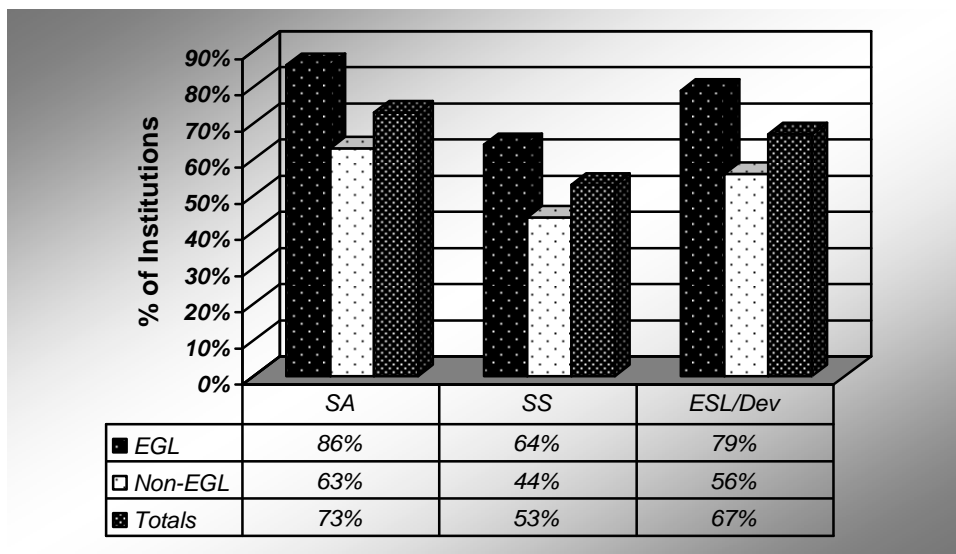
Overall, twenty-two (73%) indicate a designated international student advisor. Sixteen (53%) report designated services for international students. Twenty (67%) report English as a Second Language (ESL) and other developmental language programs.

***Consortium membership and international student programs and services.***

Figure 73 summarizes percentages of international student programs and services by consortium membership status for survey year 2002. Consortium member schools are more likely to indicate a designated international student advisor, student services, and language development resources compared to non-members.

Noteworthy is while 93% of EGL consortium members and 69% of non-members indicate international student enrollments, the percentage of reported programs and services for international students is less than the percentage of enrollments (see Appendix G, Table G6 for details).

Figure 73. Percentages of Institutional Program Opportunities for International Students by Consortium Membership: 2002

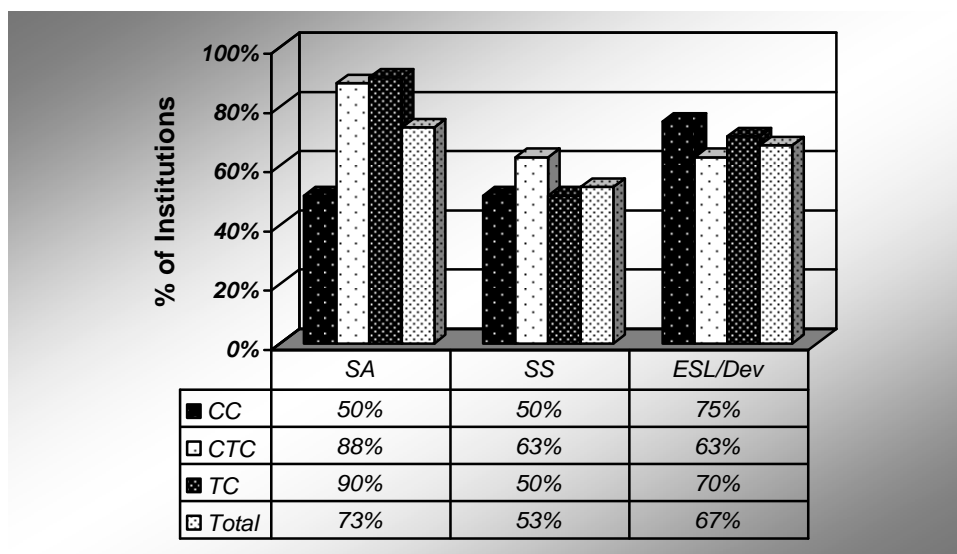


*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL/Dev=English as a Second Language Program/other language development programs. Total (N=30); EGL members (n=14); Non-members (n=16).

***Institutional type and international student programs and services.***

Figure 74 summarizes percentages of international student opportunities by institutional type. Developmental and ESL language programs are reported by a majority of institutions. Surprisingly, technical and community/technical colleges indicate a significantly higher percentage of designated advisors for international students than community colleges. Three CCs that indicate an absence of specially designated services also report very low numbers of international students (see Appendix G, Table G6).

Figure 74. Percentages of Institutional Program Opportunities for International Students by Institutional Type: 2002



*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL/Dev=English as a Second Language/other language development programs. Totals (N=30); CC, n=12; CTC, n=8; TC, n=10.

### Faculty International Opportunities

Table G7 (Appendix G) illustrates a matrix of institutional responses regarding faculty international opportunities. Faculty international opportunities include opportunities to teach and study abroad, participate in faculty exchange and visiting scholar programs, and other internationally related activities. Other activities may include international meeting attendance, international study tours, and international consulting and training.

Overall, 2002 findings indicate the following opportunities: seventeen (57%) institutions indicate teaching abroad; eleven (37%) colleges report study abroad; nine

(30%) indicate exchange/visiting scholar; and, fifteen (50%) report other international activities.

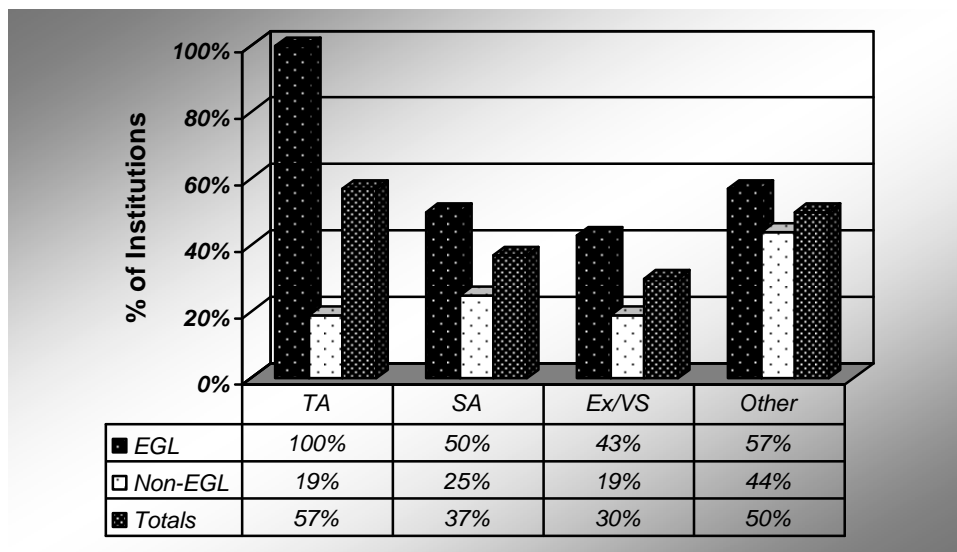
*Consortium membership and faculty international opportunities.*

Figure 75 depicts faculty international opportunities by EGL consortium membership. EGL members report more international opportunities for faculty in all four categories.

Noteworthy is while all EGL consortium faculty have the opportunity to teach abroad as part of the EGL student study abroad program, three faculties (21%) actually taught in the EGL Costa Rica program. EGL institutions do not indicate any other faculty teaching abroad opportunities. Interestingly, findings show three (19%) non-member institutions report faculty teaching opportunities. Thus the findings for 2002 show little difference in teaching abroad opportunities between member and non-member institutions.



Figure 75. Percentages of Institutional Faculty International Opportunities by Consortium Membership: 2002



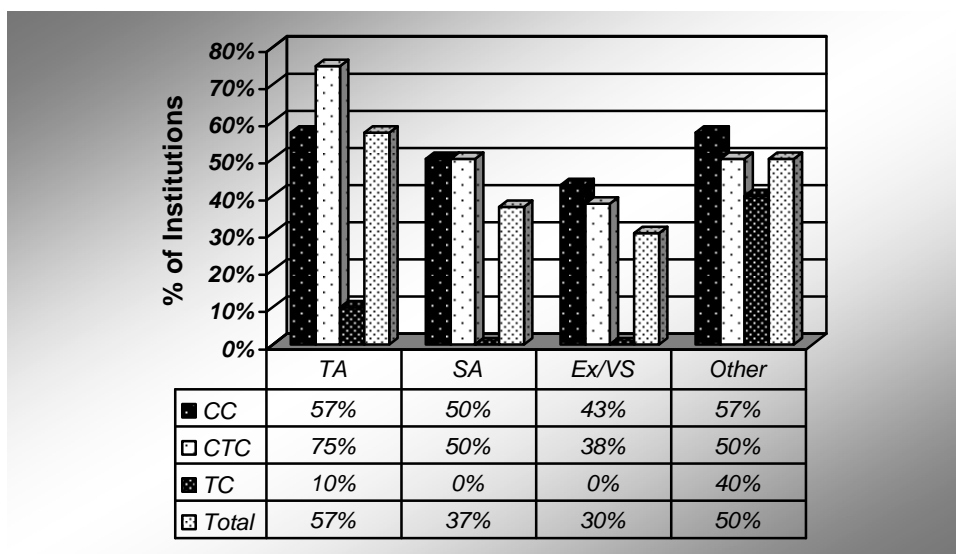
*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities. N=30, EGL (n=14), Non-EGL (n=16).

### ***Institutional type and faculty international opportunities.***

As shown in Figure 76, the most striking finding is the low are noninvolvement among technical college faculty in international activities. One of the two technical colleges reporting teaching abroad opportunities is an EGL consortium member. The other, South Central Technical College (SCTC), also reports faculty involvement is other activities such as attending international meetings, consulting, and training (see Appendix G, Table G7).

Among other institutional types, it should be noted that, with one exception, all EGL members are community or community/technical colleges. The higher percentages of teaching abroad opportunities reflect Consortium membership.

Figure 76. Percentages of Institutional Faculty International Opportunities by Institutional Type: 2002



*Note.* Abbreviations: TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other=Other International Opportunities. CC=Community College; CTC=Community/Technical College; TC=Technical College  
N=30, CC (n=12), CTC (n=8); TC (n=10)

## **Survey Findings 2003**

### **Respondent Profile**

Thirty institutions responded to the 2003 survey with a return rate of 100 percent. The surveys were completed by twenty-one college administrators and nine faculty or counselors. Each educator completing the survey had some degree of international education responsibility in administration, teaching, or counseling.

Institutional respondents include twelve community, eight community/technical, and ten technical colleges. Over one-half of respondents are medium or large institutions and nearly two-thirds are non-metro area colleges. EGL documents indicate fourteen members in 2003.

### **Institutional Support for Internationalization**

A detailed matrix of institutional support responses is depicted in Appendix H. Tables H1, H2, and H3. Table H1 contains mission statement reference, current planning, future expectations, planning committee in place, and institutional stated problems. Table H2 depicts organizational memberships, and Table H3 describes collaboration responses.

#### **Institutional mission statement reference, planning, expectations.**

Overall, sixteen (53%) institutions indicate an international/global reference in their mission statement, vision, or institutional goals. Twenty-two (73 %) report some form of planning for international initiatives, and twenty-four (80%) expect to increase

international initiatives. Less than half (47%) indicate an established committee for planning international education initiatives (see Appendix H, Table H1).

As in previous surveys, respondents continue to have an optimistic view that future international initiatives will increase moderately or dramatically although lack of funding is the most often stated internal challenge. Interestingly, although respondents indicate funding needs as a significant problem, 80% indicate an increase in future initiatives. The differences between reported current planning initiatives, future expectations and presence of an active planning committee continued with 2003 responses. Less than one-half of respondents report an active planning committee while nearly three-fourths indicated current planning.

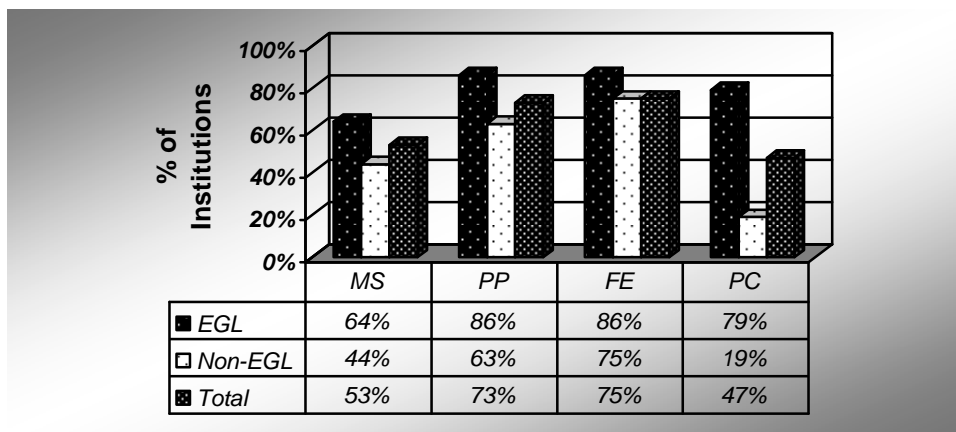
***Consortium membership and mission statement, planning, and expectations.***

Figure 77 provides a comparison of three institutional support indicators by consortium membership status. The findings indicate consortium members are more likely than non-members to reference international/global in their mission statement, to indicate planning for international initiatives, and future increase in initiatives. Consortium members (79%) are four times more likely than non-members (19%) to report the presence of a planning committee for international initiatives.

Analysis indicates consortium members are more consistent than non-members across four indicators of institutional support. Among the fourteen EGL members, six institutions (ARCC, HnTC, MCTC, MRCTC, NdCC, RoCTC) indicate support in all four indicators. Although more than one-half (63%) of non-members indicate planning for

international initiatives, less than 20% point to an organized committee to plan initiatives (see Appendix H, Table H1 for details).

Figure 77. Percentages of International Mission Statement References, Planning Initiatives, and Future Expectations by EGL Consortium Membership: 2003



*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives; PC = Planning Committee in place. Total N=30; EGL, n=14; Non-EGL, n=16.

### ***Institutional type and mission statement, planning, and expectations.***

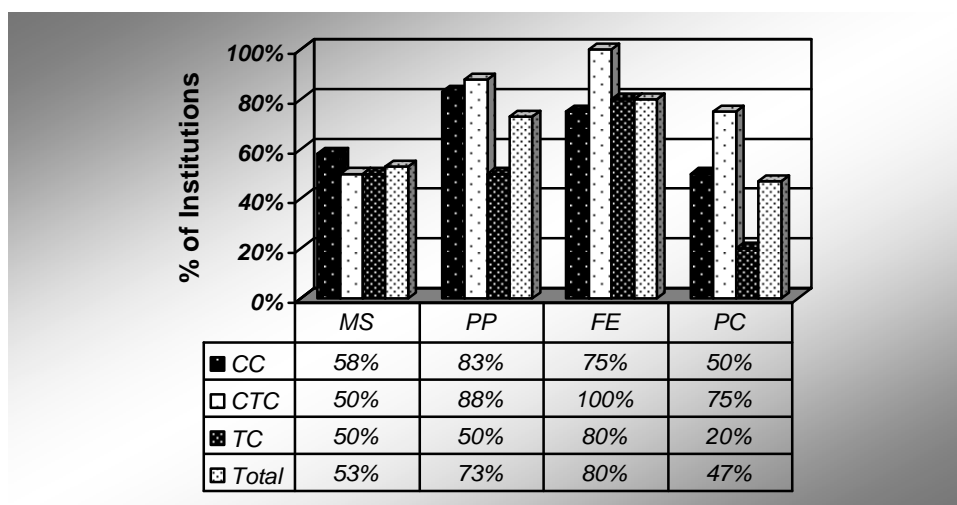
Among institutional types, Figure 78 indicates little variation as to global/international mission statement reference. Technical colleges indicate less planning for initiatives. Finally, a sizable majority (80%) expect international initiatives to increase (future expectations). Community/technical colleges indicate the most consistency between planning initiatives and the presence of an active planning committee.

Detailed analysis of the institutional support matrix shows while one-half of technical colleges indicate planning for international initiatives and a mission statement reference, only one-fifth report having an organized planning committee for international initiatives. Similarly, among community and community/technical colleges the percentage of institutions planning international initiatives exceeds the percentage reporting a functioning planning committee. It is unclear how these initiatives will be successfully initiated and implemented without a formalized structure in place (see Appendix H, Table H1).

Respondents described various types of planned international initiatives. Eight institutions emphasized curricular among the twenty-two reported international initiatives. Seven of the eight are community and community/technical colleges. One technical college (MSE) specifically indicates curriculum expansion which is consistent with their mission statement reference to international/global. The data indicates five technical colleges are among eight institutions indicating no present plans (see Appendix H, Table H1).

There appears a significant discrepancy between reported planning (78%) and putting plans on paper (23%). This inconsistency suggest while there may be a great deal of planning being discussed, the discussions have not been formalized into an actual plan.

Figure 78. Percentage of International Mission Statement References, Planning Initiatives, Future Expectations, and Planning Committee by Institutional Type: 2003



*Note.* MS = Mission Statement Reference; PP = Present initiative Planning; FE = Expectation of Increase in Initiatives; PC=Planning committee in place. Total N=30; CC, n=12; CTC, n=8; TC, n=10.

### **International education memberships.**

Table H2 (Appendix H) depicts a matrix of institutions that report international organization memberships. Overall, twenty-six of thirty (87 percent) institutions indicate membership in one or more international, national, state, or regional international organizations. Membership in more than one organization is reported by 63 percent of responding institutions. Fifteen (50%) institutions report membership in NAFSA, seven (23%) indicate CCID memberships, and thirteen (43%) report membership in other regional, state, and national organizations. Membership in IVESTA, the international vocational education and training organization, is reported by four institutions.

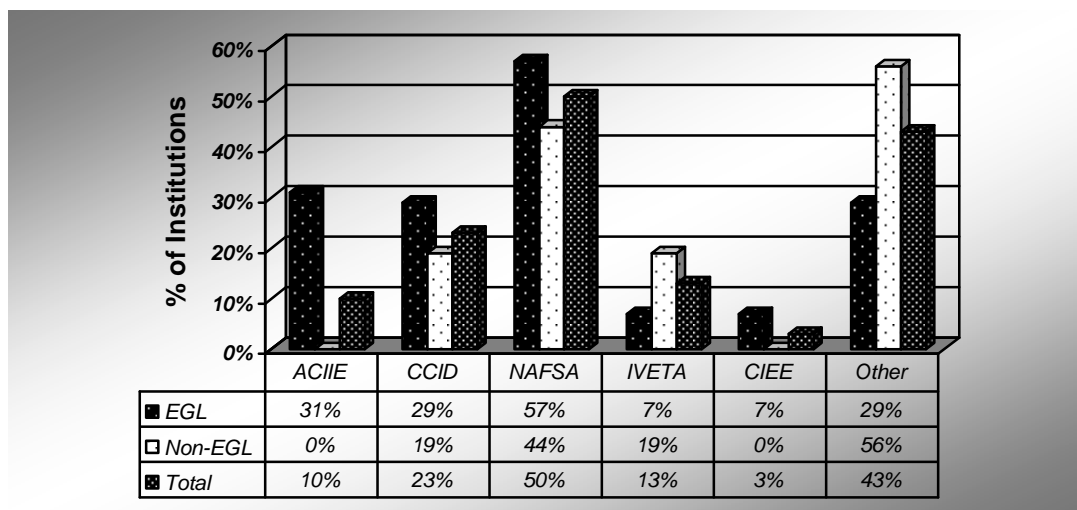
*Consortium membership and international education memberships.*

Figure 79 shows EGL member and non-member reported international organizational memberships. Generally, EGL member institutions, compared to non-members, report a somewhat higher percentage of memberships in ACIIE, CCID, NAFSA, and CIEE. Non-member colleges indicate a greater number of institutional memberships in IVETA and other national, state, or regional organizations.

Six EGL member institutions and non-members report multiple memberships. Non-member colleges, however, are nearly twice as likely to indicate membership in state organizations such as *Minnesota International Educators* compared to EGL member colleges (see Appendix H, Table H2).



Figure 79. Percentages of International Organizational Membership by Consortium Membership: 2003

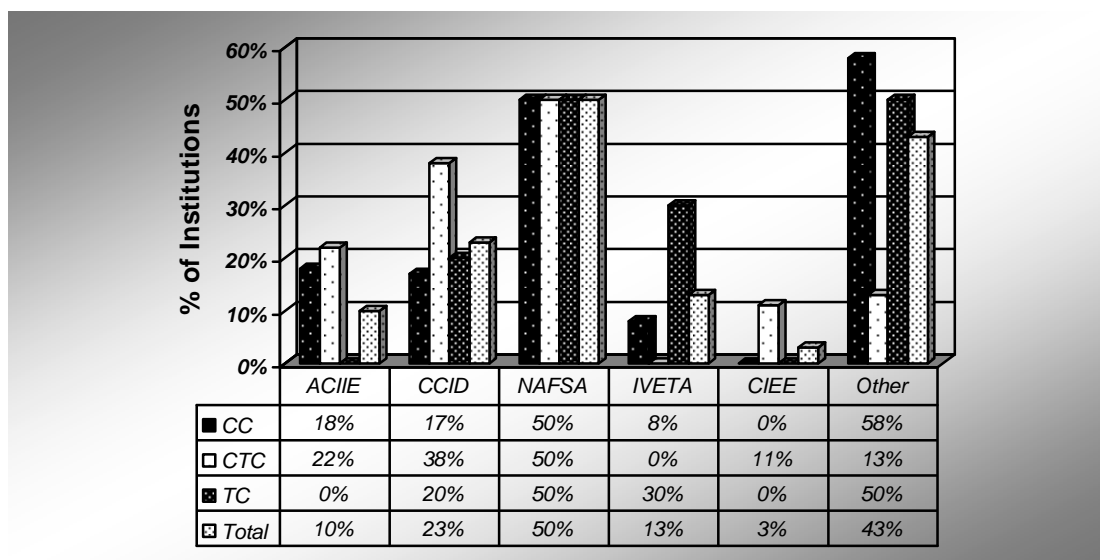


*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships  
Total: N=30; EGL, n=14; non-EGL, n=16.

***Institutional type and international education memberships.***

Figure 80 indicates NAFSA membership is reported by an equal percent of community, combined community/technical, and technical colleges. Both community colleges and technical colleges are more likely than community/technical institutions to indicate membership in other state and regional organizations. IVETA membership (designed for technical institutions) is reported by 17% of TC and CTC institutions.

Figure 80. Percentages of International Organizational Membership by Institutional Type: 2003



*Note.* Organization abbreviations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange; Other = other local, state, or regional memberships  
Total: N=30; CC n=12; CTC, n=8; TC, n=10.

### **International partnerships and local collaboration.**

A matrix of institutional collaborative relationships based on formal partnerships with international organizations and local business connections involving international aspects was developed (see Appendix H, table H3). Generally, findings indicate fifteen (50%) institutions report formal partnerships and thirteen (43%) indicate local business collaboration involving international education and training applications.

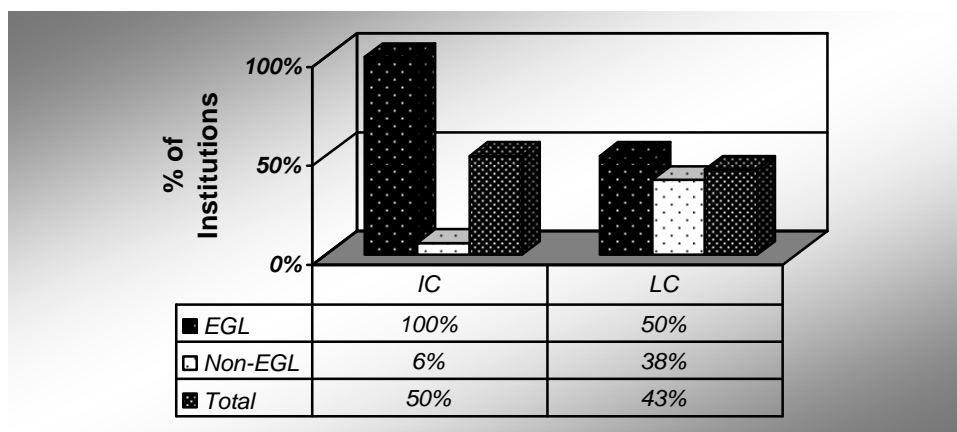
European and other western institutions comprise the majority of formal partnerships. Two colleges continue their partnership with Chinese and one with Ukrainian institutions. The availability of customized training is reported by eight institutions and specific business/industry training for language, intercultural workshops, business travelers and technical/occupational programs are indicated by several institutions.

***Consortium membership and international partnerships/local collaboration.***

Figure 81 shows collaboration by consortium membership. Eight (57%) consortium members report international partnerships outside the EGL study abroad agreement with the Costa Rican Institute of Language and Oriel College, England. All fourteen EGL institutions are formally tied to the Costa Rica and England colleges thru a formalized agreement between EGL, CAPA and the respective international institutions. Comparatively, one non-member institutions indicates a formal international partnership.

Local institutional collaboration is reported by seven (50%) consortium members. Six (38%) non-member institutions indicate local business/industry collaboration.

Figure 81. Percentages of Formal International Partnerships and Local Collaboration by Consortium Membership: 2003



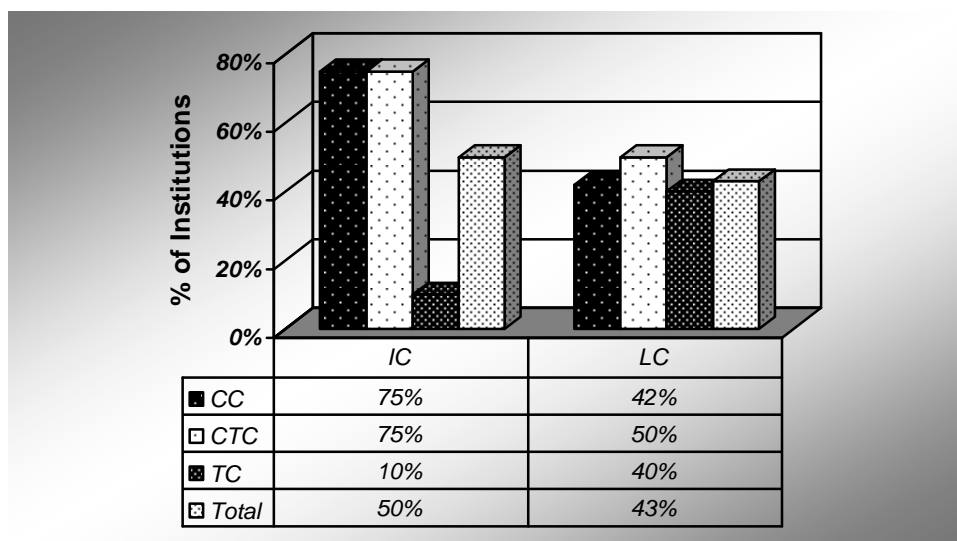
*Note.* IC=International Collaboration; LC=Local Collaboration. EGL member institutions, n=14; non-members, n=16; Total, n=30.

### ***Institutional type and international partnerships/local collaboration.***

Figure 82 displays international partnerships and local collaboration by institutional type. With one exception, technical colleges are less likely than other types to enter into formal international partnership agreements. The exception is the sole EGL member technical college. EGL documents, however, indicate an absence of technical college students and faculty in the EGL study abroad programs.

Technical colleges are more likely to enter into agreements with local business and other organizations for purposes of technical and occupational training compared to formal international partnerships. Based on their world language curricula, community and community/technical colleges are able to offer language programs to business and industry.

Figure 82. Percentages of Formal International Partnerships and Local Collaboration by Institutional Type: 2003



*Note.* IC=International Collaboration; LC=Local Collaboration. CC, n=12; CTC, n=8; TC, n=10; Total, n=30.

### Curricular Content

Table H4 (Appendix H) describes four curricular internationalization components as reported by all thirty respondents. Components include initiatives to international curricula, co-curricular campus activities, global perspective designated course offerings, and foreign language offerings. A separate table (H5) describes study abroad and student exchange opportunities.

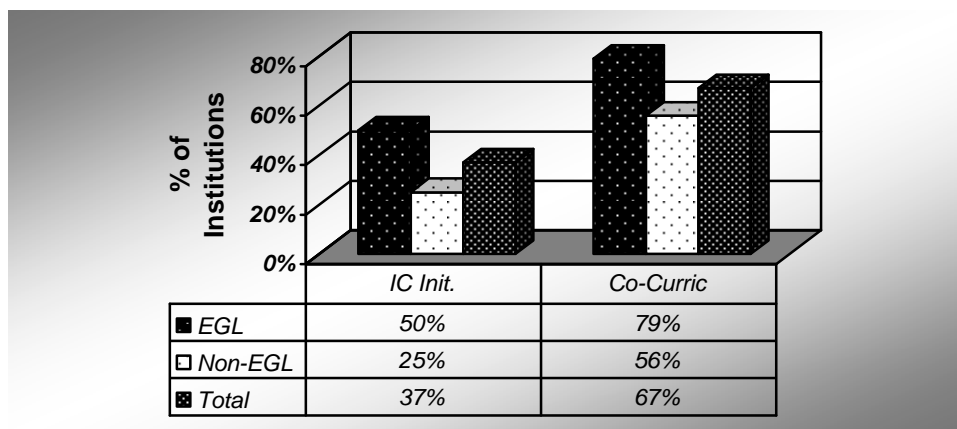
**Curricular and co-curricular programs and initiatives.**

Overall, eleven (37%) institutions indicate current initiatives to internationalize the curriculum. Reported initiatives include such activities as development of a certificate program in Global Education, expansion of foreign language courses, and course development and revision activities. Twenty colleges (67%) report co-curricular activities and eight (27%) indicate multiple co-curricular activities. College catalogue analysis shows a mean of 17.6 global perspective courses and a mean of 1.5 foreign language courses.

***Consortium membership and curricular/co-curricular initiatives.***

As shown in Figure 83, EGL consortium members are twice as likely to indicate initiatives to internationalize the curriculum. Reported co-curricular activities include institutional sponsorship of community foreign policy forums, international celebrations, and other campus cultural activities. Findings indicate EGL institutions are more likely than non-members to report co-curricular activities.

Figure 83. Percentages of Internationalization Initiatives and Co-Curricular Activities by Consortium Membership: 2003

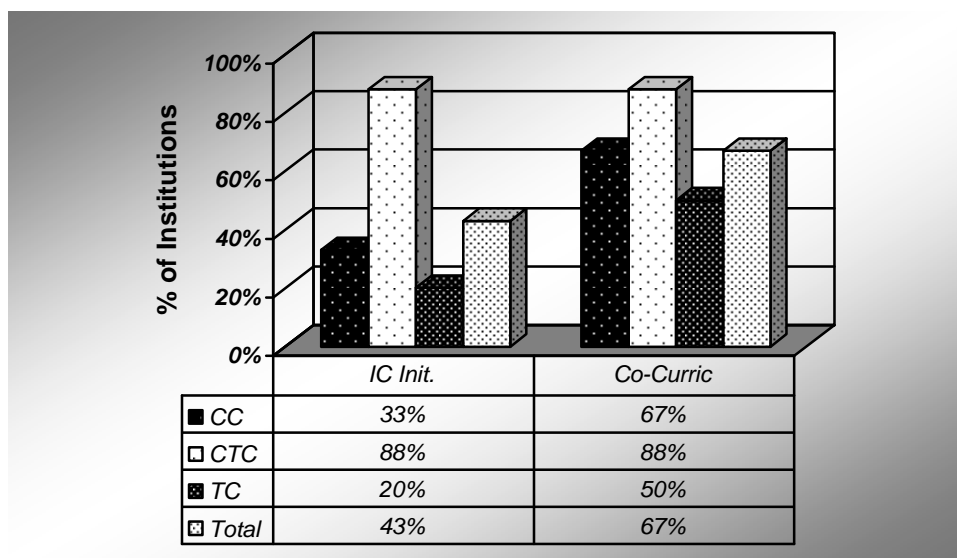


*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric. = Co-Curricular Activities. Total N=30; EGL n=14; Non-EGL n=16.

***Institutional type and curricular/co-curricular initiatives.***

Figure 84 shows curricular initiatives and co-curricular activities by institutional type. A clear majority of community/technical Colleges compared to other types indicate curricular initiatives and co-curricular activities. Interestingly, one-half of technical colleges report co-curricular activities. Not surprising is only two technical colleges indicate initiatives to internationalize curricula. Two-thirds of community colleges indicated co-curricular activities while one-third report curricular initiatives.

Figure 84. Percentages of Internationalization Initiatives and Co-Curricular Activities by Institutional Type: 2003



*Note.* Abbreviations: IC Init. = Internationalize Curricular Initiatives; Co-Curric. = Co-Curricular Activities. Total N=30; CC n=12; CTC n=8; TC n=10.

### **MNTC global perspective courses.**

Specific numbers of internationalized courses for each institution can be found in Appendix H, Table H4. Overall, the average for all MnSCU two-year institutions was 17.56. As previously noted, variation in number of internationalized courses is mainly based on differences in institutional size and type of institution. Catalogue data for 2002-2003 show ten technical colleges offer a total of ten global perspective courses.

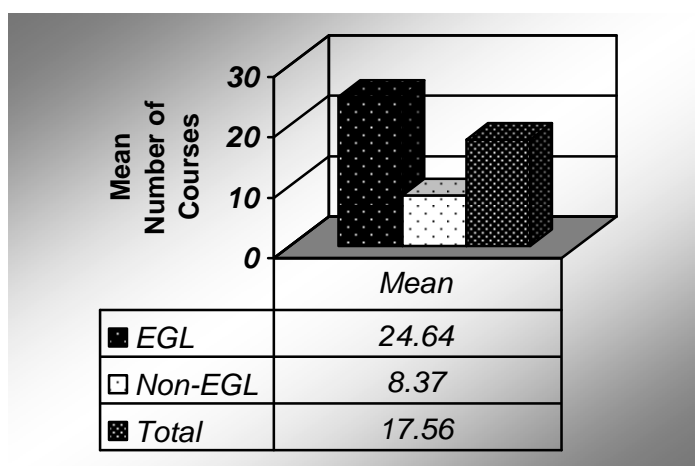
### ***Consortium membership and MNTC global course offerings.***

Figure 85 depicts average internationalized course offerings by EGL consortium membership status. As previously stated, all but one EGL member is a community



college or combined community/technical transfer institution. Transfer institution curriculum includes one global perspective course graduation requirement. Moreover, nine EGL (64%) members have larger enrollments and one-half are located in a large metropolitan area both of which impact curriculum.

Figure 85. Mean Number of Global Perspective Courses by Consortium Membership: 2003



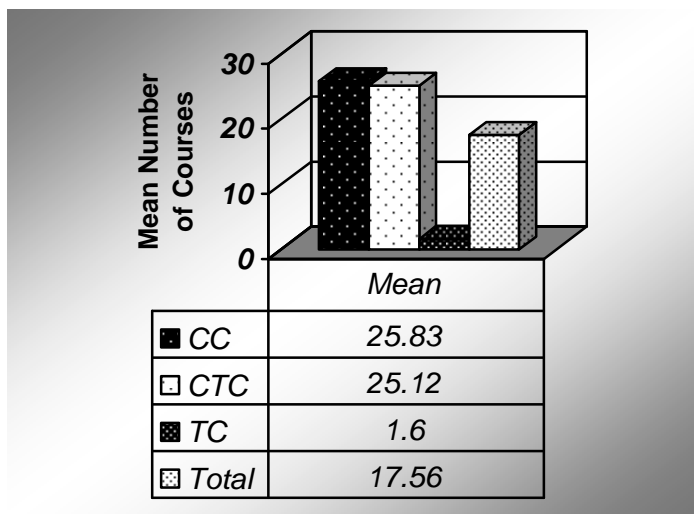
Note. Total, N=30; EGL, n=14; Non-EGL, n=16.

### *Institutional type and MNTC global course offerings.*

As Figure 86 shows, little variation exists between community and community/technical colleges. Both institutional types offer degrees that include MNTC transfer requirements for graduation. Although one-half of technical colleges report the absence of international designated courses for academic year 2003, approximately one-half of metro area medium size technical schools indicate an average of three MNTC global

perspective courses. This represents a change in findings from previous survey years (see Appendix H, Table H4 for details).

Figure 86. Mean Number of Global Perspective Courses by Institutional Type: 2003



Note. Total, N=30; CC, n=12; CTC, n=8; TC, n=10.

### Foreign language offerings.

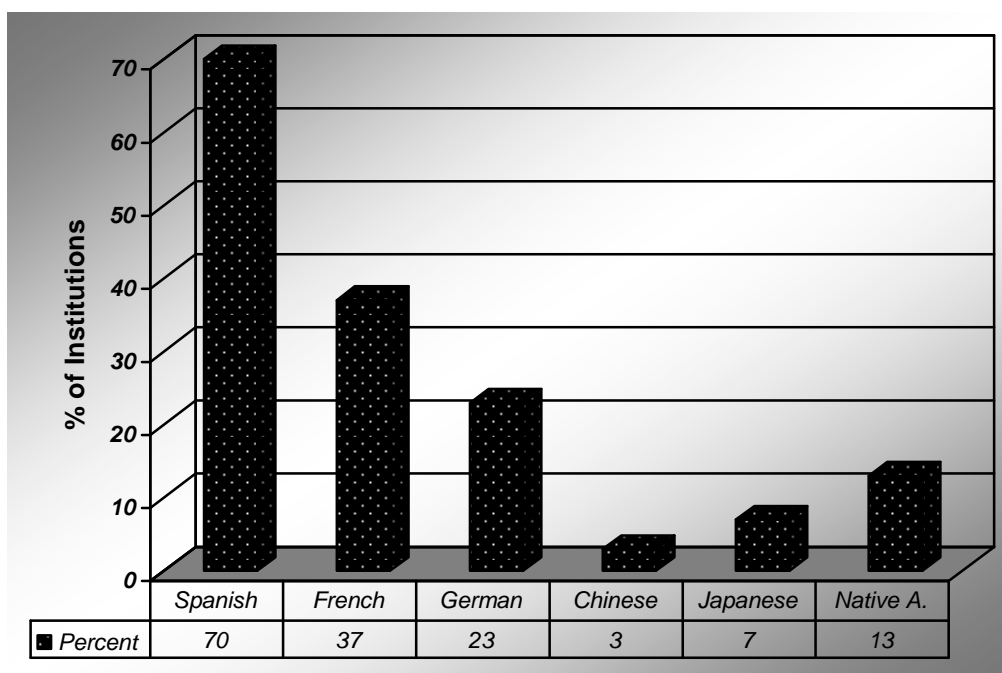
Specific data for individual colleges were obtained from college catalogues.

Overall, the mean number of world languages offered by MnSCU two-year colleges is less than 2 (1.53).

As shown in Figure 87, the most common world language offerings are Spanish, French, and German. Spanish, for example, is offered by twenty-one (70%) of institutions. Other languages, such as Chinese and Japanese are offered by one or two

metro-area Community and Community & Technical colleges. Native American language is offered by colleges located in proximity to Native American communities.

Figure 87. Percentages of Two-Year MnSCU Colleges with Undergraduate Foreign Language Offerings: 2003



Source: [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp)

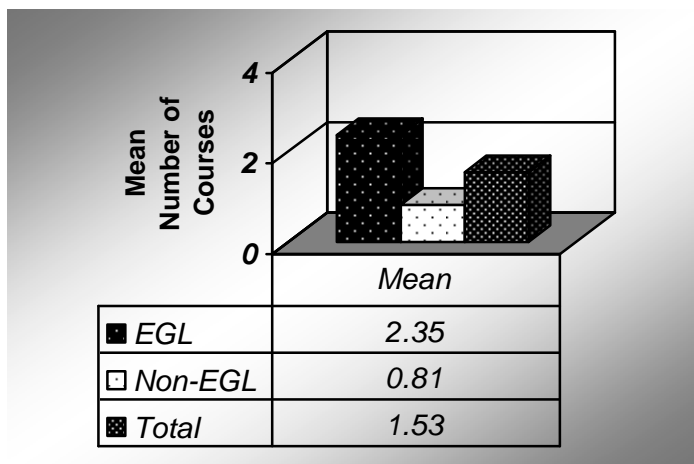
Note. Multiple answers were possible.

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***Consortium membership and foreign language offerings.***

Figure 88 depicts the mean number of foreign language courses taught by EGL consortium member and non-member colleges. Consortium member colleges offer more courses than non-members, however, unlike nine non-member technical colleges, consortium member schools include only one technical college. As shown in Table H4 (Appendix H), reported findings indicate one TC offers a world language.

Figure 88. Mean Number of Foreign Language offerings by Consortium Membership: 2003



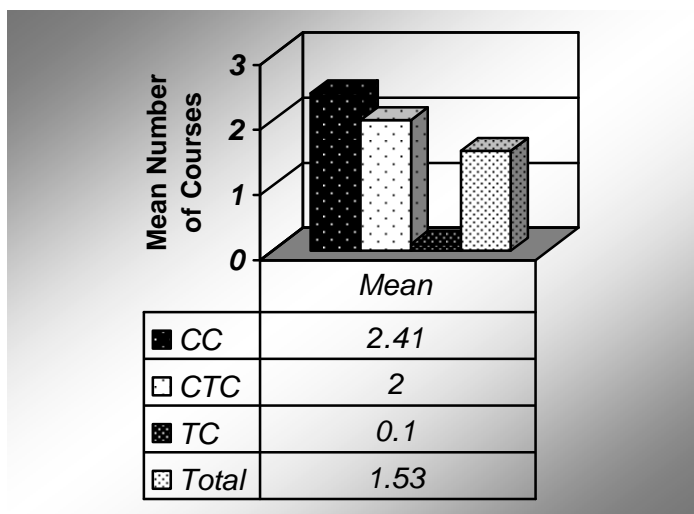
*Note.* Total, N=30; EGL, n=14; Non-EGL, n=16.

***Institutional type and foreign language offerings.***

Table 89 depicts variation of world language offerings by institutional type. Community colleges average more offerings than community/technical colleges. Among

medium size community colleges, the number of offerings range from a high of five to a low of two (see Appendix H, Table H4).

Figure 89. Mean Number of Global Perspective Courses by Institutional Type: 2003



*Note.* Total, N=30; CC, n=12; CTC, n=8; TC, n=10.

### **Student study abroad and exchange opportunities.**

As shown in Table H5 (Appendix H), a matrix depicts reported student study abroad/exchange programs for MnSCU two-year colleges. Program length and focus, whether the program is part of a consortium, and the number of participants is summarized.

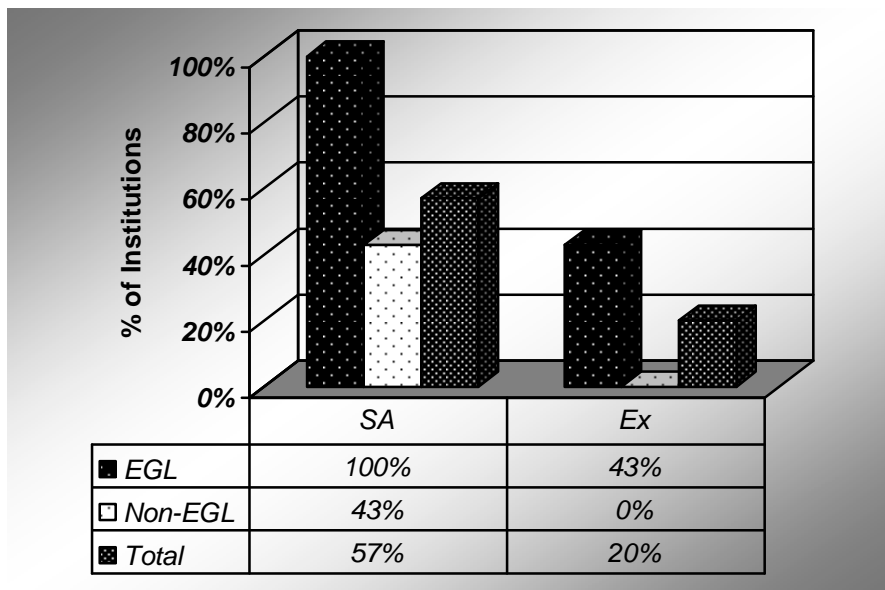
In general, seventeen (57%) institutions identify semester long and short term study abroad programs. Six (20%) colleges indicate student exchange programs. Study

abroad tends to focus on Western European, Central and North American countries. Exchange programs include one West African nation and China. Eleven (37%) institutions describe study abroad programs that are consortium related. Several institutions excluded number of study abroad participants for 2003.

***Consortium membership and student study abroad and exchange opportunities.***

As Figure 90 shows, all consortium members indicate study abroad programs. For 2003, EGL documents indicate thirty-one students participated in the 2003 Costa Rica program. Noteworthy is eight (57%) member institutions report student study abroad that excludes consortium connection. Many of these programs involve instructor led student short-term study abroad experiences. While only six institutions report student exchange programs, all six participants are EGL consortium members (see Appendix H, Table H5 for details).

Figure 90. Percentages of Student Study Abroad and Exchange Opportunities by Consortium Membership: 2003

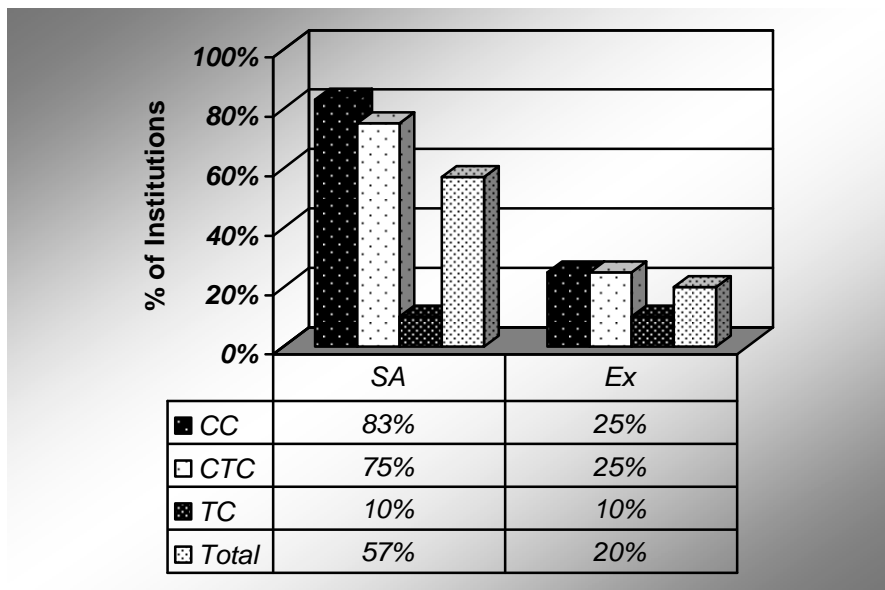


Note. SA=Study Abroad, EX=Exchange opportunities. Total N=30; EGL members n=14; Non-members n=16.

***Institutional type and student study abroad and exchange opportunities.***

Figure 91 illustrates student study abroad and exchange programs by institutional type. Community and community/technical are considerably more likely than technical colleges to offer short-term and semester long programs. The single TC offering study abroad is an EGL consortium member. Five of the six student exchange programs are reported by community and community/technical colleges. Again, the one TC indicating student exchange is an EGL consortium member (see Appendix H, Table H5 for details).

Figure 91. Percentages of Student Study Abroad and Exchange Opportunities by Institutional Type: 2003



Note. SA=Study Abroad, Ex=Exchange opportunities. Total N=30; CC n=12; CTC, n=8; TC, n=10.

### International Student Programs and Services

Table H6 (Appendix H) shows a matrix of institutions that offer international student programs and services for 2003. Programs and services include a designated advisor, student programs such as orientation to the college and community, advising, international student clubs, housing referral, and social/recreational activities. Language development programs and other resources are offered at most colleges.

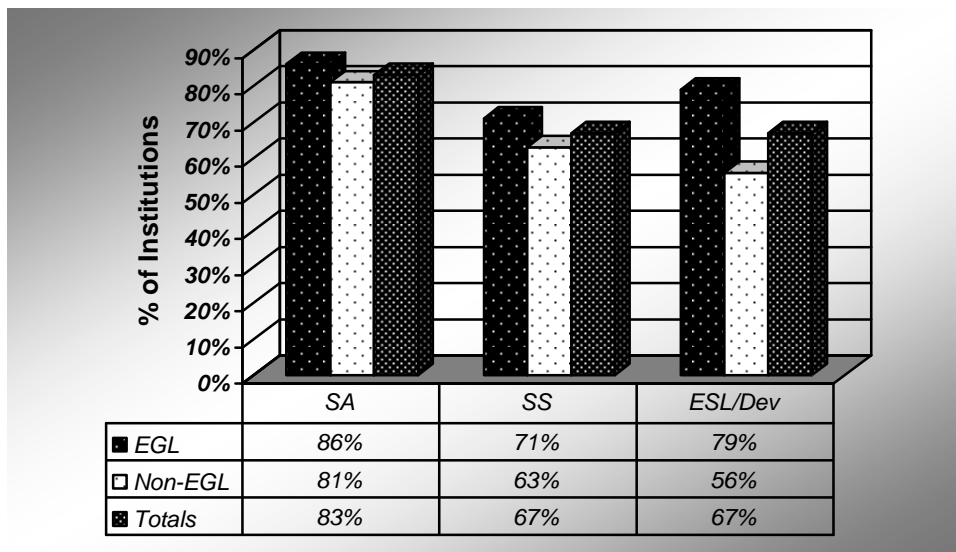
In general, twenty-five (83%) colleges indicate a designated student advisor, and twenty (67%) describe available international student services. Twenty (67%) institutions offer language developmental programs.



***Consortium membership and international student programs and services.***

Administrators, counselors, and academic advisors serve as International Student Advisors in addition to their other formal duties. A majority of Consortium members and non-members indicate designated advisor and student services. Findings indicate the greatest variation between members and non-members occurs in established language programs. Consortium member and non-member institutions reporting an absence of language programs also tend to indicate low numbers of international students.

Figure 92. Percentages of Institutional Program Opportunities for International Students by Consortium Membership: 2003

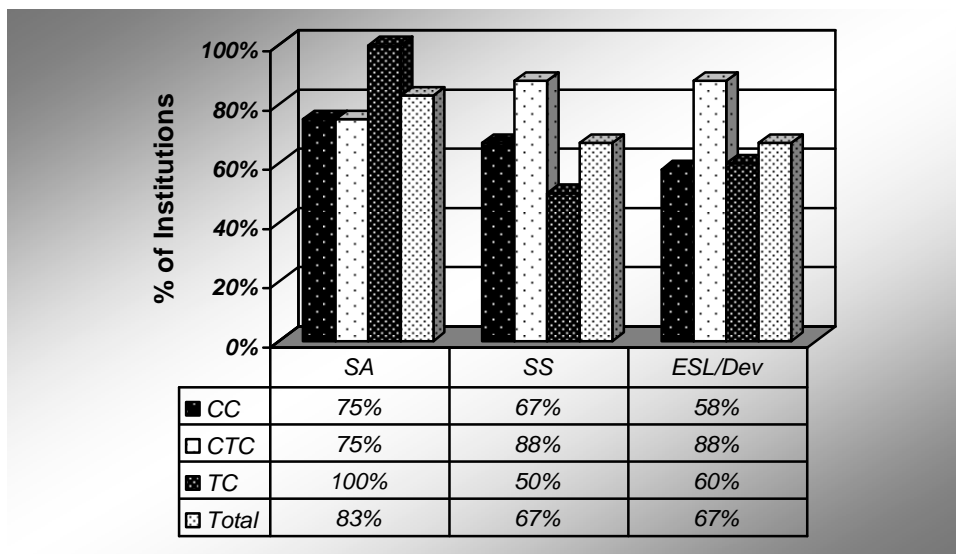


*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL/Dev=English as a Second Language Program/other language development programs. Total (N=30); EGL members (n=14); Non-members (n=16).

*Institutional type and international student programs and services.*

Figure 93 shows technical colleges report a greater percentage of a designated student advisor compared to other institutional types. As previously stated, the advisor position is usually incorporated into other duties. Community/Technical colleges indicate a higher number of student services and language programs compared to other institutional types.

Figure 93. Percentages of Institutional Program Opportunities for International Students by Institutional Type: 2003



*Note.* Abbreviations: SA=Student Advisor; SS=Student Services; ESL/Dev=English as a Second Language/other language development programs. Totals (N=30); CC, n=12; CTC, n=8; TC, n=10.

### Faculty International Opportunities

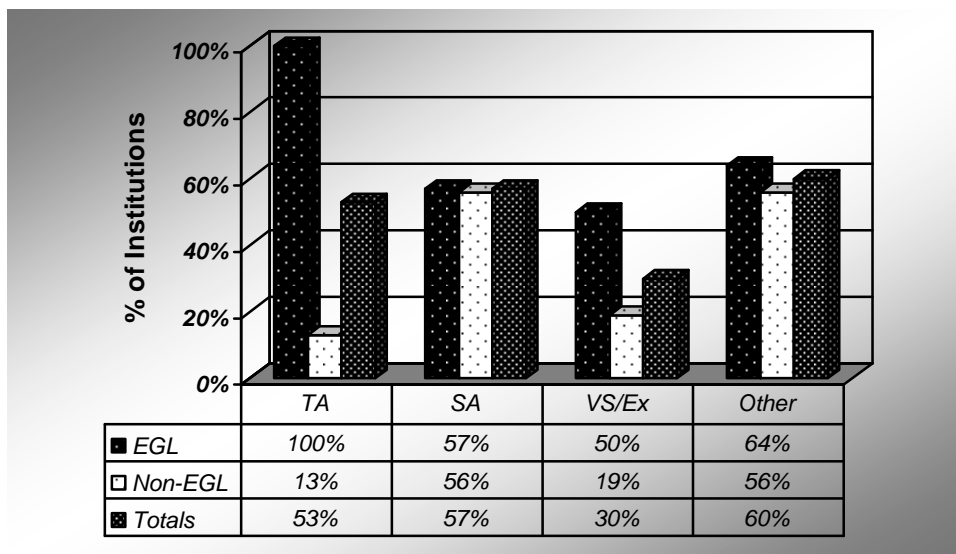
A detailed matrix was constructed describing faculty international opportunities (see Appendix H, Table H7). Overall, sixteen (53%) institutions indicate teaching abroad

opportunities, seventeen (57%) study abroad, ten (30%) visiting scholar/faculty exchange, and eighteen (60%) identify other international opportunities for faculty. Other activities may involve international meeting attendance, international training, consulting, and leading international study tours. The majority of visiting scholar/exchange opportunities involved visiting scholars.

***Consortium membership and faculty international opportunities.***

Figure 94 shows significant variation between members and non-members in teaching abroad and visiting scholar/faculty exchange programs. EGL documents indicate while all EGL members have opportunity to teach as part of the EGL Costa Rica program, two faculty members were awarded teaching assignments. Thus two (14%) EGL and two (16%) non-member colleges report actual teaching abroad assignments.

Figure 94. Percentage of Institutional Faculty International Opportunities by Consortium Membership: 2003



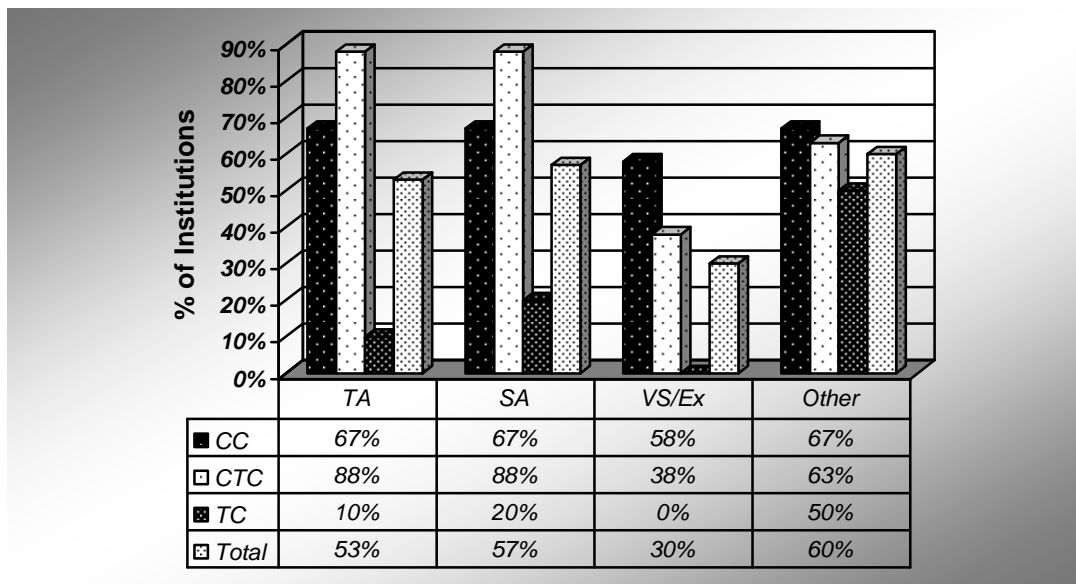
*Note.* TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs Other = (attend international meetings, training, consulting, conduct international tours). N=30; EGL, n=14; Non-EGL, n=16.

### *Institutional type and faculty international opportunities.*

Findings displayed in Figure 95 indicate technical colleges report the lowest number of faculty opportunities in all categories. The single TC reporting faculty teaching abroad opportunities is an EGL consortium member. All EGL members offer teaching abroad as part of the Costa Rica study abroad program.

Among the four faculty opportunity indicators, those technical colleges involved with other internationally related activities report leading international tours, attendance at international meetings, and international training for local business and industry (see Appendix H, Table H7).

Figure 95. Percentages of Institutional Faculty International Opportunities by Institutional Type: 2003



*Note.* TA=Teaching Abroad; SA=Study Abroad; Ex/VS=Faculty Exchange/Visiting Scholar Programs; Other = Attend international meetings, training, consulting, conduct international tours. N=30; CC=12; CTC=8; TC=10.

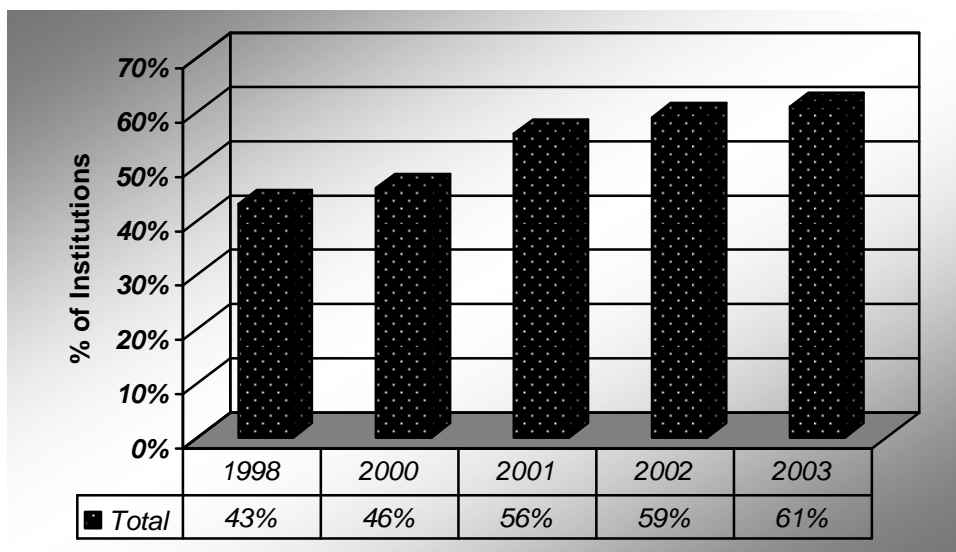
## Composite Findings

### Institutional Support for Internationalization

Figure 96 represents a composite of institutional international support indicators for the five survey years. Indicators include mission statement reference; present planning for international initiatives; international organizational membership; and formal and local internationally related collaboration.

Overall, composite findings suggest institutional support increased over time. In 1998, 43% of survey respondents indicate institutional support for international initiatives and increased to 61% in 2003. These summary findings suggest progress in institutional support from year to year. A closer examination of indicators, however, indicates progress as well as weaknesses and ambiguities.

Figure 96. Composite Percentages of Institutional Support Indicators 1998, 2000-2003



The greatest single increase occurred in international organizational membership (37%) followed by mission statement reference (30%) and current initiative planning (17%). Local internationally oriented collaboration shows the lowest increase (2%) followed by formal international collaboration (5%). The greatest year to year increase in institutional support was from 2000 to 2001 (10%). Mission statement reference jumped 10% and current planning increased 25%.

Somewhat surprising were the institutional support findings for 2002 and 2003. Following the events of September 11, 2001 many MnSCU educators called for a renewed effort toward global understanding. The composite percentage of institutional support for 2001, however, increased only 5% over the following two survey years. The mission statement indicator for all two-year institutions remained unchanged for 2002 and 2003. Planning initiatives show a decrease, but international organizational memberships jumped 20% from 2001.

While institutional mission statement reference to international/global education increased by nearly one-third from 1998 to 2003, nearly one-half of two-year institutions do not include international/global in the institutional mission. International organizational memberships were the strongest indicator of institutional support. The percentage of institutions reporting memberships increased from fifty to eighty-seven percent.

Institutional planning for international initiatives increased significantly from 1998 to 2003. A closer look at 2001-2003 survey findings, however, indicated less than one-fourth of all institutions had developed a separate plan to address international

initiatives, and less than one-half indicated a functioning planning committee. It appears that while most institutions presented a positive picture of ongoing planning over the years, planning never progressed to creating a separate written plan.

Despite the emphasis on the importance of collaboration for two-year colleges, international and local partnerships are arguably the weakest of all institutional support indicators. While findings indicated a slight overall increase in both international and local collaboration, on average, less than one-half of all institutions reported international partnerships and approximately one-third indicated local collaboration from 1998 to 2003. Moreover, when international collaboration is considered apart from EGL membership, only approximately one-fourth of all two-year MnSCU institutions report any type of formal international partnerships, and, nearly three-fourths of those institutions that entered into formal international partnerships were EGL member colleges.

***Consortium membership and international support for internationalization.***

Figure 97 indicates institutional support for international initiatives increased over the study period for member and non-member institutions. Findings show EGL Consortium member institutions and non-members experienced a similar net gain from 1998 to 2003. Overall, Consortium institutions are more likely than non-members to report institutional support for international initiatives.

Analysis of individual support indicators from 1998 to 2003 indicates a thirty-one percent increase in mission statement reference to global/international and a seventeen percent increase in local collaboration for Consortium institutions. For non-member

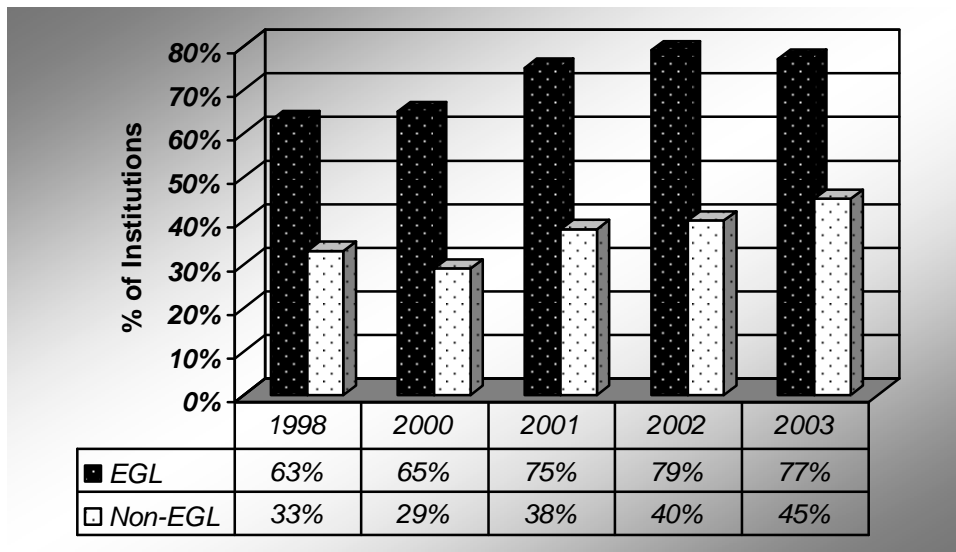


institutions, findings show a twenty-five percent increase in mission statement reference, a nineteen percent increase in planning initiatives, and a forty-four percent increase in international organizational memberships. Interestingly, findings also show a nineteen percent decrease in formal international collaboration and a decrease in local internationally related collaboration for non-members.

The greatest single year increase in support appears in 2001. For Consortium members, findings indicate a twenty-four increase in global/international mission statement references, twenty-one percent in current planning initiatives, and a ten percent increase in international organizational memberships separate from EGL. For non-members, planning for international initiatives increased forty percent and formal international collaborative partnerships increased nearly twelve percent.

A closer examination of actual international initiative planning reported in the 2001–2003 surveys revealed mixed results. The creation of an actual separate plan for international initiatives and programs was reported by slightly more than one-third of EGL member institutions and less than one-third of non-member institutions. The establishment of a functioning planning committee was greater for EGL member institutions (64%) compared to non-members (21%).

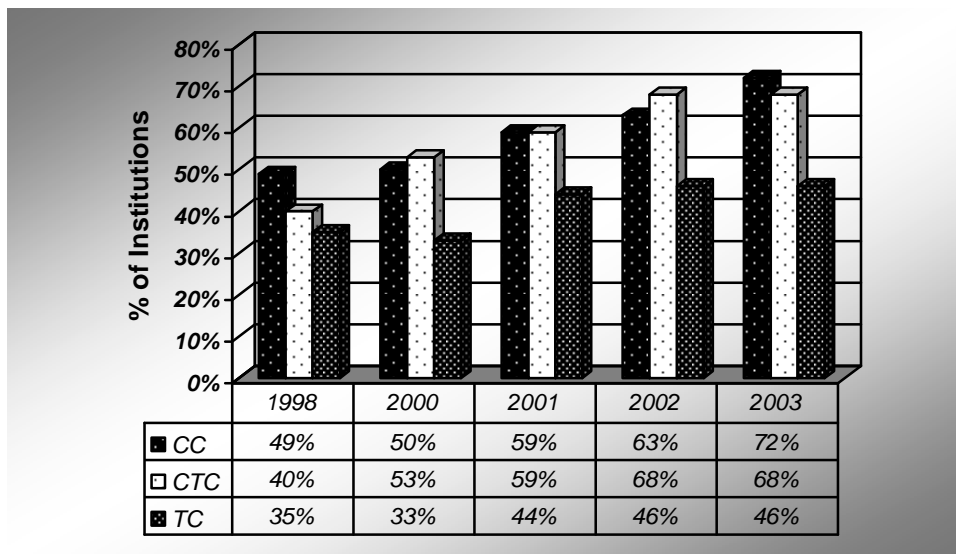
Figure 97. Composite Percentages of Institutional Support Indicators by Consortium Membership 1998-2003



*Institutional type and institutional support for internationalization.*

A comparison of institutional support by type of institution is shown in Figure 98. While all institutional types show an increase in institutional support from 1998 to 2003, Community and combined community/technical colleges experienced a similar pattern of increase over time. Somewhat surprising was the increase in institutional support indicators reported by technical colleges.

Figure 98. Composite Percentages of Institutional Support Indicators by Institutional Type and Year



Technical colleges, as well as other institutional types, show a significant increase in support from 2000 to 2001 but, unlike others, show little growth for the next two survey years. A year by year analysis of TC support indicators show a significant increase in global/international mission statement reference (27%) and a 30% increase in international organizational memberships, but a decrease in planning for international initiatives (5%) and formal international collaboration (35%).

Further analysis of 2001-2003 survey responses concerning planning indicates surprising and not so surprising results. Not surprising, given the low priority of international initiatives among most technical colleges, ten percent report an existing plan

in place for international initiatives and twenty percent indicate a functioning planning committee.

In contrast, it was expected that community and community/technical colleges would be similar in actual reported planning. Surprisingly, fewer community colleges (20%) compared to combined community/technical institutions (46%) indicated an established international initiative plan. Furthermore, a smaller percent of community colleges (36%) compared to community/technical colleges (71%) reported having established a task force or planning committee for international initiatives.

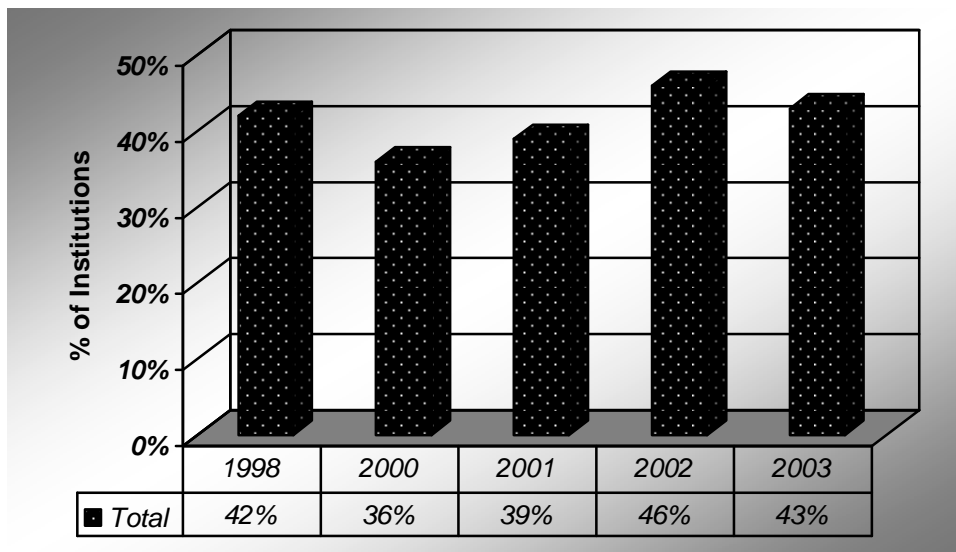
### **Curricular Content**

Figure 99 depicts a composite of three curriculum and co-curricula indicators from 1998 to 2003. Specific indicators include activities aimed at internationalizing curricula, co-curricular activities such as institutional sponsored international celebrations and cultural events, and student study abroad/exchange programs.

Overall, findings indicate a small net gain of approximately 1% for years 1998 to 2003. Student study abroad and exchange programs decreased 11% and curriculum internationalization initiatives and co-curricular activities increased 13% from 1998 to 2003.

Interestingly, the greatest activity gain took place in 2002, the year following 9/11. A closer examination shows student study abroad/ exchanges experienced a 2% decrease the year following 9/11, but internationalize curricula and co-curricular activities increased 17% from 2001 to 2002.

Figure 99. Composite Percentages of Curriculum Initiatives, Activities, Study Abroad, and Exchange Indicators 1998-2003



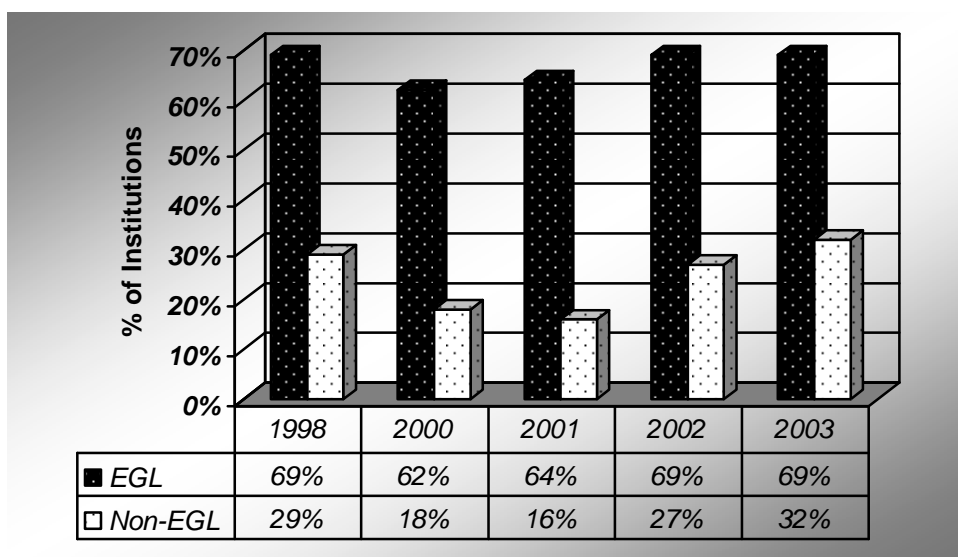
*Consortium membership and curricular/co-curricular programs and activities.*

Findings depicted in Figure 100 show considerable variations between Consortium member and non-member institutions. Interestingly, both groups indicate a decrease in activities from 1998 thru 2001 followed by an increase in 2002 and 2003. The decline in activities can mainly be attributed to a decrease in student study abroad and exchange opportunities in year 2000. Over time, Consortium members experienced a net gain of zero and non-members increased 3%. Both groups experienced a significant increase in activities the year following 9/11.

The extensive variation between Consortium member and non-member institutions can largely be attributed to the EGL Consortium Costa Rica/England study

abroad programs which all Consortium members are participants. It is also important to point out that Consortium member institutions are nearly twice more likely than non-members to engage in internationalize curricula and sponsor co-curricular activities.

Figure 100. Composite Percentages of Curriculum Initiatives, Activities, Study Abroad, and Exchange Indicators by Consortium Membership, 1998, 2000-2003



*Institutional type and curricular/co-curricular programs and activities.*

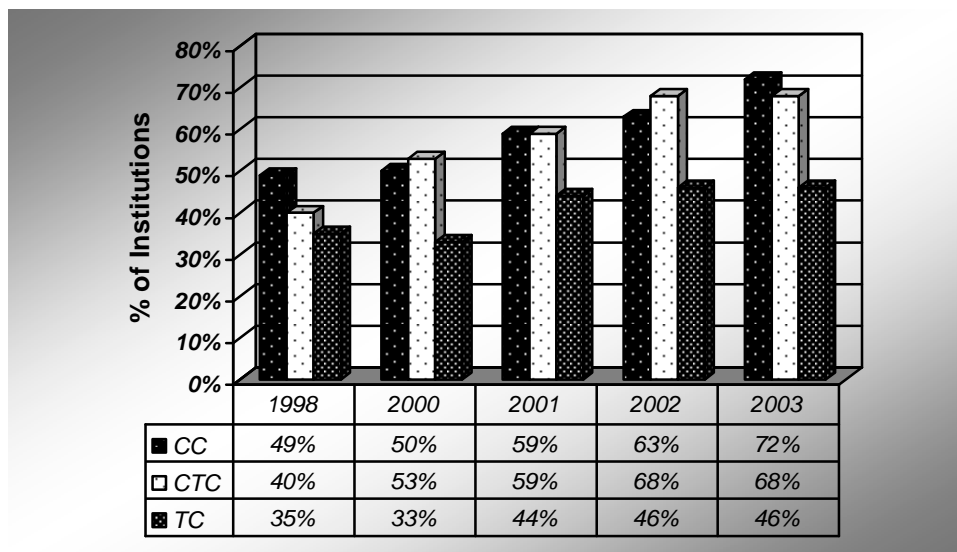
Figure 101 shows technical colleges are less likely than other institutional types to indicate curricula initiatives and student study abroad/exchange opportunities.

Noteworthy is the positive progression (11%) of activities by technical colleges.

Community/Technical colleges, compared to other institutional types, report the greatest increase in curricula activities from 1998 to 2003.

Individual year analysis indicates the greatest variation between CC and CTC institutional activities can be seen in greater efforts by CTCs to internationalize curriculum and institutional sponsored co-curricular activities. Lower student study abroad/exchange opportunities are reported by technical colleges compared to other institutional types. It is important to again emphasize EGL Consortium membership consist of only one technical college. The progress shown by technical colleges was due primarily to an increase in institutionally sponsored co-curricular activities.

Figure 101. Composite Percentages of Curriculum Initiatives, Activities, Study Abroad, and Exchange Indicators by Institutional Type, 1998-2003

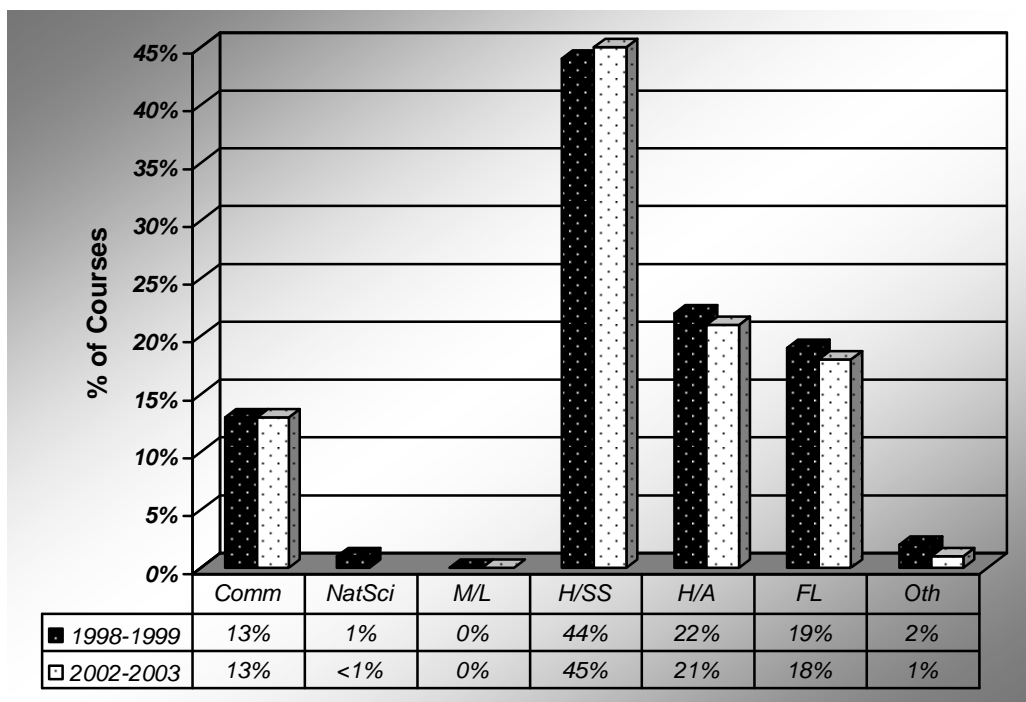


**MNTC global perspective courses.**

As shown in Figure 102, a summarized comparison of the 1998-1999 and 2002-2003 college catalogues for all MnSCU two-year institutions indicate history and other social science courses were most likely to be designated global perspective. History courses comprise 44% of the global perspective social science courses for 1998-1999 and 45% for 2002-2003. Humanities and Fine Arts were next likely to be designated global perspective followed by Foreign Languages and Communications. Noteworthy is the near absence of global perspective courses in the natural sciences and math and logic courses. For a detailed analysis of global perspective courses by institutional type see Appendix J, Tables J1, J2, and J3.



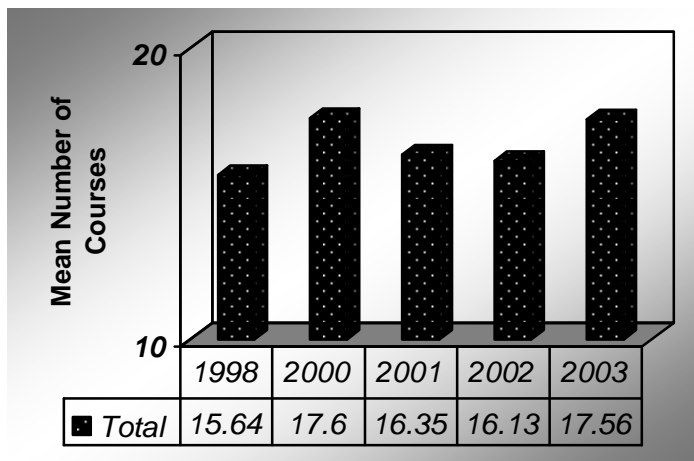
Figure 102. Global Perspective Courses for Catalogue Years 1998-1999 and 2002-2003



*Note.* Abbreviations: Comm=Communication; NatSci=Natural Science; H/SS=History other social sciences; H/A=Humanities/Fine Arts; FL=Foreign languages; Oth=other designated courses.

As Figure 103 shows, the overall average number of global perspective courses increased from 1998 to 2003. The greatest increase occurred in year 2000. Somewhat unexpectedly, the number of global perspective course offerings decreased in years 2001 and 2002 before increasing to its highest average in 2003.

Figure 103. Summary: Mean Global Perspective Course Offerings by Year

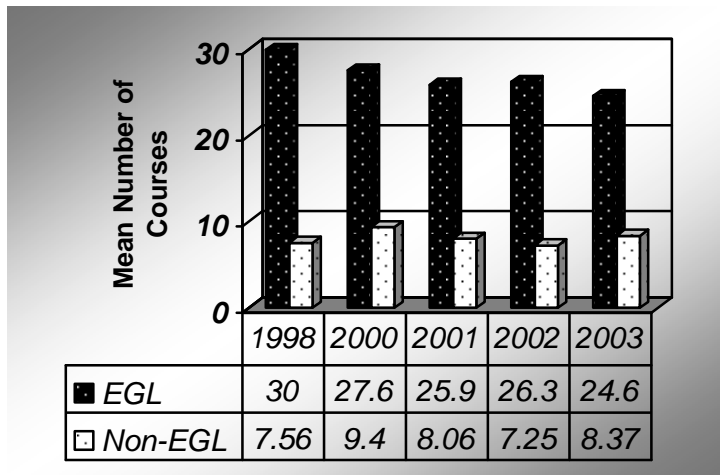


***Consortium membership and MNTC global perspective courses.***

The wide disparity of global perspective courses depicted in Figure 104 can be attributed to all CC and CTC Consortium member institutions offer Associate Degree programs that meet MnSCU transfer requirements. As previously noted, variation in number of internationalized courses is primarily due to differences in size and type of institution.

The most interesting variation occurs when size and type are held constant. Based on the Carnegie Classification of size, medium size transfer institutions show the greatest variation in designated global course offerings compared to other sized institutions. Analyses of 2002-2003 catalogue course descriptions, for example, show a range (55 - 12) = 41 and a mean of 26.3 and SD of 15.6 for these colleges.

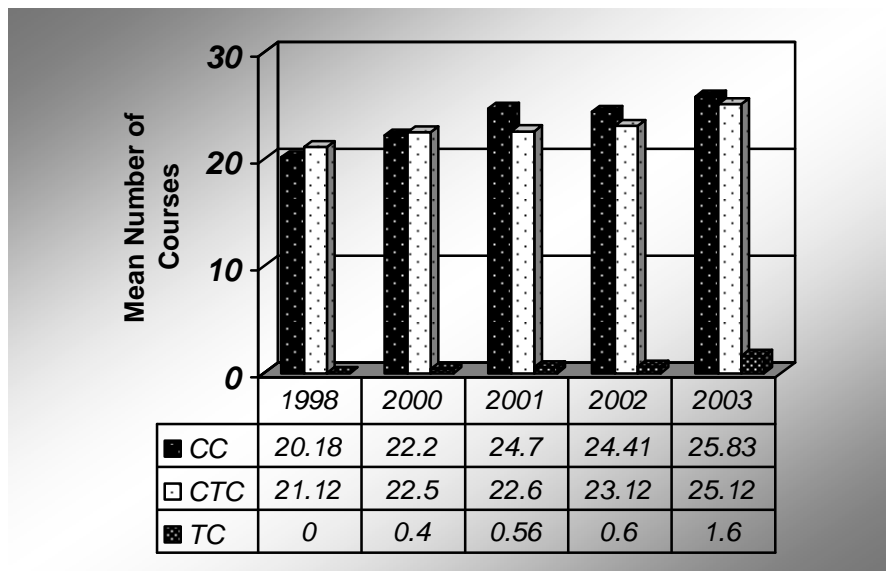
Figure 104. Summary: Mean Global Perspective Courses by Consortium Membership and Year



***Institutional type and MNTC global perspective courses.***

In general, findings shown in figure 105 indicate small variation in average global perspective offerings between CC and CTC transfer institutions. Both institutional types offer several general education global perspective courses as part of Minnesota Transfer Curriculum requirements. Technical colleges may offer a few general education MNTC courses but global perspective designated course offerings are rare (see Appendix J, Tables J1, J2, and J3).

Figure 105. Summary: Mean Global Perspective Courses by Institutional Type and Year

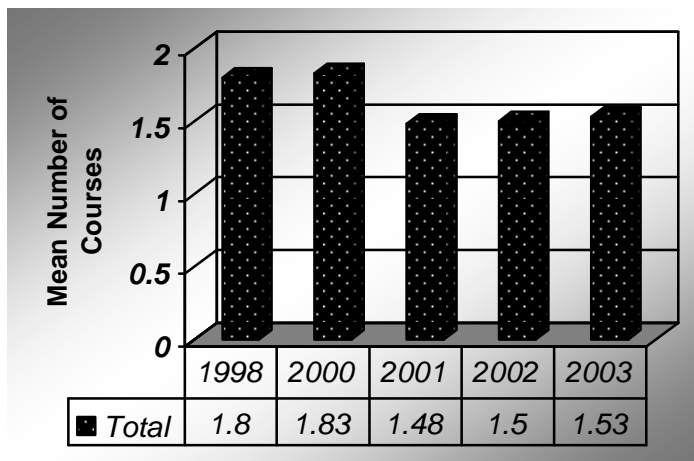


### Foreign language offerings.

Figure 106 shows MnSCU two-year colleges on average offer less than two undergraduate world languages as part of the curriculum. Overall, from years 1998 to 2003, the average number of offerings slightly decreased. MnSCU two-year institutions have no foreign language requirement for admission or graduation.

The year by year college catalogue findings indicate Spanish, French, and German are the most popular offerings. Two-year colleges may offer a language, such as Russian, on an experimental basis. The course may continue subject to class size.

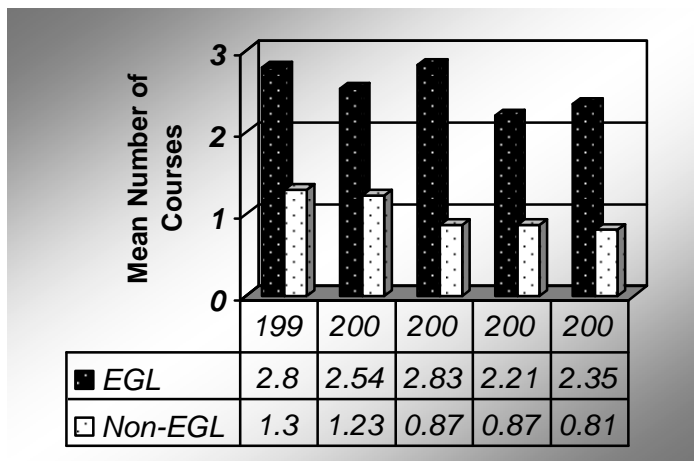
Figure 106. Summary: Mean Foreign Language Course Offerings by Year



***Consortium membership and foreign language offerings.***

Figure 107 shows Consortium institutions are more likely to include world languages as part of the curriculum. It is important to point out Consortium members consist mainly of medium and large size transfer institutions which are more likely to offer world languages. Moreover, Consortium members include one technical college compared to non-members which comprise nine technical colleges.

Figure 107. Summary: Mean Foreign Language Offerings by Consortium Membership and Year

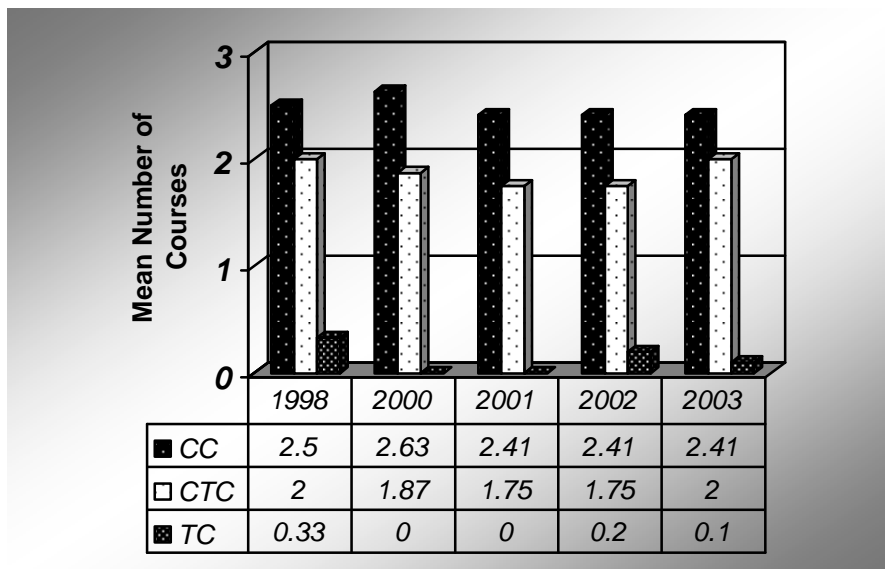


*Institutional type and foreign language offerings.*

As shown in Figure 108, community colleges are more likely than other institutional types to offer world languages. Noteworthy is the almost total absence of world language offerings among technical colleges.

Similar to MNTC designated global course offerings; institutional size may affect the number and variety of foreign language offerings. Colleges may offer one or two languages as general education but are not part of a designated major. Two community colleges, however, have developed Asian world language programs and offer undergraduate transfer languages to four year institutions. The language programs include student study abroad opportunities.

Figure 108. Summary: Mean Foreign Language Course Offerings by Institutional Type and Year



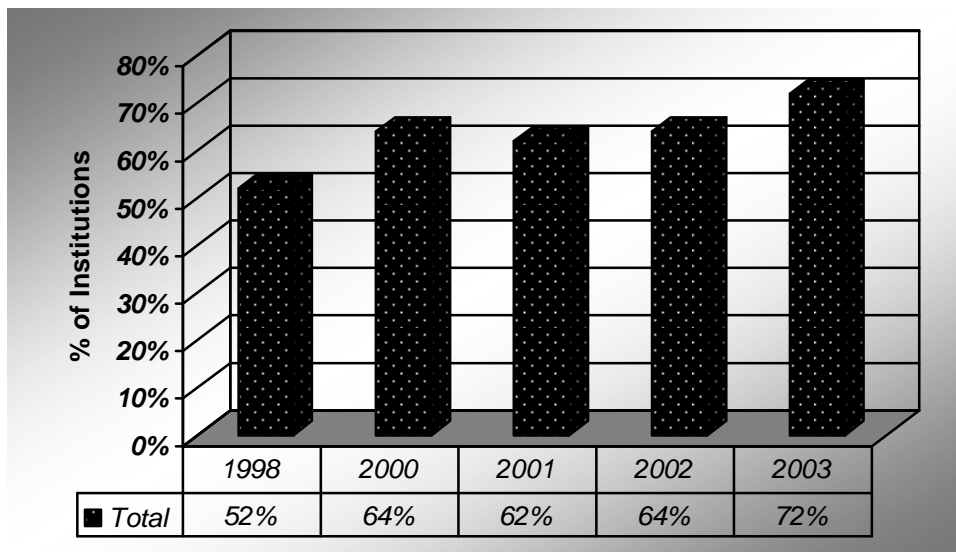
### International Student Programs and Services

International student program and services indicators include an institutional designated student advisor, student services (clubs, orientation sessions, visa assistance), and English as a Second Language (ESL) and other developmental language courses.

Figure 109 shows an overall 20% increase of services and programs reported by responding institutions. The greatest increases occurred from 1998 to 2000 and 2002 to 2003.

Providing services designated for international students experienced the greatest increase (40%) during the survey years. ESL and other developmental course offerings increased by 12% and designated student advisor increased by 10% from 1998 to 2003.

Figure 109. Composite Percentages of International Student Service and Program Indicators by Year



***Consortium membership and international student programs and services.***

Figure 110 provides some interesting variations between Consortium member and non-member institutions. In general, international student services and programs decreased by 4% among Consortium members while services and programs reported by non-member institutions increased by 25%.

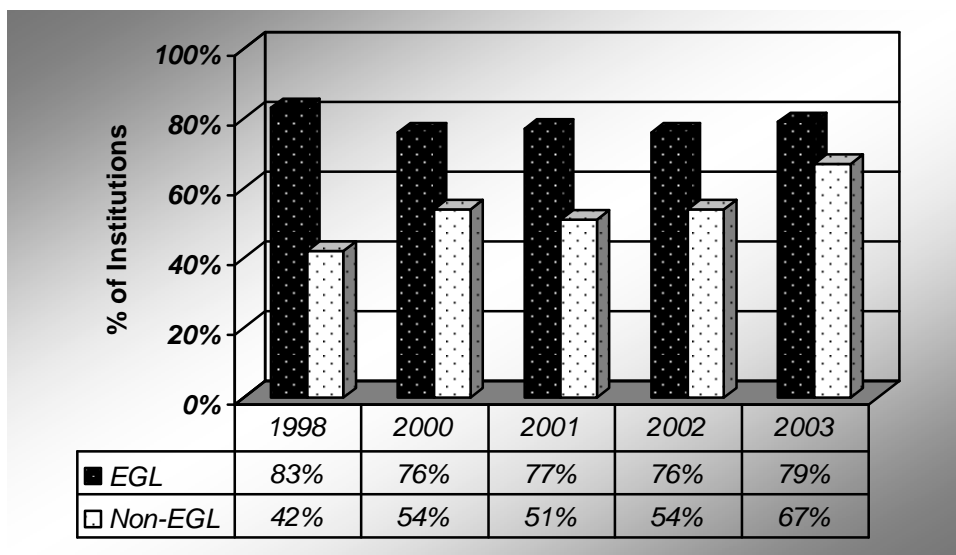
Consortium member institutions reported a 13% decrease in ESL and other developmental language programs from 2001 to 2002. Reported student advisor and student services both increased from 1998 to 2003.

Findings for non-member institutions show a 23% increase from 2002 to 2003. Analysis of this general finding shows an increase of 20% in designated international



student advisor and a 19% increase in student services. Language programs remained at 56% for 2001 and 2002.

Figure 110. Composite Percentages of International Student Service and Program Indicators by Consortium Membership and Year



***Institutional type and international student programs and services.***

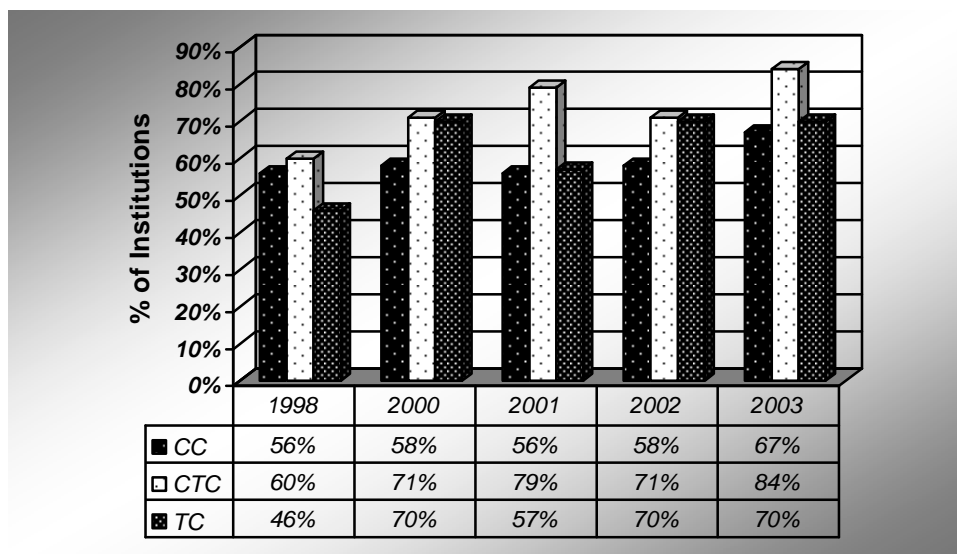
As shown in Figure 111, findings indicate community/technical colleges are more likely to report international student services and programs compared to other institutional types. Technical colleges report a 24% overall increases in services and programs.

An analysis of individual indicators for technical colleges show a percentage increase for all three indicators but the greatest increase involved the development of ESL and other developmental language programs. Community colleges indicate the

lowest percent increase during the survey years. Among small non-metro community colleges, ESL and developmental language programs experienced an overall 2% decrease.

Findings indicate a decrease in programs and services from 2001 to 2002 among community/technical colleges. The decrease specifically involved ESL and other language development programs. Interestingly, between 2002 and 2003, these same programs increased by 20 percent. The greatest overall increase occurred as reported student services jumped from a reported 40% in 1998 to 88% in 2003.

Figure 111. Composite Percentages of International Student Service and Program Indicators by Institutional Type and Year



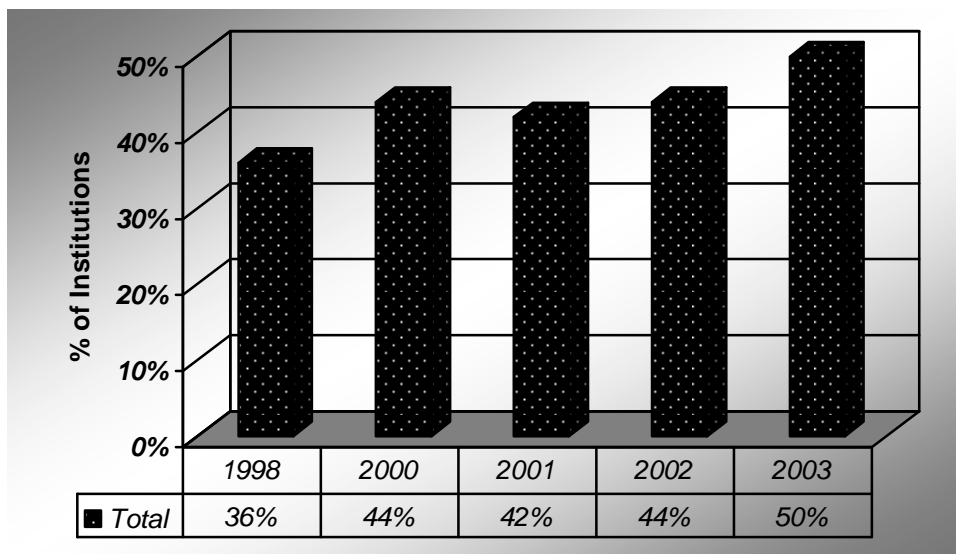
### **Faculty International Opportunities**

Figure 112 depicts 1998-2003 composite findings of institutional faculty international opportunities. Indicators include faculty teaching and studying abroad, visiting scholar/exchange, and other international opportunities such as attending international meetings, consulting, and leading short-term international tours.

Overall, findings indicate a 14 percent increase in faculty international opportunities. The greatest increase involved faculty study abroad opportunities and participation in 'other' international activities. Teaching abroad increased by 7 percent and visiting scholar/exchange opportunities rose by 2 percent.

The greatest increase in faculty international opportunities occurred between 1998 and 2000. The percentage increase may correspond to an increase from six to eleven Consortium member respondents for survey years 1998 and 2000.

Figure 112. Composite Percentages of Faculty International Opportunity Indicators by Year

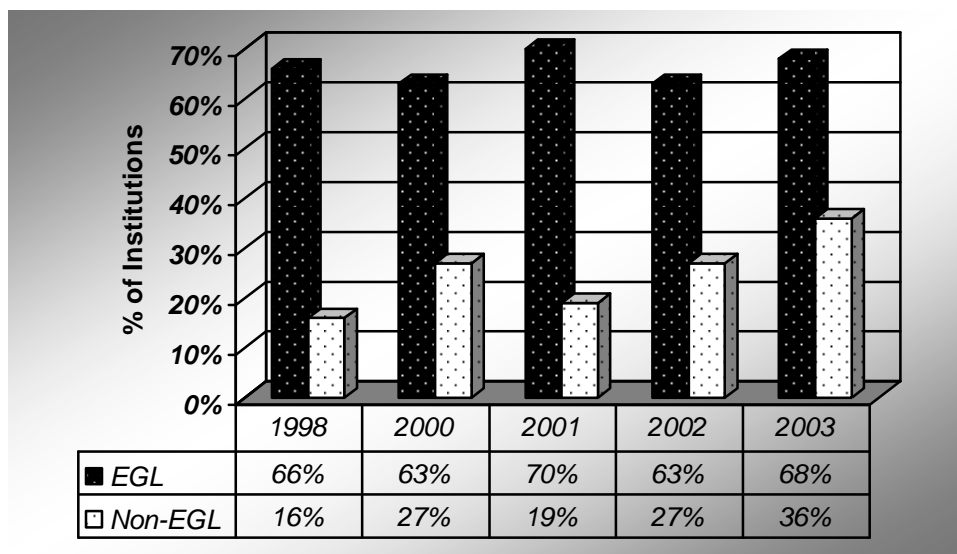


*Consortium membership and faculty international opportunities.*

As shown in Figure 113, although faculty international opportunities for Consortium member colleges show a net increase of only 2 percent, member institutions are more likely than non-members to report opportunities.

Percentage wise, findings indicate a wide variation between member and non-members and teaching abroad opportunities. Consortium schools offer teaching abroad to faculty members via the EGL Consortium's participation in the Costa Rica/England student study abroad programs. Thus all faculties from Consortium member colleges automatically qualify for teaching abroad. Analysis of reported opportunities, for each survey year, separate from EGL reveals little difference between member and non-member institutions and teaching abroad.

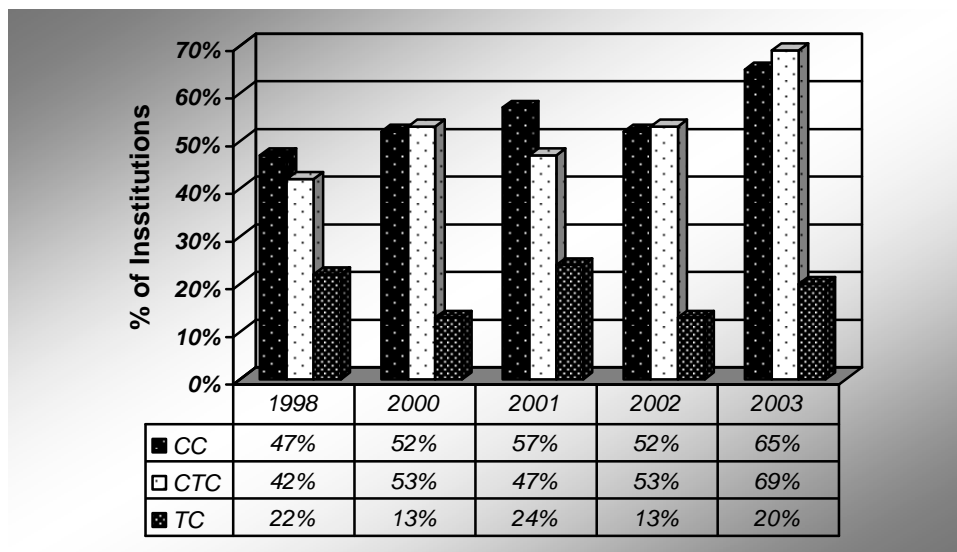
Figure 113. Composite Percentages of Faculty International Opportunity Indicators by Consortium Membership and Year



***Institutional type and faculty international opportunities.***

Figure 114 shows considerable variation between technical colleges and other institutional types. Overall, technical colleges report a net decrease of 2 percent from 1998 to 2003. Rather than teach or study abroad or have visiting scholar/exchange opportunities, technical colleges report more faculty involvement in ‘other’ international activities, especially training and consulting with local business and industrial clients.

Figure 114. Composite Percentages of Faculty International Opportunity Indicators by Institutional Type and Year



### Challenges to Internationalization Initiatives

The 1998, 2000-2003 surveys asked respondents to list the two most important problems or issues related to international education at their institution. Headrick (2003) suggests barriers to internationalization can be viewed as internal (reflecting institutional needs), or external (problems that originate from outside the institution).

The majority of institutional survey responses suggest a number of themes. Lack of funding and time constraints are consistently cited as obstacles to internationalization. Less cited were lack of leadership, administrative support, resources, and communication problems, lack of staff interest, training and expertise. External issues concerned INS regulations and institutional location.

The lack of funding was viewed as an obstacle to developing new programs, expanding study abroad and exchange programs, staff training, and international student programs and services. Time constraints centered on faculty contractual teaching load (15-16 credits) as an obstacle to planning for international initiatives. By implication, if adequate funding became available, there would be a need to provide faculty with the release time necessary to plan and implement international initiatives.

Interestingly, several institutions indicated problems related to international students and recent immigrants: recruitment, housing, communication, INS regulations, community ethnocentrism, and the limited number of programs and services available to international students. Connecting respondent comments to their institutions revealed non-metropolitan colleges, with the lowest international student enrollments, are more likely to cite international students and recent immigrants as significant issues related to international education. This finding suggests inadequate institutional planning and training on issues related to international students and recent immigrants.

Taken together, the internal challenges described above suggest internationalization obstacles among most MnSCU two-year institutions are primarily due to lack of funding and faculty time constraints. The research literature (see Genelin, 2005) suggests negative attitudes and perceptions regarding internationalization must be addressed prior to planning and implementation of international activities and programs. Further, deficiencies in cooperative ventures with international organizations and the local community by many institutions are indicated in this present study.

## Chapter V

### Discussion, Recommendations, Conclusions

The purpose of this study was to conduct a secondary analysis of survey results collected by the Office of International Programs, Minnesota State Colleges and Universities from 1998-2003 on the state of international education initiatives and programs among the state's two-year colleges. Analysis of MnSCU, institutional, and EGL Consortium documents was utilized to validate survey responses and as a primary source of curriculum data.

The present study sought to answer the following three research questions: 1) What progress was evident in internationalization initiatives and programs among Minnesota two-year institutions in years 1998 and 2000-2003; 2) How did internationalization initiatives and programs vary between types of Minnesota community colleges in the context of their specific missions; and, 3) How did international initiatives and programs vary between Consortium member and non-member institutions?

#### Discussion

##### **Institutional support for internationalization.**

Taken together, institutional support indicators suggest progress and inconsistencies. This study considered five indicators of institutional support including



(a) mission statement reference, (b) planning, (c) international organizational membership, (d) international collaboration, and (e) local collaboration.

Institutional mission statement references to international/global education increased by nearly one-third, but nearly one-half of all institutions do not include international/global in the institutional mission. While reported planning for international initiatives increased significantly, 2001-2003 survey findings indicated less than one-fourth of all institutions had developed a separate plan to address international initiatives, and less than one-half indicated a functioning planning committee.

Despite the emphasis on the importance of collaboration for two-year colleges, international and local partnerships are arguably the weakest of all institutional support indicators. While findings indicated a slight overall increase in both international and local collaboration, on average, less than one-half of all institutions reported international partnerships and approximately one-third indicated local collaboration from 1998 to 2003.

When international collaboration is considered outside of EGL membership, on average, approximately one-fourth of all institutions have formal international partnerships. Nearly three-fourths of all MnSCU two-year institutions that entered into formal international partnerships were EGL member colleges.

The literature suggests those more active institutions emphasizing international learning tend to report more positive student attitudes toward internationalization,

however, the same studies indicate positive student attitudes toward international learning are not uniform. Significant numbers of students from community college and research university students perceived international learning as less important than traditional learning (Green, 2005, pp. iv-v).

These studies have significant implications for community colleges. To what extent do the institutional climate and faculty attitudes and practices have on student attitudes? The importance of curriculum and faculty cannot be overstated. Genelin's (2002) findings indicate a great deal of work remains to be done as far as establishing an international mindset on many community college campuses. Her findings indicated institutional requirement of a foreign language or global perspective course, or providing funding for student study abroad, were among the ten lowest in importances as perceived by MnSCU technical college administrators and faculty.

#### **Curricular and co-curricular programs and activities.**

For two-year colleges, the most important source for international education is the curriculum. Nationally, the ACE studies found the majority of two-year institutions did not have a globally focused general education course requirement. The majority of those with a requirement required only one course (Green, & Siaya 2005; Green, Luu, & Burris, 2008).

While the MNTC guidelines require students to complete one global perspective course, the requirement affects too few students. A gap exists between the goal of achieving globally educated students and curriculum requirements.

Students pursuing programs leading to the Associate of Arts degree are required to complete courses in all goal areas including one global perspective course. Each goal area contains a list of general student competencies that “encourage students to use the methods of a discipline and to become participants in learning” (Wangen, 1995, pp. 57). Students pursuing programs leading to Associate of Science (AS) or Associate in Applied Science (AAS) programs require students to complete a portion of the MNTC and are not required to complete a global perspective course (see Appendix I).

Language programs for technical college students pursuing workplace programs are unavailable. Intercultural communication skills are rarely offered in technical and occupational programs and are an optional requirement for liberal arts majors. Thus significant numbers of AS, AAS, and non-degree MnSCU students are not required to complete global perspective courses as part of their undergraduate experience.

***Rethinking curriculum offerings.***

Among a number of criticisms, Harari (1992) notes the lack of an interdisciplinary approach to undergraduate education among U.S. colleges as well as courses dealing with Third World cultures and peoples. The Minnesota Transfer Curriculum (MNTC) serves as both an impediment and opportunity in development of internationalized courses.

Analysis of global perspective courses in this study suggests a lack of an interdisciplinary approach. The EGL study abroad programs, for example, include general education coursework; however, there is no indication of an interdisciplinary

approach involving courses or thematic issues. General education courses taught by selected faculty to teach in the study abroad programs are expected to adapt a course they normally teach within their discipline to the study abroad environment. In some cases, this may involve simply infusing information about the host country into the course.

The criteria established by MnSCU for meeting global perspective Goal 8 requirements are somewhat arbitrary. The criteria do not contain information concerning evaluation (see Appendix I). Specific competencies for a global perspective course were developed by faculty. The percentage criterion doesn't specify whether the percentage is applicable to each chapter, approximately one-half of chapters, one-half the book or supplemental readings.

The establishment of competencies for courses is established by individual faculty members. The course syllabus is presented to the instructor's institutional curriculum committee for approval. Evaluation of course outcomes to determine the extent to which students have achieved competencies appears to rely entirely on teacher made test and required writing assignments assignments. An outside evaluation of global perspective courses would seem appropriate.

***Rethinking study abroad.***

Technical college faculties are for the most part excluded from participation in EGL's study abroad programs for two basic reasons. First, only faculty from EGL member institutions can apply for teaching positions. Second, MNTC general education transfer courses are rarely offered by technical colleges. Technical and community college students pursuing technical and occupational programs could significantly benefit

from study abroad, such as the Costa Rican program, but re-thinking ways to attract these students, adaptation of courses to include occupational applications, and innovative pedagogy in teaching languages and intercultural communication skills are necessary.

This study found an absence of technical school students with study abroad experiences. The absence of general education courses in technical college curriculum that would qualify under MNTC guidelines is problematic. Technical college students, who are interested in the EGL study abroad programs, would need to enroll in courses offered in the EGL program at the EGL facilitating institution. The student's home college would need to evaluate and apply coursework completed during the study abroad experience to the student's technical or occupational program.

This study identified a number of institutions that reported faculty led short-term study abroad experiences to students. The advantage of a short-term experience is the cost and relatively short time away from the student's employment. Survey responses indicated the short-term study abroad was often connected to a course offering.

A criticism of short-term study abroad is the lack of depth in student learning and less opportunity for cultural immersion. The quality of the short-term experience coupled with a strong international curriculum may overcome such criticisms. For most community college students, who tend to be employed while taking courses, the short-term study abroad experience is more practical.

#### **International student programs and services.**

Institutions in this study report international student enrollments make-up less than 1% of total enrollments in non-metro colleges. Metro area colleges report

international student enrollments range from 1 to 3.5 % of total enrollments. As previously indicated, the definition of “international student” was not clarified until survey year 2002. Thus the most accurate survey international student enrollments are reported for survey years 2002 and 2003.

Findings indicated an overall increase in international student services and programs from 1998 to 2003. Variation among consortium and non-consortium members occurred primarily in ESL and other developmental language programs. Variation most likely has more to do with geographic location and institutional type rather than consortium membership. Small non-metro community colleges tend to report smaller numbers of international students for survey years 2002 – 2003 compared to metro-area colleges. The overall increase in ESL and developmental language programs reported by non-consortium members may reflect larger enrollments of recent immigrant student enrollments.

#### **Faculty international opportunities.**

Findings indicated an overall increase in faculty international opportunities during the study period. Consistent with national studies reported in the literature, the greatest increases occurred with faculty study abroad opportunities among community colleges. Technical colleges reported a decrease in faculty study abroad and exchange opportunities but experienced an increase in other activities which included training and consulting with local business and industrial clients.

Despite some progress, there remain significant challenges concerning faculty international opportunities. These findings suggest although opportunities for faculty

have generally increased, approximately one-half of institutions surveyed did not indicate faculty international opportunities on their campus. Less than one-fourth of technical colleges indicated faculty international opportunities. Moreover, a closer examination of EGL institutions, which by virtue of membership, include teaching abroad opportunities for all faculty, found very few faculty members actually taking advantage of the opportunity to teach in EGL study abroad programs.

Funding constraints are often cited as a major reason for the lack of faculty study abroad. The implication is a lack of administrative support for faculty study abroad. The Minnesota faculty contract stipulates a percentage of the institutional budget be designated for faculty development funding. Survey responses indicate faculty opportunities to conduct study tours, attend international meetings, consult, teach, and study abroad. It appears, however, a majority of faculty do not apply for funding to take advantage of these opportunities. Further, there may also be a critical lack of information regarding opportunities for faculty to study and teach abroad outside the EGL programs.

### **Institutional Type Variations**

Given the differences in institutional missions among institutional types, it was not surprising to find important variations between technical and community colleges. Variation, however, was noted within each of the three institutional types.

Findings suggest some technical colleges place high value on international education and offer a number of student and faculty opportunities. Other technical

colleges appear to have little interest in internationalization initiatives. Genelin's (2005) finding of the low priority given to international education by many technical colleges faculty and administration supports the current findings. Additional research is needed to address the exceptions.

This study revealed, with one exception, the non-membership of technical institutions in the EGL consortium. EGL could provide student study abroad and faculty teaching opportunities in EGL Costa Rica and England study abroad programs. Through collaboration, short-term opportunities offered by other member institutions would become available. Moreover, the availability of general information and resources on internationalization could provide curricular and faculty development seminars.

Overall, findings indicated a progressive increase in co-curricular activities compared to internationalized courses and study abroad participation. This finding suggests international interest is alive and could open the door to other activities and programs.

Institutional type is a critical factor for studies assessing progress of internationalization in two-year institutions. National studies have failed to fully address institutional type as an important variable. This research indicated considerable variation regarding curriculum based on institutional type among MnSCU two-year institutions.

### **Education for Global Learning**

The contribution EGL played in international initiatives and programs among member institutions is substantial. The composite variations indicate



institutional support, curriculum content, international student programs and services, and faculty international opportunities, compared to non-members, were considerable. The complexity of determining factors affecting consortia effectiveness has been discussed by several writers.

The early observations of Grupe (1971), for example, argued although institutional presidential involvement and support is always important, it is not the sole factor involved in consortia success or failure. Transforming goals into operational programs is a complex process that needs consideration by consortia leaders.

A “one size fits all” approach to implementing programs may be inadequate for some member institutions. For instance, the consortium may initiate a semester study abroad program that may be unrealistic for institutions with a high percentage of working students. Study abroad participation reported in this study supports this argument.

Institutions may lack resources and faculty involvement in implementing or sustaining a particular program. Participation and provisions for rewarding individuals throughout the campus are also critical factors. A member institution, for example, may commit to consortium membership but fail to provide adequate release time for its representative staff or faculty from normal duties.

Ryan (1988) contends the goal of consortia cooperation is “inherently in conflict with the goals of academe” (pp. 149). If consortium membership is viewed as secondary to the mission and goals of the institution, success of any consortium arrangement will be negatively affected. Moreover, the diversity of higher education institutions, such as private vs. public and dissimilar missions may serve as structural obstacles to

collaboration. The different missions of comprehensive community colleges and technical colleges support this contention. Further, competition over scarce resources, geographic proximity, and unequal status of institutions, in terms of prestige and endowment, may inhibit effective collaboration. Ryan considers a lack of commitment on the part of institutional leaders as the most problematic obstacle to consortium success.

The Consortium construct in this study is an important contextual factor in which other factors, such as, institutional type, leadership, organizational structure, administrative and faculty support, and institutional locations are significant variables. Moreover, this study pointed to variation among consortium members and when certain factors were held constant, there was insignificant variation between member and non-member institutions.

It is evident the faculty based bottom-up leadership of EGL and their level of enthusiasm and strong commitment has sustained the EGL Consortium. Decision-making authority by EGL campus coordinators, however, is severely limited. With few exceptions, EGL has not received adequate support of campus administrators. The leadership structure of the EGL consortium was based on the notion of one faculty coordinator and one administrator for each member campus. EGL was given responsibility to elect a faculty lead coordinator.

The involvement of campus administrators in decision-making was considered critical for success. The involvement of campus administrators, however, began a gradual decline following the formation of EGL which affected EGL's ability to expand

activities and programs among member campuses (T. Carey, personal communication, April 13, 2010).

The establishment of the Office of International Education at the systems level in 1997 signaled a renewed interest in global education. The positive collaborative relationship between the system Director and EGL resulted in recognition of the advantages of the Consortium and led to the initiation of state conferences on international education. EGL was recognized by the system office in 1999 as an important leader and resource for providing professional development opportunities, study abroad linkages, and J-1 visa program authorization (J. Daines, personal communication, July 1, 1999).

With the demise of the system office in 2003, EGL continued to sustain study abroad programs and collaboration with the Institute for Global Studies, University of Minnesota. EGL leadership was evident when the fall 2003 annual global education conference, planned by the MnSCU Office of International Education, was in danger of cancellation. EGL leaders decided to continue conference planning. In collaboration with the Institute for Global Studies, a one day conference occurred October, 2003 (D. Pearson, Personal Communication, August 15, 2003).

While the faculty based EGL Consortium can report several significant international education accomplishments, the depth and scope of EGL programs remain limited. EGL's most significant accomplishments include initiating faculty development seminars and creating semester long Costa Rica and England study abroad programs. These programs, however, benefit a limited number of students and faculty.

With few exceptions, campus administration, arguably, created obstacles in EGL's attempts to expand programs and activities. There were issues regarding release time for faculty, dedicated funding for international initiatives, and lack of interest in serving as the host institution for the EGL study abroad programs. The assignment of campus administrators to advise faculty coordinators and act as liaison to top campus administration regarding EGL and campus initiatives was considered a low priority in connection with other administrator assigned duties.

The early reluctance of the MnSCU systems office to become involved in international education and EGL was an obstacle to the ability of EGL to plan mission expansion. Finally, there appeared a lack of early foresight among campus and systems administration in seeing the value of EGL which continues at present (T. Carey, Personal Communication, April 13, 2009).

### **Recommendations for Further Research**

The literature review for this study revealed several opportunities for two-year college internationalization research. National surveys highlight areas of progress, deficiencies, and challenges of integrating international education into higher education. Although community colleges show progress in some areas, the overall rate of progress has been slow and uneven. The national surveys provide a snapshot in time and establish benchmarks for further comparisons.

There is scarcity of systematic studies concerning internationalization at the two-year level. Future studies should provide theoretical context to the process of

internationalization. In-depth single and comparative case-study research could suggest why some institutions are highly active in international activities and programs while others are mostly inactive. Moreover, the impact of consortia membership on its members is under explored.

The MnSCU surveys did not address cooperation between consortium member coordinators. Thus, social interdependence theory could not be addressed in this study. Nevertheless, social independence theory may provide an important theoretical basis for future institutional and organizational research.

Two-year college researchers may consider Beerkens (2004) extensive, in-depth multiple case-study of European and Asian international education university networks for theoretical context and methodology. He points to the difficulties with conducting comparative studies of international higher education consortia due to the wide diversity of these organizations. Beerkens (2004) provided theoretical context to the effectiveness of consortia. He concluded the effectiveness of consortium performance is linked to cooperation rather than competition.

Given the uniqueness of two-year institutions regarding their history, mission, programs, and student characteristics, a qualitative multi-case research design can provide an in-depth look at the meanings people create by those involved with the process of internationalization. Future research might follow Merriam's (2001) suggestion: "qualitative research is based on the view that reality is constructed by individuals interacting with their social worlds" (p. 6). A qualitative, comparative case

study approach is flexible allowing the researcher to include distinctive contextual factors such as institutional type, locale, and a more in-depth look at the challenges of internationalizing community colleges.

For two-year institutions, curriculum is the heart of preparing students for the global society. The MNTC guidelines for a globally focused course requirement require further study. Further research should attempt to evaluate the stated definition and criteria for a globally focused course. The research may attempt to first establish definitional and criteria consensus through selection of an outside expert panel. The study would include an analysis of randomly selected institutional globally designated general education course content and interviews with instructors. Finally, the study might consider the use of a standardized test of global knowledge that would include a cross-section or longitudinal study of randomly selected students

## **Conclusion**

The analysis of survey responses and organizational documents indicate from 1998 thru 2003, the system Office of International Education played an important leadership role for international initiatives and programs within the MnSCU system. Organized in 1997, the Office of International Education helped sponsor a number of annual international education conferences beginning in 1998 that brought together institutional administrators, campus leaders, and international education experts to address the urgency of international education and plan for international initiatives on their home campuses.

The potential to promote the importance of international education, serve as a central clearing house for international programs and activities, and provide leadership for the entire MnSCU system ended in 2003. Due to budget cuts, the system Office of International Education was completely eliminated during the summer of 2003 leaving individual institutions with the decision to initiate and integrate international initiatives and programs into their respective campuses.

The data in this study indicated, overall, progress was made in international initiatives and programs during the years 1998 to 2003. EGL member institutions reported steady progress. Among all two-year institutions, however, progress was uneven and considerable variation was evident among institutions. Despite the goal of developing an integrated, collaborative based system wide approach to international education, institutional survey findings and document analysis suggest global education initiatives and programs remained, for the most part, fragmented and institutionally based.

The task of internationalization depends a great deal on active administrative and faculty leadership. Green (2007) argued that administration and faculty create the environment for international enthusiasm. Proactive leadership in funding, creating an active plan, removing obstacles, and encouragement of faculty, staff and student participation remains essential for successful international education programs at two-year colleges.

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## APPENDICES

Appendix A:	Profile of Minnesota State Two-Year Public colleges
Appendix B:	MNSCU Survey of International Programs and Services
Appendix C:	Indicators lined to survey questions
Appendix D:	Matrices D1 – D7 Survey Results 1998
Appendix E:	Matrices E1 – E7 Survey Results 2000
Appendix F:	Matrices F1 – F7 Survey Results 2001
Appendix G:	Matrices G1 – G7 Survey Results 2002
Appendix H:	Matrices H1 – H7 Survey Results 2003
Appendix I:	Minnesota Transfer Curriculum Guidelines
Appendix J	Global Perspective Courses by Institutional Type

## Appendix A

Minnesota State College and University Two-Year Colleges by Type, Size, and Location:  
2008

Institution	Type	Size**	Location***	
Alexandria [ATC]	TC	Small	Non-Metro	C
Anoka Ramsey [ARCC]	CC	Medium	Metro	M
Anoka Tech [AHTC]	TC	Small	Metro	M
Central Lakes [CLCC]	CC	Small	Non-Metro	C
Century [CCTC]	CTC	Large	Metro	M
Dakota County [DCTC]	TC	Medium	Metro	M
Fergus Falls [FFCC]*	CTC	Medium	Non-Metro	NW
Fond du Lac [FdLCC]	CC	Small	Non-Metro	NE
Hennepin [HnTC]	TC	Medium	Metro	M
Hibbing [HbCC]	CTC	Very Small	Non-Metro	NE
Inver Hills [IHCC]	CC	Medium	Metro	M
Itasca [ICC]	CC	Very Small	Non-Metro	NE
Lake Superior [LSCC]	CC	Medium	Non-Metro	NE
Minneapolis [MCTC]	CTC	Large	Metro	M
Mesabi Range [MRCTC]*	CTC	Small	Non-Metro	NE
MN State CTC [MSCTC]*	CTC	Medium	Non-Metro	NW
MN State SE Tech [MSETC]*	TC	Small	Non-Metro	SE
MN West [MWCTC]	CTC	Small	Non-Metro	SW
Normandale [NmCC]	CC	Large	Metro	M
North Hennepin [NHCC]	CC	Medium	Metro	M
Northland [NICTC]	CTC	Medium	Non-Metro	NW
Northwest [NWTC]*	TC	Very Small	Non-Metro	NW
Pine [PTC]	TC	Very Small	Non-Metro	C
Rainy River [RRCC]	CC	Very Small	Non-Metro	NE
Ridgewater [RdCTC]	CTC	Medium	Non-Metro	SW
Riverland [RvCC]	CC	Small	Non-Metro	SE
Rochester [RoCTC]	CTC	Medium	Non-Metro	SE
Saint Cloud [StCTC]	TC	Medium	Non-Metro	C
Saint Paul [StPTC]	CTC*	Medium	Metro	M
South Central [SCTC]	TC	Small	Non-Metro	SE
Vermilion [VCC]*	CC	Very Small	Non-Metro	NE

*Notes.* \* = change in name or designation: FFCC and NTC became MSCTC in 2003; MRCTC and VCC were combined as Laurentine 1998; MSSET was RedWing/Winona in 1998; StPTC designation changed from TC to CTC in 2003. \*\* = Size: very small (less than 2,000); small (2,000-4,999); medium 5,000-9,999); and large (10,000 or more. \*\*\* = location: C=Central. M=Metro, NE=Northeast, NW=Northwest, SE=Southeast, SW=Southwest.

## APPENDIX B

Year 2002 Survey of International Programs and Services  
In Minnesota State Colleges and Universities

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Please complete this survey and return, along with any descriptive materials, to J. Daines, System Director for International Education, or M. Minnesota State Colleges and Universities, 500 World trade center, 30 E. 7<sup>th</sup>. Street, St. Paul, MN 55101.

College/University Name \_\_\_\_\_

Name of Survey respondent \_\_\_\_\_

Title of Survey respondent \_\_\_\_\_

Telephone: \_\_\_\_\_ E-Mail: \_\_\_\_\_ Fax: \_\_\_\_\_

Section A: Activities and Organizations

1. Please check the types of international education activities that currently are underway at your institution:

- |   |  |
|---|--|
| <input type="checkbox"/> Foreign language curricula           | <input type="checkbox"/> International business center         |
| <input type="checkbox"/> English as a second language         | <input type="checkbox"/> International meeting sponsor         |
| <input type="checkbox"/> Student study abroad                 | <input type="checkbox"/> International meeting attendance      |
| <input type="checkbox"/> Faculty study abroad                 | <input type="checkbox"/> International consultation            |
| <input type="checkbox"/> Faculty teaching abroad              | <input type="checkbox"/> Project management abroad             |
| <input type="checkbox"/> Student exchange                     | <input type="checkbox"/> International training-local business |
| <input type="checkbox"/> Faculty exchange                     | <input type="checkbox"/> International contract training       |
| <input type="checkbox"/> "Internationalize curricula"         | <input type="checkbox"/> International study tours             |
| <input type="checkbox"/> Community foreign policy forums      | <input type="checkbox"/> Sister College relationships          |
| <input type="checkbox"/> Community international celebrations | <input type="checkbox"/> Other (specify) _____                 |
| <input type="checkbox"/> Community cultural activities        | <input type="checkbox"/> Other (specify) _____                 |

2. Is your institution a member of any of the following international education organizations?

Please check those that apply:

- American Council on International/Intercultural Education (ACIIE)
- Community Colleges for International Development (CCID)
- NAFSA: Association of International Educators
- International Vocational Education & Training Association (IVETA)
- Council on International Educational exchange (CIEE)
- State and/or regional international education organization or consortium  
(Please identify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

Section B: Students

3. Does your institution have international student enrollments? Yes \_\_\_ No \_\_\_  
(Please define "international students" as those persons with F-1, M-1, or J-1 visa status)
4. What countries were represented in international student enrollments at your institution for the current academic year? Please indicate the number of students from each country. Add lines or pages as needed.

<u>Country</u>	<u>No. Students</u>	<u>Country</u>	<u>No. Students</u>
_____	_____	_____	_____

5. Does your institution receive any student exchanges from programs sponsored by national or international organizations? Yes \_\_\_ No \_\_\_. If yes, please provide the following information for each exchange program: (add lines or pages as needed)

<u>Name of Program</u>	<u>Sponsoring Organization</u>	<u>No. participants and Country</u>	<u>Length of Exchange</u>	<u>Academic Focus</u>
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6. Does your institution have an international student advisor? Yes \_\_\_ No \_\_\_  
If "yes", please provide the name(s), title, and contact information:

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
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7. What services offered are specifically designed for international students?

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Does your institution have a policy on in-state tuition for international students? (For Information, access MnSCU Board Policies at [www.mnscu.edu](http://www.mnscu.edu), click on system policies, and then see MnSCU Board Policy 2.2, part 2, subpart c, no. 7) Yes \_\_\_ No \_\_\_

If you do have a policy, how many international students paid in-state tuition rates during the current academic year? \_\_\_\_\_

If available, please attach a copy of the institution Policy.

8. Are courses in English as a Second language offered at your institution? Yes \_\_\_ No \_\_\_  
If yes, what are these courses? \_\_\_\_\_

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How many students enrolled in ESL courses? \_\_\_\_\_

If “no”, what other courses may be available to help students with language development?

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Section C: Faculty

9. Within the last three years, has your institution participated in faculty exchange or visiting Scholar/international visitor programs with foreign universities or organizations?

Yes \_\_\_ No \_\_\_ If yes, please provide the following information: (add lines or pages if necessary)

Faculty Name    Department    Country    Focus of study    Length of time

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10. Please provide information concerning the international expertise and/or interests of faculty at your institution. (Add lines or pages as needed)

Name    Department    Area of expertise, Interests (region/country, academic area, issues)

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Section D: Program Opportunities

11. Does your institution have an administrator for international programs? Yes \_\_\_ No \_\_\_

If no, is this responsibility incorporated into another administrator’s duties? Yes \_\_\_



No \_\_\_\_\_. If yes, at what level? \_\_\_\_\_

If yes, please provide the name and contact information:

<u>Name</u>	<u>Title</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
_____				

12. Does your institution have instructional programs or program components that are focused on international studies?

Yes \_\_\_\_ No \_\_\_\_\_. If yes, please list the program(s) and indicate whether it is offered as a major, minor, option, or emphasis. (Add lines or pages as needed).

<u>Program/Program Component</u>	<u>Major</u>	<u>Minor</u>	<u>Option</u>	<u>Emphasis</u>
_____				
_____				
_____				

13. Does your institution require that students take specific non-language course or courses that Have an international or global focus? Yes \_\_\_\_ No \_\_\_\_

If yes, please list the course(s) and check whether it is an international or department requirement. (Add lines or pages as needed).

<u>Course/Study Requirement</u>	<u>Required by Institution</u>	<u>Required by Department</u>
_____		
_____		
_____		

Does your institution offer opportunities for foreign language study? Yes \_\_\_\_ No \_\_\_\_  
If yes, please list the program(s) or course(s). (Add lines or pages as needed)

<u>Program(s)/Award</u>	<u>Courses</u>
_____	

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14. Does your institution currently have partnership/cooperation agreements in place to provide program opportunities with foreign institutions or organizations? Yes \_\_\_ No \_\_\_

If yes, please describe:

<u>Country</u>	<u>Institution/ Organization</u>	<u>Program Area</u>	<u>Date Initiated</u>	<u>No. Students Involved</u>	<u>No. Faculty Involved</u>
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15. Does your institution maintain overseas campuses or sites? Yes \_\_\_ No \_\_\_

If yes, in which country/countries? \_\_\_\_\_

Approximately how many U.S. students enroll at these sites? \_\_\_ students per (yr/sem) \_\_\_\_\_

Approximately how many international students enroll? \_\_\_ students per (yr/sem) \_\_\_\_\_

16. Does your institution conduct or offer study abroad programs? Yes \_\_\_ No \_\_\_

If yes, please provide the following information for each study abroad program (add lines or pages as necessary):

<u>Host Country</u>	<u>Host Institution</u>	<u>Average No. Participants</u>	<u>Program length/credits</u>	<u>Academic Focus</u>	<u>Part of Consortium</u>
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Does your institution survey students to determine global education interests? Yes \_\_\_  
No \_\_\_

How many of your students participated in an in-country experience this past year? \_\_\_\_\_

Do some departments of faculty offer study abroad experiences in conjunction with a Course? Yes \_\_\_ No \_\_\_ If yes, please provide the following information (add lines

Or pages as necessary):

<u>Faculty Member</u>	<u>Department</u>	<u>Host Country</u>	<u>Host institution</u>

17. Has your institution responded to requests for training from other countries within the last Three years? Yes \_\_\_ No \_\_\_ If yes, what happened as a result? \_\_\_\_\_

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18. Which program/facilities/services does your institution offer to businesses or organizations that wishes to enhance their competitiveness internationally?

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19. Over the next five years, do you expect your institution's international initiatives to:

- Increase dramatically
- Increase moderately
- Remain at the same level
- Decrease somewhat
- Be terminated

Section E: Mission and Plans

20. Does your institution mission statement specifically include a reference to international or global education? Yes \_\_\_ No \_\_\_ If yes, please include the appropriate statements:

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If no, are plans being considered to include such a reference or statement? Yes \_\_\_ No \_\_\_  
 Does your institution have an interest in developing international initiatives in the near future? Yes \_\_\_ No \_\_\_

If yes, what types of initiatives are of greatest interests? \_\_\_\_\_

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Does your institution have an International or Global Education Plan, or is this component included in strategic or master academic plans? Yes \_\_\_ No \_\_\_ If yes, please include a copy of the plan(s).

Is there a special committee or planning group responsible for international/global education development? Yes \_\_\_ No \_\_\_ If yes, who participates on the committee?

(Chair) \_\_\_\_\_

(Members) \_\_\_\_\_

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21. List the two most significant problems/issues to international education at your Institution:

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22. What questions or suggestions do you have regarding internationalizing education within the MnSCU system?

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Thank you for completing this questionnaire.

## Appendix C

Matrix: Internationalization indicators and MnSCU survey questions

Category	Indicator	Survey Question
Institutional Support For Internationalization	Mission statement, vision, strategic planning statements	19, 20
	Active international education organization membership	2
	Collaboration with institutions located outside the U.S.	1, 14, 15
	Collaboration with local institutions	1
Curricular Content	Number of general education global courses	13
	Number of foreign language courses available	13
	Offer study abroad and exchange programs	1, 16
	Internationalize curricula activities	1
International Student Programs	Offer ESL and non-ESL language development courses	8,13
	Offer services directed toward international students	7
	Provide a designated international student advisor	6
Faculty International Opportunities	Faculty teaching abroad	1, 14
	Faculty study abroad and exchange programs	1, 9, 14
	Opportunity to attend international conferences, meetings, and workshops on internationalizing the curriculum.	1
	Other opportunities	1

## Appendix D

## Matrices: Survey Responses 1998

Table D1

*Institutional Mission Reference, and Planning, Expectations: 1998*

Institution (Type)	EGL Member	Mission Statement Reference	Planning for International Initiatives	Future Expectations: International Initiatives	Specific Problems
A(TC)		None	Include global education in mission statement	Remain the same	Funding, leadership, faculty expertise, cultural programs
AH(TC)		None	Distance education	Increase moderately	Communication, misinterpretations
AR(CC)	X	—	—	—	—
C(CTC)	X	—	—	—	—
CL(CC)		Yes (goals)	None	Increase moderately	-
DC(TC)		—	—	—	—
FdL(CC)		None	Include international in mission statement	Increase moderately	
FF(CC)		—	—	—	—
Hb(CTC)	X	—	—	—	—
Hn(TC)	X		Yes	Increase Moderately	Understand and apply INS regulations
I(CC)		No	Student exchange, training, collaborate with Svenborg	Increase moderately	Time and funding
IH(CC)	X	Yes		No change	Housing for International Students
Ln(CTC)*		Yes		Increase moderately	Faculty expertise, limited international student programs
LS(CC)		Yes		Increase moderately	
Mn(CTC)	X	—	—	—	—
MW(CTC)			None		Lack funding and program for study

					abroad offerings
Nd(CC)	X	Yes	New coordinator for international education	Increase moderately	Funding for leadership position
NH(CC)	X	None	Include international education in mission	Decrease somewhat	Funding and time for stakeholder training
NI(CTC)		No	None	Remain the same	Lack staffing
NW(TC)		No	Include international reference in mission statement	Remain the same with some future increase	Lack expertise for international student recruitment, programs, and student organizations
P(TC)		No	Include international in mission	—	Funding, lack human resources for program development
Rd(CTC)	X	None	Incoming International student scholarship	Increase moderately	Funding
Ro(CTC)	X	None	Include international education in mission	Increase moderately	
RR(CC)		No	No	Remain the same	Lack communication with international students
Rv(CC)				Moderate increase	
RW/Win(TC)		No	No	Remain the same	
SC(TC)		No	No	Moderate increase	Administrative support, funding
StC(TC)		—	—	—	—
StP(TC)		No	Student exchange, Australia	Remain the same	Limited time with foreign students

*Note.* Dash indicates data unavailable. \* = Laurentian Community and Technical College District is comprised of Mesasbi Range Community and Technical College and Vermilion Community College.

Sources: EGL membership data from EGL documents, 1998; From *International Programs and Services in MNSCU Table 16 Survey Results 1998* [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table D2

*International Education Organizational Memberships, 1998*

Institution (Type)	EGL	ACIIE	CCID	NAFSA	IVETA	CIEE	Other Nat'l/ State/ Regional
A(TC)							
AH(TC)				X			
AR(CC)	--	--	--	--	--	--	--
C(CTC)	--	--	--	--	--	--	--
CL(CC)							
DC(TC)	--	--	--	--	--	--	--
FdL(CC)							
FF(CC)	--	--	--	--	--	--	--
Hb(CTC)	--	--	--	--	--	--	--
Hn(TC)	X			X			
I(CC)				X			
IH(CC)	X						
LS(CC)							
Lu(CTC)				X			
Mn(CTC)	--	--	--	--	--	--	--
MW(CTC)		X		X			
Nd(CC)	X						
NH(CC)	X	X	X	X			X
NI(CTC)							
NW(TC)							
P(TC)							
Rd(CTC)	X	X					
Ro(CTC)	X			X			X
RR(CC)							
Rv(CC)				X			
RW/W(TC)							
SC(TC)							
StC(TC)	--	--	--	--	--	--	--
StP(TC)							

*Note.* Multiple responses possible. Dash indicates data not available. International Education Organizations: EGL = Education for Global Learning; ACIIE = American Council on International/Intercultural Education; CCID = Community Colleges for International Development; NAFSA = National Association of International Educators; IVETA = International Vocational Education & Training Association; CIEE = Council on International Educational Exchange).

From: Minnesota State College and Universities *International Programs and Services in MNSCU-Survey Results 1998 [Data file]*. StPaul, MN: Minnesota State Colleges and Universities.



Table D-3

*Two-Year Institutional International Partnerships and Local Business Collaboration: 1998*

Institution (Type)	EGL Member	Formal International Partnerships*	Local Institution Collaboration
A(TC)		None	Learning alliance with 3M corporation; customized training
AH(TC)		None	Industrial safety technology; computer self-study program
AR(CC)	X	—	—
C(CTC)	X	—	—
CL(CC)		None	None
DC(TC)	—	—	—
FdL(CC)		None	None
FF(CC)	—	—	—
Hb(CTC)	X	—	—
Hn(TC)	X	ICLC, Costa Rica; Oriel College, England	Customized training; computer skills upgrade
I(CC)		Svendborg Technical college, Denmark	International business symposium
IH(CC)	X	ICLC, Costa Rica; Oriel College, England	None
LS(CC)		None	Aircraft firefighting
Lu(CTC)		Norway, host two students for Natural Resource program	None
Mn(CTC)	X	—	—
MW(CTC)		None	Spanish language courses
Nd(CC)	X	ICLC, Costa Rica; Oriel College, England	None
NH(CC)	X	Royal Melbourne Institute of Technology, Australia; ICLC, Costa Rica; Oriel College, England	Travel, non-credit courses through Management Institute
Nl(CTC)		None	None
NW(TC)		None	None
P(TC)		None	None
Rd(CTC)	X	ICLC, Costa Rica; Oriel College, England	None
Ro(CTC)	X	ICLC, Costa Rica; Oriel College, England	None
RR(CC)		Confederation College, Canada (AA degree International Business)	International Business courses
Rv(CC)		None	Yes (no description)
RW/W(TC)		None	None
SC(TC)		None	None
StC(TC)		—	—
StP(TC)		England, Stafford College (faculty exchange)	World trade program

*Note.* \* indicates Consortium member institutional partnership with Instituto de Cultura y Lengua Costarricense [ICLC], Costa Rica and Oriel College, England is through EGL Consortium study abroad program collaboration.

From: *International Programs and Services in MNSCU-Survey Results 1998 Table 1, 11, 15 [Data files]*. St Paul, MN: Minnesota State Colleges and Universities.

Table D4

*Curricula Initiatives, Global Course and Foreign Language Offerings, and Co-Curricular Activities: 1998*

Institution (Type)	Size/ Loc*	EGL Mem.	Internationalize Curricula Initiatives	MNTC Global Perspective Courses	Foreign Language Offerings	Co-Curricular Sponsorship
A(TC)	S/R		No	None	None	No
AH(TC)	S/S		No	—	—	Yes
AR(CC)	M/S	X	—	41	5	—
C(CTC)	L/S	X	—	32	3	—
CL(CC)	M/R		No	13	3	No
DC(TC)	M/S		—	—	—	—
Fdl(CC)	S/R		No	10	1	No
FF(CC)	M/R		—	16	2	—
Hb(CTC)	S/R	X	—	14	1	—
Hn(TC)	M/S	X	No	None	None	Yes
IH(CC)	M/S	X	Yes	38	3	No
IT(CC)	S/R		Yes	13	2	No
LS(CC)	M/R		No	—	—	No
Mn(CTC)	M/U	X	—	32	2	—
MR(CTC)	S/R		No	14	1	Yes
MW(CTC)	S/R		Yes	11	2	Yes
Nd(CC)	L/S	X	Yes	32	4	Yes
NH(CC)	M/S	X	Yes	23	3	Yes
NI(CTC)	M/R		No	8	2	No
NW(TC)	S/R		No	None	None	No
P(TC)	VS/R		No	—	—	No
Rd(CTC)	M/R	X	No	14	2	Yes
Ro(CTC)	M/R	X	No	44	3	Yes
RR(CC)	VS/R		No	14	1	Yes
Rv(CC)	M/R		No	19	2	Yes
RW/W(TC)	S/R		No	None	None	No
StC(TC)	M/R		—	None	None	—
StP(TC)	M/U		No	—	—	Yes
SC(TC)	M/R		No	None	2	Yes
V(CC)	S/R		—	3	2	—

Note. \*Size: L = Large (5,000-9,999); M = Medium (2,000-4,999); S = Small (500-1,999); VS = Very Small (<500). Carnegie classification 2003-2004. R=Rural; S=Suburban; U=Urban. Dash indicates data unavailable.

Sources: Minnesota State Colleges and Universities. *International Programs and Services in MNSCU-Survey Results Table 3 1998 [Data file]*; College Catalogues, 1998-1999 available at [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp);

Table D5

*Student Study Abroad and Exchange Opportunities: 1998*

Institution (Type)	EGL	Study Abroad (SA) Student Exchange(EX)	Program Length/Focus	Part of Consortium	Number of U.S. Student Participants
A(TC)		None	—	—	—
AH(TC)		None	None	None	None
AR(CC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	3
C(CTC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	0
CL(CC)		Varies (SA)	Short tours, Gen. Ed.	No	—
DC(TC)		—	—	—	—
FdLCC		None	None	None	None
FF(CC)		—	—	—	—
Hb(CTC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	0
Hn(TC)	X	Costa Rica (SA)  Germany (EX)	1 semester/ Gen. Ed., Spanish Exchange: 9mos. Vocational	Yes, EGL  No	0  1
It(CC)		Denmark (EX)	1 semester/Gen. Ed.	No	4
IH(CC)	X	Costa Rica (SA)  Euro study (SA)	1 semester/ Gen.Ed., Spanish  1 semester, 12 days abroad/Gen.Ed.	Yes, EGL  No	0  —
LS(CC)		Mexico (SA)	—	—	—
Ln(CTC)		Norway (EX) South Africa, South America (SA)	Exchange: Gen. Ed. Wildlife Management tour	No No	2 —
Mn(CTC)	X	Costa Rica (SA)	1 semester/ Gen. Ed., Spanish	Yes, EGL	8
MW(CTC)		Costa Rica (SA)  Student Exchange (EX)	Study Abroad: 4 weeks, Spanish  —	No  —	4  —
Nd(CC)	X	Costa Rica (SA)	1 semester/ Gen. Ed., Spanish	Yes, EGL	6

		England/Scotland (SA) China (SA) Scandinavia (SA) Britain (SA) Student Exchange (EX)	Gen. Ed./Theater tour 2 week tour 2 week tour 2 week tour —	No CIE (CA) CIE CIE —	— 20 25 20 —
NH(CC)	X	Costa Rica (SA)  Germany (EX) Australia (EX)	1 semester/ Gen.Ed., Spanish 1 yr/Business Ed. 1 semester/ Exchange, Gen.Ed.	Yes, EGL  No No	6  1 18
NI(CTC)		None	None	None	None
NW(TC)		None	None	None	None
P(TC)		None	None	None	None
Rd(CTC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	0
Ro(CTC)	X	Costa Rica (SA)  Europe, China, Viet Nam (EX)	1 semester/Gen. Ed., Spanish Exchange: length varies, Youth for Understanding	Yes, EGL  No	0  10-12
Rv(CC)		None	None	None	None
RR(CC)		None	—	No	—
RW/W(TC)		None	None	None	None
SC(TC)		Denmark, Romania, Russia (SA) Student Exchange (EX)	Agribusiness tour  —	No  —	—  —
StC(TC)		—	—	—	—
StP(TC)		None	None	None	None

*Note.* Dash indicates data not available.

Sources: Education for Global Learning study abroad documents, 1998; International Programs and Services in MNSCU-Survey Results 1998 Tables 1, 3, 5, 13, 14 [Data file]. St Paul, MN: Minnesota State Colleges and Universities

Table D6

*International Student Program Opportunities: 1998*

Institution (Type)	EGL Mem.	No. Intl Students	Intl Student Advisor	Intl Student Services	ESL Program In Place
A(TC)		3	Yes	None	No
AH(TC)		29	Yes	None	No
AR(CC)	X	—	—	—	—
C(CTC)	X	—	—	—	—
CL(CC)		0	Yes	None	Yes
DC(TC)		10	Yes	Yes	Yes
FdL(CC)		0	yes	None	No
FF(CC)		—	—	—	—
Hb(CC)	X	—	—	—	—

Hn(TC)	X	5	Yes	None	Yes
I(CC)		1	None	None	No
IH(CC)	X	29	Yes	Yes	Yes
LS(CC)		—	Yes	Yes	Yes
Ln(CTC)		8	Yes	None	No
Mn(CTC)	X	—	—	—	—
MW(CTC)		3	Yes	None	Yes
Nd(CC)	X	88	None	None	Yes
NH(CC)	X	336	Yes	Yes	Yes
NL(CTC)		—	None	—	—
NW(TC)		3	Yes	None	No
P(TC)		0	None	None	No
Rd(CTC)	X	1	Yes	Yes	Yes
Ro(CTC)	X	—	Yes	Yes	Yes
Rv(CC)		0	None	None	No
RR(CC)		3	Yes	None	Yes
RW/W(TC)		3	None	None	No
SC(TC)		2	Yes	None	No
StC(TC)		—	—	—	—
StP(TC)		20	Yes	None	Yes

*Note.* Dash indicates data not reported.

Source: From *International Programs and Services in MNSCU-Survey Results 1998 Tables 2, 5 [Data file]*. St Paul, MN: Minnesota State Colleges and Universities

Table D7

*Faculty International Program Opportunities: 1998*

Institution (Type)	EGL	Teach Abroad/EGL*	Study Abroad	Exchange (Ex)/Visiting Scholar Program (VS)	Other: IM; IT; IC; IST
A(TC)		No	No	Denmark (VS)	None
AH(TC)		No	No	None	None
AR(CC)	X	EGL*	—	—	—
C(CTC)	X	EGL	—	—	—
CL(CC)		No	No	None	IST
DC(TC)		—	—	—	—
FdL(CC)		No	No	None	None
FF(CC)		—	—	—	—
Hb(CC)	X	—	—	—	—
Hn(TC)	X	EGL	Yes	Denmark (Ex)	IM, IT, IC, IST
I(CC)		No	Yes	Netherlands, Denmark, (VS)	IM, IT, IC
IH(CC)	X	EGL	No	None	IST
Ln(CTC)		No	No	England (VS)	IST
LS(CC)		No	No	Denmark (VS)	IST
M(CTC)	X	EGL*	—	—	—
MW(CTC)		No	Yes	None	None
Nd(CC)	X	Yes/EGL	No	None	None
NH(CC)	X	Yes/EGL	Yes	Hungary (Ex);	IM, IT, IST

				Czech Republic (Ex) Australia (Ex) Lithuania (VS)	
Nl(CTC)		No	No	None	None
NW(TC)		No	No	None	None
P(TC)		No	No	None	None
Rd(CTC)	X	EGL	No	None	None
Ro(CTC)	X	Yes/EGL	Yes	Poland (VS)	IST
RR(CC)		No	No	None	None
Rv(CC)		No	Yes	None	IT
RW/W(TC)		No	No	None	None
SC(TC)		Yes	Yes	Finland (VS)	None
StC(TC)		—	—	—	—
StP(TC)		No	No	England (VS)	None

*Note.* Abbreviations: IM=International Meeting Attendance; IT=International Training; IC=International Consulting; IST=International Study Tours. Asterisk=EGL teaching appointment. Dash indicates data unavailable.

Sources: EGL teaching abroad data from EGL documents, 1998 (n=10); Study abroad, Exchange/Visiting Scholar, and other activities (n=22) from: International Programs and Services in MNSCU-Survey Results 1998 Tables 1, 3, and 7 [Data file]. St Paul, MN: Minnesota State Colleges

## Appendix E: 2000

Table E1

*Matrix: Institutional Mission, Plans, Expectations, and Problems: 2000*

Institutions (Type)	EGL	Mission Statement Reference	Planning for International Initiatives	Future Expectations	Specific Problems
A(TC)		No	Kellogg institute research	Increase moderately	None listed
AH(TC)		No	Relationship with Kenyan institution, seek advisory board input	Increase moderately	Lack resources to develop international initiatives
AR(CC)	X	—	—	—	—
C(CTC)	X	No	Yes, study abroad programs, internationalizing the curriculum, certificate program, recruit international students	Increase dramatically	None listed
CL(CC)		Yes (goals)	None	Increase moderately	Lack funding, structure, focus, and consistent administrative support
DC(TC)		Yes	None	Increase moderately	None listed
FdL(CC)		Yes	Study abroad, student exchange	Increase moderately	Limited resources
FF(CC)	—	—	—	—	—
Hb(CTC)	X	No	No specific planning	Increase moderately	Funding
Hn(TC)	X	Yes	Faculty exchanges, international student services	Increase moderately	Global education and day-to-day needs not integrated; lack Tech college global models
I(CC)		Yes	No	Increase moderately	Language barriers, tuition for out of state residents
IH(CC)	X	Yes	Training, foreign language offerings	Increase moderately	Lack staffing for int'l education
LS(CC)		Yes	Global education initiative, grant to study travel to Mexico	Increase dramatically	Program funding, lack of interest
Mn(CTC)	X	Yes	Incorporate global education in strategic plan, student services,	Increase dramatically	Time, faculty, administration leadership and

			curriculum, faculty development, study abroad, collaboration, student/faculty exchange		expertise, funding
MR(CTC)	X	No	Develop international ESL center	Increase moderately	Lack staffing, funding for international initiatives
MSE(TC)		Yes	No present development	Remain the same	None listed
MW(CTC)		No	None	Remain the same	Interest in internationalizing technical courses; location and accessibility of campuses
Nd(CC)	X	Yes	Unknown	Increase moderately	Funding for leadership position
NH(CC)	X	No	Yes (none listed)	Increase moderately	Funding; release time to develop initiatives
NI(CTC)		No	No	Remain the same	Staffing
NW(TC)		Yes	None	Remain the same or slight increase	Lack of planning, funding
P(TC)		No	Establish interest level	-	Time, funding
Rd(CTC)	X	—	—	Increase moderately	Funding; international student restrictions
Ro(CTC)	X	Yes	Student services, coordinate with University Center	Increase moderately	Funding, coordinating activities
RR(CC)		—	—	—	—
Rv(CC)		No	International student recruitment, establish formal international education committee	Increase moderately	Time and funding
SC(TC)		No	None listed	Moderate increase	Global initiatives not tied to strategic goals
StC(TC)		—	—	—	—
StP(TC)		No	No	Increase moderately	Staffing interest
V(CC)		No	No	Increase moderately	None

*Note.* Dash indicates data unavailable.

Sources: EGL membership documents, 2000; Mission statement, planning, and problem responses from International Programs and Services in MNSCU-Survey Results 2000 table 16 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.



Table E2

*Matrix: Two-Year College International Education Organizational Memberships, 2000*

Institution (Type)	Type	EGL	ACIIE	CCID	NAFSA	IVETA	CIEE	Other State/Regional
AH(TC)	TC				X			
AR(CC)	CC	X						
A(TC)	TC							
C(CTC)	CTC	X	X		X			X
CL(CC)	CC							
DC(TC)	TC							X
FF(CC)	CC	—	—	—	—	—	—	—
FDL(CC)	CC							
Hb(CTC)	CTC	X			X			
Hn(TC)	TC	X			X	X		X
I(CC)	CC				X			
IH(CC)	CC	X						
LS(CC)	CC							
Mn(CTC)	CTC	X	X		X			
MSE(TC)	TC							
MW(CTC)	CTC				X		X	
MR(CTC)	CTC	X			X			
Nd(CC)	CC	X	X		X			
Ni(CTC)	CTC							
NH(CC)	CC	X	X	X	X		X	X
NW(TC)	TC				X			
P(TC)	TC							
Rd(CTC)	CTC	X						
Rv(CC)	CC				X			
Ro(CTC)	CTC	X	X		X			
RR(CC)	CC							
SC(TC)	TC							X
StC(TC)	TC	—	—	—	—	—	—	—
StP(TC)	TC							
V(CC)	CC				X			

*Note.* Dash indicates data not reported. International Education Organizations: ACIIE (American Council on International/Intercultural Education); CCID (Community Colleges for International Development); NAFSA (National Association of International Educators); IVETA (International Vocational Education & Training Association); CIEE (Council on International Educational Exchange; State/Region (other state or regional organizations).

Source: From International Programs and Services in MNSCU-Survey Results 2000 Table 1 [Data file]. StPaul, MN: Minnesota State Colleges and Universities.

Table E3

*Matrix: Institutional International Partnerships/Cooperative Arrangements and Local Business Collaboration: 2000*

Colleges	EGL	Formal International Partnerships *	Local Institution Collaboration
A(TC)		None	None listed
AH(TC)		None	None listed
AR(CC)	X	Zhoqing Institute, China; Orsa Vuxen- Gymnasium, Sweden; Costa Rica, Oriel College, England	None listed
C(CTC)	X	Costa Rica, Oriel College, England	Customized training
CL(CC)		None	None listed
DC(TC)		None	None listed
FdL(CC)		None	None listed
FF(CC)		—	—
Hb(CTC)	X	Costa Rica, Oriel College, England	None listed
Hn(TC)	X	Costa Rica, Oriel College, England	None listed
I(CC)		Denmark-Svendborg Technical College	None listed
IH(CC)	X	Costa Rica, Oriel College, England	Customized language training for West publishing
LS(CC)		None	Fire rescue training for several countries
Mn(CTC)	X	Costa Rica, Oriel College, England	International business training
MR(CTC)	X	Royal Melbourne Institute of Technology, Australia; Costa Rica, Oriel College, England	None listed
MSE(TC)		None	None listed
MW(CTC)		None	None listed
Nd(CC)	X	Costa Rica, Oriel College, England	None listed
NH(CC)	X	Royal Melbourne Technical Institute, Australia Czech Technical University, Czech Republic; Costa Rica, Oriel College, England	Center for training & development-consultation/travel/courses; Business department-consultation
Nl(CTC)		None	None listed
NW(TC)		None	Central services management program
P(TC)		None	Language training for local business/industry managers
Rd(CTC)	X	Costa Rica, Oriel College, England	None listed
Ro(CTC)	X	Costa Rica, Oriel College, England	Technology training
RR(CC)		None	None listed
Rv(CC)		None	Language and diversity training
SC(TC)		None	None listed
StC(TC)		—	—
StP(TC)		None	None listed
V(CC)		None	None listed

*Note.* \*= Consortium member institutional partnership with Instituto de Cultura y Lengua Costarricense [ICLC], Costa Rica and Oriel College, England is through EGL Consortium study abroad program collaboration. Dash indicates data not reported.  
Source: International Programs and Services in MNSCU-Survey Results, 2000 Tables 1, 11, 15 [Data files]. St Paul, MN: Minnesota State Colleges and Universities.

Table E4

*Matrix: Global Course, Foreign Language Offerings, and Community Co-Curricular International Activities: 2000*

Institution (Type)	Size*	EGL	Internationalize Curricula Initiatives	MNTC Global Perspective Courses	Foreign Language Offerings	Co-Curricular Activities**
A(TC)	S		No	0	None	No
AH(TC)	S		No	—	—	No
AR(CC)	M	X	No	41	5	No
C(CTC)	L	X	Yes	32	3	Yes**
CL(CC)	S		No	14	3	No
DC(TC)	M		No	—	—	Yes
FdL(CC)	S		No	11	1	No
FF(CC)	M		—	17	2	—
Hb(CTC)	VS	X	No	14	1	No
Hn(TC)	M	X	Yes	0	None	Yes
IH(CC)	M	X	Yes	39	3	No
IT(CC)	VS		No	13	2	No
LS(CC)	M		Yes	—	—	Yes
Mn(CTC)	L	X	Yes	32	3	Yes**
MR(CTC)	S	X	No	14	1	Yes
MSE(TC)	S		No	—	—	No
MW(CTC)	S		Yes	12	1	Yes
Nd(CC)	L	X	Yes	43	4	Yes**
NH(CC)	M	X	Yes	24	3	Yes
NI(CTC)	M		No	11	1	No
NW(TC)	VS		No	0	None	Yes
P(TC)	VS		No	—	—	No
Rd(CTC)	M	X	No	14	2	Yes
Ro(CTC)	M	X	No	51	3	Yes**
RR(CC)	VS		No	15	2	Yes
Rv(CC)	S		No	24	2	Yes
SC(TC)	S		No	2	None	No
StC(TC)	M		—	0	None	—
StP(TC)	M		No	—	—	No
V(CC)	VS		No	3	2	No

Note. \* Size: L=Large (10,000+), M=Medium (5-9,999), S=Small (2-4,999), VS=Very Small (<2,000).

\*\*= multiple co-curricular activities. Dash indicates data not available.

Sources: Global and foreign language offerings from college catalogues, 1999-2000. Available at [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp). Cultural Activities data from: International Programs and Services in MNSCU-Survey Results Table 3 2000 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table E5

*Matrix: Student Study Abroad and Exchange Opportunities: 2000*

Institution (Type)	EGL	Study Abroad (SA) Student Exchange (EX)	Program Length/Focus	Part of Consortium	Number of Participants
A(TC)		None	None	None	None
AH(TC)		None	None	None	None
AR(CC)	X	Costa Rica (SA)  China (EX)	1 semester/ Gen. Ed., Spanish  1 semester/ Zhaoqing Institute of Education ARCC Program/ Gen. Ed.	Yes, EGL  No	5  —
C(CTC)	X	Costa Rica (SA)	1 semester/ Gen. Ed., Spanish	Yes, EGL	0
CL(CC)		Europe (SA)	Study Abroad: ShortTours/Gen.Ed.	No	25
DC(TC)		None	None	None	None
FdL(CC)		None	None	None	None
FF(CC)		—	—	—	—
Hb(CTC)	X	Costa Rica (SA)  Europe (SA)	1 semester/ Gen. Ed., Spanish Short Tours/Gen.Ed.	Yes, EGL  No	0  —
Hn(TC)	X	Costa Rica (SA)	1 semester/ Gen. Ed., Spanish	Yes, EGL	0
IH(CC)	X	Costa Rica (SA)  Italy (SA)	Study Abroad: 1 semester/Gen.Ed., Spanish Short Tour/Gen. Ed.	Yes, EGL  No	1  33
It(CC)		Denmark (EX)  Study Abroad (SA)	1 semester/ Svenborg Technical College/Gen.Ed.  —	No  —	18  —
LS(CC)		Mexico (SA) Europe (SA)	Short Tour/Gen.Ed. Short Tour/Gen.Ed.	No No	60 —
Mn(CTC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	1
MR(CTC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	2
MSE(TC)		None	None	None	None
MW(CTC)		None	None	None	None
Nd(CC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	9

NH(CC)	X	Costa Rica (SA) Australia (EX)	1 semester/ Gen.Ed., Spanish 1 semester, Australia RMIT U., / Business, Technology	Yes, EGL No	10 6
NI(CTC)		None	None	None	None
NW(TC)		None	None	None	None
P(TC)		None	None	None	None
Rd(CTC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	1
Ro(CTC)	X	Costa Rica (SA) Various (EX)	1 semester/ Gen.Ed., Spanish Exchange: 1 month, YFU, USIA/Liberal Arts	Yes, EGL No	1 14
RR(CC)		None	None	None	None
Rv(CC)		None	None	None	None
SC(TC)		None	None	None	None
StC(TC)		—	—	—	—
StP(TC)		None	None	None	None
V(CC)		Study Abroad (SA)	—	—	—

*Note.* Dash indicates data not available.

Sources: EGL member study abroad data derived from EGL study abroad reports, 2000. *International Programs and Services in MNSCU-Survey Results 2000 Tables 1,3,5,13,15* [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table E6

*Matrix: Opportunities for International Students: 2000*

Institution (Type)	EGL Mem.	No. of Internat'l Students	Tuition Policy Non.Res.	Int. Student Advisor	Int. Student Services	Language Program In Place
A(TC)		0	None	None	None	None
AH(TC)		30	None	Yes	None	None
AR(CC)	X	—	None	Yes	—	—
C(CTC)	X	108	None	Yes	Yes	Yes, ESL
CL(CC)		9	None	None	None	Yes, ESL
DC(TC)		10	None	Yes	Yes	Yes, ESL
FdL(CC)		1	Yes	Yes	Yes	None
FF(CC)		—	—	—	—	—
Hb(CTC)	X	0	None	Yes	None	None
Hn(TC)	X	0	None	Yes	None	Yes
IH(CC)	X	44	None	None	None	Yes, ESL
It(CC)		20	Yes	None	None	None
LS(CC)		5	None	None	Yes	Yes
Mn(CTC)	X	180	None	Yes	Yes	Yes
MR(CTC)	X	7	Yes	Yes	Yes	Yes
MSE(TC)		—	None	None	None	None
MW(CTC)		3	Yes	Yes	None	Yes, ESL
Nd(CC)	X	51	None	None	None	Yes, ESL

NH(CC)	X	440	None	Yes	Yes	Yes, ESL
NI(CTC)		10	None	None	None	None
NW(TC)		22	None	Yes	Yes	None
P(TC)		0	None	None	None	Yes
Rd(CTC)	X	4	None	Yes	Yes	Yes, ESL
Ro(CTC)	X	80	None	Yes	Yes	Yes
RR(CC)		38	Yes	Yes	None	Yes
Rv(CC)		117	Yes	Yes	Yes	Yes, ESL
SC(TC)		13	None	Yes	None	None
StC(TC)		—	—	—	—	—
StP(TC)		54	None	Yes	None	Yes, ESL
V(CC)		2	Yes	None	None	None

*Note.* Dash indicates data not available. From *International Programs and Services in MNSCU-Survey Results 2000 Tables 1, 2 3, 6[Data file]. St Paul, MN: Minnesota State Colleges and Universities*

Table E7

*Matrix: Faculty International Opportunities: 2000*

Institution (Type)	EGL	Teach Abroad/EGL*	Study Abroad	Exchange (EX)/Visiting Scholar Program (VS)	Other** IM;IT;IC;IST
A(TC)		None	None	None	None
AH(TC)		None	None	None	None
AR(CC)	X	Yes/EGL	Yes	EX (no info.)	None
C(CTC)	X	Yes/EGL	None	None	None
CL(CC)		None	None	None	IM; IST
DC(TC)		None	None	None	None
FdL(CC)		None	None	None	None
FF(CC)		—	—	—	—
Hb(CC)	X	Yes/EGL*	None	Denmark (EX)	None
Hn(TC)	X	Yes/EGL	Yes	Finland, Turkey (VS)	IC
IH(CC)	X	Yes/EGL	None	None	None
It(CC)		Yes	None	Denmark (EX)	None
LS(CC)		Yes	Yes	None	IT; IST
Mn(CTC)	X	Yes/ EGL	Yes	None	IM; IT (local); IST
MR(CTC)	X	Yes/EGL	None	None	IM; IT
MSE(TC)		None	None	None	None
MW(CTC)		None	None	None	None
Nd(CC)	X	Yes, EGL*	Yes	None	IST
NH(CC)	X	Yes/EGL	Yes	Australia (EX)	IT (local); IST
NI(CTC)		None	None	None	None
NW(TC)		None	None	None	IM
P(TC)		None	None	None	IT (local)
Rd(CTC)	X	Yes/EGL	Yes	None	None
Ro(CTC)	X	Yes/EGL	Yes	Australia (VS)	IT; IST
RR(CC)		None	None	None	None
Rv(CC)		None	None	None	None

SC(TC)		None	Yes	None	IC
StC(TC)		—	—	—	—
StP(TC)		None	None	EX (no info.)	None
V(CC)		None	None	None	None

*Note.* \*Denotes EGL Costa Rica teaching appointment. \*\* Other abbreviations: IM=International Meeting Attendance; IT=International Training; IC=International Consulting; IST=International Study Tours. Dash (—) indicates data unavailable.

Sources: EGL teaching abroad data from EGL documents, 2000; Study abroad, Exchange/Visiting Scholar, and other activities from: *International Programs and Services in MNSCU-Survey Results 2000 Tables 1, 3, and 7 [Data file]*. St Paul, MN: Minnesota State Colleges and Universities

## Appendix F: 2001

Table F1

*Matrix: Institutional Mission, Plans, Expectations, and Problems: 2001*

Institution (Type)	EGL	Mission Statement Reference	Present Planning: International Initiatives/ Specific plan in place?	Planning Committee	Future Expectations: International Initiatives	Specific Problems
A(TC)		No	Business and industrial partnerships/No		Increase moderately	None listed
AH(TC)		No	Survey student interests; survey local business and industry/No		Moderate increase	Establish international education as a priority
AR(CC)	X	Yes	Yes, Swedish exchange program/No		Moderate increase	Attract more international students; develop exchanges
C(CTC)	X	No	Allied health training, business courses for international travel/No	yes	Increase moderately	Time constraints, funding
CL(CC)		Yes (goals)	No/No		Increase moderately	Funding, location of the college
DC(TC)		Yes	No/No		Increase moderately	Human and funding resources
FdL(CC)		Yes	Faculty, student exchanges/No		Increase dramatically	Human, funding resources
FF(CC)		No	Yes-develop initiatives for Asian students/No		—	Funding, language barriers re. international students
Hb(CTC)	X	No	No specific planning/ Yes	yes	Increase moderately	Funding to support director position
Hn(TC)	X	Yes	Exchange with Helsinki institution/Yes	yes	Remain the same	Time constraints
IH(CC)	X	Yes	Adm. Travel to China, sister city/No		Increase moderately	Funding/resources
It(CC)	X	Yes	Yes, exchange program; curriculum; attend conferences;	yes	Increase moderately	Funding, coordinator time constraints



			Fulbright program/Yes			
LS(CC)		Yes	Global education 2000-2005 plan; Mexico travel grant implemented/Yes		Increase dramatically	Program funding, stimulate interest at all levels
Mn(CTC)	X	Yes	Incorporate global education in strategic plan, student services, curriculum, faculty development, short term study abroad, collaboration, student faculty exchange /Yes	yes	Increase dramatically	Time constraints, resources, funding
MR(CTC)	X	No	Study abroad, ESL/No	yes	Increase moderately	Staffing, funding
MSE(TC)		Yes	Recruit international students/No		Remain the same	Program resources
MW(CTC)		No	No/No		Decrease somewhat	Lack of Administrative interest and commitment
Nd(CC)	X	Yes	No/No	yes	Remain the same	Funding for leadership position, administrative support
NH(CC)	X	Yes	Yes (none listed)/No		Increase moderately	Funding, release time to develop initiatives
Nl(CTC)		No	Canadian relationship/No	yes	Increase moderately	Staffing, funding for faculty travel, student costs
NW(TC)		Yes (Bemidji campus)	None listed/No		Remain the same	Lack funding for international education development; lack expertise for developing initiatives
P(TC)		No	No/No		Remain the same	None listed
Rd(CTC)	X	Yes (Hutchison campus)	Yes/Yes		Increase moderately	Funding
Ro(CTC)	X	Yes	Student services, coordinate with University Center/No	yes	Increase moderately	Funding, housing for international students
RR(CC)		No	Short-term study abroad/No	yes	Increase moderately	International student recruitment,

						student funding
Rv(CC)		No	Course development/training program with other nations, establish sister college agreement/No	yes	Increase moderately	Time constraints, funding for new projects
SC(TC)		No	Yes, none listed/Yes		Moderate increase	Funding
StC(TC)		No	ESL, student club/No	yes	Increase dramatically	Funding, lack services for international students
StP(TC)		Yes (vision)	Exchange program expansion/No		Remain the same	Funding, time constraints
V(CC)	X	No	Faculty exchanges, study abroad, intl./No training opportunities		Increase moderately	Program planning information, INS regulations

*Note.* Dash indicates data unavailable. From International Programs and Services in MNSCU-Survey Results 2001 table 16 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table F2

*Matrix: International Education Organizational Memberships, 2001*

Institution	EGL	ACIIE	CCID	NAFSA	IVETA	CIEE	Other State/ Regional
A(TC)							
AH(TC)				X			
AR(CC)	X			X			
C(CTC)	X			X			X
CL(CC)							
DC(TC)							X
FdL(CC)							
FF(CC)				X			
Hb(CTC)	X			X			
Hn(TC)	X				X		
IH(CC)	X	X					
It(CC)	X			X			
LS(CC)							
Mn(CTC)	X	X		X			
MR(CTC)	X			X			
MSE(TC)							
MW(CTC)				X		X	
Nd(CC)	X						
NH(CC)	X	X	X	X		X	X
NI(CTC)							

NW(TC)				X			
P(TC)							
Rd(CTC)	X						
Ro(CTC)	X	X		X			
RR(CC)							
Rv(CC)				X			
SC(TC)							
StC(TC)		X		X			
StP(TC)							
V(CC)	X			X			

*Note.* Multiple responses possible. International Education Organizations (national and international): ACIIE (American Council on International/Intercultural Education); CCID (Community Colleges for International Development); NAFSA (National Association of International Educators); IVETA (International Vocational Education & Training Association); CIEE (Council on International Educational Exchange; State/Region (other state or regional organizations).  
From International Programs and Services in MNSCU-Survey Results 2001 Table 1 [Data file].  
StPaul,MN: Minnesota State Colleges and Universities.

Table F3

*Matrix: Institutional International Partnerships/Cooperative Arrangements and Local Business Collaboration: 2001*

Colleges	EGL	Formal International Partnerships Reported	Local Institution Collaboration
A(TC)		None	None listed
AH(TC)		None	None listed
AR(CC)	X	Yes (China, Sweden) Higher Education institutions; EGL study abroad *	Customized Training Courses
C(CTC)	X	EGL study abroad *	None listed
CL(CC)		None	None listed
DC(TC)		None	Dakota County Quality Council host
FdL(CC)		None	None listed
FF(CC)		None	None listed
Hb(CTC)	X	Yes (EGL Study Abroad)*	None listed
Hn(TC)	X	Yes (EGL study abroad)*	None listed
IH(CC)	X	Yes (EGL study abroad)*	Language courses for West Publishing
It(CC)	X	Yes (Denmark Svendborg Technical College); EGL Study Abroad *	None listed
LS(CC)		None	None
Mn(CTC)	X	Yes (EGL study abroad) *	Customized training and continuing education-business, legal overseas application
MR(CTC)	X	Yes (EGL study abroad) *	None listed
MSE(TC)		None	None listed
MW(CTC)		None	None listed
Nd(CC)	X	Yes (EGL study abroad) *	None listed
NH(CC)	X	Yes (Australia, Royal Melbourne Institute of technology; Czech Republic, Czech	Consulting/training/travel-business applications

		Technical University; EGL study abroad*	
Nl(CTC)		Yes, Scotland, Hospital Field; Israel, Keshet International	None listed
NW(TC)		None	None listed
P(TC)		None	None listed
Rd(CTC)	X	Yes (EGL study abroad) *	Customized training facilities and services
Ro(CTC)	X	Yes (EGL study abroad) *	Technology Training
RR(CC)		None	None listed
Rv(CC)		None	Spanish courses: Law enforcement, Management, Medical
SC(TC)		Yes, Australia, Royal Melbourne Institute of Technology	Customized training, farm business management (Land O Lakes) USAID grant
StC(TC)		None	None listed
StP(TC)		None	International trade
V(CC)	X	Yes (EGL Study Abroad) *	None listed

*Note.* Asterisks indicate institutional partnership is through EGL Consortium membership.

Source: International Programs and Services in MNSCU-Survey Results, 2001 Tables 1, 11, 15 [Data files]. St Paul, MN: Minnesota State Colleges and Universities.

Table F4

*Matrix: Curricula Initiatives, Global Course, World Language Offerings, and Co-Curricular Activities: 2001*

Institution (Type)	Size	EGL	Internationalize Curricula Initiatives	MNTC Global Perspective Courses	Foreign Language Offerings	Co-Curricular Activities*
A(TC)	S		No	0	0	No
AH(TC)	S		No	0	0	No
AR(CC)	M	X	No	41	5	No
C(CTC)	L	X	Yes	29	2	Yes*
CL(CC)	S		No	14	3	Yes
DC(TC)	M		No	1	0	Yes
FdL(CC)	S		No	10	1	No
FF(CC)	M		No	20	2	No
Hb(CTC)	VS	X	Yes	14	1	No
Hn(TC)	M	X	No	0	0	Yes
IH(CC)	M	X	No	40	3	No
It(CC)	VS	X	No	19	1	No
LS(CC)	M		No	19	2	No
Mn(CTC)	L	X	Yes	32	3	Yes*
MR(CTC)	S	X	No	14	1	Yes
MSE(TC)	S		No	0	0	No
MW(CTC)	S		No	12	1	Yes *

Nd(CC)	L	X	Yes	44	4	Yes
NH(CC)	M	X	Yes	32	2	Yes *
Nl(CTC)	M		No	11	1	No
NW(TC)	VS		No	0	0	No
P(TC)	VS		—	—	—	—
Rd(CTC)	M	X	No	14	2	Yes
Ro(CTC)	M	X	Yes	55	3	Yes *
RR(CC)	VS		No	15	2	Yes
Rv(CC)	S		No	25	2	Yes *
StC(TC)	M		No	0	0	No
StP(TC)	M		No	2	0	Yes *
SC(TC)	S		No	2	0	No
V(CC)	VS	X	No	3	2	Yes

*Note.* Dash indicates data not reported. \*= multiple activities.

Sources: Global and foreign language offerings available at

[www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp). Curricula Initiatives and Co-Curricula Activities data from: International Programs and Services in MNSCU-Survey Results Table 3 2001 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table F5

*Matrix: Student Study Abroad and Exchange Opportunities: 2001*

Institution (Type)	EGL	Location (SA) (EX)*	Program Length/Focus	Part of Consortium	Number of Participants
A(TC)		None			
AH(TC)		None			
AR(CC)	X	Costa Rica (SA) England (SA) China (EX) W. Europe (SA)	1 semester/Gen. Ed., Spanish 1 semester/Gen. Ed. 16 credits/ Gen. Ed. 2weeks/Gen. Ed.	Yes, EGL Yes, EGL No No	4 — 8 20
C(CTC)	X	Costa Rica (SA) England (SA)	1 semester/Gen. Ed., Spanish 1 semester	Yes, EGL Yes, EGL	4 —
CL(CC)		W. Europe (SA) Mexico (SA)	Short Tours/Gen.Ed.	No No	39 —
DC(TC)		None			
FdL(CC)		None			
FF(CC)		None			
Hb(CTC)	X	Costa Rica (SA) England (SA) W. Europe (SA)	1 semester/ Gen.Ed., Spanish 1semester/Gen.Ed. 2 credits (tour)	Yes, EGL Yes, EGL No	0 — 8
Hn(TC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester	Yes, EGL Yes, EGL	0 —
IH(CC)	X	Costa Rica (SA)	1 semester/	Yes, EGL	1

		England (SA) Ireland (SA) (Euro Study Program)	Gen.Ed., Spanish 1 semester/Gen.Ed. 12 day tour	Yes, EGL No	— —
It(CC)	X	Denmark (EX)  Costa Rica (SA)  England (SA) England (SA)	1 semester/ General Education  1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. Short Tour/Gen.Ed.	No  Yes, EGL Yes, EGL No	18  0 — —
LS(CC)		Mexico (SA) W. Europe(SA)	1 semester/Spanish 1-3 wks (tours)/Gen. Ed.	No No	25 20-25
Mn(CTC)	X	Costa Rica (SA)  England (SA) China (EX) Japan (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. 1 semester/Gen.Ed. 1 semester/year/ Gen.Ed.	Yes, EGL  Yes, EGL No (ARCC) No (Akita)	11  — 2 2
MR(CTC)	X	Costa Rica (SA)  England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	0 —
MSE(TC)		None			
MW(CTC)		None			
Nd(CC)	X	Costa Rica(SA)  England (SA) Mexico (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. summer semester/ Culture	Yes, EGL Yes, EGL No	6 — 30
NH(CC)	X	Costa Rica  England (SA) Australia (EX)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. 1 semester/ Business/Technology	Yes, EGL  Yes, EGL No	8  — 6
NI(CTC)		None			
NW(TC)		None			
P(TC)		None			
Rd(CTC)	X	Costa Rica (SA)  England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	0 —
Ro(CTC)	X	Costa Rica (SA)  England (SA) Varies (EX), Youth for Understanding,	1 semester/ Gen.Ed., Spanish 1 semester/Gen. Ed. 10 months/Lib. Arts	Yes, EGL  Yes, EGL No	6  — —
RR(CC)		None			
Rv(CC)		W. Europe (SA)	2-4 credits/Gen.Ed.	No	—
SC(TC)		None			
StC(TC)		None			
StP(TC)		Germany(EX)	1 year/Vocational, Work Study Program	No	1

V(CC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	0
		England (SA)	1 semester	Yes, EGL	—

*Note.* \*(SA) denotes student study abroad. (EX) denotes student exchange. Dash indicates data not available. From *International Programs and Services in MNSCU-Survey Results 2001 Tables 1, 3, 13*, [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table F6

*Matrix: International Student Services and Programs: 2001*

Institution	EGL Member	No. of Internat'l Students	Tuition Policy	Int. Student Advisor	Int. Student Services	Language Program In Place
A(TC)		3	No	Yes	No	No
AH(TC)		24	Yes	Yes	No	Yes, Dev.
AR(CC)	X	9	No	Yes	Yes	Yes, Dev.
C(CTC)	X	124	No	Yes	Yes	Yes, ESL
CL(CC)		3	No	No	No	Yes, ESL
DC(TC)		9	No	Yes	Yes	Yes, ESL
FdL(CC)		4	Yes	No	No	No
FF(CC)		4	No	Yes	No	Yes, Dev.
Hb(CTC)	X	4	—	Yes	Yes	Yes, Dev.
Hn(TC)	X	—	No	Yes	No	Yes, Dev.
IH(CC)	X	32	No	Yes	Yes	Yes, ESL
It(CC)	X	16	No	—	No	Yes, Dev.
LS(CC)		3	No	No	Yes	No
Mn(CTC)	X	184	No	Yes	Yes	Yes, ESL
MR(CTC)	X	10	Yes	Yes	Yes	Yes, Dev.
MSE(TC)		3	No	No	—	No
MW(CTC)		4	Yes	No	No	Yes, ESL
Nd(CC)	X	70	No	No	No	Yes, ESL
NH(CC)	X	66 (32nations)	No	Yes	Yes	Yes, ESL
NI(CTC)		14	No	No	No	Yes, Dev.
NW(TC)		22	No	Yes	—	No
P(TC)		0	No	No	No	Yes, ESL
Rd(CTC)	X	5	No	Yes	No	Yes, ESL
Ro(CTC)	X	52	Yes	Yes	Yes	Yes, ESL
RR(CC)		29	Yes	Yes	No	Yes, ESL
Rv(CC)		117	Yes	Yes	Yes	Yes, ESL
SC(TC)		3	No	Yes	Yes	Yes, ESL
StC(TC)		22	Yes	Yes	No	Yes, ESL
StP(TC)		68	No	Yes	No	Yes, ESL
V(CC)	X	1	Yes	No	No	No

Note. Dash indicates data not reported. From *International Programs and Services in MNSCU-Survey Results*

Table F7

Matrix: *Faculty International Opportunities: 2001*

Institution	EGL Member	Teach Abroad	Exchange/Visiting Scholar Program	Study Abroad	Other** IM;IT;IC;IST
A(TC)		None	No	None	None
AH(TC)		None	No	None	None
AR(CC)	X	Yes, EGL*	Yes, China	No	None
C(CTC)	X	Yes	No	Yes	IT
CL(CC)		None	No	None	IM;IST
DC(TC)		None	No	None	None
FdL(CC)		None	No	No	None
FF(CC)		None	None	None	None
Hb(CTC)	X	Yes, EGL	No	Yes	None
Hn(TC)	X	Yes, EGL	No	No	None
IH(CC)	X	Yes, EGL	Yes, Turkey	No	IT
It(CC)	X	Yes, EGL	Yes, Denmark	No	None
LS(CC)		Yes	Yes, (Denmark, 3 weeks)	Yes	IST
Mn(CTC)	X	Yes, EGL	Yes, Argentina	Yes	IM;IT;IST
MR(CTC)	X	Yes, EGL	No	No	IST
MSE(TC)		None	None	None	None
MW(CTC)		None	None	None	None
Nd(CC)	X	Yes, EGL	Yes, J-1, Serbia, Argentina	Yes	IST
NH(CC)	X	Yes, EGL	None	Yes	IT;IST
Nl(CTC)		None	None	None	IST
NW(TC)		None	None	None	IM
P(TC)		None	None	None	None
Rd(CTC)	X	Yes, EGL*	Yes, Romania, Kenya	Yes	IC;IT;IST
Ro(CTC)	X	Yes, EGL*	Yes, Denmark	Yes	IST
RR(CC)		None	None	None	None
Rv(CC)		None	Yes	None	IST
SC(TC)		Yes	Yes, Australia, Germany, Belarus	None	IM;IT;IC
StC(TC)		None	None	None	None
StP(TC)		None	Yes, England	None	IT
V(CC)	X	Yes, EGL	None	No	IT

Note. \*Denotes EGL Costa Rica teaching appointment. \*\* Other abbreviations: IM=International Meeting Attendance; IT=International Training; IC=International Consulting; IST=International Study Tours. Dash (—) indicates data unavailable.

Sources: EGL teaching abroad data from EGL documents, 2001; Study abroad, Exchange/Visiting Scholar, and other activities from: *International Programs and*



Appendix G: 2002

Table G1

*Matrix: Institutional Support 2002*

Institution (Type)	EGL	Mission Statement Reference	Present Planning: International Initiatives/Existing Plan?	Planning Committee	Future Expectations: International Initiatives	Specific Problems
A(TC)		No	—/No	No response	Increase moderately	Funding
AH(TC)		No	Yes, none listed/No	No response	Moderate increase	Staffing and training
AR(CC)	X	Yes	Increase Swedish exchange and Zhaoqing, University programs/No	No	Moderate increase	Recruit international students; develop exchanges; expand study abroad
C(CTC)	X	No	Reference international in college mission statement/Yes	Yes	Increase moderately	Time for initiatives, Funding
CL(CC)		Yes (goals)	Partnership in waste to energy Project/No	No	Increase moderately	Funding, Administrative interest
DC(TC)		Yes	No/No	No	Increase moderately	—
FdL(CC)		Yes	No response/No	Yes	Increase dramatically	Staff, funding resources
FF(CC)		No	Yes, faculty exchanges/No	No	Increase moderately	Meeting needs of new immigrants
Hb(CTC)	X	No	Develop regional cultural center; enhance cultural appreciation/ Yes	Yes	Increase moderately	Recruitment of international students; broaden exchanges
Hn(TC)	X	Yes	Initiate sister college relationship/No response	Yes	Increase moderately	Connecting to technical programs in other countries; limited general education

						courses for study abroad applications
IH(CC)	X	Yes	Develop international education certificate program/No	No response	Increase moderately	Funding initiatives; inadequate resources
It(CC)	X	Yes	Yes, exchange program/ Yes	Yes	Increase moderately	Recruitment issues, staffing, funding
LS(CC)		Yes	Global education included in 2000-2005 initiatives/ Yes	No	Increase dramatically	Program funding, stimulate interest at all levels
M(CTC)	X	Yes	Incorporate global education in strategic plan, student services, curriculum, faculty development, study abroad, collaboration, student/faculty exchange/ Yes	Yes	Increase moderately	Time, resources, funding, technical support for grant writer; identification and serving needs of recent immigrant and refugee students
MR(CTC)	X	No	Develop on-line ESL courses/No	Yes	Decrease somewhat	Staffing, funding, training
MSE(TC)		Yes	Yes, curriculum expansion/No	No	Increase moderately	Lack ESL program; tuition costs for non-residents
MW(CTC)		No	No/No	No	Remain the same-decrease	Lack of Administrative interest and commitment
Nd(CC)	X	Yes	No/No	No response	Remain the same	—
NH(CC)	X	Yes	Develop relationship with Canadian colleges/No	Yes	Remain the same	—
NI(CTC)		No	Faculty exchange, student study abroad/No	Yes	Increase moderately	Funding for study abroad
NW(TC)		Yes	No/No	No	Remain the same	Lack administration support, time constraints, funding
P(TC)		No	No/No	No	Remain the same	—
Rd(CTC)	X	Yes (Hutchison campus)	Yes/ Yes	No	Increase moderately	Funding and services for international student

Ro(CTC)	X	Yes	Develop campus cultural center/No	No	Increase moderately	Understanding needs of international students; develop partnerships with industry
RR(CC)		No	—/No	No response	Remain the same	International student recruitment, funding for global initiatives
Rv(CC)	X	No	Agricultural course development/training program with other nations; establish sister college agreement; develop more global initiatives/No response	No response	Remain the same	Time constraints; funding for new projects
SC(TC)		No	Global center for agriculture/ Yes	Yes	Moderate increase	Establish awareness, need; internationalize the curriculum
StC(TC)		No	Student club; expand multi-cultural events/No	No	Moderate increase	Staffing needs
StP(TC)		Yes (vision)	Meeting needs of increasing numbers of international students/No	No	Moderate increase	Staffing needs
V(CC)	X	No	None listed/No	No	Increase moderately	Lack of students and staff in order to develop international initiatives

*Note.* Dash indicates data not reported. From International Programs and Services in MNSCU-Survey Results 2002 table 16 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table G2

*Matrix: Two-Year College International Education Organizational Memberships, 2002*

Institution	Type	EGL	ACIIE	CCID	NAFSA	IVETA	CIEE	Other State/ Regional
AHTC	TC				X			
ARCC	CC	X			X			
ATC	TC							

CCTC	CTC	X	X		X			X
CLCC	CC			X				X
DCTC	TC				X			X
FFCC	CC				X			
FDL (Tribal)	CC				X	X	X	
HCC	CTC	X			X			
HTC	TC	X		X		X		
ICC	CC	X			X			
IHCC	CC	X	X					
LSCC	CC							
MCTC	CTC	X	X		X			
MnSET	TC				X			
MnW	CTC				X		X	
MRCTC	CTC	X		X				
NCC	CC	X			X			
NCTC	CTC							
NHCC	CC	X		X				
NWTC	TC							
PTC	TC							
RidCTC	CTC	X						
RivCC	CC	X			X			
RoCTC	CTC	X			X			X
RRCC	CC							
SCTC	TC					X		
StCl	TC				X			X
StP	TC				X			
VCC	CC	X			X			
Totals	30	14	3	4	17	3	2	5

*Note.* Multiple responses possible. International Education Organizations (national and international): ACIIE (American Council on International/Intercultural Education); CCID (Community Colleges for International Development); NAFSA (National Association of International Educators); IVETA (International Vocational Education & Training Association); CIEE (Council on International Educational Exchange; State/Region (other state or regional organizations).  
From International Programs and Services in MNSCU-Survey Results 2002 Table 1 [Data file].  
StPaul,MN: Minnesota State Colleges and Universities.

Table G3

*Matrix: International Partnerships/Cooperative Arrangements and Local Business Collaboration: 2002*

Colleges	Type	EGL	Formal International Partnerships Reported	Local Institution Collaboration
AHTC	TC		None	None listed
ARCC	CC	X	Yes , ongoing Zhaoqing University; ICLC, Costa Rica; Oriel College, England; Sister College	Customized Training courses available
ATC	TC		None	None listed
CCTC	CTC	X	ICLC, Costa Rica; Oriel	Customized training available

			College, England *	
CLCC	CC		None	None listed
DCTC	TC		None	Dakota County Quality Council host
FFCC	CC		None	None listed
FDL (Tribal)	CC		Yes, New Zealand, Maori Institutions; Sister College	None listed
HCC	CTC	X	ICLC, Costa Rica; Oriel College, England *	None listed
HTC	TC	X	ICLC, Costa Rica; Oriel College; England *	None listed
ICC	CC	X	Svendborg Technical College, Denmark; ICLC, Costa Rica; Oriel College, England *; Sister College	None listed
IHCC	CC	X	City of Chengde, China; ICLC, Costa Rica; Oriel College, England *	Customized training: language courses, cultural education (Group West)
LSCC	CC		None	None
MCTC	CTC	X	Barents Sea, Nursing Curriculum; ICLC, Costa Rica, Oriel College; England *	None listed
MnSET	TC		None	Customized training available to local business
MnW	CTC		None	None listed
MRCTC	CTC	X	ICLC, Costa Rica, Oriel College, England *	None listed
NCC	CC	X	ICLC, Costa Rica, Oriel College; England *	None listed
NCTC	CTC		Sister College	None listed
NHCC	CC	X	Royal Melbourne Institute of technology, Australia; ICLC, Costa Rica; Oriel College, England*	Consulting/training/travel-business applications
NWTC	TC		None	Custom services division available
PTC	TC		None	None listed
RidCTC	CTC	X	ICLC, Costa Rica; Oriel College, England *	Customized training facilities and services
RivCC	CC	X	ICLC, Costa Rica; Oriel College, England *; Sister College	Customized training: language course for law enforcement, medical, management personnel, businesses for international sales
RoCTC	CTC	X	ICLC, Costa Rica; Oriel College, England *	Technology Training
RRCC	CC		None	None listed
SCTC	TC		—	Customized training, farm business management (Land O Lakes) USAID grant
StCl	TC		None	None listed
StP	TC		None	None listed
VCC	CC	X	ICLC, Costa Rica; Oriel College, England *	None listed

*Note.* Asterisk indicates institutional partnership with Instituto de Cultura y Lengua Costarricense [ICLC], Costa Rica and Oriel College, England through EGL Consortium study abroad program agreement.

Source: International Programs and Services in MNSCU-Survey Results, 2002 Tables 1, 11, 15 [Data files]. St Paul, MN: Minnesota State Colleges and Universities.

Table G4

*Global Course, Foreign Language Offerings, and Co-Curricular Activities: 2002*

Institution (Type)	Size	EGL	Internationalize Curricula Initiatives	MNTC Global Perspective Courses	Foreign Language Offerings	Co-Curricular Activities*
AH(TC)	S		No	0	0	
AR(CC)	M	X	No	41	5	X
A(TC)	S		No	0	0	
CL(CC)	S		No	14	3	X*
C(CTC)	L	X	Yes	30	2	X*
DC(TC)	M		Yes	2	1	X*
FF(CC)	M		No	20	2	X*
FdL(CC)	S		Yes	11	1	X
Hn(TC)	M	X	No	0	0	X*
Hb(CTC)	VS	X	Yes	14	1	
IH(CC)	M	X	No	43	3	X*
It(CC)	VS	X	Yes	19	1	
LS(CC)	M		No	19	2	
M(CTC)	L	X	Yes	32	3	X
MR(CTC)	S	X	Yes	14	1	X
MSE(TC)	S		No	0	0	
MW(CTC)	S		Yes	12	1	X*
Nd(CC)	L	X	Yes	45	4	X*
NH(CC)	M	X	Yes	32	2	X*
NI(CTC)	M		No	13	1	X
NW(TC)	VS		No	0	0	X
P(TC)	VS		No	0	1	
Rd(CTC)	M	X	No	15	2	
Rv(CTC)	S	X	Yes	25	2	X*
Ro(CTC)	M	X	Yes	55	3	X*
RR(CC)	VS		No	21	2	
StC(TC)	M		No	0	0	
StP(TC)	M		No	2	0	X
SC(TC)	S		Yes	2	0	X*
V(CC)	VS	X	No	3	2	X

*Note.* \*= indicates multiple activities.

Sources: Global and foreign language offerings available at [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp).

Community Forums and Activities data from: International Programs and Services in MNSCU-Survey Results Table 3 2002 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table G5

*Matrix: Student Study Abroad and Exchange Opportunities: 2002*

Institution (Type)	EGL	Location (SA) (EX)*	Program Length/Focus	Part of Consortium	Number of Participants
AH(TC)		None			
AR(CC)	X	Costa Rica (SA) England (SA) China (EX)	1 semester/Gen. Ed., Spanish 1 semester/Gen. Ed. 16 credits/ Gen. Ed.	Yes, EGL Yes, EGL No	1 — 8
A(TC)		None			
C(CTC)	X	Costa Rica (SA) England (SA)	1 semester/Gen. Ed., Spanish 1 semester	Yes, EGL Yes, EGL	2 —
CL(CC)		W. Europe (SA) Mexico (SA)	Short Tours/Gen.Ed.	No No	39 —
DC(TC)		None			
FF(CC)		None			
FdL(CC)		New Zealand (EX)	Developing	No	—
Hb(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. Summer session	Yes, EGL Yes, EGL No	0 — 8
Hn(TC)	X	Costa Rica (SA) England (SA) Germany (EX)	1 semester/ Gen.Ed., Spanish 1 semester 2 years/Vocational	Yes, EGL Yes, EGL No	0 — 1
It(CC)	X	Denmark (EX) Costa Rica (SA) England (SA)	1 semester/ General Education 1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	No Yes, EGL Yes, EGL	— 0 —
IH(CC)	X	Costa Rica (SA) England (SA) China (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. Tour/Culture	Yes, EGL Yes, EGL No	1 — 20
LS(CC)		Mexico (SA) W.Europe(SA)	1 semester/Spanish 1-3 wks(tours)/Gen.Ed.	No No	25 20-25
M(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	6 —
MSE(TC)		None			
MW(CTC)		None			

MR(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	1 —
Nd(CC)	X	Costa Rica(SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	7 —
NI(CTC))		None			
NH(CC)	X	Costa Rica (SA) England (SA) Australia (EX)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. 1 semester/ Business/Technology	Yes, EGL Yes, EGL No	11 — —
NW(TC)		None			
P(TC)		None			
Rd(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	0 —
Rv(CC)	X	Costa Rica(SA) England (SA) England (SA) France (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. 4 cr./Gen.Ed. 4 cr./Gen.Ed./ Language	Yes, EGL Yes, EGL No No	0 — 25 25
Ro(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen. Ed.	Yes, EGL Yes, EGL	0 —
RR(CC)		None			
SC(TC)		None			
StC(TC)		None			
StP(TC)		Germany(EX)	1 year/Vocational, Work Study Program	No	1
V(CC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester	Yes, EGL Yes, EGL	0 —

*Note.* \*(SA) denotes student study abroad. (EX) denotes student exchange. Dash indicates data not available.

Sources: EGL member study abroad data from 2002 EGL study abroad documents; MNSCU. *International Programs and Services in MNSCU-Survey Results 2001 Tables 1, 3, 5, 13*, [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table G6

*Matrix: International Students Programs and Services: 2002*

Institution	Type	EGL Member	No. of Internat'l Students	Tuition Policy	Int. Student Advisor	Int. Student Services	Language Program In Place
AHTC	TC		28	None	Yes	None	Yes, occupational ESL
ARCC	CC	X	17	None	Yes	None	Yes, developmental courses; no ESL



ATC	TC		1	None	Yes	Yes	None
CCTC	CTC	X	154	None	Yes	Yes	Yes, 5 levels of ESL; individualized study for liberal arts & technical programs
CLC	CC		7	None	No	Yes	Yes, ESL program
DCTC	TC		0	None	Yes	Yes	Yes, ESL program
FFCC	CC		0	None	None	None	Yes, ESL
FDL	CC		1	Yes	Yes	None	None
HCC	CTC	X	6	Yes	Yes	Yes	None
HTC	TC	X	24	Yes	Yes	Yes	Yes, ESL, developmental courses
ICC	CC	X	22	None	None	None	None
IHCC	CC	X	32	None	Yes	None	Yes, ESL
LSCC	CC		3	None	None	Yes	None, tutorial programs available
MCTC	CTC	X	223	None	Yes	Yes	Yes, ESL levels
MnSET	TC		5	None	Yes	No	None
MnW	CTC		2	Yes	Yes	Yes	Yes, ESL
MRCTC	CTC	X	11	Yes	Yes	Yes	Yes, developmental courses
NCC	CC	X	---	None	Yes	Yes	Yes, ESL, developmental courses
NCTC	CTC		7	None	None	None	None
NHCC	CC	X	63	None	Yes	Yes	Yes, ESL, developmental courses
NWTC	TC		0	None	Yes	None	None
PTC	TC		0	None	None	None	Yes, some ESL for businesses with immigrant workers
RidCTC	CTC	X	11	None	Yes	None	Yes
RivCC	CC	X	20	Yes	Yes	Yes	Yes
RoCTC	CTC	X	63	Yes	Yes	Yes	Yes
RRCC	CC		---	Yes	No	Yes	Yes, depends on student enrollments
SCTC	TC		5	None	Yes	None	Yes, ESL
StC	TC		26	Yes	Yes	Yes	None
StP	TC		82	None	Yes	---	Yes, ESL, developmental courses
VCC	CC	X	1	Yes	None	None	None

*Note.* Dash indicates data not reported. From *International Programs and Services in MNSCU-Survey Results 2002 Tables 1, 2 3, 6[Data file]. St Paul, MN: Minnesota State Colleges and Universities*

Table G7

*Matrix: Faculty International Opportunities: 2002*

Institution (Type)	EGL Member	Teach Abroad	Study Abroad	Exchange (Ex)/Visiting Scholar Program (VS)	Other** IM,IT, IC, IST
A(TC)		No	None	None	None
AH(TC)		No	None	None	None
AR(CC)	X	EGL	Yes	England (VS); China (EX)	None
C(CTC)	X	EGL	Yes	England (VS)	IC; IT

CL(CC)		No	Yes	None	IM
DC(TC)		No	No	None	None
FdL(CC)		Yes	Yes	Brazil (VS)	IM; IT (local)
FF(CC)		No	No	Argentina (VS)	IM; IST
Hb(CTC)	X	EGL*	No	None	None
Hn(TC)	X	EGL	No	None	IM
I(CC)	X	EGL	Yes	Denmark (Ex)	None
IH(CC)	X	EGL	No	None	IT; IST
LS(CC)		Yes	Yes	None	IST
M(CTC)	X	EGL	No	England, Kazakstan (VS)	IM
MR(CTC)	X	EGL*	No	None	IST
MSE(TC)		No	No	None	None
MW(CTC)		No	No	None	None
Nd(CC)	X	EGL*	Yes	Cuba (VS)	IM; IST
Nl(CTC)		No	Yes	Fulbright (Ex)	None
NH(CC)	X	EGL	Yes	Yes (EX)	None
NW(TC)		No	No	None	IM
P(TC)		No	No	None	None
Rd(CTC)	X	EGL	Yes	None	None
Ro(CTC)	X	EGL	Yes	None	IM; IST
RR(CC)		No	No	None	None
Rv(CC)	X	EGL	No	None	IST
SC(TC)		Yes	No	None	IM; IC; IT
StC(TC)		No	No	None	None
StP(TC)		No	No	None	IM
V(CC)	X	EGL	No	None	None

*Note.* \*= Costa Rica Teaching assignment. \*\*Abbreviations: Int'l Meetings (IM); Training (IT); Consult (IC), Int'l Study Tours (IST). From International Programs and Services in MNSCU-Survey Results 2002 Table 1, 3, 7, 14 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

## Appendix H: 2003

Table H1

*Matrix: Institutional Mission Reference, Plans, Expectations, and Problems: 2003*

Institution (Type)	EGL	Mission Statement Reference	Planning for International Initiatives/Existing Plan?	Planning Committee	Future Expectations	Specific Problems
A(TC)		No	None	No	Increase	Funding
AH(TC)		No	Yes (no info)	—	Increase	Staffing and training for staff
AR(CC)	X	Yes	Increase exchange programs	Yes	Increase	Recruit international students; expand study abroad
C(CTC)	X	No	Yes (no info)/Yes	Yes	Increase	Time constraints, funding
CL(CC)		Yes (goals)	Partnership project	No	Increase	Funding, Administrative interest
DC(TC)		Yes	No present plans	No	Increase	—
FdL(CC)		Yes	Agriculture curriculum/ Yes	—	Increase	Staff, funding resources
FF(CC)		No	Faculty exchanges	No	Increase	Meeting needs of immigrants
Hb(CTC)	X	No	Develop regional cultural center; enhance cultural appreciation/ Yes	Yes	Increase	Recruitment of international students; broaden exchanges
Hn(TC)	X	Yes	Sister college initiative	Yes	Increase	Links to foreign technical programs; limited general education courses
I(CC)	X	No	Exchanges, curriculum, expand global ed. team/ Yes	Yes	Increase	Funding; geographic location and recruitment of students
IH(CC)	X	Yes	Int.Ed.certificate program	No	Increase	Funding; staffing

LS(CC)		Yes	Yes (no info)	Yes	Increase	Funding; Interest
M(CTC)	X	Yes	Short term study abroad, faculty teaching/study abroad, Fulbright exchanges, Urban curriculum/ Yes	Yes	Increase	Time constraints, funding priorities, lack of support from MnSCU
MR(CTC)	X	Yes	Mission statement reference, multicultural certificate, study abroad, partnerships with business	Yes	Increase	Community ethnocentrism
MSE(TC)		Yes	Curriculum expansion	No	Increase	Lack ESL program; budget priorities
MW(CTC)		No	No present plans	No	No change	Budget, Administrative commitment
Nd(CC)	X	Yes	Yes (no info)	Yes	Increase	Funding, staffing
NH(CC)	X	Yes	Reorganize int. ed. initiatives	Yes	No change	Establishing new directions
NI(CTC)		No	Aviation training	Yes	Increase	Funding for study abroad
NW(TC)		Yes, Bemidji campus	No present plans	No	No change	Admin. support, staff & funding
P(TC)		No	No present plans	No	No change	SEVIS; housing
Rd(CTC)	X	Yes (Hutchison campus)	No present plans	No	Increase	Language and community resources
Ro(CTC)	X	Yes	Yes (no info)/ Yes	Yes	Increase	Funding priorities, time constraints
RR(CC)		No	Curriculum, recruitment of int. students, ESL program, student and faculty exchange	No	No change	Time and staffing constraints
Rv(CC)	X	No	Collaboration with foreign colleges/ Yes	Yes	Increase	Time constraints; funding for new projects
SC(TC)		No	Formulating present plans	Yes	Increase	Awareness, all levels; language program
StC(TC)		No	Student clubs,	No	Increase	Funding

			expand multi-cultural events			
StP(TC)		Yes	No present plans	No	Increase	Staffing needs
V(CC)	X	No	No present plans	No	No change	—

Source: International Programs and Services in MNSCU-Survey Results 2003 table 16 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

*Note.* Dash indicates data not reported.

Table H2

*Matrix: International Education Organizational Memberships, 2003*

Institution (Type)	EGL Member	ACIIE	CCID	NAFSA	IVETA	CIEE	Other Nat'l/ State/ Regional
A(TC)							
AH(TC)				X			X
AR(CC)	X			X			
C(CTC)	X	X		X			
CL(CC)			X	X			X
DC(TC)				X			X
FdL(CC)			X		X		X
FF(CC)				X			
Hb(CTC)	X			X			
Hn(TC)	X		X		X		
I(CC)	X						
IH(CC)	X			X			X
LS(CC)							X (IIE)
Mn(CTC)	X		X	X			
MR(CTC)	X		X				
MSE(TC)				X			
MW(CTC)							
Nd(CC)	X			X			
NH(CC)	X						X
NI(CTC)							
NW(TC)							X
P(TC)							
Rd(CTC)	X						X
Ro(CTC)	X	X	X	X		X	
RR(CC)							X
Rv(CC)	X	X		X			X
SC(TC)			X		X		X
StC(TC)				X			X
StP(TC)				X	X		
V(CC)	X						
Totals	14	3	7	15	4	1	13

Source: MNSCU. International Programs and Services in MNSCU-Survey Results 2003 Table 1 [Data file]. StPaul,MN: Minnesota State Colleges and Universities

*Note.* Multiple responses possible. International Education Organizations (national and international): ACIIE (American Council on International/Intercultural Education); CCID (Community Colleges for International Development); NAFSA (National Association of International Educators); IVETA (International Vocational Education & Training Association); CIEE (Council on International Educational Exchange; Nat'l/State/Region (other national, state or regional organizations).

Table H3

*Matrix: Institutional Formal International Partnerships and Local Business Collaboration: 2003*

Colleges (Type)	EGL	Formal International Partnerships Reported	Local Institution Collaboration
A(TC)		None	Customized training available
AH(TC)		None	None listed
AR(CC)	X	Zhaoqing University; ICLC, Costa Rica, Oriel College, England	Customized training courses available
C(CTC)	X	ICLC, Costa Rica, Oriel College, England	Customized training available
CL(CC)		None	None listed
DC(TC)		None	Dakota County Quality Council host
FdL(CC)		New Zealand, Maori Institutions; Griffith Briskane U., Australia	Continuing education/Customized training available
FF(CC)		None	None listed
Hb(CTC)	X	ICLC, Costa Rica, Oriel College, England	None listed
Hn(TC)	X	ICLC, Costa Rica, Oriel College, England	None listed
I(CC)	X	Svendborg Technical College, Denmark; ICLC, Costa Rica, Oriel College, England	Spanish for business travelers available
IH(CC)	X	City of Chengde, China; ICLC, Costa Rica, Oriel College, England	None listed
LS(CC)		None	None
Mn(CTC)	X	Barents Sea, Nursing Curriculum; ICLC, Costa Rica, Oriel College, England *	Workshops; language training
MR(CTC)	X	ICLC, Costa Rica, Oriel College, England	None listed
MSE(TC)		None	Customized training available to local business
MW(CTC)		None	Conversational Spanish geared to specific industry
Nd(CC)	X	ICLC, Costa Rica, Oriel College, England	None listed
NH(CC)	X	Royal Melbourne Institute of technology, Australia; ICLC, Costa Rica, Oriel College, England	None listed

Nl(CTC)		None	None listed
NW(TC)		None	None listed
P(TC)		None	None listed
Rd(CTC)	X	ICLC, Costa Rica, Oriel College, England	None listed
Ro(CTC)	X	RMIT, Australia; ICLC, Costa Rica, Oriel College, England	Technology Training; customized training available
RR(CC)		None	None listed
Rv(CC)	X	Kherson, U., Ukraine; ICLC, Costa Rica, Oriel College, England	Customized training: language course for law enforcement, medical, management personnel, businesses for international sales
SC(TC)		None	Customized training, ESL, Spanish for managers; safety training; Export program
StC(TC)		None	None listed
StP(TC)		None	None listed
V(CC)	X	Kuru College, Finland; ICLC, Costa Rica, Oriel College, England	Professional Forest Harvester program

Source: International Programs and Services in MNSCU-Survey Results, 2003 Tables 1, 11, 15 [Data files]. St Paul, MN: Minnesota State Colleges and Universities.

*Note.* Consortium member institutional partnership with Instituto de Cultura y Lengua Costarricense [ICLC], Costa Rica and Oriel College, England is through EGL Consortium study abroad program collaboration.

Table H4

*Matrix: Curricula Initiatives, Global Course and Foreign Language Offerings, and Co-Curricular Activities: 2003*

Institution (Type)	EGL Mem.	Internationalize Curricula Initiatives	MNTC Global Perspective Courses	Foreign Language Offerings	Co-Curricular Activities*
A(TC)			2	0	X
AH(TC)			0	0	
AR(CC)	X		43	5	X
C(CTC)	X	X	34	2	X*
CL/CC			16	3	X*
DC(TC)		X	2	1	X*
FdL(CC)		X	11	1	X
FF(CC)			20	2	X
Hb(CTC)	X	X	14	1	
Hn(TC)	X		1	0	X*
IH(CC)	X		44	3	X
IT(CC)	X		19	1	X
LS(CC)			26	2	X
M(CTC)	X	X	32	3	X*
MR(CTC)	X	X	25	3	

MSE(TC)			0	0	
MW(CTC)			12	1	X
Nd(CC)	X	X	46	4	X*
NH(CC)	X	X	32	2	X*
Nl(CTC)			13	1	
NW(TC)			0	0	
P(TC)			0	0	
Rd(CTC)	X		16	2	
Ro(CTC)	X		55	3	X
RR(CC)		X	21	2	X
Rv(CC)	X	X	29	2	X*
SC(TC)		X	2	0	X
StC(TC)			3	0	
StP(TC)			6	0	
V(CC)	X		3	2	X

Note: \* indicates multiple co-curricular activities.

Sources: Global and foreign language offerings available at

[www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp).

International Programs and Services in MNSCU-Survey Results Tables 1, 3 2003 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Table H5

Matrix: Student Study Abroad and Exchange Opportunities: 2003

Institution (Type)	EGL Mem	Study Abroad (SA)/Student Exchange (EX)	Program Length/Focus	Part of Consortium	Number of Participants
A(TC)		None			
AH(TC)		None			
AR(CC)	X	Costa Rica (SA) England (SA) Europe (SA) China (EX) Sweden (SA)	1 semester/Gen. Ed., Spanish 1 semester/Gen. Ed. 2 wks/Humanities Semester 2 weeks	Yes, EGL Yes, EGL No No No	— — — 8 —
C(CTC)	X	Costa Rica (SA) England (SA)	1 semester/Gen. Ed., Spanish 1 semester	Yes, EGL Yes, EGL	— —
CL(CC)		W. Europe (SA)	Short Tours/Gen.Ed.	No	39
DC(TC)		None			
FdL(CC)		None			
FF(CC)		France/England (SA)	—	No	—
Hb (CTC)	X	Costa Rica (SA) England (SA) England (SA) Italy (SA) — (EX thru Freedom Support Act))	1 semester/Gen.Ed., Spanish 1 semester/Gen.Ed. Summer session/ Multicultural 1 semester/Business, Computer Science	Yes, EGL Yes, EGL No No	— — 15 2



Hn(TC)	X	Costa Rica (SA) England (SA) Germany (EX)	1 semester/ Gen.Ed., Spanish 1 semester 2 years/Vocational	Yes, EGL Yes, EGL No	0 — 1
I(CC)	X	Denmark (EX) Costa Rica (SA) England (SA) Europe (SA)	1 semester/ General Education 1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. Short tours/Gen. Ed.	No Yes, EGL Yes, EGL No	— 0 — —
IH(CC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	— —
LS(CC)		Mexico (SA) W.Europe(SA)	1-3 week tours/Gen.Ed. Spanish	No No	— —
Mn(CTC)	X	Costa Rica (SA) England (SA) Australia (SA) Europe (SA) Fulbright (EX)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. 6wks/Comm., Earth Science 2 wks tour/Architecture 1 year/Islam/W. Africa	Yes, EGL Yes, EGL No No No	— — — 10 2
MR(CTC)	X	Costa Rica (SA) England (SA) France (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. —	Yes, EGL Yes, EGL No	— — —
MSE(TC)		None			
MW(CTC)		None			
Nd(CC)	X	Costa Rica(SA) England (SA) France/Italy (SA) Ireland (SA) Greece (SA) Japan (EX)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed. 2 cr/Art 2cr/History 2cr/Art History 1 semester/—	Yes, EGL Yes, EGL No No No No	— — 32 23 — 2
NH(CC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	— —
Nl(CTC)		None			
NW(TC)		None			
P(TC)		None			
Rd(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen.Ed.	Yes, EGL Yes, EGL	— —
Ro(CTC)	X	Costa Rica (SA) England (SA)	1 semester/ Gen.Ed., Spanish 1 semester/Gen. Ed.	Yes, EGL Yes, EGL	— —
RR(CC)		None			
Rv(CC)	X	Costa Rica(SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	—

		England (SA)	1 semester/Gen.Ed.	Yes, EGL	—
		England (SA)	4 cr./Gen.Ed.	No	—
		France (SA)	4 cr./Gen.Ed./ Language	No	—
		Ukraine (SA)	4 cr/Culture	No	—
SC(TC)		None			
StC(TC)		None			
StP(TC)		None			
V(CC)	X	Costa Rica (SA)	1 semester/ Gen.Ed., Spanish	Yes, EGL	—
		England (SA)	1 semester	Yes, EGL	—

Source: *International Programs and Services in MNSCU-Survey Results 2003 Tables 1, 3, 5, 13*, [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

Note. Dash indicates data not reported.

Table H6

Matrix: *International Student Programs and Services: 2003*

Institution (Type)	EGL Member	No. of Internat'l Students	Tuition Policy	Int. Student Advisor	Int. Student Services	ESL/Developmental Courses
A(TC)		1	None	Yes	Yes	None
AH(TC)		51	None	Yes	None	occupational ESL
AR(CC)	X	18	None	Yes	None	None
C(CTC)	X	—	None	Yes	Yes	ESL; individualized study for liberal arts & technical programs
CL(CC)		5	Yes	Yes	Yes	None
DC(TC)		25	Yes	Yes	Yes	ESL
FdL(CC)		4	None	Yes	Yes	ESL as needed
FF(CC)		4	None	None	None	ESL
Hb(CTC)	X	5	Yes	Yes	Yes	None
Hn(TC)	X	24	Yes	Yes	Yes	ESL, developmental courses
I(CC)	X	3	None	None	None	None
IH(CC)	X	37	None	Yes	None	ESL
LS(CC)		4	None	None	Yes	None
Mn(CTC)	X	232	None	Yes	Yes	ESL
MR(CTC)	X	7	Yes	Yes	Yes	developmental courses
MSE(TC)		1	None	Yes	None	None
MW(CTC)		3	Yes	Yes	Yes	ESL
Nd(CC)	X	100	None	Yes	Yes	ESL, developmental courses
NH(CC)	X	55	None	Yes	Yes	ESL, developmental courses
NI(CTC)		7	None	None	Yes	Developmental courses
NW(TC)		0	None	Yes	None	None
P(TC)		2	None	Yes	None	Developmental
Rd(CTC)	X	6	No, but offer	Yes	Yes	Developmental

			scholarship to include in-state tuition			
Ro(CTC)	X	50	Yes	Yes	Yes	ESL
RR(CC)		30	Yes	Yes	Yes	None
Rv(CC)	X	31	Yes	Yes	Yes	ESL
SC(TC)		1	None	Yes	None	None
StC(TC)		17	None	Yes	Yes	developmental
StP(TC)		68	None	Yes	Yes	ESL, developmental courses
V(CC)	X	6	Yes	None	None	Developmental

Source: International Programs and Services in MNSCU-Survey Results 2003 Tables 1, 2, 3, 6[Data file]. St Paul, MN: Minnesota State Colleges and Universities

*Note.* Dash indicates data not reported.

Table H7

*Matrix: Faculty International Opportunities: 2003*

Institution (Type)	EGL Member	Teach Abroad	Study Abroad	Exchange (Ex)/Visiting Scholar Program (VS)	Other: Int'l Meetings (IM), Training (IT), Consult (IC), Int'l Study Tours (IST)
A(TC)		No	None	None	IM; IC; IST
AH(TC)		No	None	None	None
AR(CC)	X	EGL	Yes	England (VS); China (VS)	None
C(CTC)	X	EGL	Yes	None	IC; IT; IST
CL(CC)		No	Yes	None	IT
DC(TC)		No	Yes	None	IST
FdL(CC)		No	Yes	Various (VS)	IM
FF(CC)		No	Yes	None	IM; IST
Hb(CTC)	X	EGL	Yes	None	None
Hn(TC)	X	EGL	None	None	IM
I(CC)	X	EGL	None	Denmark (Ex)	IST
IH(CC)	X	EGL	None	None	None
LS(CC)		Yes	Yes	China (VS)	IM; IST
M(CTC)	X	EGL*	Yes	China, Turkey (VS)	IM; IT; IST
MR(CTC)	X	EGL	Yes	Ireland (VS)	IM
MSE(TC)		No	Yes	None	None
MW(CTC)		Yes	Yes	None	IM; IST
Nd(CC)	X	EGL*	None	Costa Rica (VS)	IM; IST
Nl(CTC)		No	Yes	Fulbright (Ex)	None
NH(CC)	X	EGL	None	None	None
NW(TC)		No	None	None	IM
P(TC)		No	None	None	None
Rd(CTC)	X	EGL	None	None	None
Ro(CTC)	X	EGL	Yes	None	IT; IC; IST
RR(CC)		No	Yes	None	None
Rv(CC)	X	EGL	Yes	Ukraine (VS)	IST
SC(TC)		No	None	None	IT

StC(TC)		No	None	None	None
StP(TC)		No	None	None	None
V(CC)	X	EGL	Yes	Finland (VS)	IT

*Note.* Asterisk indicates Costa Rica Teaching assignment. From International Programs and Services in MNSCU-Survey Results 2003 Table 1, 3, 7, 14 [Data file]. St Paul, MN: Minnesota State Colleges and Universities.

## Appendix I

## Minnesota Transfer Curriculum: Competencies

**Goal 8. Global Perspective**

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

**Student Competencies:****Students will be able to**

- a. describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- b. demonstrate knowledge of cultural, social, religious and linguistic differences.
- c. analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- d. understand the role of a world citizen and the responsibility world citizens share for their common global future.

**Minnesota State Colleges and Universities  
Office of the Chancellor  
Academic and Student Affairs--Program Collaboration and Transfer**

**Guidelines for the Review and Design of a  
Minnesota Transfer Curriculum**

1. Colleges establish their own processes for review of proposed courses.
2. Each course must address the competencies listed in at least one of the 10 areas of the curriculum
  - A single course can address no more than two areas. (An exception is if all courses are expected to address critical thinking, then CT can be a third area.)
  - A course must address at least 51% of the competencies in an area.
  - The competencies must be a significant focus of the course.
3. Students should be able to complete a transfer curriculum with a minimum of 40 semester credits.
4. Some disciplines are excluded by decision of the collaborating institutions. Because not all courses that might address a competency are general education, courses will not be included from: business, health/physical education, computer science (an exception was made for programming for math, but for most programming courses a high level math is a prerequisite), field experience, career orientation, or, in general, any occupational courses or programs, first year world languages.
5. Some courses are excluded because they are required for *admittance* to college study in Minnesota. Examples include developmental courses in reading, writing, and mathematics. Intermediate algebra is considered to be a developmental course.
6. Natural science laboratory requirements are a minimum of one traditional lab course and a second with a lab-like experience.
7. Competencies, particularly in theme areas, can be addressed by stand-alone courses or can be embedded across part of the curriculum.
8. Development of a MN Transfer Curriculum is an evolutionary process. Colleges are encouraged to continue to develop their courses, pedagogy, assessment, and organization.

**A guiding principle suggested for any course: "If the justification for inclusion needs to be elaborate, perhaps the course ought not to be in."**

Developed by the original Oversight Committee

Revised by the MnSCU MnTC Oversight Committee on 03/01/02 for MnSCU application, and adopted for U of M application on 11/26/02.

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Source: Minnesota State Colleges and Universities (2002a). *Minnesota Transfer Curriculum Guidelines and Competencies*. Available on-line: [http://www.mntransfer.org/educators/mmtc/e\\_docs.php](http://www.mntransfer.org/educators/mmtc/e_docs.php)

## Appendix J

Table J1

*Number of Global Perspective MNTC Technical College Courses by Field of Study 1998-1999, 2002-2003*

Field	Comm	NatlSci	Math/ logic	Hist/ SocSci	Hum/ Arts	WLang	Other	Total
	98 02	98 02	98 02	98 02	98 02	98 02	98 02	98 02
ATC	0 0	0 0	0 0	0 1	0 0	0 0	0 0	0 1
AHTC	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
DCTC	— 0	— 0	— 0	— 1	— 0	— 0	— 0	— 1
HTC	0 1	0 0	0 0	0 0	0 0	0 0	0 0	0 1
MNSET	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
NWTC	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
PTC	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0
SCTC	0 1	0 0	0 0	0 0	0 1	0 0	0 0	0 2
StCl	0 0	0 0	0 0	0 3	0 0	0 0	0 0	0 3
StP	0 0	0 0	0 0	0 2	0 0	0 0	0 0	0 2
Total	0 2	0 0	0 0	0 7	0 1	0 0	0 0	0 10

Sources: Minnesota State Colleges and Universities, 2003; College Catalogues, 1998-1999.

Table J2

*MNTC Community & Technical College Global Perspective Courses 1998-99, 2002-2003*

Department	Comm	NatlSci	Math/ logic	Hist/ SocSci	Hum/ Arts	WLang	Other	Total
College-Yr	98 02	98 02	98 02	98 02	98 02	98 02	98 02	98 02
CCTC	10 9	0 0	0 0	8 9	5 8	6 4	3 1	32 31
HbCTC	1 1	0 0	0 0	7 7	4 4	0 0	2 2	14 14
MnCTC	4 4	0 0	0 0	16 15	7 8	5 5	0 0	32 32
MRCTC	4 4	0 0	0 0	9 9	1 1	0 0	0 0	14 14
MWCTC	2 2	1 1	0 0	4 4	2 2	2 4	0 0	11 13
NICTC	1 1	0 0	0 0	6 8	1 1	0 2	0 0	8 12
RdCTC	2 3	0 0	0 0	11 11	1 1	0 0	0 0	14 15
RoCTC	2 3	0 0	0 0	17 21	8 14	17 17	0 0	44 55
Total	26 27	1 1	0 0	78 84	29 39	30 32	5 3	169 186

Sources: Minnesota State Colleges and Universities, 1998; College catalogues 1998-1999.  
Available at [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp)

Table J3

*MNTC Community College Global Perspective Courses 1998-99, 2002-2003*

Field	Comm	NatlSci	Math/ logic	Hist/ SocSci	Hum/ Arts	WLang	Other	Total
College	98 02	98 02	98 02	98 02	98 02	98 02	98 02	98 02
ARCC	1 1	0 0	0 0	11 13	13 14	14 14	2 1	41 43
CLCC	1 1	0 0	0 0	5 7	1 2	6 6	0 0	13 16
FdLCC	1 2	0 0	0 0	7 7	2 2	0 0	0 0	10 11
FFCC	4 4	0 0	0 0	7 8	2 5	3 3	0 0	16 20
IHCC	4 5	0 0	0 0	15 16	13 16	6 6	0 0	38 43
ITCC	6 8	0 0	0 0	6 9	1 1	0 0	0 1	13 19
LSCC	— 5	— 0	— 0	— 14	— 6	— 0	— 0	— 25
NdCC	1 2	0 1	0 0	14 14	5 6	12 20	0 0	32 43
NHCC	6 6	1 0	0 0	7 8	7 9	2 8	0 1	23 32
RRCC	0 2	2 1	0 0	12 15	0 2	0 0	0 1	14 21
RvCC	0 0	0 0	0 0	6 9	13 16	0 0	0 0	19 25
VCC	0 0	0 0	0 0	3 3	0 0	0 0	0 0	3 3
Total	24 34	3 2	0 0	93 123	57 66	43 57	2 4	222 301

*Note.* Dash (—) = data not available.

Sources: Minnesota State Colleges and Universities, 1998; Course catalogues 1998-1999.  
Available at [www.http://tes.collegesource.com/coursefinder/TES\\_coursefind02.asp](http://tes.collegesource.com/coursefinder/TES_coursefind02.asp)