

## **CCIE State of the Field: 2010**

International Education seeks to provide educational opportunities that enable community college students to obtain an understanding of the increasingly global and international world. The last complete California Colleges for International Education (CCIE) Annual Survey was conducted in 2004. Reports on prior surveys from 1985 - 2004 can be found on the CCIE web-site: [www.ccieworld.org](http://www.ccieworld.org).

California community colleges have been offering various forms of international education since 1975. In 2009, 17 of the top 20 community college nationally in the field of education abroad came from California, serving over 3,500 students. In 2009, 18 of the top 50 community colleges nationally in the field of international students came from California. Therefore, there is a context for international education excellence in the state.

This current survey reflects the changing state of the field. The current study is conducted with funding from a U.S. Department of State in the grant "Community College-Opportunities for Education Abroad: Increasing Access for California Community College Students (CC-OEA)" grant award number S-ECAAS-08-GR-143 (SM) conducted in affiliation with College of the Canyons. It is also conducted with funding from the POCCSA grant, "Providing Opportunities to Community College Study Abroad (POCCSA) that was funded from the International Foundation for Study Abroad. This survey epitomizes the fundamental goal of CCIE, i.e. cooperation and the sharing of information by documenting that the variety of activities in which CCIE members, now numbering eighty-four colleges, are involved.

There is a need to embrace internationalization of our campuses because as the former U.S. Secretary of Education Arne Duncan (2009) confirms, "community colleges are invaluable resources for adults seeking to acquire new skills needed by employers." Those new skills have an international foundation for as President Barack Obama noted in his speech to Congress on February 24, 2009, "our children will compete for jobs in a global economy that too many of our schools do not prepare them for" (White House, 2009). This is confirmed by the Chronicle of Higher Education, which states that "Community-college leaders want to ensure that their institutions produce students who can collaborate with co-workers from other countries and cultures, who have an understanding of global economics, and who, perhaps, even speak a foreign language" (Fisher, 2008) and which reinforces the AACC and ACCT 2006 Joint Statement that affirms that "we live in a time of continuous economic and social change driven by increasing globalization" (Boggs & Irwin, 2007, p. 27). Community college leaders all agree that our task at hand is to encourage and prepare faculty, students, and the community to be globally engaged.

Equally important is a recent study on Global Workforce Development, conducted by the Association of American Colleges & Universities (2009) that shows that the skills need today by the workforce ARE NOT THOSE offered by colleges. In particular,

- employers want colleges to emphasis global issues (67%); intercultural competence (71%) and intercultural knowledge of global issues (66%)

As illustrated by this survey, California community colleges are not meeting these goals.

The CCIE State of the Field Survey - 2010 was sent electronically to all community colleges in the state. Access to the survey was open from November 2009 to March 2010. Separate

surveys were administered to CEOs, CIOs, and Directors of International Education Programs for International Students and Study Abroad. In all, responses were received from 11% of the CEOs in the state; 33% of the CIOs; 27% of the Education Abroad coordinators and/or faculty; and 42% of the International Student Directors. Many of the questions given on the various surveys were similar, and therefore their results are compiled for understanding and relevance. Where distinct, indications of purpose are noted.

Unlike the survey conducted in 2004, the 2010 survey was not well populated. While those who answered were enthusiastically supportive of international education, the low response rate in itself is noteworthy. This is consistent with the findings that International Education at California community colleges has verbal support, but no revenue stream nor security.

The survey has unique conclusions that cross innovation and adaptability:

- Challenge the traditional to prepare creative leaders who are ready and willing to face current challenges and transform communities;
- Define leadership skills that recognize the importance of international literacy skills that help to transform communities;
- Make direct connection between personal globally engagement of our leaders and application for educational change;
- Understand that few non-traditional educational pathways offer as intensive learning experiences that provide the type of transformative learning that international education can achieve.
- Understand that as students and the disciplines they study become more internationalized, and the workforce to which the students will eventually enter becomes more globalized, the community college is increasingly going in the opposite direction

The Executive Summary provides an overview of themes the cross the four individual surveys conducted. At the conclusion will be direct links to view graphs and findings for the individual surveys.

The results of this survey confirm that as community college leaders, we need to fundamentally redesign our colleges to see internationalization as a societal investment. The results for making no choice are dire as the philosophy of open access is placed at risk if four-year college students have access to international literacy but community college students do not.

Much of the analysis was supported by LisaMaria P. Miramontes, Ph.D. from Peralta Community College District.

Dr. Rosalind Latiner Raby

## **DEFINING INTERNATIONAL EDUCATION PROGRAMS**

For the purpose of this study, the following defines programs, activities and services that typically fall under the heading of international education.

**EDUCATION ABROAD:** Programs that provide instruction by accredited faculty to students in foreign locations. Programs range from single-subject two-week courses for minimal credit to full semester with a full academic load. While traditional found within foreign language, humanities and social sciences, increasing programs are now offered in natural and physical sciences, vocational, and occupational fields. All education abroad includes a university accredited curriculum, provide WSCH based funding and is academic in content. Study Abroad encourages development of international understanding through participant observation and builds flexible and independent thinkers whose multicultural/bilingual skills makes them marketable job candidates.

**FACULTY/STAFF EXCHANGES:** Programs in which faculty, staff, and/or administrators exchange jobs for a limited amount of time with counterparts from overseas institutions. Students benefit by having the opportunity to study with a foreign educator. When families are involved, a total life experience is felt. Fulbright Exchanges are the best known vehicles for this opportunity, but colleges sometimes initiate their own exchange programs, usually for periods of less than a year. Related programs: Faculty Scholarly Exchanges.

**INTERNATIONAL DEVELOPMENT / INTERNATIONAL ECONOMIC DEVELOPMENT:** Bilateral and cooperative agreements that provide ESL, technical, vocational, occupational, language, training, consultation, and collaboration with other countries and may result in establishment of branch campuses. Related programs: international virtual and distance education, sister college collaborations; and customize training for foreign delegations. Often emphasizes technology deployment, workforce improvement, cross-cultural training, and international trade. Related programs include export assistance services; organize seminars/ workshops and technical assistance to local businesses; Cross-Cultural Training; and International Business and Trade.

**INTERNATIONAL STUDENTS:** Programs and services designed to assist students from other countries pursue a course of study in the United States on foreign student or visitor visas (F-1, M-1, J-1). International students are germane to the community college mission, as they provide academic and cultural richness not found elsewhere by serving as human resources in both class discussions and student activities, and by helping to build friendships that filter into future socio-political and economic relationships. International student non-resident tuition is particularly attractive and at times becomes a form of export education. Related programs: host family match; assist with immigration program (INS, I-20 visas etc.), coordinate academic and work scheduling; foreign student services/registration/orientation/recruitment and tutoring.

**INTERNATIONALIZING CURRICULA:** All disciplines (academic as well as technical) not only can, but should include international themes. Curricular modifications assist staff and students to transcend their own cultural conditioning and to become more knowledgeable about and sensitive to other cultures. Professional development activities further promote creation of new modules, classes and programs, as well as introduce innovative teaching methodologies in the classroom. Related programs include Certificate and A.A. degree programs in international studies, multicultural studies, international business, etc., Foreign Languages; Global Policy Forums; International and Area Studies; Comparative Studies etc.

## 2010 State of the Field Participating Colleges (out of 72 districts)

### CEO Survey answered by 9 districts

Feather River; Kern; North Orange; Rio Hondo; West Hills; West Valley-Mission; (3 did not list)

### CIO Survey answered by 23 districts

Bakersfield/KCCD; Butte; Cabrillo; Citrus; Coast; Copper Mountain; City College of San Francisco; El Camino; Gavilan; Los Rios; Monterey; Napa; Pasadena; Rancho Santiago; Rio Hondo; Santa Clarita; Santa Monica; Santa Rosa; Sequoias; Shasta-Tehama-Trinity; Sierra; South Orange Coast; West Hills

### Study Abroad Survey answered by 19 districts

Citrus; City College of San Francisco; El Camino; Foothill/DeAnza; Gavilan; Glendale; Grossmont-Cuyamaca; Long Beach; Los Angeles CCD; Monterey; North Orange Co.; Pasadena; Rio Hondo; San Diego; Santa Clarita; Santa Barbara; Santa Rosa; Siskiyou; Solano; State Center

### International Students Survey answered by 29 districts

Butte; Cabrillo; Chabot-Las Positas; Coast; Contra Costa; El Camino; Foothill/DeAnza; Glendale; Grossmont-Cuyamaca; Kern; Long Beach; Los Angeles District; Los Rios; Mt. San Antonio; Marin; Merced; North Orange County; Ohlone; Palomar; Pasadena; Redwoods; Rio Hondo; Santa Barbara; Santa Monica; Santa Rosa; Sequoias; South Orange Co.; Southwestern; State Center

## TOTAL RESPONDING DISTRICTS: 45 (63% response rate)

Butte; Cabrillo; Chabot-Las Positas; Citrus; City College of San Francisco; Coast; Contra Costa; Copper Mountain; El Camino; Feather River; Foothill/DeAnza; Gavilan; Glendale; Grossmont-Cuyamaca; Kern; Long Beach; Los Angeles CCD; Los Rios; Mt. San Antonio; Marin; Merced; Monterey; Napa; North Orange County; Ohlone; Palomar; Pasadena; Rancho Santiago; Redwoods; Rio Hondo; San Diego; Santa Clarita; Santa Barbara; Santa Monica; Santa Rosa; Sequoias; Shasta-Tehama-Trinity; Sierra; Siskiyou; Solano; South Orange Co.; Southwestern; State Center; West Hills; West Valley-Mission;  
(4 did not list their district)

## CCIE MEMBER INSTITUTION STATISTICS

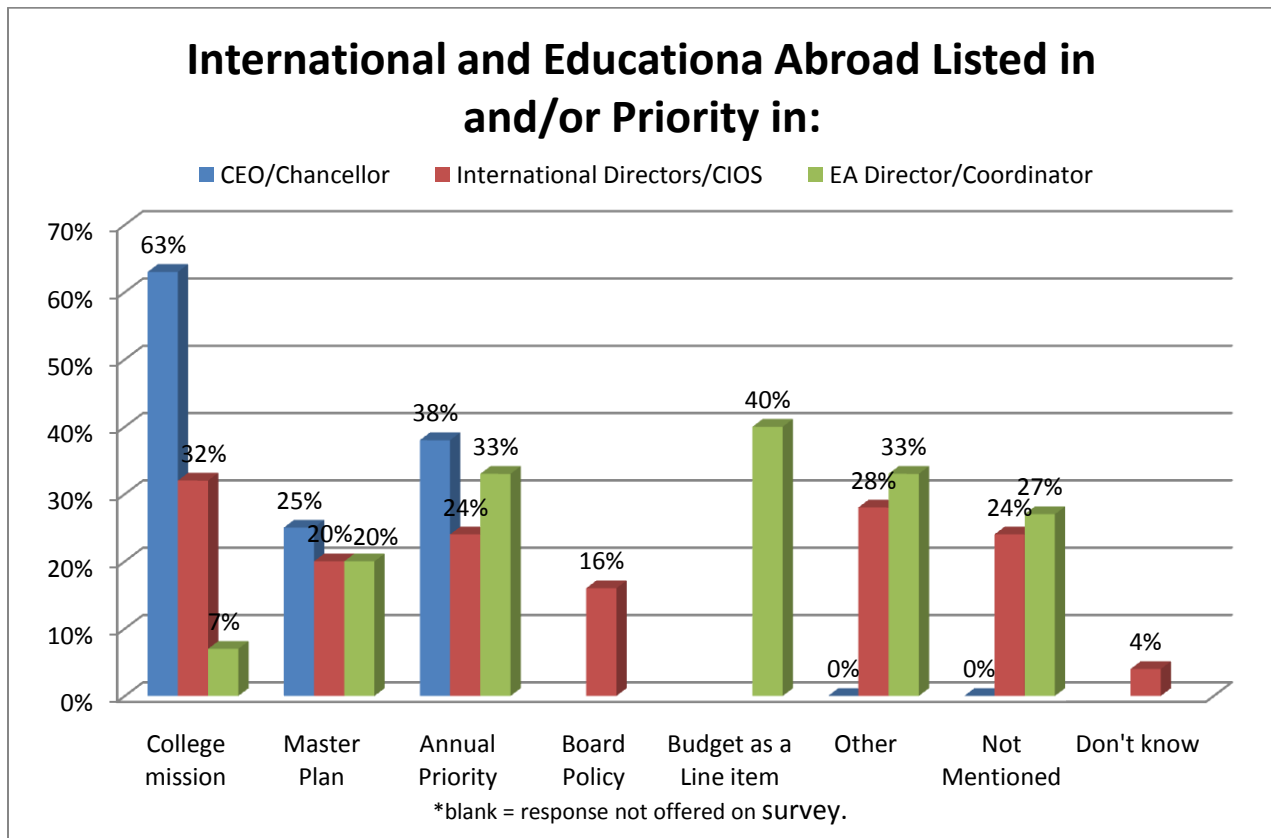
CCIE DATA	1990	1995	2000	2004	2010
CCIE COLLEGES IN SURVEY	38	50	54	72	45 (from 72 Districts)
RESPONSE PERCENT	85%	90%	92%	92%	63%

## KEY FINDINGS: CAMPUS STRUCTURE

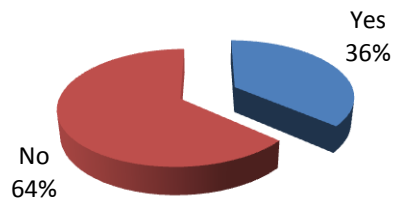
Less colleges in 2010 include International Education in College Documents than they did in 2004. In addition, in 2010, less than half the colleges actively promote international education in their student orientation and on their college web-pages.

In 2004, 75 colleges noted that International Education was found in  
 48% of College Missions  
 12% of College Master Plan  
 28% of College Annual Priorities

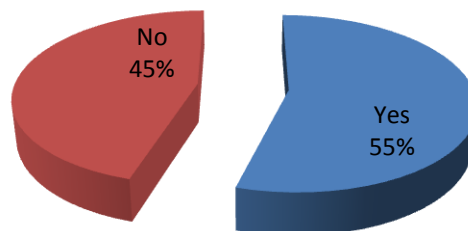
The following table illustrates findings for 2010.



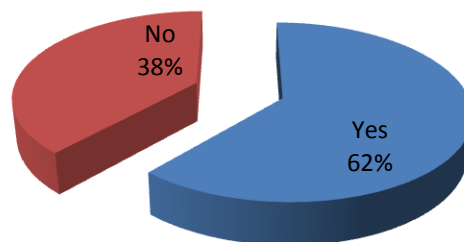
Is it college policy to introduce international education programs during general student recruitment efforts?



Are any of your international education programs featured on the home-page of your DISTRICT website?



Are any of your international education programs featured on the home-page of your COLLEGE website?



Despite the low responses, 100% of the CEOs who responded to the survey said that International Education does contribute to the success of the college's Mission. The following are some excerpts that explain their position:

- International education supports our mission and interest in student diversity.
- International students bring an additional educational component to the students of the college.
- Our students expect preparation to participate in a global society
- Provides depth in the component of the mission that expects global education
- Global education enriches the teaching/learning process, student life, student engagement, and student growth and development.
- We must prepare our students to live and work in a global society.



Examples of what colleges are doing to advance such skills?

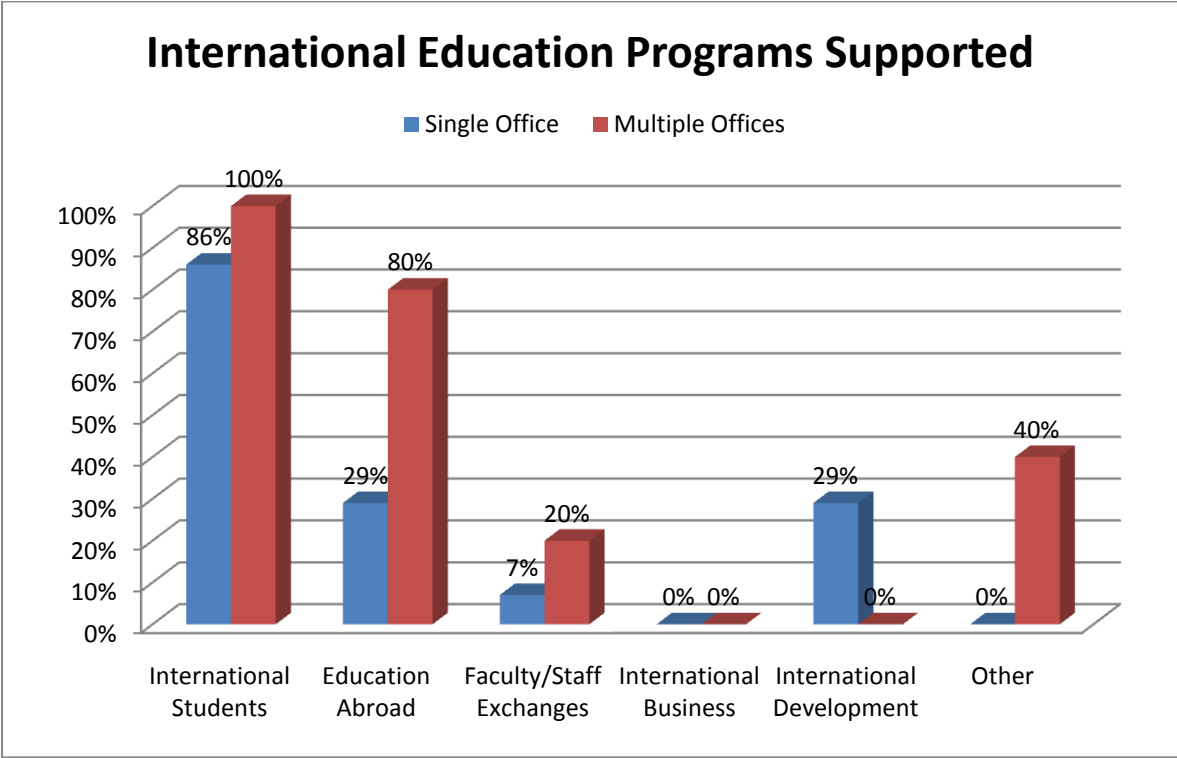
- Continuing dialogue with our faculty; attempting to expand International Student Program; attempting to develop a study abroad program for faculty and students.
- Creating options for students and faculty
- Study abroad programs
- We are doing relatively little in a coordinated way. We have sponsored a few overseas courses, and some components of our social sciences and English curriculum address international issues.

Key competencies need to advance such skills

- Acquisition of more than one language in at least an intermediate level.
- Spending two or more weeks outside of the U.S.
- Studying in another country for more than four weeks

# HISTORY

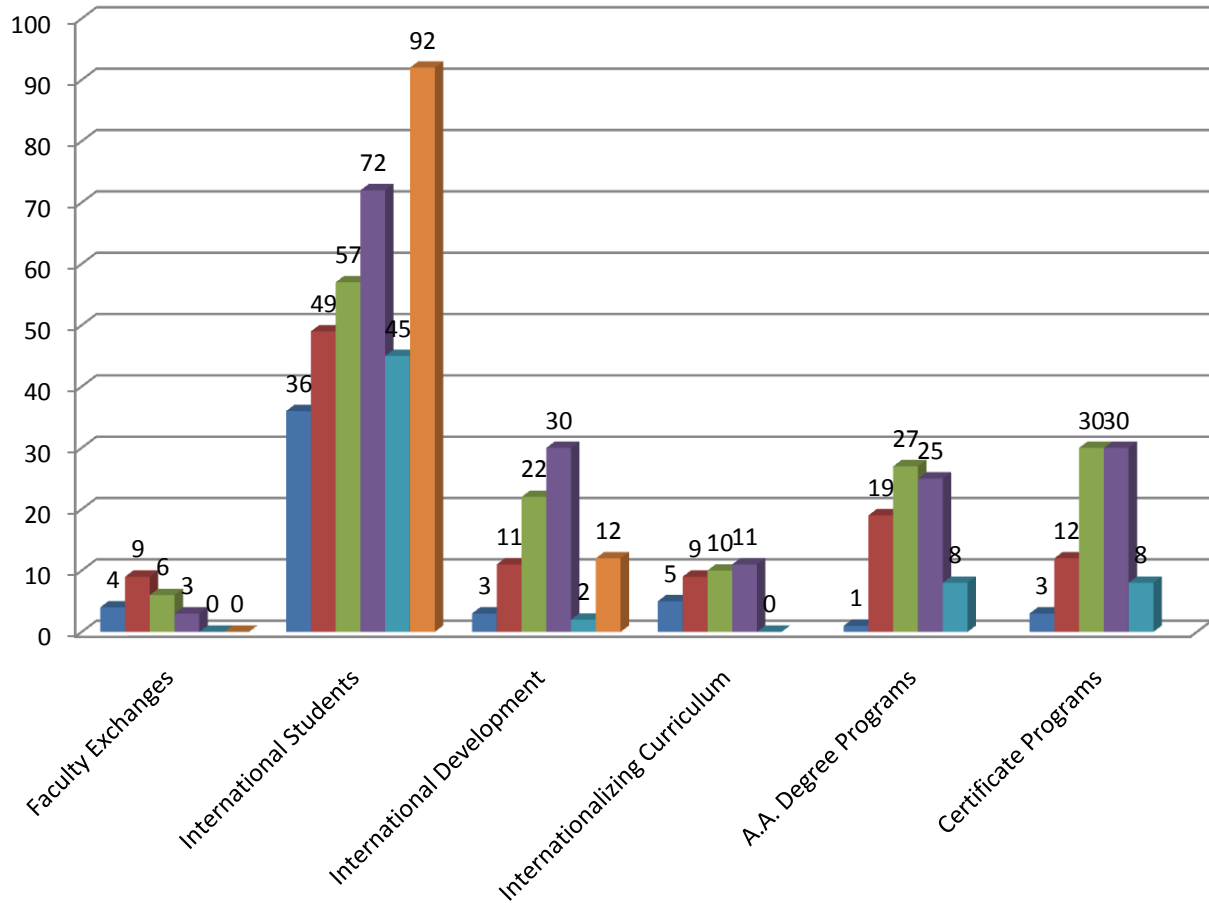
Currently, 82% of our colleges have been offering International Education for over 10 years. 2/3 support a single office for multiple international education programs.





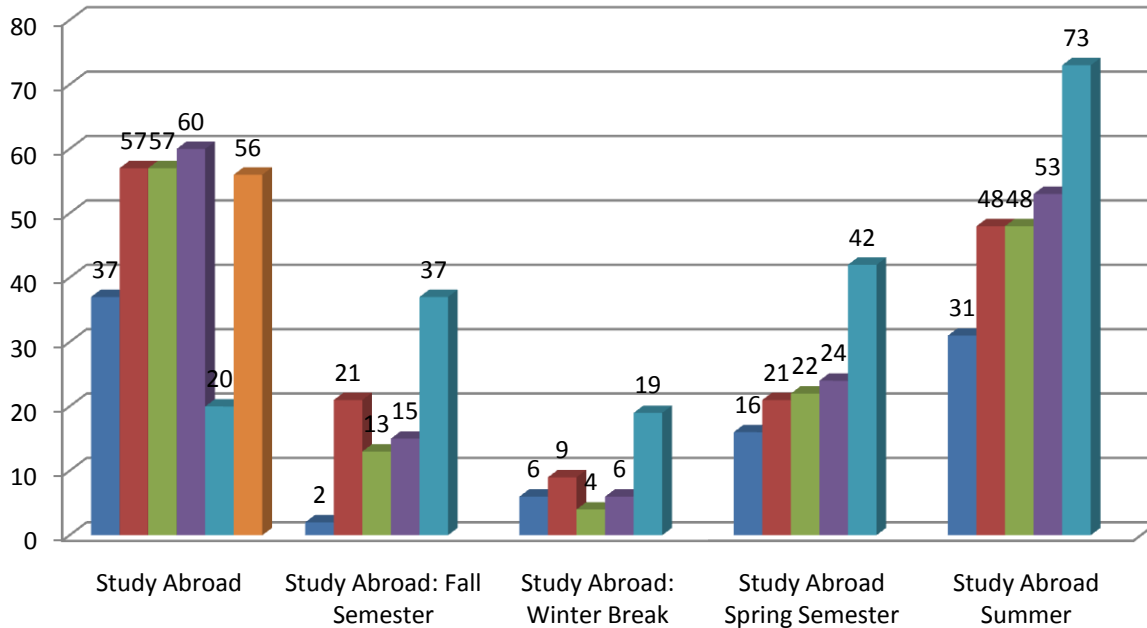
## SUMMARY OF THE NUMBER OF PROGRAM OFFERINGS: INTERNATIONAL STUDENTS

■ 1989   
 ■ 1995   
 ■ 2000   
 ■ 2004   
 ■ 2010 Survey   
 ■ 2010 Other Data



## SUMMARY OF THE NUMBER OF PROGRAM OFFERINGS: STUDY ABROAD

■ 1989   
 ■ 1995   
 ■ 2000   
 ■ 2004   
 ■ 2010 Survey   
 ■ 2010 Other Data



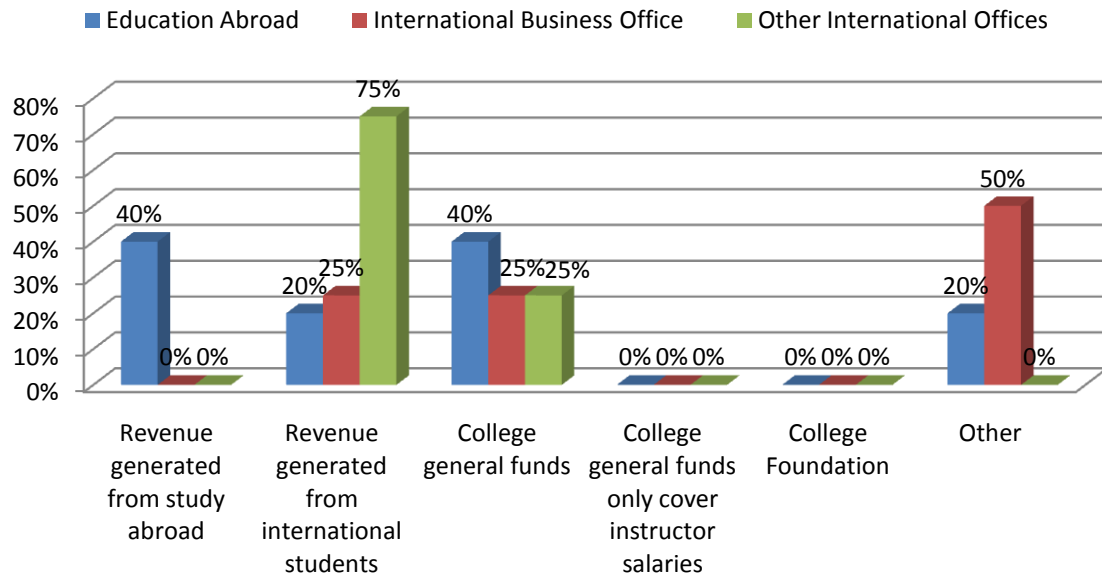
### STRUCTURE

Issues of Funding are similar when comparing the 2010 to the 2002 surveys. The lack of funding remains high. The primary difference is that in 2002, more funding was received from Business sources and in 2010, significantly more funding is coming from state, national and other countries.

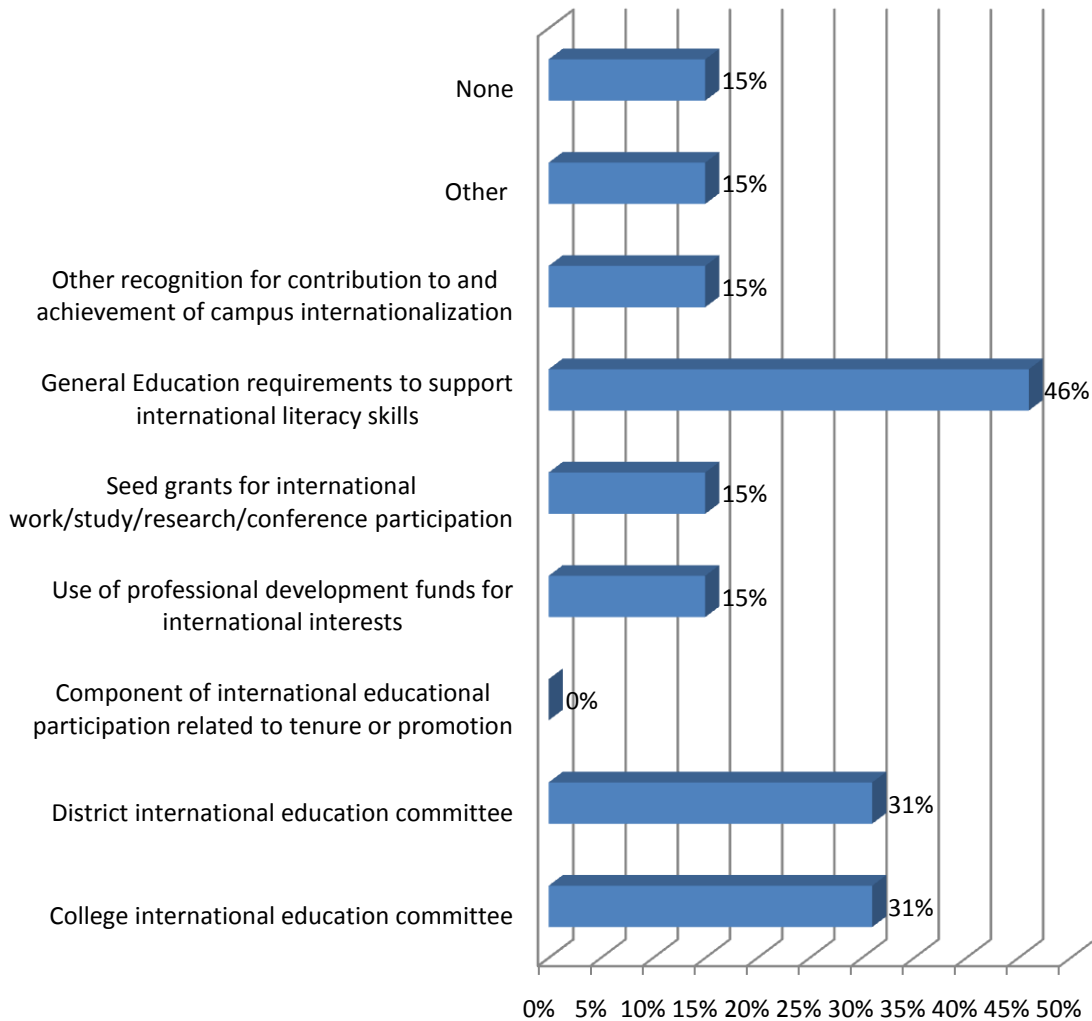
2002			2010	
Funding			Funding	
			CEOs note that funding supports faculty/staff travel: consortium agreement; general fund; instructional general funds and grants.	
	No Funding	69%	No Funding	60%
	Funding from Businesses sources	16%	Funding from Businesses sources	0%
	Funding from state sources	15%	Funding from state sources	25%
	Funding from national sources	9%	Funding from national sources	25%
	Funding from other countries	8%	Funding from other countries	25%
	Funding from District grants	3%	Funding from District grants	0%

			Line Item in Budget for SA	40%
			Most noted external funding: Gilman, California Community Colleges Initiative for Egypt	
			1 Ping Fellowship (Vice-President attended seminars in Hungary & Czech Republic)	
			Student Scholarships Gilman (mentioned by 3 colleges)	
<b>STAFFING</b>	Full-Time Staff	58%	Full Time Staff	
	Of these 27% work with International Students & 14% with Education Abroad		Not enough data	
	.5 - 2 FTE Staff	14%	Part Time Staff	
	Of these, 7% work with Education Abroad		Not enough data	
	0 FTE / Volunteers - or duties as part of another job	46%		
<b>OFFICE</b>	No defined office	40%		
<b>International Education Committee</b>		43%	<b>International Education Committee</b>	43%
<b>MEMBERSHIP</b>	Belong to at least one national or state consortia in addition to CCIE	68%	Belong to at least one national or state consortia in addition to CCIE	80%
	Most popular: NAFSA	68%	Most popular: NAFSA CITD CITD	72.7% 45.5% 27.3%

# Source of Funding



## Campus/District Has:

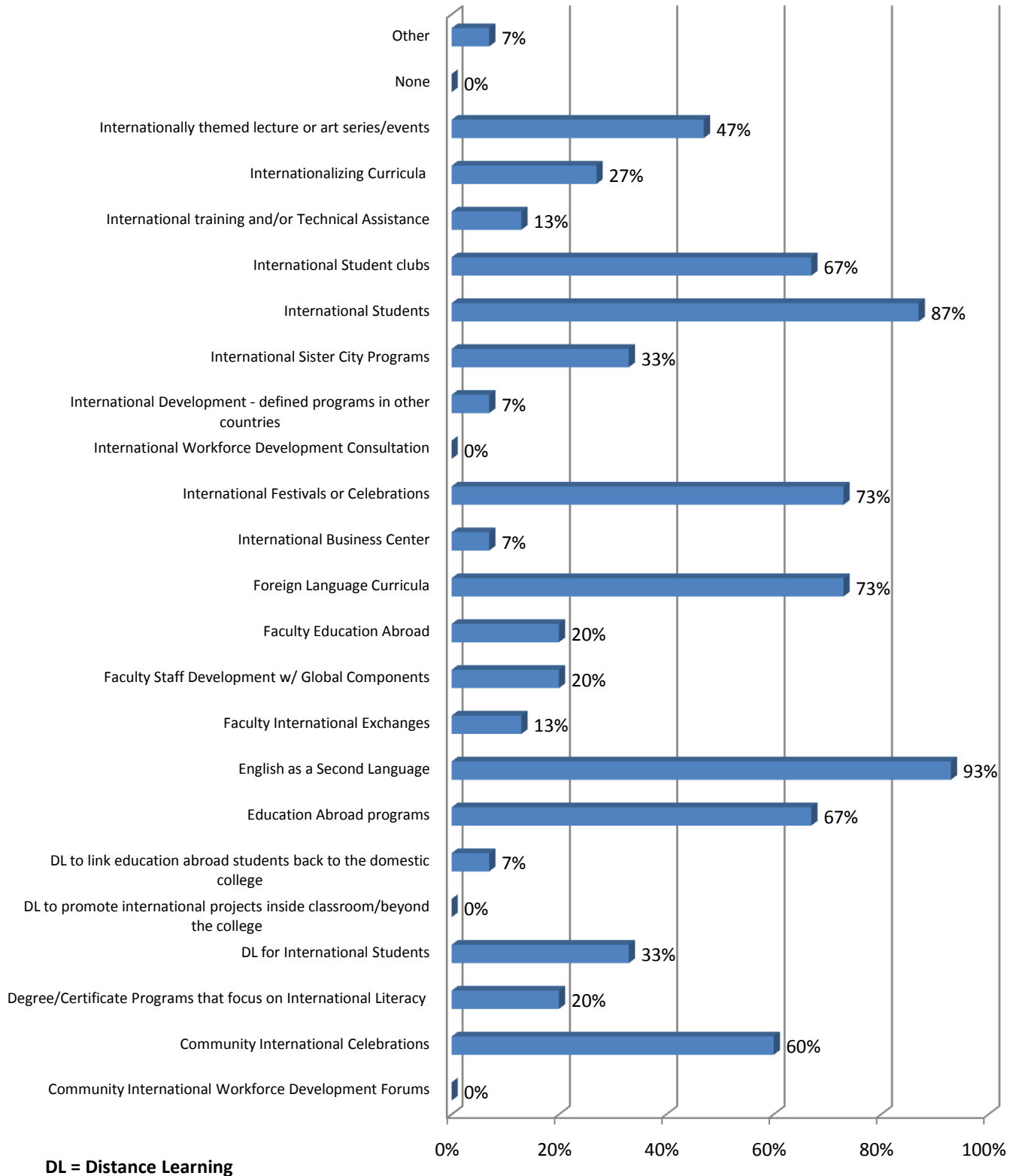


### Details:

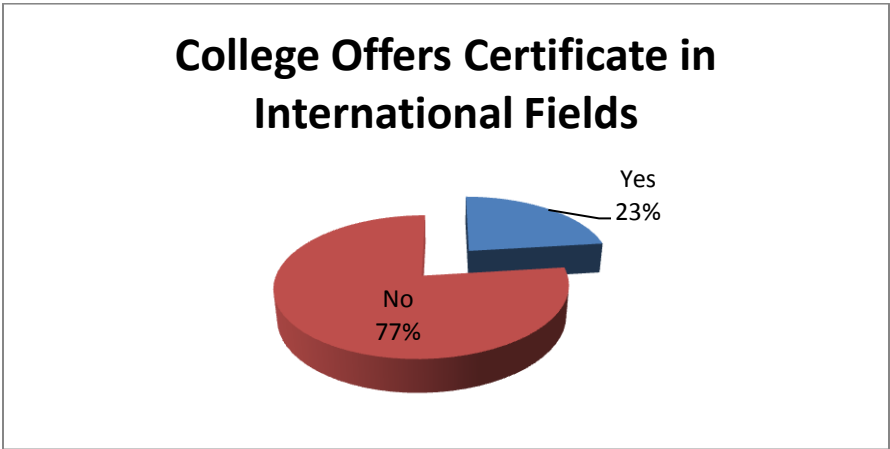
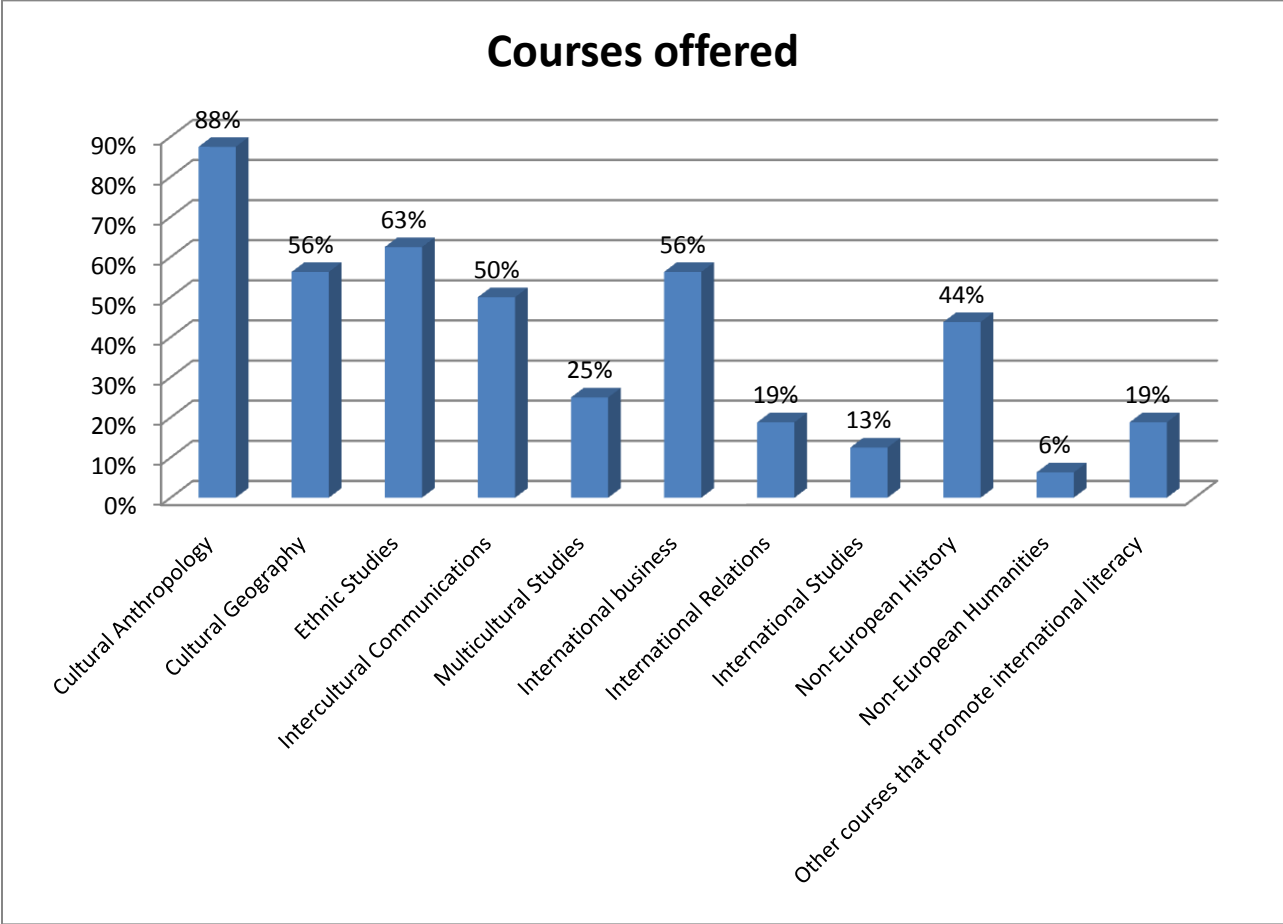
- College Study Abroad Committee. All other int'l education functions are absorbed by other existing committees.
- Global citizenship initiative and requirement.
- We have developed Student Learning Outcomes for the Study Abroad programs.
- We have a Global Studies certificate and degree program.
- We hold annual Intercultural night which faculty, staff and community members attend.

## KEY FINDINGS: PROGRAM OFFERINGS

### Program(s) in which your college supports:



**INTERNATIONALIZING CURRICULA :** During the 1990s it was extremely popular to design designated programs, often externally funded, to support internationalizing curriculum efforts. Today, few campuses have established programs. It is also interesting to note how few disciplines in 2020 are offering classes that can be defined as "internationalized"



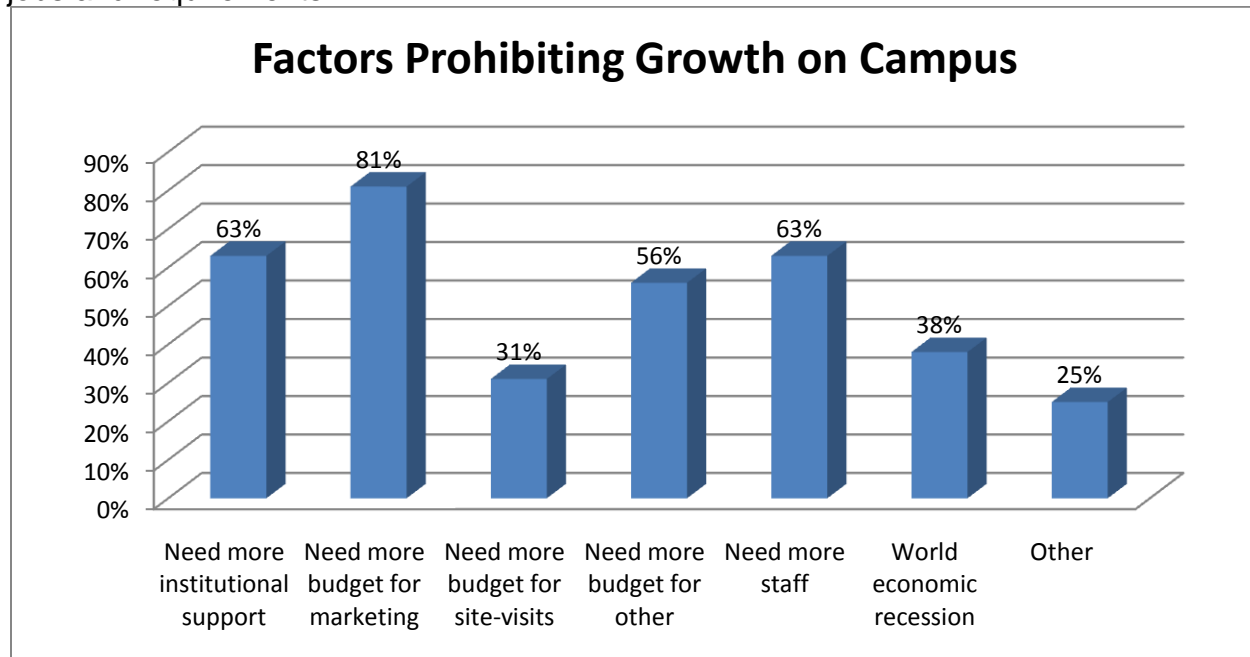
## MODERN LANGUAGE PROGRAMS

More colleges are offering Modern Language programs in 2010 than in 2004. The range of languages have remained relatively the same.

	2004	2010
Offer 3 languages	54%	33%
Offer 4-6 languages	45%	59%
Offer 10 or more languages	17%	8%
Most Popular (listed in order of popularity)	Spanish, French, German, Italian, Japanese, Russian, Chinese	Spanish, French, German, Italian, Japanese, Russian, Chinese
Other languages offered for-credit	American Sign Language; Arabic; Armenian; Cambodian; Cantonese; Dutch; Farsi; Filipino; Greek; Hmong; Korean; Latin; Mandarin; Polish; Portuguese; Romanian; Swahili; Swedish; Tagalog; Thai; Vietnamese and Yiddish	American Sign Language; Arabic; Armenian; Cambodian; Cantonese; Dutch; Farsi; Filipino; Greek; Hmong; Korean; Latin; Mandarin; Polish; Portuguese; Romanian; Swahili; Swedish; Tagalog; Thai; Vietnamese and Yiddish
Languages offered Not-For-Credit		ESL; French; Italian; Spanish

## INTERNATIONAL STUDENT PROGRAMS

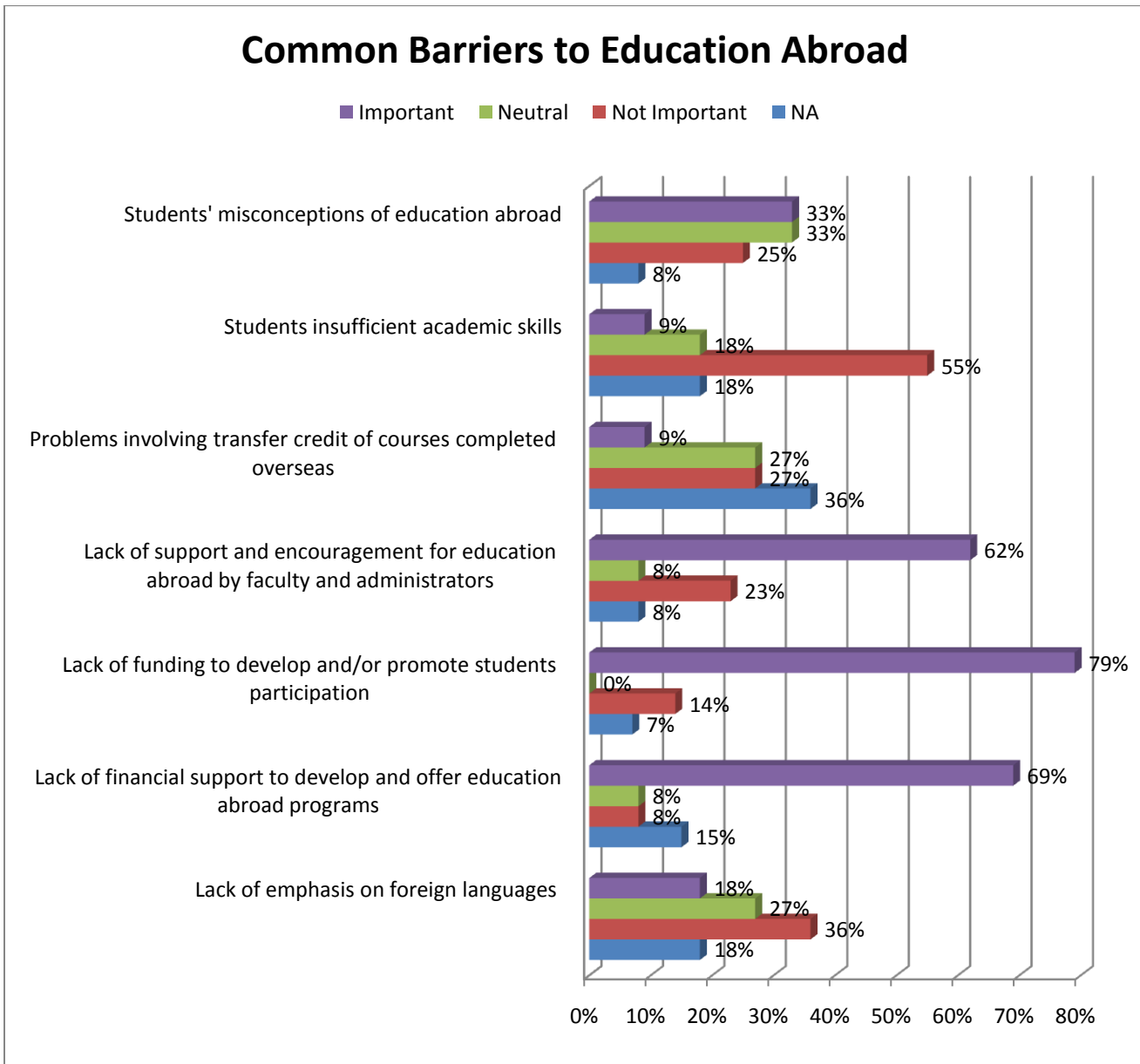
The number of colleges offering International Student programs, and the number of students in those programs continues to increase. As they increase, there is more definition of distinct jobs and requirements.





## EDUCATION ABROAD: State of the Field

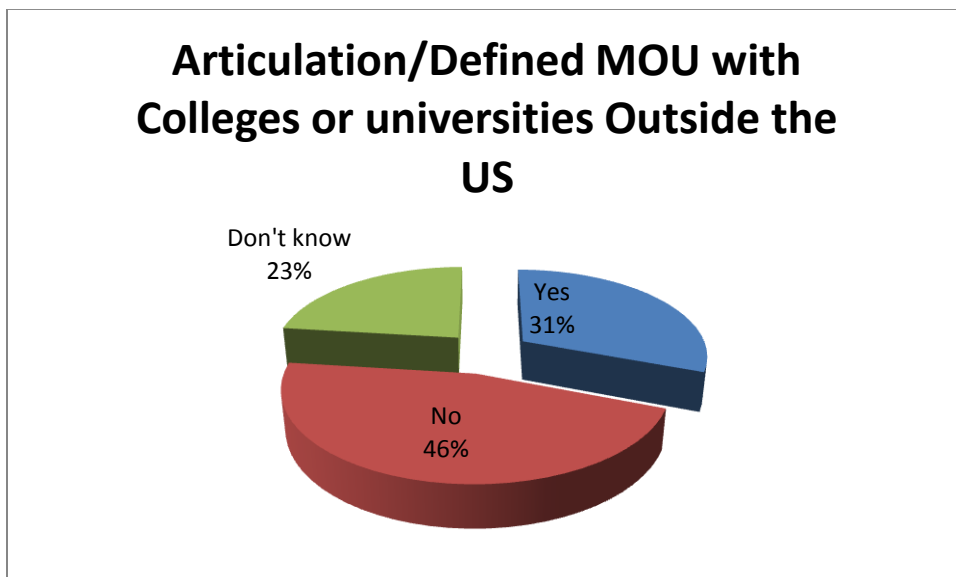
Fewer colleges are offering education abroad programs in 2010 than in 2004. In fact, the numbers are down over 1/3. This in turn, effects the number of students who can participate as the primary reason for not studying abroad is lack of access.



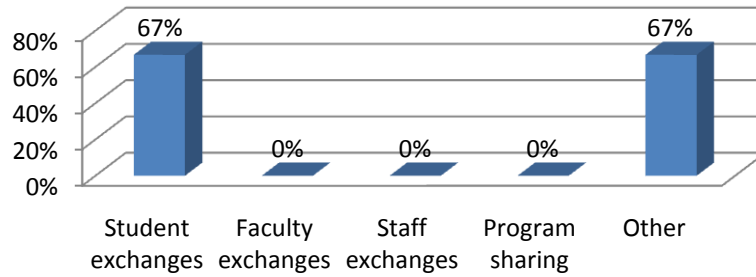
## INTERNATIONAL BUSINESS / ECONOMIC DEVELOPMENT

This was not an area answered by the vast majority of respondents in 2010. This does not mean that international business is not part of California community colleges. But, it is curious that those who responded tended to ignore these questions.

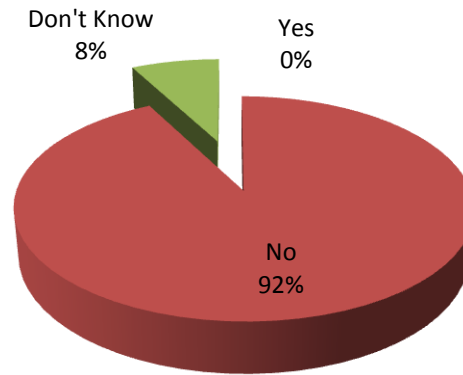
2004		2010	
International Business Activities	38%		
International Contract Training	36%		
Sister-College Collaborations	18%		
Local businesses centers, part of CITD	17%	2 colleges	
Intensive English Language Programs	15%		
Offer International Consultation	10%		
Offer Project Management Abroad	10%		
International Distance Learning	10%		
Have International Business Centers	10%		



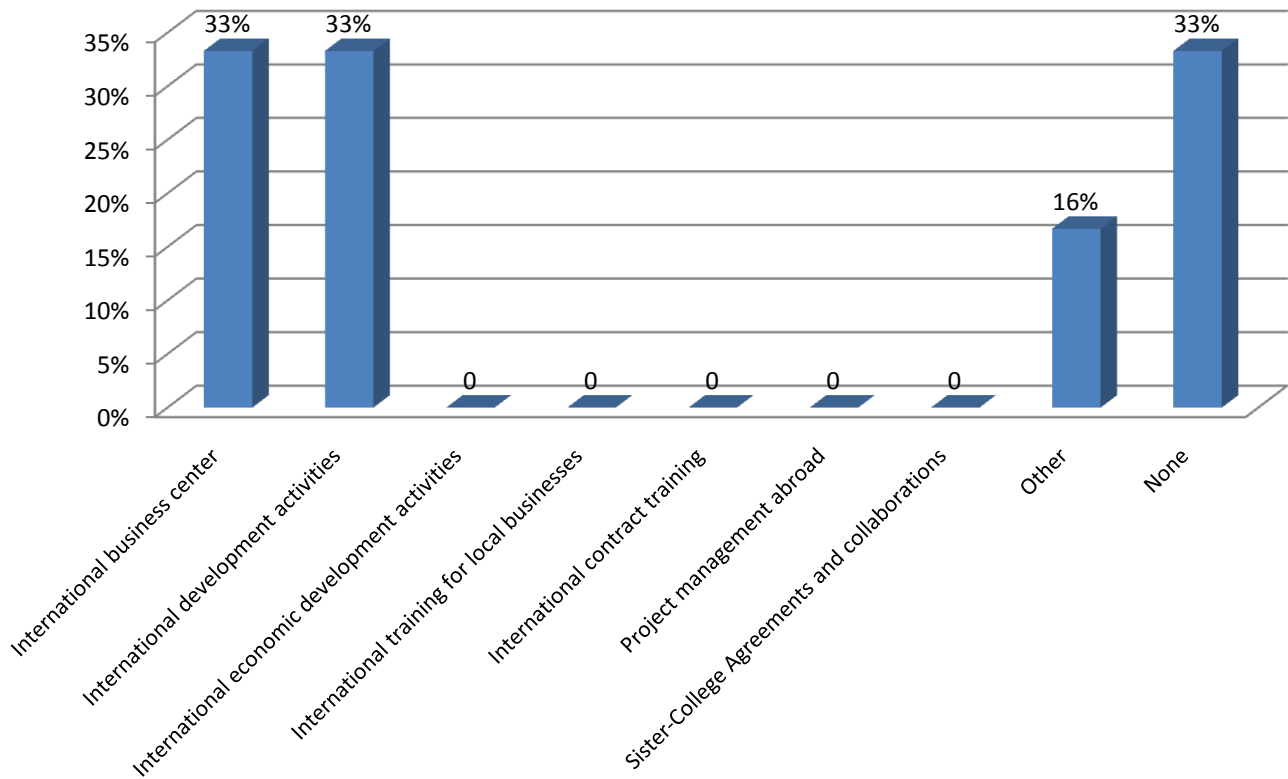
## How the Articulation Agreements/MOUs Contributes to the Internationalization of the Campus



## College/District Lease or Own and Office/Building in Another Country



## International Partnerships



### Examples:

- "Collaborative Learning Model" joint classes with sister colleges
- Offer distance learning to students from other countries leading to A.A. degree or Certificate
- Video-Conference collaboration with other colleges
- Train faculty at institutions abroad: develop new curricula
- Hosting visiting delegations from other countries and often include reciprocal visits.