

What's Happening With Internationalization at Community Colleges? :
Community College Presidents' Perceptions of Internationalization Actions, the
Desirability and Feasibility of Internationalization Actions, and the Importance of
Internationalization

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like an instructor at your back,
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Abstract

Internationalization of higher education is critical for United States' citizens to be globally competent and economically competitive. With nearly 50 percent of U.S. higher education students currently enrolled at community colleges, the topic of internationalization actions at community colleges is an important one. This study examines internationalization actions taken at U.S. public community colleges, the college presidents' perceptions of actions not yet taken as desirable or feasible, and presidents' assessments of the importance of internationalization. Responses to a web-based survey sent to 887 presidents of public community colleges in February 2016 reveal certain personal and institutional characteristics that are significantly related to internationalization actions at community colleges. These include years as a president at any institution, number of foreign languages spoken, and number of professional international trips taken, as well as the geographic setting of the institution. These findings will be useful for understanding opportunities for and challenges to internationalization at community colleges.

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Chapter 1

Introduction

“We have become familiar with the phrase ‘It takes a village.’ That village has reached global proportions. Our village borders are no longer found within our community college districts.” (Chipps, 2008, p.2)

It is now broadly recognized that, as a result of globalization, the internationalization of higher education is an imperative for the United States if its citizenry is to be engaged and competitive in the world (Acosta, 2011; Green, 2007; Hudzik, 2011). The discussion of internationalization of higher education has shifted from arguing the “why” of internationalization to outlining the “how” of internationalizing campuses and curricula (Mullen, 2011, p. 4). Calls for community college internationalization began as long ago as 1967 (Raby & Valeau, 2007), but, despite the growing number of voices making such calls, significant internationalization is not yet apparent at most community colleges. An American Association of Community Colleges (AACC) report on the future of community colleges concluded, “...it is important that college graduates, whatever their location, be not just globally competitive but also globally competent, understanding their roles as citizens and workers in an international context” (AACC, 2012, p. viii). The importance of internationalization at community colleges is broadly acknowledged, so the question is, why it is not more widespread? Factors other than accepted importance may explain the lack of broad internationalization at community colleges.

According to a 2011 survey of presidents at accredited, degree-granting post-secondary institutions, the presidents of institutions that grant associate degrees are perceived to be the single most critical “catalyst in spurring internationalization” (ACE, 2012, p. 10). Kotter (1996) also argues that the key factor in leading successful change in general is effective leadership. The views of community college presidents are central to understanding opportunities for and challenges to internationalization at community colleges.

Background

The two-year (“community”) college is a unique creation of the United States’ educational system, developed in the early 20th century to address the need for a more skilled workforce and to increase social equality by broadening access to higher education, among other motivations (Cohen & Brawer, 2003, p. 1). One hundred years later, in 2014, there were over 12.3 million students enrolled in 1,108 U.S. two-year colleges, nearly half of the total number of undergraduates in the country overall (AACC, 2016b). From the 1901 emergence of junior colleges, which later evolved into community colleges, strong ties to the local community in which a college is physically located have been a central tenet in institutional missions. As local communities evolve, so too do community colleges and their missions. This evolution is not always easy or without controversy; debates about what exactly community colleges are or should be and what role they play or should play in higher education have been taking place since the institutions’ inception (Cohen & Brawer, 2003; Koos, 1924).

The advent of community-college baccalaureate degrees illustrates the difficulties faced by community college leaders in defining the role of the institutions, particularly in times of change. Some community colleges, such as Daytona State College in Florida, already offer baccalaureate degrees, but there are vocal critics around the country who are slowing a broader adoption of the practice. In 1997, as legislation was being proposed in Arizona to allow community colleges to offer baccalaureate degrees, Arizona university leaders, in particular, “argued against a change in legislation on the grounds that there was insufficient need to justify the expense of new degrees; that applied baccalaureate degrees emphasize job preparation at the expense of general education; that the cost of accreditation for community college baccalaureate degrees would be prohibitive; that community colleges had inadequate faculty, libraries and distance learning resources; and that access needs were already met through 2 + 2 programs and interactive video conferencing” (Thor, 2001, p. 3). The legislation failed, and, as of 2016, there are still no community colleges in Arizona that offer baccalaureate degrees. This one example provides clear evidence of both the influence of the local community (and powerful entities within that community) in shaping the mission of the community college and the ongoing lack of clarity about the nature of community colleges and their missions.

It is in this turbulent, imprecise, and ever-changing environment that the concept of internationalization must find a place if it is to become an integral component of the higher education experience of nearly half of all U.S. students seeking a college education today.

Global and International

Labels and terms related to the concepts of globalization and internationalization are often used interchangeably, but Hudzik (2011) points out that, although they are related, “they are not interchangeable concepts” (p. 9), so it is important to clarify the ideas. Raby & Valeau (2007) state that, “(i)n essence, globalization is the phenomenon that exists and that we cannot control, while internationalization is the response that education is making” (p. 6).

Ellingboe’s (1998) explanation of internationalization is still applicable and appropriate: it is an active “process of integrating an international perspective into a college...”, an “ongoing, future-orientated, multidimensional, interdisciplinary, leadership-driven vision involving 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). The leadership-driven aspect of this conceptualization is particularly useful for any exploration of institutional leaders’ views. It is worth noting that recent explanations of comprehensive internationalization support Ellingboe’s frame and expand it to include a commitment to strategic, coordinated action to infuse, align and integrate international perspectives throughout missions, policies and initiatives to position colleges as globally-oriented and internationally-connected (Hudzik, 2011; ACE, 2012). It is worth noting that “comprehensive internationalization” and “internationalization” are treated as interchangeable here, and by many in the field (de Wit, 2011a; Jones, 2011), despite

some scholars' assertions that they are not the same (Hudzik, 2011; Whitsed, C. & Green, W., 2013).

Internationalization in Community Colleges

Hudzik (2011) asserts that internationalization in higher education is becoming “an institutional imperative, not just a desirable possibility” (p. 7). For decades, internationalization at institutions of higher education in the United States has been a topic of discussion among practitioners and researchers. For many institutions, however, the discussion has been more a matter of lip-service than achievement (Altbach, 2002; Engberg & Green, 2002). It is difficult to find an institution of higher education in the U.S. where leadership is not engaged in thinking about internationalization, yet actions are not keeping pace with rhetoric.

In particular, research shows that, overall, community colleges are not internationalizing in any significant way. The American Council on Education (ACE)'s *Mapping Internationalization on U.S. Campuses Project*, a 2005 report on community college internationalization (Green & Siaya, 2005), included an “internationalization index” developed to categorize the internationalization efforts of the 233 community colleges from which responses to a 2001 institutional survey were received. The index's six dimensions are: articulated commitment to internationalization, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and international students and student programs. The major conclusion of the report is that 61

percent of colleges were ranked “low” on overall internationalization, while none were “high” (Green & Siaya, 2005, p. ii). Detailed statistics on each of the index dimensions are equally dismal, revealing that 86 percent of responding institutions scored “zero”, “low” or “medium” on organizational infrastructure for international education, 58 percent had zero external funding for internationalization, 75 percent rated a zero or low on investment in faculty international education, and 71 percent scored low on international students and student programs (Green & Siaya, 2005, p. iii).

Internationalization at community colleges, more than at any other type of higher education institution, will impact the largest number of U.S. residents and students due to the high number of directly enrolled students, and the additional community programming that is at the core of community college activities. Community colleges were built for and focused on local community needs for the first 100 years of operation; shifting the paradigm to operate within a global framework confronts long-held beliefs, meeting resistance even as local communities are increasingly affected, directly and indirectly, by the effects of globalization. As John Hudzik points out, “it is a false dichotomy that higher education institutions must either think locally or globally; both are realities for the vast majorities of today’s institutions although they may have different positions on a continuum of local-global orientation” (Hudzik, 2011, p 10).

American Council on Education (ACE) writers succinctly captured the essence of the rationale for this study:

“Given that approximately 40 percent of U.S. undergraduates attend associate institutions, developing and sharing successful internationalization models and

strategies for these institutions should be a priority for the U.S. higher education community going forward. In addressing this challenge, it will be important to move beyond models that have worked for more traditional student populations. Finding ways to bring global learning to non-traditional students should be seen as an essential aspect of providing quality education to all students, and as an important element in America's higher education attainment agenda." (ACE, 2012, p. 24)

Internationalization of U.S. higher education is important, particularly for community colleges, since nearly half of all undergraduates in the U.S. are enrolled in community colleges. Research shows, however, that community colleges overall are not making significant efforts to internationalize (Green, 2007).

This study examines some of the possible reasons for internationalization actions being taken, or not being taken, by exploring the question: "*How are internationalization actions that are taken at a community college, as well as internationalization actions that are viewed as desirable and feasible by the college's president, related to characteristics of the president and the institution?*" The relationships between these key characteristics and internationalization actions add to the understanding of internationalization at community colleges and can inform college leaders' decision-making vis-à-vis internationalization, with relevant data.

Context of the Study

In 2014 there were 1,108 community colleges in the United States (982 public, 90 independent, 36 tribal) located across all 50 states (AACC, 2016b). Distribution tends to correspond with population density; there is only one community college in Rhode Island, for example, whereas California is home to more than 110.

Community colleges represent significant diversity in geographical location, size (of the college and the community served) and ethnic representation (in the college and community). The American Association of Community Colleges (AACC) is a U.S. presidential association representing a majority of the two-year, associate degree-granting institutions across the country. The AACC website states that AACC “supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach to business and industry and the national news media.” AACC plays an important role in preparation of and ongoing professional development for community college presidents. AACC’s “Presidents Academy” offers regular advice to community college presidents on areas for professional development, and the organization itself is a significant resource for all community college presidents. It is noteworthy that internationalization is not of significant importance in AACC training or resources, and, in fact, has decreased in emphasis with the abolition, in 2014, of a vice president position that had responsibility for international education. The AACC 2013-2016 Strategic Plan makes no mention of international education or internationalization. In 2008, at a retreat involving a small group of community college stakeholders interested in international education titled “Thinking Again, and Anew,

about Global Education in the 21st Century”, AACC’s then-president George Boggs shared the results of a survey of community college presidents on the relative importance of 50 areas of concern and focus. International education was ranked 49 of 50. This ranking was indicative of the overall perception of the importance of internationalization at community colleges at that time.

In terms of internationalization, 32 percent (358) of the total number of community colleges are identified in the NAFSA: Association of International Educators’ Economic Impact Statement 2012, which highlights the number of international students in the United States by institution. This does not mean that only 358 community colleges are internationalizing; in fact, some of the colleges that have international students on campus may not be doing anything beyond processing those students’ visa paperwork, that is, not providing any differentiated support. Other institutions may have significant international activity without hosting international students. Since international students are only one aspect of internationalization, there are certainly community colleges somewhere along the continuum of internationalization that are not included in the NAFSA statistics. The NAFSA data are further limited by the fact that they rely on the Institute of International Education (IIE) Open Doors data, which in turn relies on institutions to submit the data, with no incentive other than adding to the dataset. Many community colleges may have international students but no international office, so when the request for information arrives at the college from IIE, it may not be answered because there is no “international education office” to which to direct the survey. Pressing day-to-day work in student services may also give an optional report low

priority. In addition to international student enrollment, another popular internationalization activity at community colleges is short-term, study-abroad programming, also captured by an Open Doors report on study abroad (Institute of International Education, 2013). Similar disclaimers apply.

The Open Doors and NAFSA data sets, in addition to the ACE internationalization reports, represent the best data available on community college internationalization, and give at least a general idea about the approximate percentage of community colleges that are engaged in some aspect of internationalization. Another source of information about community college internationalization is Community Colleges for International Development (CCID), the largest consortium of community colleges engaged in international activity. Membership is made up of approximately 160 U.S. and international two-year institutions. It is a presidential association, requiring that the college president commit to the organizational membership prior to a college's acceptance as a member. Governance of CCID is by a Board of Directors comprising member-college presidents. If the president is not present, no representative may sit in his or her place. This condition encourages active presidential participation in the internationalization activities of the college as well as the consortium. CCID hosts both an annual conference and a summer institute where presidents gather to work on joint internationalization projects such as the CCI international student scholarship program that was funded by the U.S. Department of State and implemented through CCID for eight years, and several study abroad programs that employ a "troika" model (which

shares leadership among three colleges). The roster of CCID members provides a broad database of community college presidents interested in internationalization.

Summary

“Today we stand before new opportunities. We have achieved a more sensitive realization of the interdependent nature of our world. Competitors challenge us economically, politically, educationally. Educational leaders, recognizing the challenge, are taking on the task of internationalizing the understanding of our young people by calling for the internationalizing of our colleges and universities, including the curriculum, the student body, the faculty and the campus ‘climate’.”

(Rahman & Kopp, 1992, p. 9)

Rahman and Kopp’s words describe the situation today as well as they did 25 years ago; it is past the time for U.S. community college leadership to fully embrace global learning through comprehensively internationalized curriculum, faculty development, student experiential learning, foreign language courses, and cultural training for all members of the institutions and serviced communities, regardless of geographic location. Internationalization is no longer an idea for the future; it is a necessity for the present and must be achieved if community colleges are to prepare students effectively for the realities of the current world and workforce.

Chapter 2

Review of the Literature

It is easy to sit up and take notice; what is difficult is getting up and taking action. -

Honore de Balzac

In order to understand community college internationalization and the underlying challenges and opportunities impacting efforts to achieve it, it is important to understand community colleges, their missions, history, and the current environment in which they operate. The first section of this review focuses on the evolution of community colleges in the U.S., up to and including a framing of the circumstances that make up the current state of affairs. The next section is a review of the literature on higher education internationalization with particular attention to conceptualizations, historical evolution, and common internationalization components and strategies. This body of literature most often addresses higher education internationalization writ large and is rarely specific to community colleges. Due to the unique characteristics of community colleges, however, a discussion of the relevance and applicability of this research in a community college setting is included in the discussion of this body of work. Finally, a review of the sparse research that specifically addresses community college internationalization completes this section, clearly showing the gap in the literature that this research will begin to fill.

Community Colleges

High school graduates were not continuing on to higher education in significant numbers in the early 20th century, so high schools were expanded to include teacher training and vocational training opportunities to provide wider access and meet local needs. In 1901, Central High School in Joliet, Illinois became the first high-school-based junior college, which many scholars agree was the beginning of the community college movement (Boggs, 2010). The ideas of small classes and close faculty-student relationships were being developed at small private colleges (such as Vincennes University in Indiana) at approximately the same time, and it was the combination of these two developments that ultimately led to the community college concept (Anon., 2012).

General studies were the focus of that first junior college, which was designed to prepare bright, but economically disadvantaged students for attendance at the local university. Joliet Junior College is now the oldest community college still in operation. Over the years, the mission of the community college evolved as the country grew and economic needs changed. The Depression in the 1930s led to the addition of job training programs as an answer to the high unemployment rate. After World War II, as the military industrial complex was being converted to civilian uses and the GI Bill was creating more higher education-bound individuals, President Truman (the only U.S. president in 20th century not to graduate from college) assembled a Commission on Higher Education to address issues he saw with higher education. When he made the Commission's report public, Truman noted:

”The report proposes sweeping changes in higher education. Specific recommendations include the abandonment of European concepts of education and the development of a curriculum attuned to the needs of a democracy; the doubling of college attendance by 1960; the integration of vocational and liberal education; the extension of free public education through the first two years of college for all youth who can profit from such education; the elimination of racial and religious discrimination; revision of the goals of graduate and professional school education to make them effective in training well-rounded persons as well as research specialists and technicians; and the expansion of Federal support for higher education through scholarships, fellowships and general aid. In conclusion the report urges establishment of community colleges; the expansion of adult education programs; and the distribution of Federal aid to education in such a manner that the poorer States can bring their educational systems closer to the quality of the wealthier States.”

(Truman, 1947)

The Commission’s report was the first widely publicized use of the term “community college,” and the recommendation that such colleges expand nationally to provide universal access to postsecondary education was, and still is, viewed as a substantial shift in U.S. higher education by most scholars of community colleges (Boggs, 2010; Kim & Rury, 2007). Doves of research on the six-volume report exist to detail the significance of the undertaking. Interestingly, the widely acknowledged

authorities on community colleges and authors of the classic book *The American Community College*, Arthur Cohen and Florence Brawer, devote only two sentences of their 506-page book to the Truman Commission, downplaying its role in the development of community colleges by writing, “(T)he federal government provided impetus in 1947 when the President’s Commission on Higher Education articulated the value of a populace with free access to two years of study more than the secondary schools could provide. As the commission put it, because around half of the young people can benefit from formal studies through grade 14, the community colleges have an important role.” (Cohen & Brawer, 2003, p.13). Whether the commission was key to the expansion of the community college concept or merely “provided impetus,” the end result is that the idea of education for all gained significantly in the years following 1947. The concept of college and the perception of who attends college started to change in 1944 when war veterans began seeking a college education in numbers that stretched the existing system beyond its limits. By the time the Truman Commission report was completed, few doubted the need for numerically increased access to higher education, and many had already begun to update expectations for equality in college access (Hutcheson, 2003; Kim & Rury, 2007; Vaughan, 2000).

Growth continued through the 1950s and 1960s as community colleges contributed to rising social equality by embracing the idea of accessibility, although the placement of community colleges in geographically dispersed locations (to this day, more than a third are located in rural communities) had a greater impact on accessibility than did any policies for admitting underprepared students (Cohen & Brawer, 2003).

Community colleges became a national network only in the 1960s when more than 450 public community colleges opened during that decade, more than the total that existed before that time. That growth has continued to the present, albeit at a slower pace, to the 986 current public institutions. The numbers of students served at community colleges has soared, however, and the expansion of existing facilities to meet student enrollment growth is an ongoing financial and logistic challenge for college decision-makers.

From the outset, community colleges had multiple missions, beginning with the instruction at the first junior colleges, which was to be “of a strictly collegiate grade” (Cohen & Brawer, 2003, p. 4) to facilitate continuation on to universities, while simultaneously taking on the less-prepared students and providing vocational training. George Boggs, former president and CEO of the American Association of Community Colleges (AACC), calls community colleges “democracy’s colleges”, pointing out that they “offer an open door to opportunity to all who would come, are innovative and agile in meeting economic and workplace needs, and provide value and service to individuals and communities” (Boggs, 2010, p. 1). The leaders of these agile and innovative institutions have continued to take on multiple new foci over the years, without relinquishing any of the old responsibilities. Now, community colleges have evolved into comprehensive institutions that offer skills training and terminal technical degrees; deliver workforce training; provide remediation to underprepared learners; offer English as a second language; and prepare students to transfer to baccalaureate institutions – all at affordable prices. Technological advances over the last 30 years, from the cell phone to the internet, add a new opportunity for community college leaders to broaden the mission

even further. Many community colleges now include distance education and multiple delivery modes for courses, reaching students where they are and when they are able to learn.

The mission of the community college is, like the concept of internationalization, somewhat nebulous. The American Association of Community Colleges [AACC] website provides a broad mission statement that illustrates the imprecise nature of the community college's purpose, even as espoused by the largest association of community colleges in the world:

“In simplest terms, the mission of the community college is to provide education for individuals, many of whom are adults, in its service region. Most community college missions have basic commitments to:

- serve all segments of society through an open-access admissions policy that offers equal and fair treatment to all students,
- a comprehensive educational program,
- serve its community as a community-based institution of higher education teaching,
- lifelong learning.” (AACC 2013 *About...*).

Kahlenberg (2012) provides a clearer and slightly more precise explanation:

“Community colleges have two big roles—to provide skills, certificates, and AA degrees that will improve employment prospects for students, and to provide a gateway for low-income and working-class students who wish to transfer and ultimately receive a bachelor's degree” (p. 1).

An explanation of community colleges that merges the concepts from the AACC and Kahlenberg best serves the purposes of this study, so the understanding of the community college here is: a public, multipurpose, open-access educational institution serving students with diverse goals that include pursuit of an associate degree, post-degree professional skills and certifications or continuing education, skills retraining, or preparation for baccalaureate-level education. Private, two-year institutions are not included in this study since they operate more like corporate entities than do the public colleges, and the dominant understanding of community college includes the concept of “public”.

Community college students are not traditional 18 to 22-year-old single students living on or close to campus. They are generally older, with an average age of 28 (AACC, 2013c), commuting to and from campus solely for classes and not engaged in stereotypical college activities (sororities, extracurricular clubs, etc.). According to AACC (2013c), during the fall semester of 2011, 59 percent of U.S. community college students attended part-time, 40 percent were first-generation college students, 16 percent were single parents; and 12 percent were students with disabilities. Of the 59 percent who attended college part-time, 87 percent were employed (40 percent full-time and 47 percent part-time).

Diversity, preparedness, and access, in a resource-strained environment, are the top areas of focus for community college leaders today (AACC, 2012). The mission of the U.S. community college is a complicated, multi-faceted charge, and the knowledge that only 11.9 percent of students graduate from public community colleges within two

years, and only 28.1 percent manage to graduate within four years (Knapp, Kelly-Reid, & Ginder, 2011, p. 20) presses community college leaders to prioritize in a way that may not include internationalization. The numerous functions of community colleges lead to an always-present tension between multiple priorities. It is not difficult to understand how internationalization is relegated to a position of “nice to have” and not an imperative requiring significant time and attention. For many community college students, the college is the only higher education they will experience, so internationalization with the goal of preparing community college graduates for a global workforce is critically important.

Internationalization

Just as community college mission(s) shift and evolve, so too does the concept of internationalization. The term “internationalization” is found in commerce, government, and other arenas, but institutional internationalization is, according to Ellingboe, a “process of integrating an international perspective into a college....,” an “ongoing, future-orientated, multidimensional, interdisciplinary, leadership-driven vision involving 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” (1998, p.199). This conceptualization is common, but is just one of many. In fact, the sheer volume of characterizations related to internationalization and similar concepts prompts entire articles to be written on the subject of terminology and classification (Knight, 2004; Whitsed & Green, 2013).

It is important to point out that internationalization is not a static goal that, once achieved, is complete and can be celebrated with a ribbon-cutting ceremony; rather, as the idea above indicates, it is a process that differs from institution to institution. Hudzik (2011) notes that there are many models of internationalization; he attempted to capture the breadth of the main components in one expansive description of comprehensive internationalization. Prior to his work in 2011, other scholars such as Knight (1994, 2003) and Ellingboe (1996, 1998) developed their own depictions of internationalization. Knight (1994) initially came up with a simple description: the “process of integrating an international and intercultural dimension into the teaching, research, and service functions of the institution” (1994, p. 7) but later amended it to read “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p. 2). Adding “purpose” and “delivery” was perhaps the foundation for including the mission and outcomes in later conceptualizations. Ellingboe (1998), also captured the idea that internationalization is a process and added “ongoing, future-oriented, multidimensional, interdisciplinary, (and) leadership-driven” (p. 199) to the characterization. Hudzik (2011) and Paige and Mestenhauser (1999) also include leadership as a component in the internationalization process. In addition to Hudzik’s outline of comprehensive internationalization, the ACE explanation of 2012 broadened the concept even further by including “strategic”, “coordinated” and “align and integrate” into the verbiage.

The current discussion about conceptualizations and descriptions, going on since at least 1984 (Knight, 2004, p 8), is about whether new names and terms are truly needed

to describe what is a new phenomenon or if they are essentially different names for the same thing. de Wit questions the motivation behind new labels (such as comprehensive, holistic, integrated, and deep internationalization) and wonders if internationalization is “suffering from an identity or midlife crisis” (2011a). He concludes that the plethora of new labels is nothing more than tautology, and decries what he sees as a “trend to move from substance to form and to devalue the notion of internationalization”(2011a) Knight also asked, “can we focus on values and not only on definitions?” (de Wit, 2011a).

Whitsed and Green disagree with de Wit on one point, writing that relabeling internationalization is not necessarily tautological but could be due to “changes in understandings, activities, dispositions, and rationales across the higher education sector” (p. 1), although they agree with him that there is little to differentiate Knight’s 2004 characterization of internationalization and Hudzik’s in 2011. Knight questioned, back in 2004, whether there was a slight move away from social and cultural motivations for internationalization to economic and commercial drivers (Knight, 2004, p.29) which might be a legitimate rationale for new labeling.

The fact that the concept of internationalization in higher education has no clear and universally accepted characterization is problematic for several reasons, not least of which is that there will not be a common understanding of what it is, making it difficult to discuss in any forum, advocate for it on campus, in the community, or with legislators and policymakers. An important step in the process of internationalization at any institution is that leaders establish at the outset how internationalization will be understood in their particular setting. An ambiguous universal characterization of

internationalization can be a negative for the reasons stated above, but may also be viewed as an opportunity for individual institutions to innovate and use creative implementation of new initiatives that will still fit within the vagueness of the concept of internationalization. The understanding of internationalization, although imprecise, comes into a bit more focus when looking at the generally-accepted dimensions of internationalization, the strategies for achieving it (however it is understood), and the methods used for measuring success.

Dimensions, Goals, and Measurements

Dimensions. Internationalization, as outlined by Ellingboe and Hudzik, includes a wide array of components which may be combined in a variety of ways to constitute internationalization in a particular higher education setting. The dimensions of internationalization may be identified singularly or within frameworks designed to provide a holistic approach to comprehensive internationalization. Internationalization is also framed by envisioned goals and outcomes, such as the elusive “global competency”.

Common dimensions of internationalization include what ACE identified as the six target areas for the *Mapping Internationalization* series: articulated institutional commitment; administrative structure and staffing; curriculum, co-curriculum, and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships (ACE, 2012). Within those broad categories are dozens of related activities and concepts such as processes for hiring and tenure, international student recruitment, and opening international branch campuses, to name just three. Each dimension of internationalization may stand alone, but, one argument goes, it should not. Mestenhauser

(1998) first proposed a systems approach, arguing that piecemeal pursuit of singular initiatives within the existing higher education framework would not achieve a goal of broad internationalization. He criticized the method *du jour*, “infusion”, which involves inserting international content “randomly selected and drawn from mainstream-defining disciplines” (Mestenhauser, 1998, p. 21). He goes on, “(i)f a sufficient number of courses are enriched with international content of some kind, the assumption goes, the cumulative effect will be an impressive international education...” (Mestenhauser, 1998, p. 17). He clearly disagrees and goes on to make the case for broad institutional transformation for internationalization, a proposal that has not yet been widely pursued at U.S. higher education institutions as of this writing. Many agree with Mestenhauser (Green, 2002; Olsen, Green & Hill, 2005) while other supporters of internationalization may believe it is important to do what can be done within the existing structure to add international components to the education being delivered, in whatever way possible, rather than press or hope for transformational change. Higher education tends more toward the incremental approach to change initiatives, so transformational change may require significant motivation.

Goals. The goals of internationalization are, like the concepts, variable. There are institutional goals, and learning outcomes, and both are generally accepted ways to measure success of internationalization, although in recent years, the learning outcomes have superseded the mere counting of seat time or course offerings that are common institutional measurements. The overall goal is to provide the necessary programming and curriculum for students to develop the knowledge, attitudes, and skills to achieve

global understanding. Olsen, Green and Hill (2005) outlined proposed learning outcomes by which the success of an institution's internationalization efforts may be measured, and divided them into three categories: knowledge, attitudes, and skills. Others propose similar benchmarks, and these are sufficiently general to be useful guidelines. The challenge is to measure these proposed goals and outcomes.

Knowledge. To judge internationalization, Olsen, Green and Hill (2005) propose a basic body of knowledge that students should possess if, in fact, internationalization is successful. Some of the concepts on the list include knowledge of world geography, along with an awareness of complex world events and issues and how those issues impact the student's environment. Additionally, a basic understanding of history and how it has shaped the present world situation is a minimum indicator of internationalization success, in their view. Foreign language, intercultural communication, and business etiquette are included as fundamental knowledge areas for internationalization.

Attitudes. Student openness to learning and an optimistic approach to new situations, ideas, and viewpoints is an important indicator of successful internationalization, as is student acceptance of uncertainty and strangeness when encountering new things. Cultural understanding and sensitivity are key attitudes, as are empathy and self-awareness (in addition to awareness of others' views). Assessment of attitudes is complicated, and accurate measurement of success in this area is a challenge requiring dedicated effort to achieve.

Skills. The skills Olsen, Green and Hill suggest as markers for internationalization success are technical skills (research skills, critical thinking, etc.) that

allow students to expand their global learning abilities, as well as communication skills (including foreign languages). They emphasize that comparative thinking and creative contemplation, rather than mindless acceptance of information is important for integrating disparate types of information. Finally, coping skills that will allow a student to survive and thrive in new situations are essential indicators of internationalization success (Olsen, Green and Hill, 2005, p. 11).

Measurements. The question of how to measure the knowledge, attitudes and skills is a frequent topic among researchers and practitioners alike. Ellingboe (1998) and Paige (2005) provide performance indicators that measure the breadth of institutional internationalization and Deardorff (2004) focused her dissertation on intercultural competence as an outcome of internationalization, providing a clear framing of some of the more critical questions in a program logic model. She outlines inputs and resources needed for internationalization (interested students, funding, institutional leadership and support) that lead to internationalization activities (faculty involvement, curriculum changes, study abroad, international student and scholar recruitment). Next, there are outputs that result from the activities and that can be measured (number of international students, number of students studying abroad, number of students studying foreign language, number of foreign languages offered). Finally, the outcome of internationalization emerges: the interculturally competent graduate. Unfortunately, this is where the model leaves room for more research: there is no explanation of “interculturally competent” and thus, no way to measure it.

In 2009, a European Association for International Education (EAIE) occasional paper, *Measuring success in internationalization of higher education*, was devoted to the questions about assessment and measurement. The editor, Hans de Wit, spelled out the questions in his introduction, and these, among others, are questions still being addressed today: How do we measure what we do? What do we measure? What indicators do we use for assessment? Benchmarking, best practices, quality review, accreditation, certification, audits or rankings? (de Wit, 2009, p.3)

These are complicated questions that are particularly important in the community college environment where assessment and measurement are *de rigueur*.

Community College Internationalization

The evolution of internationalization at community colleges differs from internationalization at baccalaureate or graduate institutions because of the unique missions, structures, and student body demographics found at community colleges. President Truman hinted at the importance of internationalization at community colleges at the time he rolled out the findings of the commission on higher education:

”Higher Education in our Nation is confronted today with tremendous responsibilities. Colleges and universities are burdened by great overcrowding and a shortage of teachers. Most importantly, however, we are challenged by the need to insure that higher education shall take its proper place in our national effort to strengthen democracy at home and to

improve our understanding of our friends and neighbors everywhere in the world.” (emphasis added) (Truman, 1947).

Despite recognition by the President of the United States, internationalization at community colleges has not advanced much beyond lip service as of 2016. Raby & Valeau (2007) cited King and Fersh (1983) who noted that “international education programs are no longer optional for community colleges, they have become integral” (Raby & Valeau, 2007, p.13). The best quantifiable evidence of internationalization levels at community colleges is captured by the ACE 2005 study, *Measuring Internationalization at Community Colleges*, detailed in chapter 1. To reiterate, of the 233 responses to an institutional survey in 2001, 61 percent of the colleges scored low on a measure of overall internationalization (based on survey questions in the areas of articulated commitment, academic offerings, organizational infrastructure, external funding, institutional investment in faculty, and international students and programs (2005, p. 23), and none scored high.

Raby & Valeau (2007) outline a history of community college internationalization, and their overall tone is more optimistic than the findings of the ACE study. They identify four phases of development starting in 1967 and mention that two colleges adopted an internationalized curriculum in 1974 (Raby & Valeau, 2007, p. 7). The phases they identify are first, the recognition phase (1967-1984) in which two international education consortia for community colleges were established (CCID and the Consortium for International Studies, which has since been absorbed by CCID). Next, they identify 1980-1990 as the expansion and publication phase during which how-to

guides, regional and state consortia, and individual international offices on campus were developed. The augmentation phase was from 1990 to 2000 and from 2000 to 2007 was the institutionalization phase, during which the authors claim there existed an explicit push to include international education in institutional mission statements and state and national education policies (Raby & Valeau, 2007, pp. 6-8). It is true that, since the mid-2000s, the statements of the AACC and individual community colleges have begun to include global and international concepts, but the rest of the (admittedly limited) data does not seem to support Raby & Valeau's claim of an "explicit push" towards internationalization. In fact, in 2011 the AACC established an Associate Vice President position responsible to for international education, but eliminated it in 2014.

A framework and scale of assessment developed by CCID in 2012 for use in community college internationalization provides a basis for community colleges to begin pursuit of internationalization goals and measure progress. It allows institutional leaders to assess their present status, and begin from that point on the continuum, measuring progress in moving ahead with internationalization.

The CCID System for Comprehensive Internationalization includes a framework that was developed to provide sufficient guidance to community college leaders interested in moving internationalization forward at their institution. The framework establishes categories, divided by domain, and includes a scale of assessment. This tool "seeks to establish an institutional profile by providing descriptions of institutional stages of development in broad categories and more specific subcategories. When an institution is finished using the tool it will have a simple profile establishing strengths and

opportunities which can be used to easily establish institutional goals” (CCID, 2012, p. 3). Below is a graphic illustration of the various categories and indicators. Other frameworks for internationalization exist, but this one is the only one targeting community colleges. Industry partnerships and workforce development partnerships are key relationships for community colleges that may not exist at other types of institutions, so the specificity of this framework is particularly useful. The framework outlines the categories and indicators, but it is the process within the framework that community colleges find most helpful.

First, there is a self-study and gap analysis performed by the college leadership team to identify where the college is located (i.e. at what stage of internationalization). The stages of development identified by CCID are the pre-interest phase; the seeking phase, the building phase, the reaching phase, and the innovative phase (Bissonette and Woodin, 2013). The clear description of the stages, and the identified steps for progressing are what make this system unique. For example, the pre-interest phase is the stage where no active institutional internationalization effort is underway. Some easy-to-implement ideas for taking the first steps on the path to internationalization may be provided as ideas, as is a general pathway or menu of actions for advancing to the next stage (the seeking phase, characterized by a small number of disconnected, low-impact activities).

When the framework was introduced, several unique facets increased the probability of success of colleges who undertake the internationalization journey following the CCID process. First, following the self-study and gap analysis, college

Figure 1: Community College Internationalization Categories and Indicators

<p>Leadership and Policy Governance Executive Leadership Mission/Core Values Committee Functions Policies</p>	<p>Organization Structure Strategic Plan Memberships Organization of International Activities Finance Monitoring Internal Communication External Communication</p>
<p>Teaching and Learning Global Competency Stated Learning Outcomes Campus Curriculum World Languages Technology Continuing Education</p>	<p>Organization Personnel Employee Engagement Faculty International Programs Staff</p>
<p>Co-curricular Diversity Initiatives Campus Programs Campus Activities Domestic Advising Delegation/Scholar Support</p>	<p>Study Abroad International Travel Opportunities for Faculty/Staff Faculty/Administration Exchanges Health and Safety Infrastructure Study Abroad Academic Diversity Study Abroad Geographic and Cultural Diversity Student Learning During Study Abroad</p>
<p>International Student Support International Student Recruitment International Student Admissions International Advising English for Speakers of Other Languages Domestic Articulation of International Students International Student Integration</p>	<p>Professional Development Faculty Professional Development Workshops Faculty/Staff</p>
<p>International Development Projects Student- and Faculty-Focused International Development Institution-Focused International Development Community-Focused International Development</p>	<p>Partnerships Industry Partnerships International Articulations Institutional Partnerships Community Partnerships Workforce Development Partnerships</p>

Source: Adapted from Community Colleges for International Development, 2012.
 Used with permission.

leadership teams identified a specific area (not all areas) to improve and then informed CCID. CCID assigned a coach with recognized expertise in that area and brought together a number of colleges that identified the same area for improvement. An improvement cohort was established and meetings, workshops, and other assignments were set up to guide the process. The peer involvement helped with a sense of “you’re not in this alone” and also imbued the group with a feeling of responsibility for moving ahead. Note that prescriptive solutions were not part of the model, and the cohorts were designed to allow for creative problem-solving. Bissonette and Wooden describe the last phase on the continuum, the innovative phase, as when “(p)ervasive and omnipresent global perspectives touch every student, staff member, and faculty member...” (2013, p. 17). The robust CCID system lasted less than 4 years, and despite some early successes, was subsequently transformed into an open source document to serve as a guide, but without any comprehensive support from CCID or the cohort model.

Opportunities and Challenges

Even if internationalization is an explicitly stated goal, which the ACE 2001 study indicated was not yet the case in many colleges, strategies to move community colleges along the internationalization continuum need to be quite different from those used at other types of institutions, for a variety of reasons. A review of a few of the unique influencing characteristics of community colleges provides the rationale for a specific examination of community colleges’ internationalization rather than a review of higher

education internationalization in general, when seeking to understand the process in a community college setting.

Distinctive facets of community colleges include the existence of multiple missions, unique student demographics, disparate college locations, and numerous diverse stakeholder groups. In addition, varied community characteristics such as stricter visa policies after September 11, 2001, U.S. consular officers' occasional perception of community colleges as inappropriate options for international students, and the divergent conceptualizations of internationalization itself contribute to the need for differentiated strategies for community colleges to internationalize.

The ever-evolving mission of the community college, with broad and sometimes incongruent goals, may be an opportunity or a barrier to comprehensive internationalization.

“Community colleges’ multiple missions make it difficult to comprehend the institutions in their totality, and they also challenge the institutions’ overall effectiveness. A review of the research on these institutions suggests that despite many decades of effort, few synergies have emerged between colleges’ key domains of developmental education, vocational training, and transfer for baccalaureate attainment” (Pusser & Levin, 2009, p.17).

A lack of synergies in the key domains is a strong indicator of potential problems for the introduction and integration of a new or rising domain (i.e. internationalization).

The historical expansion of the community college mission, however, may prove to be a

positive factor for internationalization since embracing new domains is not uncommon and is often viewed as an effective and nimble response to changing environments.

Against the backdrop outlined above, it is not hard to see how internationalization, even for an eager college leadership team, poses challenges for community college administrators and faculty. For example, traditional semester- or year-long study abroad programs will not be optimal for this population of working students with families; new and creative ideas will be required.

In addition to a broad mission and distinctive student demographic, community college locations influence and shape patterns of thinking and acting. Fifteen percent of all community colleges are located in rural areas or small towns, and another 36 percent are in or near only a large town or mid-sized city (AACC, 2013d). With over half of U.S. community colleges located far from large urban centers, the global exposure and international involvement of both the student body and surrounding populations are likely more limited than that of a more urban citizenry. One study of internationalization at U.S. community colleges using the ACE data highlighted that the lowest overall mean score for internationalization was measured for rural community colleges and that it was significantly different from both urban or suburban community colleges, and a meaningful percentage (15%) was attributable to the setting itself (Harder, 2011, p. 157).

A lack of experience and understanding makes the public relations aspects of internationalization more difficult. Public community colleges are funded in part by local taxes, so the question “why should the college engage in international education when there are a lot of local needs?” may be asked by locally selected or elected board

members and members of the public. There are strong, rational answers to that and other pertinent questions, but the continued effort necessary to defend internationalization could be a deterrent to its pursuit, particularly since there are numerous competing priorities for campus leaders.

The amorphous concept of internationalization itself is another possible challenge to its realization at community colleges. There is no agreed-upon conceptualization of, and route to internationalization. Current understanding of internationalization is broadly categorical and useful for allowing individualization of effort by institutions, but not prescriptive enough to give direction to those less experienced campus leaders looking for detailed guidance. Achieving what is also not specifically identified (there is no “how-to” manual with numbered steps for internationalization, regardless of the CCID general framework) may require more effort than institutional leaders are willing to exert.

Despite the challenges of diffuse missions, diverse and non-traditional student bodies, rural locales, and an opaque concept of internationalization, many community college presidents have seized on the opportunities that internationalization brings. Some U.S. community colleges are fully engaged in internationalization (Green River Community College in Washington; Kirkwood Community College in Iowa, and Kapi’olani Community College in Hawai’i, to name just three) and although the internationalization methods that the leadership of these colleges pursues differ and are tailored to the local situation, each has been successful. Green River Community College administrators, for example, capitalize on a west coast location with direct flights to Asia by carefully cultivating articulation agreements with respected four-year institutions in

the United States and recruiting students heavily in East Asia. In 2012, Green River had 1,407 international students, the tenth highest number among U.S. community colleges (Institute of International Education [IIE], 2001-2012). Internationalization at community colleges is not impossible, but creative strategies are required.

Public financial support (state assistance, taxes) for community colleges has been shrinking (Kingkade, 2012), leading some to look toward more privatization of the public community college. The decline in state aid may be an opportunity for increased internationalization, since corporate supporters may be more likely than the community colleges to be operating in the international economy already and may be seeking partner institutions with the ability to address the business's global as well as local training needs.

Many community college presidents' and senior academic officers' interests in internationalization are growing, as evidenced by the ACE 2012 report showing trends in internationalization from 2001 to 2011. The 2012 report, a follow-up to the ACE surveys done in 2001 and 2005, is useful for seeing comparative statistics over the ten-year period. Two hundred, thirty-nine responses from associate's-degree-granting institutions in 2011 show that 50 percent of respondents believe internationalization has accelerated on their campus in recent years (ACE, 2012, p.6). Changes from 2006 to 2011 surveys include the following statistics showing dimensions of internationalization gaining ground somewhat at community colleges. The percentage of community colleges with campus-wide internationalization plans in 2006 was 16 percent, and in 2011 was 21 percent (ACE, 2012, p.1). The percentage of colleges that underwent formal

internationalization assessments in 2001 was 20 percent and in 2011 was 25 percent (ACE, 2012, p.8). A new survey was done in 2016, but the results are not yet available.

The growth in interest and engagement is a positive trend, but the majority of the nearly 1,000 public community colleges in the United States still have no cohesive strategy for implementing international education components into the curriculum, the campus, or the lives of students if the ACE surveys are to be believed.

Globalization and the continuing interconnectedness in the world make it unlikely that companies or individuals will revert to an isolationist stance, since current technology allows for free exchange of goods, services and ideas. Future technologies will likely make such exchanges even more open, easier and quicker. The changing world economy requires community college leadership teams to envision and implement adaptive strategies for meeting future, not just current, requirements of students to address local, state, national, and global community needs.

Summary

Despite the general agreement on the necessity of comprehensive internationalization of higher education in the U.S., many leaders of community colleges are not yet fully embracing the idea (ACE, 2012; Raby & Valeau, 2007), leaving researchers and practitioners wondering what accounts for the apparent disconnection.

There are gaps in the literature as it relates to internationalization of the community college. There are numerous articles outlining various issues, but there are few research-based articles or publications. Chen (2008), explored dissertations from 2002-2007 and discovered that of 368,039 total dissertations during that time, only 29

addressed any aspect of internationalization at community colleges. Quantitative data are noticeably sparse, with the ACE data the most available and useful. There is no research specific to community colleges on the topic of internationalization in terms of why it either gains ground and expands, or is not occurring at all, despite widespread acknowledgement of its importance by most educators and administrators. There is a definite need for more research on the overall topic of community college internationalization.

The literature suggests more research is particularly needed in three areas: opportunities and challenges to internationalization at community colleges; unique factors influencing internationalization at community colleges; and measurement and assessment of internationalization at community colleges. The questions that align with the three topic areas provide a wide range of options for further research.

Opportunities and challenges. Some lines of inquiry might involve the perceptions of various stakeholder groups about key opportunities and challenges to internationalization and the actions different stakeholders take to approach the perceived opportunities and challenges. In this way, strategies that work (or do not work) may be identified and shared broadly with other researchers and practitioners. Possible research questions:

- What do specific stakeholder groups believe are key opportunities and challenges to internationalization?
- In what ways do these stakeholder groups address perceived opportunities and challenges? What actions do they take?

- Are there strategies for addressing opportunities (or challenges) of internationalization at community colleges that are successful?

Unique factors that influence community college internationalization. Several unique facets of community colleges, as compared to other institutional types, may have an influence on the success or failure of internationalization efforts. Research focusing on the impact of one or more of these factors will inform the field and give leaders additional tools for understanding why some colleges are farther along the internationalization continuum than others. If there is a factor present in all successful internationalizing community colleges that explains success, many leaders might be interested in cultivating it. Similarly, if there is a common challenge to community college internationalization, that information would also prove useful. Specific questions that could be asked are:

- Are there any unique features of community colleges that are causally related to internationalization?
- How do community college student demographics affect internationalization efforts?
- Does the geographic location of a community college affect internationalization efforts? In what way?

Measurement and assessment. Measurement and assessment of internationalization at community colleges is an important topic about which very little has been written. Research that addresses the various methodologies for assessment, and

compares community college tools to those of other institutional types would be valuable.

Potential research questions could be:

- How do community colleges measure internationalization?
- Do community colleges assess internationalization efforts differently than other higher education institutions?
- What are the indicators used for assessment of internationalization at community colleges?

Research designed to understand why internationalization is either happening or not happening at community colleges can be approached from many angles. One strategy is to explore the perceptions of the presidents of community colleges on the various dimensions of internationalization. Presidents at community colleges may have more influence over strategic planning and initiative implementation than their counterparts at other institutional types, due to the administrative structure and staffing at community colleges. Shared governance is not as complicated at community colleges as at other institutions because a significant number of faculty at community colleges are adjunct faculty and thus less involved in decision-making than fulltime, represented faculty would be. As the ACE 2012 study illustrated, there is a perception that community college presidents are the single most influential factor in moving internationalization initiatives forward, so it follows that the views of community college presidents on the desirability and feasibility of internationalization actions will provide useful data for understanding the situation, and potentially identify strategies to address both opportunities or challenges that could be useful at other institutions.

Chapter 3

Conceptual Framework and Methods

The goals of this study are to examine perceptions of community college presidents on specific internationalization actions and to analyze relationships between those perceptions and the personal characteristics of the presidents as well as the institutional characteristics of the colleges. Each community college's internationalization activities relate to one or more internationalization actions, depending on the institutional strategic plan for internationalization, and vary from institution to institution.

The results of this study may provide information as a partial explanation for the disconnection between community college presidents' oft-stated acknowledgment of the importance of internationalization and the lack of community college internationalization at a high level (ACE, 2012).

This research contributes to the literature on internationalization at community colleges by focusing on the views of the president, perceived as one of the most powerful influences on community college strategic planning and action for internationalization (ACE, 2012). As one of the primary influences on internationalization strategic plans and related activities, the community college president's views on internationalization actions deserve attention, along with an examination and analysis of factors that may contribute to those views. The research question guiding this study is: *How are internationalization actions taken at a community college, as well as internationalization actions that are*

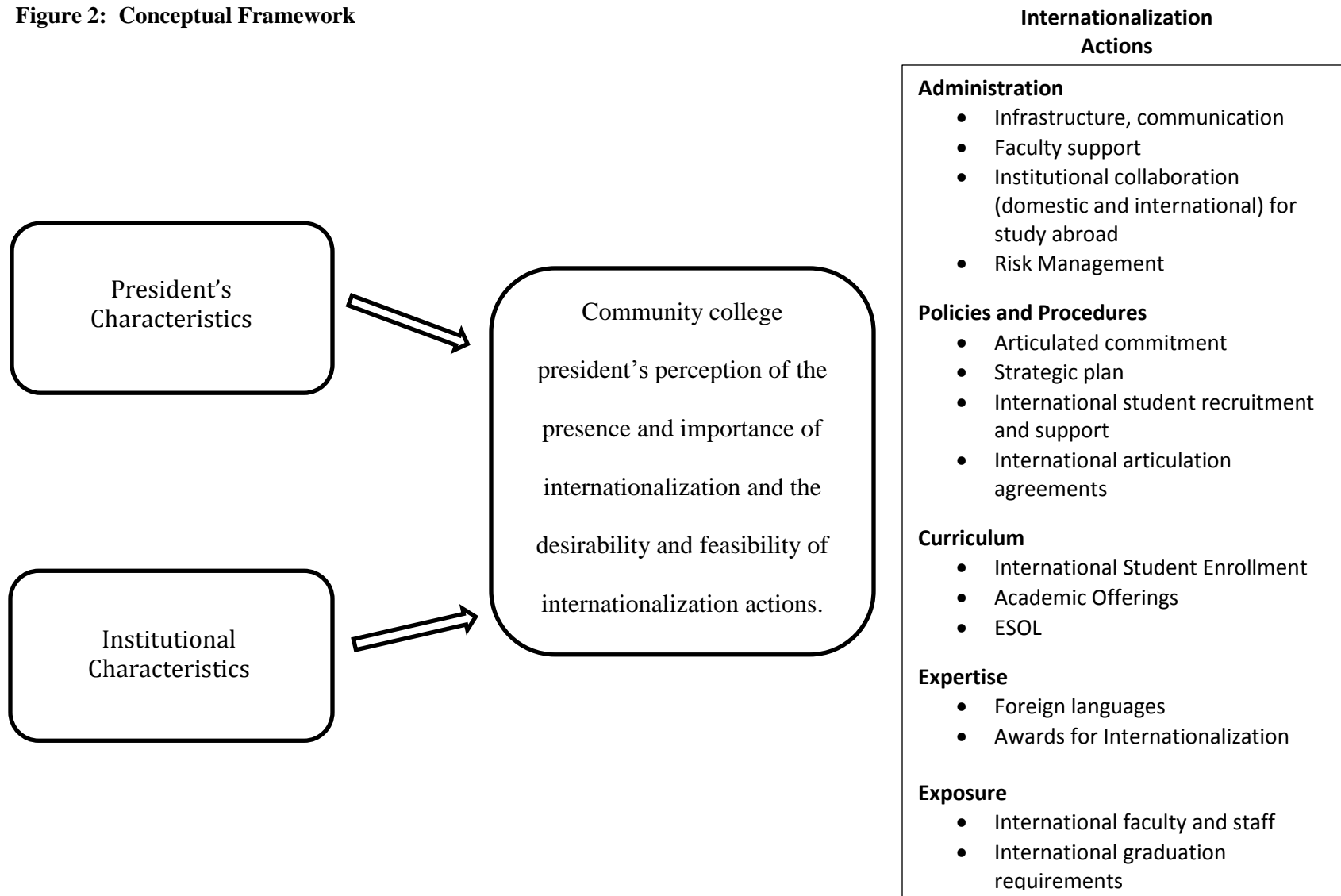
viewed as desirable and feasible by the college's president, related to characteristics of the president and the institution?"

This study examines which personal characteristics of the president and which characteristics of the institution are statistically related to the views of the president on internationalization actions and thus may affect overall internationalization at a community college. There are other influences on the pursuit of internationalization at a college, but the president, as a significant authority in strategic decision-making, merits particular attention.

Conceptual Framework

The conceptual framework below (see Figure 2) identifies the internationalization actions on which this study is based, and illustrates two of the factors that may affect the president's perceptions of those internationalization actions. The purpose of this analysis is to explore similarities and differences between community college presidents' perceptions of internationalization actions at different institutions and the characteristics of the presidents and the colleges themselves. The goal is to ascertain which of the variables are statistically related to community college presidents' perceptions, and which characteristics have the strongest associations with those perceptions. Determining which combinations of variables have particularly strong effects on a president's perceptions positively or negatively will inform college presidents, board members, and other leaders

Figure 2: Conceptual Framework



seeking to understand opportunities for or barriers to internationalization at a community college.

The conceptual framework of this study represents a synthesis of material from the American Council on Education's (ACE) *Mapping Internationalization on U.S. Campuses* series (2001, 2006, and 2011); the ACE *Measuring Internationalization at Community Colleges* (2005); and the CCID System of Comprehensive Internationalization, developed by the Community Colleges for International Development (CCID) consortium in 2012.

There are other internationalization frameworks, designed by Ellingboe, Paige, and others, but the CCID framework, in particular, provides a relevant foundation for a specific look at community college internationalization. Studies on internationalization at universities and other four-year or research institutions yield information about perceptions and actions of faculty, administrators, presidents, and others related to various aspects of internationalization. Very little has been written about community college internationalization, however, or the perceptions and actions of college leaders and decision-makers at this specific institutional type.

The dimensions of internationalization are numerous, and different scholars and international education practitioners organize and conceptualize them in a variety of ways, but the specific actions or target areas outlined by ACE and CCID are very similar and provide a solid foundation on which to base this research. The internationalization categories used in this study are a blend of the six ACE target areas that form the ACE Model for Comprehensive Internationalization outlined in the 2012 report of the ACE *Mapping Internationalization on U.S. Campuses* series, and nine of 10 overarching

internationalization categories in the Framework for Internationalization offered by CCID (Community Colleges for International Development, 2012).

The ACE dimensions of internationalization evolved over the years from 2001 to 2012. In 2005, ACE issued the *Measuring Internationalization at Community Colleges* report that re-examined the 2001 data from the ACE survey of college and university presidents and framed it through the lens of a new “internationalization index” (American Council on Education, 2005). The dimensions of that index are in the column on the left in Figure 3.

In 2012, the ACE *Mapping internationalization on U.S. campuses: 2012 edition* report included a shift to a focus on comprehensive internationalization with a statement that, “(a)lthough internationalization has been part of the higher education discourse for decades, the circumstances and demands of the current era require a deeper commitment on the part of institutions, and a far-reaching scope of action.” (ACE, 2012, p. 3). In that vein, the next section of the 2012 report is the ACE Model for Comprehensive Internationalization, which includes “six interconnected target areas for initiatives, policies and programs” (ACE, 2012, p. 4) which are those shown in the middle column in Figure 3. The ACE shift to a focus on comprehensive internationalization, judged by a comparison of the 2005 and the 2012 categories, involved an expansion or broadening of the ideas behind each of the cited dimensions. For example, 2005’s *academic offerings* became 2012’s *curriculum, co-curriculum and learning outcomes* and the 2005 *organizational infrastructure* became a broader *administrative structure and staffing*. Of note is that the 2005 category, *external funding*, did not appear in 2012, although an entirely new category, *collaboration and partnerships*, was added.

Figure 3: ACE and CCID Internationalization Frameworks

<u>2005 ACE Dimensions of Internationalization</u>	<u>2012 ACE Model for Comprehensive Internationalization</u>	<u>2013 CCID Categories of Comprehensive Internationalization</u>
<ul style="list-style-type: none"> • Articulated commitment • Academic offerings • Organizational infrastructure • External funding • Institutional investment in faculty • International students and student programs 	<ul style="list-style-type: none"> • Articulated institutional commitment • Administrative structure and staffing • Curriculum, co-curriculum, and learning outcomes • Faculty policies and practices • Student mobility • Collaboration and partnerships 	<ul style="list-style-type: none"> • Leadership and Policy • Organization Structure • Organization Personnel • Teaching and Learning • Co-Curricular • International Student Support • Study Abroad • Professional Development • Partnerships • International Development Projects

While ACE has six target areas for comprehensive internationalization, the CCID Framework for Comprehensive Internationalization organizes components of internationalization into 10 broad categories, noted on the right in Figure 3. The categories of internationalization presented by ACE and CCID are quite similar, but are named and grouped slightly differently. For example, ACE sets “articulated institutional commitment” as one of the six target areas, but the CCID categories “Leadership and

Policy” and “Organization Structure” include the concepts of international education being represented in the mission statement and the strategic plan, respectively.

Additionally, ACE captures both study abroad and international student programming in one target area, “student mobility”, but CCID separates them into two distinct categories. I reviewed the two models, conducted a comparison of the elements of each, and combined the similar concepts into a blended conceptual framework consisting of five categories, within which are the more specific internationalization actions I used in this research. The resulting five elements are shown in the Conceptual Framework, Figure 1.

The five internationalization categories are community college administration, policies and procedures, curriculum, expertise, and exposure. Each of the five categories comprises several internationalization actions. For example, the policies and procedures category includes articulated commitment, strategic plan, international student recruitment and support, and international articulation agreements as individual items. The individual actions are representative of the range of specific actions or activities occurring in internationalization, based on reviewed research. The specific grouping of the actions into these categories is the result of a factor analysis of the survey data, discussed in Chapter 4 in table 6.

The CCID framework delineates international development projects as one of the 10 CCID categories. I chose not to include international development because development projects are indicative of institutions that are beyond introductory efforts toward internationalization, since they involve funding activities outside the United States and require significant commitment to internationalization.

In this study, internationalization variables, as shown in the conceptual framework, are considered in four ways. The first is internationalization actions that colleges have taken or are in the process of taking. These actions are matters of fact, and are evidence of the presence of internationalization at an institution. The second and third ways the variables are considered are desirability and feasibility of internationalization actions that institutions have not yet taken, as perceived by college presidents. These considerations may shed light on reasons why certain internationalization actions are not occurring with more frequency at community colleges. Asking about both desirability and feasibility will give more detailed information about the reasons an action is not being taken so that greater understanding may follow. The fourth way the internationalization variables are considered is in the overall importance given to internationalization by the college president. The variables are considered in aggregate, as a general concept, and the level of importance of internationalization overall may also shed light on the thinking behind the value of internationalization actions.

Characteristics of the President and the Institution

For purposes of this study, the variables I examine as likely key influences on presidential perception of internationalization actions are grouped into two categories: personal characteristics of the president and characteristics of the institution.

An individual community college president brings all of his or her personal characteristics and life experiences to the role, and, upon assuming the presidency, is operating in an environment influenced by the college setting, history, college operational

mores and values, as well as any previous or current institutional initiatives. All of these factors affect the president's perceptions of the college and its activities, including internationalization actions.

The characteristics of the president are likely related to the presidents' perceptions of internationalization. Since the early 1990s, George Vaughan and Iris Weisman have been examining the community college presidency and writing about their research results. Their 1997 exploration of selected characteristics of community college presidents and trustees involved a survey based on certain characteristics, some of which I use in this study. As with many surveys, Vaughan and Weisman included race, gender, and age, so this study also uses those standard personal identifiers.

Educational level is an important personal characteristic, particularly in higher education. Community college presidents usually, but not always, attain a terminal degree (Amey & VanDerLinden, 2002). According to Weisman and Vaughan, in 2006, 88.4% of presidents had a Ph.D. or Ed.D. (2007). The question of whether the level of education is related to one's perceptions of internationalization actions has not yet been addressed.

Similarly, years of experience as a college president may have an impact on perceptions as experience is gained. Exploring this variable sheds light, for example, on whether a president with no international experience is more likely to perceive internationalization as a desirable goal if he or she has been a longer term president than a president with a similar lack of international experience, but less presidential experience.

A college president's employment background may also be connected to views on internationalization, since the corporate world is, by virtue of globalization, strongly impacted by the movements of markets, supply and demand, and the global price of oil.

A president who comes from a primarily corporate background may view internationalization differently than one who has a primarily academic employment history due in part to more exposure.

Foreign language ability is a strong indicator of interest in international interactions. It indicates either that one has a family with recent roots outside the United States, or that one took the time to learn another language. In either case, such individuals may recognize internationalization in their lives and may see it as important in education at the college where they serve. This study sheds light on foreign language proficiency's influence on a president's perception of internationalization actions.

Study-abroad experience may be much the same as foreign language ability: if one took the time to study abroad, one may have an interest in internationalization. Internationalization actions may thus be of interest and the perceptions of a president with study-abroad experience may be more positive about internationalization actions in general.

Turning to characteristics of the president's institution, we may hypothesize that urban colleges are more likely to be internationalized than those in more rural settings. The membership of CCID challenges that notion, however, as there are many rural colleges that are actively and successfully engaged in internationalization (Kirkwood Community College in Cedar Rapids, Iowa, is just one example.) It may be that the personal characteristics of the president account for that phenomenon, so the examination of those characteristics provides useful information about the importance of careful consideration of multiple factors.

The characteristics of an institution related to a president's perceptions of internationalization actions examined here are setting (urban, large city; urban, mid-size city; suburban; or rural); size (number of employees, number of students, percentage of students who are international); partnerships (domestic and foreign articulation agreements); and financial situation (budget, reserves, and enrollment levels versus capacity). Each of these characteristics likely affects the direction and leadership of the college. This study explores the institutional characteristics and personal presidential characteristics that relate to perceptions of internationalization actions.

Methods

In 2014 there were 1,108 community colleges in the United States (982 public, 90 independent, 36 tribal) located across all 50 states (AACC, 2016b). Community colleges are primarily two-year, associate-degree-granting institutions, but they also typically offer a wide variety of other services such as remedial education, technical degrees and certificates, workforce training, alternative high school options, English as a second language, and some four-year degrees. Community colleges serve over 10 million students each year (12.3 million in 2014), 46 percent of all U.S. undergraduate students. The characteristics of the colleges such as location, population (size and other demographics), and financial condition, among other factors, vary greatly. This study employs data from presidents at AACC-member, public community colleges across the country as of February 2016.

Measures of Variables

The dependent variable in this study is internationalization. It is operationalized in four ways: internationalization actions taken, internationalization actions viewed as desirable, internationalization actions viewed as feasible, and perceived importance of internationalization. The 23 internationalization actions (Table 1) are the same for each of the surveyed categories (actions taken, actions viewed as desirable and actions viewed as feasible) and included in the survey with a brief explanation on how internationalization is viewed for this research: “In the next set of items, we use internationalization to refer to international activities and initiatives in any of the following categories: Student mobility (study abroad, international student recruitment, international internships), Teaching and Learning, Faculty Development (global activities), and Organization (international planning and funding priorities. Institutions vary widely on the extent of their internationalization. Presidents also differ in their views of which steps toward internationalization are desirable or feasible at their institution.”

The first internationalization action question was, “At your college, which of the following steps have been taken or are being taken?” The 23 internationalization appeared, listed together in a column, with a box next to each item to check if the answer is “yes”, that is, the institution took or is taking the internationalization step. If the respondent checked yes, no further questions about that item were asked. For any of the 23 action items that were **not** checked, however, skip logic was used to group those unchecked items together in a column and presented to the respondent again, together in one list, with two boxes next to each internationalization item, and an additional two-

Table 1: Variables and Measures

Categories of InternationalizationMeasure (Survey Item)**Administration**

Establish a campus-wide committee to guide and promote campus internationalization. Communicate internationalization activities and opportunities broadly on campus.

Establish systems to support study abroad (such as internships or learning opportunities abroad).

Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).

Support development of faculty members' global competencies through training, conference participation or other opportunities.

Provide support for faculty to engage in activities related to internationalization.

Partner with other institutions or organizations to increase study abroad opportunities.

Policies and Procedures

Specify internationalization as a priority in the institutional mission/vision.

Include internationalization in the strategic plan.

Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).

Table 1: Variables and Measures (continued)

Policies and Procedures (continued)

Actively recruit international students.

Staff a center that supports international students.

Offer scholarships or other financial support for international students.

Partner with other organizations to recruit international students.

Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.

Curriculum

Offer courses with some international content (such as language courses).

Enroll international students.

Offer English for Speakers of other languages (ESOL).

Expertise

Require foreign language proficiency for graduation.

Offer opportunities for faculty to increase foreign language skills.

Establish awards for internationalization efforts.

Exposure

Hire faculty or staff born outside the U.S.

Require international activities through coursework, culturally diverse service learning or study abroad for graduation.

part question, “From your own perspective as president, are the following steps desirable at your college? Feasible at your college? Please respond candidly. We are interested in your views as a college president.” The respondent was asked to check the first “yes” box if he or she perceived the step or action is desirable and the second “yes” box if the step or action is perceived as feasible.

The final internationalization question is, “How important do you feel internationalization is to your institution?” The four answer choices are: very important (3), somewhat important (2), not very important (1), and unimportant (0). The importance question came after respondents became familiar with the concepts of internationalization as included in this study.

The independent variables in the study fall into two categories: characteristics of the president, and characteristics of the institution. There are 12 presidential-characteristics questions that appeared in the survey in the following order: “For how many years have you served as president at your current institution?” and “For how many years have you served as college president at any institution, including your current appointment?” These two questions asked for numeric answers written in by the respondent. The next three questions were, “What is your gender?” with response choices: male (1), female (2), and other/prefer not to say (3); “What is your age?” with write-in numeric answers; and “What is your country of origin?” with answer choices U.S. (1) and other (2). Note that country of origin was not included in the final analysis as 94.3 percent of respondents were born in the U.S. and the results were highly correlated with other variables.

Ethnicity was measured with the question, “What is your ethnicity? (Please check all that apply)” Answers were African American, American Indian/Alaskan Native, Asian/Pacific Islander, Caucasian, Hispanic/Latino, other/please specify. Each checked ethnicity was given a (1) for yes. Those that checked multiple races were counted in the group that had the fewest members, to capture their minority status. Degree attainment was measured with the question “Which of the following degrees have you been awarded? (please exclude honorary degrees)” and the options shown were: Bachelors, Masters, EdD, PhD, JD and MD. Each checked answer was given a (1). During analysis, I decided to focus solely on the highest degree attained since nearly all respondents had either an EdD or PhD.

Professional background was measured with the question, “Which of the following most closely represents your professional background?” and the answer choices: primarily academic (1), primarily corporate (2), primarily governmental (3), academic and corporate (4), academic and governmental (5), corporate and governmental (6), and academic, corporate and governmental (7). Foreign language proficiency was captured with the question, “How many languages (other than English) do you speak fluently?” and the numeric answers were written in by the respondents.

Two final presidential characteristics were captured in the following questions: “Approximately how many professional trips have you taken outside the United States?” and “Besides professional trips abroad, approximately how many trips have you taken outside the U.S.?” Each of those questions used write-in numeric answers.

Institutional characteristics were identified with nine survey questions. Five were open-ended, requiring respondents to write in a numeric answer. They were:

“Approximately how many students (FTE) are enrolled in your college (to the nearest 100)?”, “Approximately how many people (FTE) are employed at your college?”, “Approximately what percentage of students at your college are international students?”, “With approximately how many U.S. institutions does your current institution have articulation agreements?”, “With approximately how many institutions in other countries does your current institution have articulation agreements?”

The final institutional characteristics were measured with the following questions and response options: “What is the status of your college’s student enrollment in the current academic year?” with responses, over capacity (1), full capacity (2), or under capacity (3); “What is the status of your college’s budget in the current fiscal year?” with responses, surplus (1), deficit (2), or balanced (3); “What is the status of your college’s financial reserves in the current fiscal year?” with responses, exceeds target (1), meets target (2), or below target; “Which of the following best describes your college’s setting?” with responses, urban, large city (1), urban, mid-size city (2), suburban (3), and rural (4); “Which of the following best described you college’s control type?” with responses, public (1); private, not-for-profit; private, for profit; “In which U.S. state is your main campus located?” with responses in a drop-down menu with the names of all 50 states; respondents selected one. None of the characteristics questions were mandatory.

Data Collection

Data were collected via a web-based, researcher-designed survey delivered by an e-mail link sent to the presidents of all U.S.-member, public community colleges of the

American Association of Community Colleges (AACC). In 2015, AACC membership represented 986 or approximately 88 percent of the 1,123 community colleges in the United States (AACC [fastfactsfactsheet.aspx](#) and Horton, 2015). Since the majority of community colleges in the United States are members of AACC, distribution of the survey to AACC members effectively encompassed the breadth and depth of community colleges in the United States. Community colleges and two-year institutions similar to community colleges located outside the U.S. were not included in this study, nor were private two-year institutions, as they are a small percentage of the total number of community colleges.

Survey Administration

The University of Minnesota Institutional Review Board (IRB) determined that this study is exempt from review and approval to proceed was given on January 14, 2016. The approval letter is shown in Appendix A. The survey was developed with Qualtrics™ software, and set up on a secure server at the University of Minnesota. The survey instrument is presented in Appendix B.

Once IRB approval was received, I visited the AACC webpage to gather the information necessary to disseminate the survey. On the AACC “community college finder” page are links to each of the member colleges. From the data presented there, I developed a spreadsheet of all U.S. public community college member institutions with the street address, website address, name of the president, and his or her e-mail address and phone number. I then visited each institutional website to confirm the name and e-mail address of the president (since the AACC information appeared slightly dated). On

January 29, 2016, I sent the survey link via e-mail to 921 community college presidents (fewer than the 986 AACC member institutions due to exclusion of private institutions and those for which a sitting president's contact information was unavailable). I included a short introduction, information about the purpose of the survey, and a confidentiality statement. There were 48 e-mails returned as undeliverable, and, after further attempts to verify and re-send the e-mail, 24 of those remained undeliverable. The initial number of presidents to which the survey was delivered was thus 897. After a week, on February 5, 2016, I sent a second e-mail to the group of 897 thanking those who had already responded and asking those who had not yet done so to please complete the survey. Six additional addresses were determined to be inaccurate, bringing the number of potential respondents to 891. I sent a third and final e-mail on February 16, 2017, and four of those addresses were non-functional, so the final total of possible respondents is 887. Useable surveys were received from 267 respondents, yielding an overall response rate of $267/887 = 30.1$ percent.

Analytical Approach

Statistical Package for the Social Sciences (SPSSTM) software allows comprehensive data analysis, so I used it to conduct a descriptive analysis on all Likert scale items, to include response distributions, mean scores, and standard deviations and ranges for each item. The demographic items are presented as collated percentages of each response calculated. I also did a regression analysis of the internationalization actions items on each of the final personal and institutional characteristics. I conducted correlation tests to explore the relationships between the independent variables and the

dependent variables as identified in the conceptual framework, identifying any statistically significant correlations.

Some items were highly correlated among the independent variables (the personal and institutional characteristics), so I chose to eliminate some variables in the final analysis. The correlation matrix shown in Appendix C displays all independent variables, which I closely examined for those variables that are very highly correlated (Pearson correlation of greater than .20). For example, age, years as president at the current institution and years as president at any institution were all highly correlated. I chose to use years as president at any institution to capture that aspect of personal experience in the logistic regression analysis. In addition to age and years as president at current institution, other variables that proved highly correlated are personal international trips taken (with professional international trips taken); number of students (with number of employees); and reserves (with budget and enrollment). Potential multicollinearity was resolved by removing one or more variables from each set, as needed.

Summary

The dimensions of internationalization and accompanying actions and activities are represented in the ACE, CCID and blended models, plus or minus a few others that are less commonly mentioned (such as international development project engagement from the CCID framework). Research on higher education internationalization in general has proliferated in recent years, but little attention has been given to community colleges specifically. The role of the president at a community college is generally more powerful

than that of his or her counterpart at a different institutional type in terms of the individual's ability to influence change (Acosta, 2011; ACE, 2012; Levin, 1998; Nevarez, Wood, and Penrose, 2013). Since the community college president has a major influence on strategic direction, his or her perceptions make a difference in setting strategic priorities.

The survey was described in detail, including the chart that clarifies how the independent variables are measured in categories focused on administration, policies and procedures, curriculum, expertise and exposure. Additional sections of the survey captured key demographic information about the president and the institution.

Data collected through the survey is used to answer the primary research question on the perceptions of community college presidents on internationalization actions as desirable or feasible and the impact of personal and institutional characteristics on those perceptions.

Chapter 4

Results

This study examines the question, “*How are the internationalization actions taken at a community college, as well as internationalization actions that are viewed as desirable and feasible by the college’s president, related to characteristics of the president and the institution?*” The findings are based on data collected through a web-based survey e-mailed to U.S. community college presidents at public two-year member institutions of the American Association of Community Colleges (AACC) in February 2016.

This chapter includes a presentation of the respondents’ personal characteristics, the characteristics of the respondents’ institutions, and relationships between those characteristics and internationalization actions. I conducted a factor analysis of 23 internationalization actions to combine them into groups of related actions, resulting in five categories: administration; policies and procedures; curriculum; expertise; and exposure. Regression analyses were then used to illustrate how each of the personal and institutional characteristics are related to the internationalization actions taken, as well as those not taken but viewed as desirable and feasible. The analysis also reveals the respondent’s perception of the level of importance of internationalization at their institution, and relationships between that perception and the president’s and institution’s characteristics. The data represent information from 267 total respondents. The chapter concludes with a summary of results.

Characteristics of Respondents

The distribution of personal characteristics of respondents is presented in Table 2. Nearly two-thirds (64.5 percent) of responding presidents are male, the average age of respondents is 58.64, and 82.4 percent are Caucasian. Average overall tenure as a community college president is eight years, including an average of 6.18 years at the current institution. Ninety-four point 3 percent of respondents were born in the U.S., and of those with doctoral degrees, 52.7 percent have a Ph.D. and 47.3 percent have an Ed.D. A primarily academic professional background is the most common background, reported by 69.4 percent of respondents. The number of languages other than English that respondents report they speak fluently averages less than one (.34). This is notable since U.S. census data from 2013 shows that 21 percent of the U.S. population speaks a language other than English at home (Center for Immigration Studies, 2014).

Most respondents did not study abroad as a student, yet 18.7 percent of respondents did study abroad as a student. The overall percentage of U.S. students who studied abroad in 2015 was 1.55 percent, and this percentage has historically been at that approximate level (NAFSA, 2016). Other personal data with a clear international component are the average number of professional international trips taken (3.69), and the average number of non-professional (i.e. personal) international trips (9.45).

Table 2: Characteristics of Respondents

	<u>Percentage of Respondents</u>	<u>Mean (Standard Deviation)</u>
Gender/Sex		
Female	35.5 %	
Male	64.5	
Age		58.64 (7.97)
Race/Ethnicity		
Asian/Pacific Islander	0.8	
African American	8.0	
Caucasian	82.4	
Hispanic/Latino	6.1	
American Indian/Alaskan Native	2.7	
Other		
Years as President at Any Institution		8.03 (7.35)
Years as President at Current Institution		6.18 (5.83)
Country of Origin		
U.S.	94.3	
Other	5.7	
Highest Degree Attained		
EdD	47.3	
PhD	52.7	
Professional Background		
Academic	69.4	
Governmental	0.4	
Academic and Corporate	13.2	
Academic and Government	8.7	
Corporate and Government	0.4	
Academic, Corporate and Government	7.9	
Number of Languages Other than English Spoken Fluently		.34 (.54)
Study Abroad as a Student		
Yes	18.7	
No	81.3	
Number of International Professional Trips		3.69 (5.55)
Number of International Trips – Other		9.45 (10.36)

Table 3: Characteristics of Respondents' Institutions

	<u>Percentage of Respondents</u>	<u>Mean (Standard Deviation)</u>
Setting		
Urban, Large City	12.8 %	
Urban, Mid-Size City	22.6	
Suburban	17.0	
Rural	47.5	
Enrollment		
Under Capacity	85.4	
Full Capacity	13.1	
Over Capacity	1.5	
Budget		
Balanced Budget	63.2	
Budget Surplus	12.3	
Budget Deficit	24.5	
Number of Students		6,692.92 (10,453.09)
Number of Employees		506.60 (569.27)
Percentage of Enrollment that is International Students		2.27 (3.72)
Financial Reserves		
Meets Target	54.8	
Exceeds Target	24.3	
Below Target	20.8	
Number of Domestic Articulation Agreements		30.40 (32.04)
Number of Foreign Articulation Agreements		1.29 (2.95)

Characteristics of Respondents' Institutions

Table 3 presents the distribution of characteristics of respondents' institutions. Forty-seven percent of the respondents' institutions are in a rural setting, and the next largest reported setting was the urban, mid-size city group at 22.6 percent. The majority of institutions represented by the respondents at the time of the survey were operating at a level under the institution's enrollment capacity (85.4 percent of institutions) but had a balanced budget (63.2 percent). The average number of students at respondents' institutions is 6,693 and the average number of employees is 507. The percentage of students that are international students averages 2.27 percent. The majority had reserves that met the institution's target level (54.8 percent). Articulation agreements at respondents' institutions average 30 domestic agreements and 1.29 agreements with foreign institutions.

Table 4 presents the distribution of respondents' institutions by state. No analysis was done on institutional setting by state. Instead, I focus on institutional setting by the size of the local community.

Frequency of Internationalization Actions Taken, Desirable and Feasible

I examined the frequencies of responses to the question of whether a respondent's institution is taking, or has taken, a particular internationalization action. Table 5 displays the percentage of respondents that indicated their institution is taking the action indicated or, if not, the percentage of respondents that see the action as desirable and feasible. The

Table 4: Respondents' Institutions by State

<u>State</u>	<u>Number of Community College Presidents Surveyed</u>	<u>Number of Respondents</u>	<u>Percentage of Respondents</u>
Alabama	23	2	.8
Alaska	4	2	.8
Arizona	22	6	2.4
Arkansas	20	5	2.0
California	93	21	8.4
Colorado	13	1	.4
Connecticut	12	7	2.8
Delaware	3	0	0
Florida	28	9	3.6
Georgia	15	1	.4
Hawaii	7	4	1.6
Idaho	4	2	.8
Illinois	38	10	4.0
Indiana	5	4	1.6
Iowa	17	6	2.4
Kansas	18	6	2.4
Kentucky	17	2	.8
Louisiana	10	1	.4
Maine	7	1	.4
Maryland	16	3	1.2
Massachusetts	17	4	1.6
Michigan	28	14	5.6
Minnesota	25	8	3.2
Mississippi	12	5	2.0
Missouri	18	3	1.2
Montana	11	3	1.2
Nebraska	8	2	.8

Table 4: Respondents' Institutions by State (continued)

<u>State</u>	<u>Number of Community College Presidents Surveyed</u>	<u>Number of Respondents</u>	<u>Percentage of Respondents</u>
Nevada	4	0	0
New Hampshire	6	2	.8
New Jersey	18	4	1.6
New Mexico	16	4	1.6
New York	35	11	4.4
North Carolina	49	17	6.8
North Dakota	6	2	.8
Ohio	25	5	2.0
Oklahoma	12	5	2.0
Oregon	21	3	1.2
Pennsylvania	18	12	4.8
Rhode Island	1	0	0
South Carolina	13	1	.4
South Dakota	3	0	0
Tennessee	13	3	1.2
Texas	66	23	9.2
Utah	3	0	0
Vermont	1	0	0
Virginia	19	6	2.4
Washington	33	9	3.6
West Virginia	9	1	.4
Wisconsin	18	8	3.2
Wyoming	7	2	.8
Total	887	250	100 percent

Note: Not all respondents indicated the institution's state.

Table 5: Percentage of Respondents Who Indicated that Their Institution Has Taken the Internationalization Action Indicated, or, If Not, See the Action as Desirable or Feasible

	<u>Step Taken</u>	<u>Step Not Taken</u>	
		<u>Desirable</u>	<u>Feasible</u>
<u>Administration</u>			
f. Establish a campus-wide committee to guide and promote campus internationalization.	32.2	24.9	24.3
h. Communicate internationalization activities and opportunities broadly on campus.	54.3	8.2	25.4
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	51.7	37.1	20.2
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	29.6	17.6	26.1
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	47.2	31.9	28.4
t. Provide support for faculty to engage in activities related to internationalization.	47.2	17.7	36.2
v. Partner with other institutions or organizations to increase study abroad opportunities.	41.6	12.2	31.4

Table 5: Percentage of Respondents Who Indicated that Their Institution Has Taken the Internationalization Action Indicated, or, If Not, See the Action as Desirable or Feasible (continued)

	<u>Step Taken</u>	<u>Step Not Taken</u>	
		<u>Desirable</u>	<u>Feasible</u>
<u>Policies and Procedures</u>			
b. Specify internationalization as a priority in the institutional mission/vision.	30.7	9.7	23.2
c. Include internationalization in the strategic plan.	43.4	39.1	18.5
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	42.7	28.1	22.2
n. Actively recruit international students.	35.6	12.8	30.8
o. Staff a center that supports international students.	37.5	26.9	22.2
p. Offer scholarships or other financial support for international students.	22.1	25.0	29.8
u. Partner with other organizations to recruit international students.	31.1	20.1	30.4
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	36.3	27.6	31.8

Table 5: Percentage of Respondents Who Indicated that Their Institution Has Taken the Internationalization Action Indicated, or, If Not, See the Action as Desirable or Feasible (continued)

	<u>Step Taken</u>	<u>Step Not Taken</u>	
		<u>Desirable</u>	<u>Feasible</u>
<u>Curriculum</u>			
a. Offer courses with some international content (such as language courses).	85.0	60.0	15.0
d. Enroll international students.	83.1	15.6	28.9
k. Offer English for Speakers of other languages (ESOL).	73.8	31.4	20.0
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	5.6	23.0	15.5
q. Offer opportunities for faculty to increase foreign language skills.	19.1	18.1	20.8
r. Establish awards for internationalization efforts.	7.5	10.9	28.3
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	66.3	21.1	5.6
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	15.0	11.0	27.3

23 internationalization actions in Table 5 are grouped according to the factors in the factor analysis (Table 6), described in the next section.

Six of the 23 actions are being taken at over 50 percent of respondents' institutions, four are taken at less than 20 percent of institutions, and the remaining 13 are being taken at between 22.1 and 47.2 percent of respondents' institutions. The action taken at the highest number of institutions is offering courses with some international content (85 percent). The five other actions being taken at more than 50 percent of respondents' institutions are, in percentage order, enrolling international students (83.1 percent); offering English for speakers of other languages (73.8 percent); hiring faculty or staff born outside the U.S. (66.3 percent); communicating internationalization activities and opportunities broadly on campus (54.3 percent); and establishing systems to support study abroad (51.7 percent).

The four internationalization actions being taken least (at less than 20 percent of respondents' institutions) are: requiring foreign language proficiency for graduation (5.6 percent); establishing awards for internationalization efforts (7.5 percent); requiring international activities through coursework, culturally diverse service learning or study abroad for graduation (15 percent); and offering opportunities for faculty to increase foreign language skills (19.1 percent).

The top three most-taken internationalization actions include the entire set of actions in the curriculum category, while three of the four least-taken actions are in the expertise category. All 15 actions in the administration and policies and procedures categories are being taken by between 22.1 and 54.3 percent of institutions.

It is important to note that the respondent set for the actions taken is distinct from the respondent set for the actions viewed as desirable and feasible, since skip logic was used in the survey. If a respondent indicates that an action is being taken at his or her institution, that respondent is not asked about the desirability or feasibility of that actions. Conversely, if a respondent does not indicate that an action is being taken, he or she is then asked about desirability and feasibility of that action.

At institutions where an internationalization action is not being taken, the action viewed most often as desirable (60 percent) is offering courses with some international content (also the action taken most often). The action viewed least often as desirable (8.2 percent) is communicating internationalization activities and opportunities broadly on campus (the fifth most taken action). Other actions seen most often as desirable by respondents whose institutions are not taking that action are: including internationalization in the college strategic plan (39.1 percent of the 56.6 percent of institutions where the action is not being taken); establishing systems to support study abroad (37.1 percent of the 48.3 percent of institutions where the action is not being taken); supporting development of faculty members' global competency through training, conference participation or other opportunities (31.9 percent of the 52.8 percent where the action is not being taken); and offering English for speakers of other languages (31.4 percent of the 26.2 percent of institutions where the action is not being taken).

In addition to communicating internationalization actions broadly on campus, five other actions are viewed as desirable by less than 15 percent of respondents: specifying internationalization as a priority in the institutional mission (9.7 percent of the 69.3 percent of respondents whose institutions are not taking this action); establishing awards

for internationalization efforts (10.9 percent of the 80 percent of respondents whose institutions are not taking this action); requiring international activities through coursework, culturally diverse service learning or study abroad for graduation (11 percent of the 85 percent of institutions where this action is not taken); partnering with other institutions or organizations to increase study abroad opportunities (12.2 percent of the 58.4 percent of institutions where this action is not taken); and actively recruiting international students (12.8 percent of the 64.4 percent of respondents' institutions where this action is not taken).

The action most often viewed as feasible is providing support for faculty to engage in activities related to internationalization (36.2 percent of the 52.8 percent of institutions where the action is not being taken), while the action viewed as feasible least often (5.6 percent of the 33.6 percent of institutions where the action is not being taken) is hiring faculty or staff outside the U.S. Nineteen of the 23 internationalization actions are viewed as feasible by more than 20% of respondents whose institutions are not taking the action.

Responses to the question, "How important do you feel internationalization is to your institution?" revealed that 34.1 percent of respondents feel that internationalization is very important; 46 percent feel it is somewhat important; 16.8 percent feel it is not very important, and 3.1 percent feel it is unimportant.

Factor Analysis of Internationalization Actions Taken

I ran a factor analysis of the 23 items measuring internationalization actions taken, and grouped the actions into five categories, each comprising related actions, which I titled administration; policies and procedures; curriculum; expertise; and exposure. The results are presented in Table 6. There is a sixth dependent variable (perceived importance of internationalization) which is analyzed separately as a viewpoint (not an action).

The first category, administration, comprises seven related internationalization actions that represent administrative decisions or actions. They are: a) establish a campus-wide committee to guide and promote campus internationalization, b) communicate internationalization activities and opportunities broadly on campus, c) establish systems to support study abroad (such as internships or learning opportunities abroad), d) maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning), e) support development of faculty members' global competencies through training, conference participation or other opportunities, f) provide support for faculty to engage in activities related to internationalization, and g) partner with other institutions or organizations to increase study abroad opportunities. The alpha coefficient of .85 indicates that these seven items are very strongly related to each other.

The second category, policies and procedures, is the largest of the factor groups with eight internationalization actions, and the alpha coefficient for this group is also .85,

Table 6: Factor Analysis of Internationalization Actions Taken

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Administration</u> (alpha = .85)					
f. Establish a campus-wide committee to guide and promote campus internationalization.	.622	.229	-.009	.144	.281
h. Communicate internationalization activities and opportunities broadly on campus.	.679	.230	.116	.070	.268
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	.628	.200	.187	.161	-.127
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	.527	.294	.180	.311	-.057
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	.709	.143	.156	.163	.123
t. Provide support for faculty to engage in activities related to internationalization.	.751	.126	.187	.094	.094
v. Partner with other institutions or organizations to increase study abroad opportunities.	.644	.350	.019	.134	-.049

Table 6: Factor Analysis of Internationalization Actions Taken (continued)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Policies and Procedures</u> (alpha = .85)					
b. Specify internationalization as a priority in the institutional mission/vision.	.394	.578	-.163	-.016	.386
c. Include internationalization in the strategic plan.	.504	.528	-.013	-.046	.258
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	.330	.659	.204	.160	.005
n. Actively recruit international students.	.165	.790	.113	.056	.097
o. Staff a center that supports international students.	.188	.640	.301	.130	.040
p. Offer scholarships or other financial support for international students.	-.048	.436	.217	.426	.020
u. Partner with other organizations to recruit international students.	.313	.606	.161	.122	.071
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	.282	.529	.111	.244	.137

Table 6: Factor Analysis of Internationalization Actions Taken (continued)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Curriculum</u> (alpha = .64)					
a. Offer courses with some international content (such as language courses).	.314	.039	.661	-.016	.165
d. Enroll international students.	.120	.285	.653	.013	.060
k. Offer English for Speakers of other languages (ESOL).	.054	.153	.745	.077	.108
<u>Expertise</u> (alpha = .51)					
i. Require foreign language proficiency for graduation.	.058	.019	-.100	.672	.270
q. Offer opportunities for faculty to increase foreign language skills.	.284	.088	.172	.631	-.061
r. Establish awards for internationalization efforts.	.235	.192	-.021	.629	.044
<u>Exposure</u> (alpha = .31)					
g. Hire faculty or staff born outside the U.S.	.068	.086	.319	.154	.613
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	.114	.128	.088	.060	.690

meaning they too are strongly related. These actions require college policies or procedures in order to occur. The eight actions are: a) specify internationalization as a priority in the institutional mission/vision, b) include internationalization in the strategic plan, c) establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum), d) actively recruit international students, e) staff a center that supports international students, f) offer scholarships or other financial support for international students, g) partner with other organizations to recruit international students, and h) enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activity.

The third category, curriculum, has three actions that are connected to classroom internationalization: a) offer courses with some international content (such as language courses), b) enroll international students, and c) offer English for speakers of other languages (ESOL). These three actions are connected to a significant degree, as evidenced by the alpha coefficient of .64.

The fourth category, expertise, comprises three internationalization actions that involve proficiency or expertise in a particular internationalization arena. The alpha coefficient of .51 confirms that they are reasonably well related. The actions are: a) require foreign language proficiency for graduation, b) offer opportunities for faculty to increase foreign language skills, and c) establish awards for internationalization efforts.

The fifth and final category, exposure, contains two actions that pertain to giving students or faculty contact or experience with internationalization: a) hire faculty or staff born outside the U.S. and b) require international activities through coursework,

culturally diverse service learning or study abroad for graduation. These two items are less closely related than those in the other four factor groups, with an alpha coefficient of .31.

Bivariate Analyses of Internationalization Actions

The independent variables related to internationalization actions **taken** is further analyzed in the next section; however, the desirable and feasible items are displayed here in detail because no multivariate analysis is possible, due to the skip logic used in the survey. The use of skip logic resulted in separate respondent sets for each internationalization item and thus does not allow a multivariate analysis of the desirable and feasible items.

The desirable and feasible internationalization items are presented here in relation to selected characteristics of the respondents, followed by selected characteristics of the institution.

By President's Characteristics

Tables 7, 8 and 9 present a bivariate analysis of internationalization actions in relation to three personal characteristics of the respondents: the length of time a respondent has been president at any institution, the number of foreign languages spoken fluently by the respondent, and the number of professional international trips taken by the respondent.

The first column of Table 7 presents the coefficients of logistic regressions of the internationalization variables on the length of time the respondent has been a president at

Table 7: Coefficients of Bivariate Logistic Regression Analysis of **Internationalization Actions Taken** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken

<u>Administration</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	.054**	.226	.100***
h. Communicate internationalization activities and opportunities broadly on campus.	.023	.148	.092**
l. Establish systems to support study abroad (such as internships or learning opportunities abroad)	.026	.497	.141***
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	.033	.529*	.073**
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	.030	.278	.056*
t. Provide support for faculty to engage in activities related to internationalization.	.018	.064	.071*
v. Partner with other institutions or organizations to increase study abroad opportunities.	.019	.502*	.091**

Table 7: Coefficients of Bivariate Logistic Regression Analysis of **Internationalization Actions Taken** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken (continued)

<u>Policies and Procedures</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
b. Specify internationalization as a priority in the institutional mission/vision.	.036*	.297	.116***
c. Include internationalization in the strategic plan.	.029	.411	.094**
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	.051**	.608*	.102***
n. Actively recruit international students.	.044*	.449	.055*
o. Staff a center that supports international students.	.046**	.650*	.076**
p. Offer scholarships or other financial support for international students.	-.003	.745**	-.003
u. Partner with other organizations to recruit international students.	.027	.402	.068*
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	.057**	.882***	.071**

Table 7: Coefficients of Bivariate Logistic Regression Analysis of **Internationalization Actions Taken** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken (continued)

<u>Curriculum</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
a. Offer courses with some international content (such as language courses).	.089*	.865	.114
d. Enroll international students. .	.021	1.119*	.091
k. Offer English for Speakers of other languages (ESOL)	.030	1.035**	.031
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	.003	1.501**	.050
q. Offer opportunities for faculty to increase foreign language skills.	.036	1.203***	.048
r. Establish awards for internationalization efforts.	.052	.521	.071*
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	.032	.617*	.068*
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	.049*	.242	.028

Significance levels * : p<.05; ** : p<.01; *** : p<.001

any institution. Eight of the 23 internationalization actions differed significantly by the length of time a respondent has been an institutional president. These include: establish a campus-wide committee to guide and promote campus internationalization, specify internationalization as a priority in the institutional mission/vision, establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum), actively recruit international students, staff a center that supports international students, and enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities. All are positive, which means the longer the respondent has been president at any institution, the more likely the current institution is to be taking that action.

Foreign language fluency has a connection with even more internationalization actions taken; 11 of the 23 actions are more likely to be taken at an institution where the president speaks more foreign languages than at an institution where the president speaks fewer foreign languages. Examples include maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning), offer scholarships or other financial support for international students, and offer opportunities for faculty to increase foreign language skills.

The number of international professional trips taken by the respondent has the highest number of internationalization actions with which it has a statistically significant association: 16 of 23 internationalization actions taken, including all seven of the actions in the administration group and seven of eight in the policies and procedures group. The actions include establish systems to support study abroad (such as internships or learning

opportunities abroad), include internationalization in the strategic plan, and establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum). The more professional international trips a respondent takes, the more likely it is that his or her institution is taking those internationalization actions.

Table 8 presents the results of logistic regression analysis of the 23 internationalization actions as **desirable** on the same three personal characteristics as in Table 7, showing whether or not respondents at institutions that have not taken an internationalization action see the action as desirable, by the length of time a respondent has been president at any institution, the number of foreign languages spoken fluently by the respondent, and the number of professional international trips taken by the respondent. Column 1 of Table 8 shows that the longer a respondent has been president at any institution, the less likely it is that he or she will see as desirable enacting articulation agreements with foreign institutions or requiring foreign language proficiency for graduation. This is indicated by the negative coefficients of significance for those two internationalization actions.

Column 2 of Table 8 reveals that the higher the number of foreign languages spoken fluently by a respondent, the higher the likelihood he or she will see some internationalization actions not currently taken at his or her institution as desirable. The two internationalization actions more likely to be seen as desirable by a president who speaks more languages are: supporting development of faculty members' global competencies through training, conference participation or other opportunities and offering opportunities for faculty to increase foreign language skills. Notably, the more

Table 8: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Desirable** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken

<u>Administration</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	-.025	.246	-.005
h. Communicate internationalization activities and opportunities broadly on campus.	-.001	-18.853	-.047
i. Establish systems to support study abroad (such as internships or learning opportunities abroad)	.005	-.525	.038
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	-.043	-.504	.007
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	-.037	.974*	.110*
t. Provide support for faculty to engage in activities related to internationalization.	-.045	.279	.013
v. Partner with other institutions or organizations to increase study abroad opportunities.	.003	-1.071	.026

Table 8: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Desirable** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken (continued)

<u>Policies and Procedures</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
b. Specify internationalization as a priority in the institutional mission/vision.	-.111	-.720	-.118
c. Include internationalization in the strategic plan.	-.026	.442	.172**
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	-.033	-.276	.049
n. Actively recruit international students.	-.031	-.496	-.070
o. Staff a center that supports international students.	-.035	.150	.040
p. Offer scholarships or other financial support for international students.	-.013	-.627	-.084
u. Partner with other organizations to recruit international students.	-.065	-1.514*	.049
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	-.089*	.640	-.006

Table 8: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Desirable** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken (continued)

<u>Curriculum</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
a. Offer courses with some international content (such as language courses).	-.054	-.492	.101
d. Enroll international students. .	.023	.262	-.149
k. Offer English for Speakers of other languages (ESOL)	-.047	-.675	.136)
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	-.071**	.047	-.037
q. Offer opportunities for faculty to increase foreign language skills.	-.018	1.508***	.053
r. Establish awards for internationalization efforts.	-.019	.026	.031
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	-.008	-1.617	-.035
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	.047	.149	.012

Significance levels * : p<.05; ** : p<.01; *** : p<.001

foreign languages a respondent speaks, the less likely he or she is to see partnering with other institutions to recruit international students as desirable, as indicated by the negative coefficient from the analysis. Respondents who take a higher number of professional international trips than other respondents are also more likely to see as desirable supporting development of faculty members' global competencies, as well as including internationalization in the strategic plan (column 3, Table 8).

Table 9 presents the results of a bivariate logistic regression analysis of internationalization actions viewed as **feasible** by respondents at institutions that have not taken an internationalization action, by the same personal characteristics of the president represented in Tables 7 and 8 (the length of time a respondent has been president at any institution, the number of foreign languages spoken fluently by the respondent, and the number of professional international trips taken by the respondent). The results in column 1 reveal that there is no difference in the likelihood that a president will view any of the 23 internationalization actions as feasible differently as a result of the number of years he or she has been president at any institution. Columns two and three show that respondents with a higher number of foreign languages or international professional trips, however, are more likely to view as feasible establishing systems to support study abroad, and requiring international activities through coursework, culturally diverse service learning or study abroad for graduation.

By President's Study Abroad Experience

Tables 10, 11, and 12 present the distribution of internationalization actions by whether or not the respondent studied abroad as a student. Only two of 23

Table 9: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Feasible** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken

<u>Administration</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	-.037	-.134	.060
h. Communicate internationalization activities and opportunities broadly on campus.	.002	.335	.070
l. Establish systems to support study abroad (such as internships or learning opportunities abroad)	-.029	1.266**	.106*
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	-.015	.024	-.027
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	.002	-.776	.080
t. Provide support for faculty to engage in activities related to internationalization.	.003	-.466	.071
v. Partner with other institutions or organizations to increase study abroad opportunities.	-.002	.142	.071

Table 9: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Feasible** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken (continued)

<u>Policies and Procedures</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
b. Specify internationalization as a priority in the institutional mission/vision.	-.015	.438	.083
c. Include internationalization in the strategic plan.	.033	-.240	-.023
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	.031	.085	.071
n. Actively recruit international students.	-.011	-.567	.063
o. Staff a center that supports international students.	-.038	-.586	-.040
p. Offer scholarships or other financial support for international students.	-.023	.168	.001
u. Partner with other organizations to recruit international students.	.021	-.415	-.005
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	.019	-.256	-.011

Table 9: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Feasible** on Respondent's Years as President at Any Institution, Respondent's Number of Foreign Languages Spoken, and Respondent's Number of International Professional Trips Taken (continued)

<u>Curriculum</u>	<u>Years as President at Any Institution</u>	<u>Number of Foreign Languages Spoken</u>	<u>Number of International Professional Trips Taken</u>
a. Offer courses with some international content (such as language courses).	.098	1.139	-.248
d. Enroll international students. .	-.037	-.330	.071
k. Offer English for Speakers of other languages (ESOL).	-.018	-.771	-.037
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	-.013	-.372	.022
q. Offer opportunities for faculty to increase foreign language skills.	-.013	.098	-.012
r. Establish awards for internationalization efforts.	-.028	-.409	.028
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	.064	-.165	.021
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	-.034	.587*	.056*

Significance levels * : p<.05; ** : p<.01; *** : p<.001

internationalization actions taken exhibit a statistically significant relation to study abroad: providing support for faculty to engage in activities related to internationalization (62.5 percent of respondents who studied abroad report their institution is taking this action, while 43.1 percent of respondents who did not study abroad say their institution is taking this action) and partnering with other institutions or organization to increase study abroad opportunities (54.2 percent vs. 37.3 percent) (Table 10).

Presidents at institutions where offering opportunities for faculty to increase foreign language skills is not currently happening indicate it is a **desirable** internationalization action more often if they studied abroad (29.7 percent) than if they did not (15.6 percent). This action is the sole internationalization action for which there is a significant difference in perceived desirability based on whether or not a president studied abroad. (Table 11).

Table 12 presents the percentage of respondents at institutions that have not taken an internationalization action that see the action as **feasible**, differentiated by whether or not the respondent studied abroad. The view of the feasibility of four of 23 internationalization actions differed in a statistically significant way by whether or not the respondent studied abroad, and for three of the four actions, a higher percentage of respondents viewed the action as feasible if they studied abroad than those that did not. Offering courses with some international content is viewed as feasible by 50 percent of those who studied abroad, but by only 11.4 percent of those that did not. Establishing systems to support study abroad is viewed as feasible by 38.1 percent of respondents who studied abroad, while only 17.1 percent of respondents who did not study abroad see the action as feasible. Establishing a campus-wide committee to guide and promote campus

Table 10: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Study Abroad Status

	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Administration</u>			
f. Establish a campus-wide committee to guide and promote campus internationalization.	33.3 %	30.6 %	.134
h. Communicate internationalization activities and opportunities broadly on campus.	64.6	51.2	2.814
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	56.3	49.8	.658
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	35.4	26.3	1.603
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	54.2	44.5	1.468
t. Provide support for faculty to engage in activities related to internationalization.	62.5	43.1	5.925*
v. Partner with other institutions or organizations to increase study abroad opportunities.	54.2	37.3	4.598*

Table 10: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Study Abroad Status (continued)

	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Policies and Procedures</u>			
b. Specify internationalization as a priority in the institutional mission/vision.	33.3 %	29.2 %	.320
c. Include internationalization in the strategic plan.	45.8	41.1	.352
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	47.9	40.2	.959
n. Actively recruit international students.	39.6	34.4	.450
o. Staff a center that supports international students.	43.8	35.4	1.166
p. Offer scholarships or other financial support for international students.	18.8	22.0	.247
u. Partner with other organizations to recruit international students.	39.6	28.7	2.168
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	35.4	35.9	.004

Table 10: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Study Abroad Status (continued)

	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Curriculum</u>			
a. Offer courses with some international content (such as language courses).	91.7 %	83.3 %	2.146
d. Enroll international students.	87.5	82.3	.759
k. Offer English for Speakers of other languages (ESOL).	81.3	71.8	1.803
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	8.3	4.8	.954
q. Offer opportunities for faculty to increase foreign language skills.	22.9	17.2	.846
r. Establish awards for internationalization efforts.	6.3	7.2	.052
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	68.8	65.6	.178
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	16.7	14.4	.166

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 11: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Study-Abroad Status

	<u>n</u>	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Administration</u>				
f. Establish a campus-wide committee to guide and promote campus internationalization.	177	34.4 %	22.8 %	1.894
h. Communicate internationalization activities and opportunities broadly on campus.	119	5.9	8.8	.164
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	126	38.1	35.2	.062
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	185	25.8	16.2	1.613
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	138	36.4	31.0	.242
t. Provide support for faculty to engage in activities related to internationalization.	137	11.1	18.5	.589
v. Partner with other institutions or organizations to increase study abroad opportunities.	153	4.5	13.7	1.464

Table 11: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Study-Abroad Status (continued)

	<u>n</u>	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Policies and Procedures</u>				
b. Specify internationalization as a priority in the institutional mission/vision.	180	3.1 %	11.5 %	2.044
c. Include internationalization in the strategic plan.	149	53.8	36.6	2.674
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	150	28.0	28.8	.007
n. Actively recruit international students.	166	10.3	13.1	.169
o. Staff a center that supports international students.	162	25.9	26.7	.006
p. Offer scholarships or other financial support for international students.	202	15.4	27.6	2.491
u. Partner with other organizations to recruit international students.	178	17.2	20.8	.191
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	165	32.3	27.6	.267

Table 11: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Study-Abroad Status (continued)

<u>Curriculum</u>	<u>n</u>	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	39	75.0	57.1	.473
d. Enroll international students.	43	16.7	13.5	.043
k. Offer English for Speakers of other languages (ESOL).	68	44.4	28.8	.894
<u>Expertise</u>				
i. Require foreign language proficiency for graduation.	243	31.8	22.1	1.869
q. Offer opportunities for faculty to increase foreign language skills.	210	29.7	15.6	4.102*
r. Establish awards for internationalization efforts.	239	6.7	12.4	1.186
<u>Exposure</u>				
g. Hire faculty or staff born outside the U.S.	87	13.3	22.2	.598
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	219	10.0	11.7	.097

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 12: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Study-Abroad Status

	<u>n</u>	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Administration</u>				
f. Establish a campus-wide committee to guide and promote campus internationalization.	177	37.5	20.7	4.093*
h. Communicate internationalization activities and opportunities broadly on campus.	119	29.4	25.5	.116
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	126	38.1	17.1	4.691*
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	185	32.3	25.3	.637
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	138	13.6	31.0	2.761
t. Provide support for faculty to engage in activities related to internationalization.	137	38.9	35.3	.088
v. Partner with other institutions or organizations to increase study abroad opportunities.	153	50.0	29.0	3.813

Table 12: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Study-Abroad Status (continued)

	<u>n</u>	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
<u>Policies and Procedures</u>				
b. Specify internationalization as a priority in the institutional mission/vision.	180	21.9	23.6	.046
c. Include internationalization in the strategic plan.	149	15.4	18.7	.159
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	150	16.0	23.2	.629
n. Actively recruit international students.	166	37.9	29.2	.858
o. Staff a center that supports international students.	162	18.5	22.2	.182
p. Offer scholarships or other financial support for international students.	202	23.1	31.9	1.163
u. Partner with other organizations to recruit international students.	178	27.6	30.9	.124
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	165	32.3	32.1	.000

Table 12: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Study-Abroad Status (continued)

<u>Curriculum</u>	<u>n</u>	<u>President Studied Abroad</u>	<u>President Did Not Study Abroad</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	39	50.0	11.4	4.103*
d. Enroll international students.	43	50.0	24.3	1.692
k. Offer English for Speakers of other languages (ESOL).	68	22.2	20.3	.017
<u>Expertise</u>				
i. Require foreign language proficiency for graduation.	243	9.1	17.1	1.746
q. Offer opportunities for faculty to increase foreign language skills.	210	8.1	23.7	4.474*
r. Establish awards for internationalization efforts.	239	24.4	29.4	.437
<u>Exposure</u>				
g. Hire faculty or staff born outside the U.S.	87	13.3	4.2	1.926
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	219	30.0	26.8	.167

Significance levels * : p<.05; ** : p<.01; *** : p<.001

internationalization is viewed as feasible by 37.5 percent of respondents who studied abroad, but by only 20.7 percent of those who did not. It is notable that offering opportunities for faculty to increase foreign language skills is viewed as feasible by only 8.1 percent of respondents who studied abroad, but by 23.7 percent of those that did not, particularly since that action was viewed as desirable by nearly twice as many respondents who studied abroad than by those that did not.

By Institutional Characteristics

A bivariate analysis of internationalization actions taken in relation to three independent variables representing characteristics of the institutions is presented in Table 13. The three variables are: the number of employees at the respondent's institution, the percentage of those students that are international students, and the number of domestic articulation agreements at the respondent's institution. The first column is the result of logistic regressions of the internationalization actions **taken** on the number of employees at an institution. Eighteen of the 23 internationalization actions are more likely to be taken at an institution with more employees than at an institution with fewer employees. All of the results of regressions are positive, which means that the more employees at an institution, the more likely the institution is to be taking those international actions.

The second column of Table 13 is the result of logistic regressions of the internationalization actions taken on the percentage of international students at an institution. Twenty-two of 23 internationalization actions are taken more often at an institution with a higher percentage of international students than at an institution with a

Table 13: Coefficients of Bivariate Logistic Regression Analysis of **Internationalization Actions Taken** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution

<u>Administration</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	.001***	.147**	.011**
h. Communicate internationalization activities and opportunities broadly on campus.	.001*	.119*	.011*
l. Establish systems to support study abroad (such as internships or learning opportunities abroad)	.001***	.251***	.020***
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	.001***	.234***	.008
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	.001**	.208***	.013**
t. Provide support for faculty to engage in activities related to internationalization.	.001**	.190**	.010*
v. Partner with other institutions or organizations to increase study abroad opportunities.	.001**	.148**	.005

Table 13: Coefficients of Bivariate Logistic Regression Analysis of **Internationalization Actions Taken** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution (continued)

<u>Policies and Procedures</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
b. Specify internationalization as a priority in the institutional mission/vision.	.001**	.106*	.000
c. Include internationalization in the strategic plan.	.001***	.135*	.002
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	.001***	.223***	.011*
n. Actively recruit international students.	.000	.191***	.010*
o. Staff a center that supports international students.	.002***	.190***	.008
p. Offer scholarships or other financial support for international students.	.000	.195***	.004
u. Partner with other organizations to recruit international students.	.000	.177**	.004
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	.001**	.164**	.009*

Table 13: Coefficients of Bivariate Logistic Regression Analysis of **Internationalization Actions Taken** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution (continued)

<u>Curriculum</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
a. Offer courses with some international content (such as language courses).	.003***	.390**	.026*
d. Enroll international students. .	.004***	.578***	.017
k. Offer English for Speakers of other languages (ESOL).	.002***	.582***	.027**
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	.000	.051	.009
q. Offer opportunities for faculty to increase foreign language skills.	.001*	.089*	.004
r. Establish awards for internationalization efforts.	.001*	.152**	.010
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	.001**	.176*	.013*
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	.000	.102*	.011*

Significance levels *: p<.05; **: p<.01; ***: p<.001

Table 14: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Desirable** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution

<u>Administration</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	.000	.058	.005
h. Communicate internationalization activities and opportunities broadly on campus.	-.002	-.418	.007
l. Establish systems to support study abroad (such as internships or learning opportunities abroad)	.000	.015	-.015
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	.000	-.229	.000
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	.001	.020	.000
t. Provide support for faculty to engage in activities related to internationalization.	.000	-.173	.003
v. Partner with other institutions or organizations to increase study abroad opportunities.	-.004*	-.488*	-.042

Table 14: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Desirable** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution (continued)

<u>Policies and Procedures</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
b. Specify internationalization as a priority in the institutional mission/vision.	-.001	-.267	-.019
c. Include internationalization in the strategic plan.	.000	.030	.005
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	.000	.056	-.006
n. Actively recruit international students.	.000	-.066	-.017
o. Staff a center that supports international students.	.000	-.148	.003
p. Offer scholarships or other financial support for international students.	.000	.009	-.002
u. Partner with other organizations to recruit international students.	-.001	-.358*	-.025*
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	.000	.008	-.024*

Table 14: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Desirable** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution (continued)

<u>Curriculum</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
a. Offer courses with some international content (such as language courses).	-.002	-.170	.007
d. Enroll international students. .	.001	-.329	.003
k. Offer English for Speakers of other languages (ESOL).	-.003	-.243	-.005
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	-.001*	-.172	-.008
q. Offer opportunities for faculty to increase foreign language skills.	.000	.124*	-.001
r. Establish awards for internationalization efforts.	.000	.075	-.015
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	-.003	-.330	.013
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	.000	-.052	-.006

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 15: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Feasible** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution

<u>Administration</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	.000	-.159	.003
h. Communicate internationalization activities and opportunities broadly on campus.	.000	-.008	.001
l. Establish systems to support study abroad (such as internships or learning opportunities abroad)	.000	.044	.004
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	.000	.078	.003
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	.000	.081	-.004
t. Provide support for faculty to engage in activities related to internationalization.	.000	.074	.010
v. Partner with other institutions or organizations to increase study abroad opportunities.	.000	.062	.004

Table 15: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Feasible** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution (continued)

<u>Policies and Procedures</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
b. Specify internationalization as a priority in the institutional mission/vision.	.000	.042	.004
c. Include internationalization in the strategic plan.	.000	-.146	-.009
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	.001*	.147	-.004
n. Actively recruit international students.	.000	-.026	.000
o. Staff a center that supports international students.	.000	-.090	-.008
p. Offer scholarships or other financial support for international students.	.000	-.082	.005
u. Partner with other organizations to recruit international students.	.000	.032	.000
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	.000	.131	.000

Table 15: Coefficients of Bivariate Logistic Regression Analysis of Internationalization **Actions as Feasible** on Number of Employees, Percentage of International Students, and Number of Domestic Articulation Agreements at Respondent's Institution (continued)

<u>Policies and Procedures</u>	<u>Number of Employees</u>	<u>Percentage of International Students</u>	<u>Number of Domestic Articulation Agreements</u>
a. Offer courses with some international content (such as language courses).	-.001	-.108	-.019
d. Enroll international students.	-.001	-.545	-.009
k. Offer English for Speakers of other languages (ESOL).	.001	.190	-.011
<u>Expertise</u>			
i. Require foreign language proficiency for graduation.	.000	.024	.002
q. Offer opportunities for faculty to increase foreign language skills.	.000	-.126	-.001
r. Establish awards for internationalization efforts.	.000	-.056	.007
<u>Exposure</u>			
g. Hire faculty or staff born outside the U.S.	-.004	.149	-.110
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	.000	.090	-.004

Significance levels * : p<.05; ** : p<.01; *** : p<.001

lower percentage of international students. The exception is requiring foreign language proficiency for graduation. The third column of Table 13 presents the result of logistic regressions of the internationalization actions taken on the number of domestic articulation agreements at an institution. Slightly more than half (12) of the 23 internationalization actions are more likely to be taken at institutions with a higher number of domestic articulation agreements than at institutions with fewer agreements.

Table 14 presents a bivariate analysis of internationalization actions viewed as **desirable** in relation to the same three characteristics of the institutions represented in Table 13. The first column shows that only two of the 23 internationalization actions (partnering with other institutions or organizations to increase study abroad opportunities and requiring foreign language proficiency for graduation) are statistically more or less likely to be viewed as desirable depending on the number of employees at a respondent's institution. Both items have a negative coefficient, which means that a respondent at an institution with fewer employees is more likely to view the actions as desirable than a respondent at an institution with more employees.

The desirability of three internationalization actions is statistically related to the percentage of international students at respondents' institutions (column 2, Table 14). Respondents at institutions with a higher percentage of international students are less likely to see as desirable partnering with other institutions or organizations to increase study abroad opportunities. Likewise, they are less likely to see as desirable partnering with other organizations to recruit international students. There is a positive connection, however, between a higher percentage of international students at an institution and the

respondent's perception of the desirability of offering opportunities for faculty to increase foreign language skills.

The relationship between the number of domestic articulation agreements at an institution and the president's view of the desirability of internationalization actions is shown in column 3 of Table 14. There are two internationalization actions seen as less **desirable** by respondents at institutions with more domestic articulation agreements (the two that have statistically significant negative coefficients). Notably, the two actions are partnering with other organizations to recruit international students and enacting articulation agreements with foreign institutions of higher education.

Table 15 presents a bivariate analysis of internationalization actions viewed as **feasible** in relation to the same three institutional characteristics as Tables 13 and 14: number of employees, percentage of international students, and number of domestic articulation agreements. Only one internationalization action seen as feasible is significantly related to number of employees. Respondents from institutions with more employees are more likely than respondents from institutions with fewer employees to see as feasible establishing an office dedicated to administering internationalization programs. None of the internationalization actions seen as feasible by respondents are statistically correlated to either the percentage of international students or the number of domestic articulation agreements at an institution.

By Institutional Enrollment

Tables 16, 17 and 18 present the distribution of internationalization variables by institutional enrollment. The enrollment categories are over capacity, full capacity and

under capacity. Note that the majority of respondents' institutions are under capacity (85.4 percent of reported institutions) and only four institutions are over capacity (1.5 percent). Table 16 shows the percentage of respondents who indicate that their institution has **taken**, or is taking, the internationalization action, by enrollment. Of the 23 internationalization actions surveyed, only three show statistically significant differences by enrollment. Institutions at full capacity are more likely to have awards for internationalization efforts, hire faculty or staff born outside the U.S, and require international activities through coursework, culturally diverse service learning or study abroad for graduation than institutions that are either over or under capacity in terms of enrollment.

Table 17 represents the percentage of respondents who indicate that their institution has not taken an action and who see the action as **desirable**, by institutional enrollment. Enrollment is associated with the likelihood of an action being seen as desirable for only two of the 23 internationalization actions: enacting articulation agreements or signing memoranda of understanding with foreign institutions of higher education for exchanges of other collaborative activities, and offering opportunities for faculty to increase foreign language skills. In both cases, respondents at institutions that are over capacity are more likely to see the actions as desirable than respondents at institutions that are under capacity, who in turn are more likely to see them as desirable than respondents at institutions that are at full capacity.

The percentage of respondents at institutions that are not taking an internationalization action who see the action as **feasible** differs by enrollment for only

Table 16: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Enrollment Status

<u>Administration</u>	<u>Over Capacity</u> (n = 4)	<u>Full capacity</u> (n=34)	<u>Under Capacity</u> (n=222)	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	25.0 %	47.1 %	30.6 %	3.726
h. Communicate internationalization activities and opportunities broadly on campus.	75.0	55.9	53.6	.768
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	50.0	70.6	49.5	5.240
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	50.0	41.2	27.0	3.701
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	50.0	41.2	47.7	.527
t. Provide support for faculty to engage in activities related to internationalization.	75.0	47.1	46.8	1.250
v. Partner with other institutions or organizations to increase study abroad opportunities.	25.0	47.1	41.4	.860

Table 16: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Enrollment Status (continued)

<u>Policies and Procedures</u>	<u>Over Capacity</u> (n = 4)	<u>Full capacity</u> (n=34)	<u>Under Capacity</u> (n=222)	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	25.0 %	44.1 %	29.3 %	3.098
c. Include internationalization in the strategic plan.	50.0	41.2	43.7	.147
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	75.0	50.0	41.4	2.569
n. Actively recruit international students.	25.0	41.2	36.0	.569
o. Staff a center that supports international students.	25.0	44.1	36.9	.926
p. Offer scholarships or other financial support for international students.	25.0	26.5	21.6	.417
u. Partner with other organizations to recruit international students.	25.0	35.3	31.5	.282
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	50.0	50.0	34.7	3.268

Table 16: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Enrollment Status (continued)

<u>Curriculum</u>	<u>Over Capacity</u> (n = 4)	<u>Full capacity</u> (n=34)	<u>Under Capacity</u> (n=222)	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	100.0 %	94.1 %	82.9 %	3.597
d. Enroll international students.	100.0	85.3	82.4	.999
k. Offer English for Speakers of other languages (ESOL).	100.0	82.4	72.1	3.052
<u>Expertise</u>				
i. Require foreign language proficiency for graduation.	0.0	8.8	5.4	.882
q. Offer opportunities for faculty to increase foreign language skills.	25.0	23.5	18.0	.686
r. Establish awards for internationalization efforts.	0.0	17.6	5.9	6.372*
<u>Exposure</u>				
g. Hire faculty or staff born outside the U.S.	75.0	85.3	64.0	6.180*
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	25.0	29.4	12.2	7.381*

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 17: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Institutional Enrollment Status

<u>Administration</u>	<u>n</u>	<u>Over Capacity</u>	<u>Full capacity</u>	<u>Under Capacity</u>	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	175	33.3 %	27.8 %	24.7 %	.191
h. Communicate internationalization activities and opportunities broadly on campus.	119	0.0	0.0	9.7	1.696
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	124	50.0	20.0	38.4	1.476
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	184	0.0	0.0	20.4	5.461
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	138	100.0	30.0	31.0	4.344
t. Provide support for faculty to engage in activities related to internationalization.	137	0.0	11.1	18.6	.827
v. Partner with other institutions or organizations to increase study abroad opportunities.	151	0.0	5.6	13.8	1.429

Table 17: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Institutional Enrollment Status
(continued)

<u>Policies and Procedures</u>	<u>n</u>	<u>Over Capacity</u>	<u>Full capacity</u>	<u>Under Capacity</u>	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	179	0.0 %	5.3 %	10.8 %	.921
c. Include internationalization in the strategic plan.	147	100.0	25.0	40.8	4.913
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	148	0.0	5.9	31.5	5.268
n. Actively recruit international students.	165	0.0	10.0	14.1	.723
o. Staff a center that supports international students.	162	0.0	15.8	29.3	2.680
p. Offer scholarships or other financial support for international students.	202	0.0	16.0	27.6	2.591
u. Partner with other organizations to recruit international students.	177	0.0	18.2	21.7	.951
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	164	100.0	11.8	29.0	7.425*

Table 17: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Institutional Enrollment Status
(continued)

<u>Curriculum</u>	<u>n</u>	<u>Over Capacity</u>	<u>Full capacity</u>	<u>Under Capacity</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	40	n/a	100.0 %	57.9 %	1.404
d. Enroll international students.	44	n/a	0.0	15.4	.891
k. Offer English for Speakers of other languages (ESOL).	68	16.7	32.3	30.9	.623
<u>Experience</u>					
i. Require foreign language proficiency for graduation.	245	0.0	9.7	25.7	5.124
q. Offer opportunities for faculty to increase foreign language skills.	211	100.0	15.4	16.5	14.331**
r. Establish awards for internationalization efforts.	241	0.0	10.7	11.5	.528
<u>Exposure</u>					
g. Hire faculty or staff born outside the U.S.	86	0.0	40.0	21.3	1.248
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	222	0.0	16.7	10.8	1.130

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 18: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Enrollment Status

<u>Administration</u>	<u>n</u>	<u>Over Capacity</u>	<u>Full capacity</u>	<u>Under Capacity</u>	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	175	66.7%	27.8 %	24.0 %	2.917
h. Communicate internationalization activities and opportunities broadly on campus.	119	100.0	26.7	25.2	2.877
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	124	0.0	10.0	22.3	1.380
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	184	50.0	30.0	25.3	.803
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	138	0.0	35.0	27.6	1.262
t. Provide support for faculty to engage in activities related to internationalization.	137	0.0	27.8	39.0	1.437
v. Partner with other institutions or organizations to increase study abroad opportunities.	151	0.0	27.8	33.1	1.631

Table 18: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Enrollment Status
(continued)

<u>Policies and Procedures</u>	<u>n</u>	<u>Over Capacity</u>	<u>Full capacity</u>	<u>Under Capacity</u>	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	179	0.0 %	31.6 %	23.6 %	1.561
c. Include internationalization in the strategic plan.	147	0.0	15.0	20.0	.757
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	148	0.0	29.4	22.3	.729
n. Actively recruit international students.	165	66.7	30.0	31.0	1.757
o. Staff a center that supports international students.	162	33.3	26.3	22.1	.356
p. Offer scholarships or other financial support for international students.	202	0.0	12.0	33.3	6.037*
u. Partner with other organizations to recruit international students.	177	33.3	50.0	28.9	3.942
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	164	50.0	23.5	33.1	.927

Table 18: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Enrollment Status
(continued)

<u>Curriculum</u>	<u>n</u>	<u>Over Capacity</u>	<u>Full capacity</u>	<u>Under Capacity</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	40	n/a	0.0 %	15.8 %	.372
d. Enroll international students.	44	n/a	40.0	28.2	.296
k. Offer English for Speakers of other languages (ESOL).	68	16.7	21.0	20.6	.062
<u>Expertise</u>					
i. Require foreign language proficiency for graduation.	245	25.0	16.1	14.8	.350
q. Offer opportunities for faculty to increase foreign language skills.	211	0.0	19.2	22.0	.927
r. Establish awards for internationalization efforts.	241	25.0	28.6	29.2	.037
<u>Exposure</u>					
g. Hire faculty or staff born outside the U.S.	86	0.0	20.0	5.0	1.996
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	222	0.0	20.8	28.7	1.819

Significance levels * : p<.05; ** : p<.01; *** : p<.001

one of the internationalization actions: offering scholarships or other financial support for international students (Table 18). It is respondents at institutions that are under capacity who are more likely to see the action as feasible (33.3 percent) than respondents at institutions that are either over capacity (0 percent) or at full capacity (12 percent).

By Institutional Budget

Tables 19, 20 and 21 present the distribution of internationalization variables by institutional budget. The budget categories are budget surplus, balanced budget, and budget deficit. Table 19 presents the percentage of respondents who indicate that their institution has **taken** an international action, by institutional budget. Four of the 23 internationalization actions taken show statistically significant differences by budget. In all four cases, the actions are most likely to be taken at institutions with a budget surplus, followed by institutions with a budget deficit, and lastly by institutions with a balanced budget. The four internationalization actions taken that are related to institutional budget are: staff a center that supports international students; enroll international students; offer opportunities for faculty to increase foreign language skills, and require international activities through coursework, culturally diverse service learning or study abroad for graduation.

The percentage of respondents who indicate that their institution has not taken an internationalization action but who see the action as **desirable** varies significantly by budget for only one action: require international activities through coursework, culturally

Table 19: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Budget Status

<u>Administration</u>	<u>Surplus</u> (n=32)	<u>Balanced</u> (n=165)	<u>Deficit</u> (n=64)	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	43.8 %	30.9 %	31.3 %	2.079
h. Communicate internationalization activities and opportunities broadly on campus.	68.8	49.7	57.8	4.407
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	65.6	47.9	56.3	3.965
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	34.4	27.9	29.7	.561
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	62.5	44.8	43.8	3.660
t. Provide support for faculty to engage in activities related to internationalization.	65.60	45.5	42.2	5.206
v. Partner with other institutions or organizations to increase study abroad opportunities.	56.3	37.6	45.3	4.282

Table 19: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Budget Status
(continued)

<u>Policies and Procedures</u>	<u>Surplus</u> (n=32)	<u>Balanced</u> (n=165)	<u>Deficit</u> (n=64)	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	43.8 %	27.9 %	32.8 %	3.280
c. Include internationalization in the strategic plan.	62.5	40.0	42.2	5.569
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	53.1	38.2	50.0	4.182
n. Actively recruit international students.	43.8	32.7	42.2	2.634
o. Staff a center that supports international students.	59.4	31.5	42.2	9.650**
p. Offer scholarships or other financial support for international students.	25.0	20.6	25.0	.678
u. Partner with other organizations to recruit international students.	34.4	27.3	42.2	4.841
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	53.1	33.9	35.9	4.269

Table 19: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Budget Status
(continued)

<u>Curriculum</u>	<u>Surplus</u> (n=32)	<u>Balanced</u> (n=165)	<u>Deficit</u> (n=64)	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	87.5 %	84.2 %	84.4 %	.225
d. Enroll international students.	96.9	79.4	85.9	6.316*
k. Offer English for Speakers of other languages (ESOL).	78.1	72.7	75.0	.454
<u>Expertise</u>				
i. Require foreign language proficiency for graduation.	9.4	5.5	4.7	.936
q. Offer opportunities for faculty to increase foreign language skills.	31.3	14.5	23.4	6.114*
r. Establish awards for internationalization efforts.	9.4	7.3	6.3	.309
<u>Exposure</u>				
g. Hire faculty or staff born outside the U.S.	71.9	68.5	60.9	1.573
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	28.1	11.5	15.6	6.022*

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 20: Percentage of Respondents Who See the Internationalization Actions as Desirable, by Institutional Budget Status

<u>Administration</u>	<u>n</u>	<u>Surplus</u>	<u>Balanced</u>	<u>Deficit</u>	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	176	16.7 %	26.3 %	25.0 %	.772
h. Communicate internationalization activities and opportunities broadly on campus.	120	0.0	9.6	7.4	1.124
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	125	36.4	38.4	32.1	.353
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	185	14.3	16.8	22.2	.857
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	139	16.7	41.7	30.8	2.879
t. Provide support for faculty to engage in activities related to internationalization.	138	9.1	23.3	8.1	4.754
v. Partner with other institutions or organizations to increase study abroad opportunities.	152	7.1	15.5	5.7	2.708

Table 20: Percentage of Respondents Who See the Internationalization Actions as Desirable, by Institutional Budget Status
(continued)

<u>Policies and Procedures</u>	<u>n</u>	<u>Surplus</u>	<u>Balanced</u>	<u>Deficit</u>	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	180	5.6 %	10.9 %	9.3 %	.531
c. Include internationalization in the strategic plan.	148	33.3	35.4	54.1	4.161
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	149	20.0	25.5	43.8	4.593
n. Actively recruit international students.	166	16.7	15.3	5.4	2.575
o. Staff a center that supports international students.	163	23.1	27.4	29.7	.219
p. Offer scholarships or other financial support for international students.	203	20.8	29.0	18.8	2.267
u. Partner with other organizations to recruit international students.	178	23.8	21.7	16.2	.642
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	165	13.3	30.3	29.3	1.874

Table 20: Percentage of Respondents Who See the Internationalization Actions as Desirable, by Institutional Budget Status
(continued)

<u>Curriculum</u>	<u>n</u>	<u>Surplus</u>	<u>Balanced</u>	<u>Deficit</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	40	75.0 %	61.5 %	50.0 %	.817
d. Enroll international students.	44	0.0	14.7	11.1	.240
k. Offer English for Speakers of other languages (ESOL).	68	28.6	28.9	37.5	.430
<u>Expertise</u>					
i. Require foreign language proficiency for graduation.	246	20.7	21.8	29.5	1.600
q. Offer opportunities for faculty to increase foreign language skills.	212	18.2	17.7	18.4	.011
r. Establish awards for internationalization efforts.	242	10.3	10.5	13.3	.382
<u>Exposure</u>					
g. Hire faculty or staff born outside the U.S.	86	11.1	28.8	12.0	3.488
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	223	30.4	8.2	11.1	9.852**

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 21: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Budget Status

<u>Administration</u>	<u>n</u>	<u>Surplus</u>	<u>Balanced</u>	<u>Deficit</u>	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	176	16.7 %	25.4 %	27.3 %	.800
h. Communicate internationalization activities and opportunities broadly on campus.	120	30.0	27.7	18.5	.997
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	125	18.2	18.6	28.6	1.324
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	185	47.6	21.8	26.7	6.186*
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	139	8.3	30.8	27.8	2.646
t. Provide support for faculty to engage in activities related to internationalization.	138	27.3	36.7	40.5	.650
v. Partner with other institutions or organizations to increase study abroad opportunities.	152	21.4	29.1	45.7	4.115

Table 21: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Budget Status (continued)

<u>Policies and Procedures</u>	<u>n</u>	<u>Surplus</u>	<u>Balanced</u>	<u>Deficit</u>	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	180	16.7 %	23.5 %	27.9 %	.907
c. Include internationalization in the strategic plan.	148	16.7	22.2	10.8	2.330
e. Establish an office dedicated to administering internationalization programs (such as study abroad recruiting international students, internationalizing the curriculum).	149	33.3	24.5	12.5	3.042
n. Actively recruit international students.	166	38.9	30.6	29.7	.547
o. Staff a center that supports international students.	163	15.4	25.7	16.2	1.849
p. Offer scholarships or other financial support for international students.	203	16.7	29.8	39.6	4.064
u. Partner with other organizations to recruit international students.	178	38.1	32.5	24.3	1.363
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	165	26.7	31.2	36.6	.623

Table 21: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Budget Status (continued)

<u>Curriculum</u>	<u>n</u>	<u>Surplus</u>	<u>Balanced</u>	<u>Deficit</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	40	0.0 %	19.2 %	10.0 %	1.267
d. Enroll international students.	44	100.0	29.4	22.2	2.617
k. Offer English for Speakers of other languages (ESOL).	68	42.9	20.0	12.5	2.773
<u>Expertise</u>					
i. Require foreign language proficiency for graduation.	246	17.2	15.4	13.1	.301
q. Offer opportunities for faculty to increase foreign language skills.	212	18.2	22.0	20.4	.190
r. Establish awards for internationalization efforts.	242	20.7	29.4	31.7	1.194
<u>Exposure</u>					
g. Hire faculty or staff born outside the U.S.	86	22.2	5.8	0.0	5.968
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	223	21.7	29.5	24.1	.981

Significance levels * : p<.05; ** : p<.01; *** : p<.001

diverse service learning or study abroad for graduation. A respondent at an institution with a budget surplus is more likely to see the action as desirable than a respondent at an institution with a budget deficit, who is, in turn, more likely to view it as desirable than a respondent at an institution with a balanced budget (Table 20).

The perceived **feasibility** of an internationalization action that is currently not being taken differs by institutional budget for only one of 23 actions surveyed: maintain a strong program for international risk management. A respondent at an institution with a budget surplus is more likely to see the action as feasible than a respondent at an institution with a budget deficit, who is, in turn, more likely to view it as feasible than a respondent at an institution with a balanced budget (Table 21).

By Institutional Setting

Tables 22, 23 and 24 present the distribution of internationalization variables by institutional setting. The setting categories are urban/large city; urban/ mid-size city; suburban; and rural. Table 22 shows which internationalization actions have been (or are being) **taken** at an institution, by setting. Of the 23 internationalization actions surveyed, 18 show statistically significant differences by setting. Institutions in a rural setting had the lowest percentage rate of internationalization action taken for all 18 actions. Institutions in an urban, large city setting had the highest rate of internationalization action taken for 15 of the 18 actions.

Table 23 presents the percentage of respondents that see an internationalization action as **desirable** at institutions that are not currently taking that action, by setting.

Table 22: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Setting

<u>Administration</u>	<u>Urban Large City</u> (n = 34)	<u>Urban Mid-size city</u> (n = 60)	<u>Suburban</u> (n = 45)	<u>Rural</u> (n = 126)	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	41.2 %	40.0 %	53.3 %	19.0 %	22.019***
h. Communicate internationalization activities and opportunities broadly on campus.	73.5	58.3	66.7	43.7	13.994*
i. Establish systems to support study abroad (such as internships or learning opportunities abroad).	79.4	51.7	64.4	40.5	19.736***
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	52.9	45.0	35.6	14.3	30.533***
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	76.5	45.0	64.4	34.9	24.767***
t. Provide support for faculty to engage in activities related to internationalization.	70.6	53.3	53.3	36.5	14.804**
v. Partner with other institutions or organizations to increase study abroad opportunities.	64.7	41.7	57.8	30.2	19.063***

Table 22: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Setting (continued)

<u>Policies and Procedures</u>	<u>Urban Large City</u> (n = 34)	<u>Urban Mid-size city</u> (n = 60)	<u>Suburban</u> (n = 45)	<u>Rural</u> (n = 126)	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	41.2 %	43.3 %	31.1 %	22.2 %	10.462*
c. Include internationalization in the strategic plan.	67.6	56.7	46.7	30.2	21.568***
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	73.5	56.7	53.3	24.6	38.856***
n. Actively recruit international students.	38.2	43.3	33.3	32.5	2.269
o. Staff a center that supports international students.	67.6	53.3	48.9	18.3	41.895***
p. Offer scholarships or other financial support for international students.	32.4	20.0	24.4	19.8	2.728
u. Partner with other organizations to recruit international students.	41.2	36.7	31.1	26.2	3.875
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	50.0	46.7	60.0	19.8	31.119***

Table 22: Percentage of Respondents' Institutions with the **Internationalization Actions Taken**, by Institutional Setting (continued)

<u>Curriculum</u>	Urban <u>Large City</u> (n = 34)	Urban <u>Mid-size city</u> (n = 60)	<u>Suburban</u> (n = 45)	<u>Rural</u> (n = 126)	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	97.1 %	90.0 %	95.6 %	77.0 %	15.825**
d. Enroll international students.	97.1	91.7	88.9	74.6	15.826**
k. Offer English for Speakers of other languages (ESOL).	94.1	86.7	77.8	61.9	22.244***
<u>Expertise</u>					
i. Require foreign language proficiency for graduation.	8.8	6.7	11.1	2.4	5.792
q. Offer opportunities for faculty to increase foreign language skills.	35.3	21.7	26.7	11.1	12.820**
r. Establish awards for internationalization efforts.	17.6	6.7	13.3	3.2	10.649*
<u>Exposure</u>					
g. Hire faculty or staff born outside the U.S.	79.4	78.3	75.6	54.8	15.824**
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	26.5	16.7	20.0	9.5	7.445

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 23: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Institutional Setting

<u>Administration</u>	<u>n</u>	<u>Urban Large City</u>	<u>Urban Mid-Size City</u>	<u>Suburban</u>	<u>Rural</u>	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	179	25.0 %	22.2 %	9.5 %	28.4 %	3.494
h. Communicate internationalization activities and opportunities broadly on campus.	120	0.0	0.0	13.3	8.5	3.863
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	127	42.9	41.4	6.3	40.0	7.152
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	186	12.5	3.0	10.3	23.1	8.719*
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	139	62.5	27.3	18.8	34.1	5.183
t. Provide support for faculty to engage in activities related to internationalization.	139	20.0	17.9	14.3	18.8	.254
v. Partner with other institutions or organizations to increase study abroad opportunities.	154	0.0	5.7	5.3	17.0	6.005

Table 23: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Institutional Setting (continued)

<u>Policies and Procedures</u>	<u>n</u>	<u>Urban Large City</u>	<u>Urban Mid-Size City</u>	<u>Suburban</u>	<u>Rural</u>	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	183	0.0 %	14.7 %	3.2 %	10.2 %	4.876
c. Include internationalization in the strategic plan.	149	63.6	26.9	33.3	40.9	4.862
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	151	33.3	19.2	14.3	32.6	4.103
n. Actively recruit international students.	170	9.5	11.8	6.7	16.5	2.248
o. Staff a center that supports international students.	165	9.1	25.0	21.7	29.1	2.386
p. Offer scholarships or other financial support for international students.	206	21.7	27.1	17.6	25.7	1.217
u. Partner with other organizations to recruit international students.	182	10.0	10.5	9.7	28.0	9.332*
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	168	23.5	15.6	11.1	33.7	6.816

Table 23: Percentage of Respondents Who See the Internationalization **Actions as Desirable**, by Institutional Setting (continued)

<u>Curriculum</u>	<u>n</u>	<u>Urban Large City</u>	<u>Urban Mid-Size City</u>	<u>Suburban</u>	<u>Rural</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	38	100.0 %	33.3 %	0.0 %	65.5 %	5.653
d. Enroll international students.	43	0.0	20.0	20.0	12.5	.523
k. Offer English for speakers of other languages (ESOL).	68	50.0	12.5	10.0	37.5	4.637
<u>Expertise</u>						
i. Require foreign language proficiency for graduation.	250	12.9	14.3	15.0	31.7	10.958*
q. Offer opportunities for faculty to increase foreign language skills.	214	31.8	14.9	12.1	18.8	3.923
r. Establish awards for internationalization efforts.	245	7.1	12.5	20.5	8.2	5.130
<u>Exposure</u>						
g. Hire faculty or staff born outside the U.S.	88	14.3	0.0	9.1	26.3	5.755
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	225	4.0	8.0	11.1	14.0	2.757

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Table 24: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Setting

<u>Administration</u>	<u>n</u>	<u>Urban Large City</u>	<u>Urban Mid-Size City</u>	<u>Suburban</u>	<u>Rural</u>	<u>Chi-Squared</u>
f. Establish a campus-wide committee to guide and promote campus internationalization.	179	30.0 %	13.9 %	4.8 %	30.4 %	8.953*
h. Communicate internationalization activities and opportunities broadly on campus.	120	22.2	24.0	20.0	28.2	.574
l. Establish systems to support study abroad (such as internships or learning opportunities abroad).	127	14.3	20.7	18.8	20.0	.161
m. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning).	186	25.0	18.2	34.5	26.9	2.152
s. Support development of faculty members' global competencies through training, conference participation or other opportunities.	139	25.0	39.4	18.8	25.6	3.068
t. Provide support for faculty to engage in activities related to internationalization.	139	30.0	25.0	33.3	40.0	2.234
v. Partner with other institutions or organizations to increase study abroad opportunities.	154	33.3	25.7	26.3	33.0	.830

Table 24: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Setting (continued)

<u>Policies and Procedures</u>	<u>n</u>	<u>Urban Large City</u>	<u>Urban Mid-Size City</u>	<u>Suburban</u>	<u>Rural</u>	<u>Chi-Squared</u>
b. Specify internationalization as a priority in the institutional mission/vision.	183	35.0 %	11.8 %	22.6 %	24.5 %	4.182
c. Include internationalization in the strategic plan.	149	18.2	0.0	20.8	22.7	7.132
e. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).	151	22.2	30.8	12.8	20.0	1.380
n. Actively recruit international students.	170	33.3	25.3	20.0	30.6	2.007
o. Staff a center that supports international students.	165	18.2	21.4	17.4	22.3	.339
p. Offer scholarships or other financial support for international students.	206	13.0	29.2	23.5	34.7	4.893
u. Partner with other organizations to recruit international students.	182	20.0	31.6	29.0	31.2	1.071
w. Enact articulation agreements or sign memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities.	168	29.4	40.6	16.7	31.7	3.104

Table 24: Percentage of Respondents Who See the Internationalization **Actions as Feasible**, by Institutional Setting (continued)

<u>Curriculum</u>	<u>n</u>	<u>Urban Large City</u>	<u>Urban Mid-Size City</u>	<u>Suburban</u>	<u>Rural</u>	<u>Chi-Squared</u>
a. Offer courses with some international content (such as language courses).	38	0.0 %	0.0 %	0.0 %	17.2 %	1.787
d. Enroll international students.	43	100.0	0.0	20.0	28.1	4.818
k. Offer English for speakers of other languages (ESOL).	68	50.0	25.0	10.0	20.8	1.841
<u>Expertise</u>						
i. Require foreign language proficiency for graduation.	250	12.9	17.9	17.5	14.6	.585
q. Offer opportunities for faculty to increase foreign language skills.	214	13.6	17.0	15.2	25.0	2.949
r. Establish awards for internationalization efforts.	245	17.9	33.9	20.5	29.5	3.640
<u>Exposure</u>						
g. Hire faculty or staff born outside the U.S.	88	0.0	7.7	0.0	7.0	1.372
j. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.	225	28.0	20.0	27.8	30.7	1.998

Significance levels * : p<.05; ** : p<.01; *** : p<.001

Setting is associated with the likelihood of an action being seen as desirable for three of the 23 internationalization actions: maintaining a strong program for international risk management; partnering with other organizations to recruit international students; and requiring foreign language proficiency for graduation. In all three cases, respondents at rural institutions are more likely to see the actions as desirable than respondents at institutions in other settings, by a noticeable amount.

The percentage of respondents who view internationalization actions as **feasible** differs by setting in a statistically significant way for only one of the actions: establishing a campus-wide committee to guide and promote campus internationalization (Table 24). Respondents at rural institutions are more likely to see this action as feasible than do respondents at institutions in other settings where the action is not already being taken.

Analytical Analysis

This section presents multivariate analyses of internationalization actions taken in relation to president's characteristics and institutional characteristics. Appendix B presents the correlation matrix which shows to what extent, the independent variables relate to each other and to the dependent variables as represented by five internationalization scales and the perceived importance of internationalization. The matrix contains some variables that were considered for regression analysis but due to high inter-correlations with other independent variables, were not selected. (They are noted by italics in the matrix and the significant correlations are starred).

Table 25 presents the standardized coefficients of a multivariate regression analysis of internationalization actions **taken** on respondents' personal characteristics and the characteristics of respondents' institutions. The analysis shows that between 15.3 and 29.8 percent of the variance in the dependent variables is explained by the selected independent variables (using the R^2 figure). The adjusted R^2 indicates that between 6 and 22 percent of the variance is explained by the personal and institutional characteristics in the study.

The number of years a respondent has been a president at any institution is positively associated with the internationalization actions taken in the policies and procedures group of actions as well as with the perception of the level of importance of internationalization at the current institution. In other words, the longer a respondent has been a president at any institution, the more likely it is that his or her institution will be taking actions included in the policies and procedures category (e.g. specifying internationalization as a priority in the institutional mission/vision; including internationalization in the strategic plan; actively recruiting international students and staffing a center that supports international students, among others). Additionally, the longer the respondent has been a president at any institution, the more important he or she perceived internationalization to be at his or her current institution.

Gender is positively related to only the curriculum area of internationalization actions taken. That is, institutions led by female presidents are more likely than institutions led by male presidents to be taking actions such as offering courses with some

Table 25: Standardized Coefficients of Regressions of Internationalization Actions Taken on Presidents' Characteristics and Institutional Characteristics

	<u>Administration</u>	<u>Policies and Procedures</u>	<u>Curriculum</u>	<u>Expertise</u>	<u>Exposure</u>	<u>Importance</u>
<u>President's Characteristics</u>						
Years as President	.110	.205**	.072	.054	.089	.224**
Female	.078	.084	.142*	.086	.039	.123
Race						
Caucasian (referent)	----	----	----	----	----	----
African American	-.018	-.023	-.092	-.097	-.005	-.020
American Indian/Alaskan Native	-.060	-.111	-.203**	-.087	-.001	-.060
Asian/Pacific Islander	-.053	.042	.022	.041	-.002	.062
Hispanic/Latino	-.098	-.081	-.132	-.157*	-.019	-.080
Number of Languages Spoken	.027	.173*	.195*	.292***	.133	.035
Study Abroad as a Student	.044	.015	-.017	-.066	-.079	.045
Number of International Professional Trips	.200**	.173*	.008	.075	.001	.260***

Table 25: Standardized Coefficients of Regressions of Internationalization Actions Taken on Presidents' Characteristics and Institutional Characteristics (continued)

	<u>Administration</u>	<u>Policies and Procedures</u>	<u>Curriculum</u>	<u>Expertise</u>	<u>Exposure</u>	<u>Importance</u>
<u>Institutional Characteristics</u>						
Number of Employees	.192*	.140	.138	.000	.033	.098
Percentage of International Students	.162*	.204**	.116	-.018	.074	.002
<u>Budget</u>						
Balanced (referent)	----	----	----	----	----	----
Surplus	-.067	.001	-.002	-.009	.019	-.034
Deficit	.034	.059	.020	-.006	-.020	-.013
<u>Setting</u>						
Rural (referent)	----	----	----	----	----	----
Urban, Large City	.130	.031	.138	.305**	.089	.131
Urban, Mid-Size City	.073	.074	.084	.067	.068	-.015
Suburban	.188*	.057	.046	.123	.097	-.036

Table 25: Regressions Scales and Related Independent Variables (continued)

	<u>Administration</u>	<u>Policies and Procedures</u>	<u>Curriculum</u>	<u>Expertise</u>	<u>Exposure</u>	<u>Importance</u>
Enrollment						
Under Capacity (referent)	----	----	----	----	----	----
Over Capacity	.003	-.022	.016	-.074	.067	.062
Full Capacity	-.088	-.131	-.045	-.007	.130	-.135
Number of Domestic Articulation Agreements	.072	-.014	.126	.047	.122	-.003
R ²	.298***	.278***	.257***	.231***	.153	.218**
Adjusted R ²	.220***	.198***	.175***	.146***	.060	.132**

Significance levels * : p<.05; ** : p<.01; *** : p<.001

international content, enrolling international students or offering English for speakers of other languages. Note that gender is not significantly connected to any other differences in internationalization actions taken.

Race has two statistically significant connections to an internationalization action taken category. If the respondent is American Indian/Alaskan native (2.7 percent of the respondent group), his or her institution is less likely to be taking internationalization actions in the curriculum area than if the respondent is Caucasian (the referent group). If the respondent is Hispanic/Latino (6.1 percent of respondents), his or her institution takes fewer internationalization actions in the expertise area compared to institutions led by Caucasian respondents. Those actions include requiring foreign language proficiency for graduation and offering opportunities for faculty to increase foreign language skills.

The number of foreign languages spoken with proficiency by a respondent has a positive association with internationalization actions taken in three categories: policies and procedures; curriculum; and expertise. Of note is that whether or not a respondent studied abroad as a student has no significant relationship to internationalization actions taken at the respondent's institution in any category.

The number of international professional trips taken by a respondent is positively associated with internationalization actions taken in the administration and policies and procedures categories. The number of international professional trips is also highly related to the respondent's perception of the level of importance of internationalization at

his or her current institution. The more trips a respondent has taken, the more important he or she views internationalization at his or her institution.

In terms of institutional characteristics, it is notable that institutional budget, enrollment, and number of domestic articulation agreements do not have a statistically significant relationship to any categories of internationalization actions taken in the presence of the other explanatory variables in the model. The number of employees is positively correlated with internationalization actions in the administration group, but not to actions in any of the other categories. The percentage of international students at an institution is positively related to actions in the administration and policies and procedures group; note that these are the categories that include actions involving recruitment and support of international students. An institution's setting, if in an urban, large city, is positively associated with internationalization actions in the expertise category, meaning that those actions are taken more at urban, large city institutions than at rural institutions (the referent group). Suburban institutions are more likely than rural institutions to be taking internationalization actions in the administration category.

The multivariate regression analysis (Table 25) presents the most informative findings about the internationalization actions being taken, as it takes into account all of the characteristics of the president and the institution in indicating the strength of any relationship between characteristics and the internationalization action categories. In the paragraphs above, I reviewed the specific characteristics of the president and the institution to highlight those that have a significant association with the categories of

internationalization actions taken. To give a more complete picture of what the data indicate, a discussion of the actions' relationships with the characteristics is helpful.

The analysis reveals that the administration category of internationalization actions taken (the specific actions in the category are detailed in table 1) is more strongly related to the institutional characteristics than to the characteristics of the president. Three institutional characteristics stand out: number of employees (more employees, more administrative internationalization actions), percentage of international students (higher percentage of international students, higher likelihood of action being taken), and setting (suburban colleges are more likely to be taking administration-category internationalization actions than institutions in other settings). Just one characteristic of the president (number of professional international trips), is associated with administration-category actions being taken; the more trips a president takes, the more likely it is that administration-category actions are being taken at his or her college.

The internationalization actions taken in the policies and procedures category, unlike those in the administration category, are more strongly associated with characteristics of the president than those of the institution. Years as president at any institution, number of foreign languages spoken, and number of professional international trips all positively relate to policies and procedures-category actions being taken, while the sole institutional characteristic that is connected to the same actions is the percentage of international students at the college.

Curriculum-category internationalization actions, like those in the policies and procedures category, are more strongly related to characteristics of the president, and, in fact, have no significant connection to any institutional characteristics. Expertise-category actions, too, are more related to characteristics of the president, although institutional setting (urban, large city) is positively connected to actions in this category being taken. The exposure category is not significantly connected to any of the characteristics of either the president or the institution.

The level of perceived importance of internationalization at an institution is positively related to two characteristics of the president: number of years as president at any institution, and number of professional international trips taken. The more years or trips, the greater the perceived level of importance of internationalization. None of the institutional characteristics is statistically related to perceived importance of internationalization.

Summary

This study examines the perceptions of community college presidents about different internationalization actions to shed light on some factors that contribute to or detract from internationalization at community colleges. The data show that multiple categories of internationalization actions are related to the presidents' characteristics. The number of years as president at any institution, the number of foreign languages spoken, and the number of professional international trips all have statistically significant

relationships to one or more categories of internationalization actions taken. In general, the more years as president, the more foreign languages spoken, and the more professional international trips taken, the more likely it is that several different internationalization actions are being taken at a college. In what may seem a counter-intuitive finding, the president's experience with study abroad as a student (whether he or she did or did not study abroad), has no strong connection to any of the categories of internationalization actions being taken (although it does relate to some individual internationalization actions and also the perceived desirability or feasibility of other actions). Gender and race have a weaker relationship to internationalization actions than other characteristics of the president, with only the three exceptions noted above.

Institutional characteristics that have the strongest connections to internationalization action categories are the number of employees, the percentage of international students, and the setting. Budget, enrollment, and number of domestic articulation agreements, while related to some individual internationalization actions as discussed earlier in this chapter, have no strong associations with any of the five internationalization action categories, nor with the perceived level of importance of internationalization at the college. In fact, none of the institutional characteristics have a statistically significant connection to the perceived level of importance of internationalization on campus; it is solely the characteristics of the president that may influence the president's perception of internationalization on his or her campus as very important, somewhat important, not very important, or unimportant.

This study of community college presidents adds new information to what is already known about internationalization at community colleges, presenting findings to support possible explanations about why one college may be pursuing certain internationalization actions while a similar institution is involved in completely different internationalization initiatives. The personal characteristics of the colleges' presidents are a likely factor in the difference.

Chapter 5

Discussion

This study explores how internationalization actions taken at U.S. public community colleges, and the president's perception of those actions, if not currently being taken, are related to the characteristics of the president and the characteristics of the institution. The purpose of the study is to identify significant relationships between internationalization actions and the characteristics of the president and characteristics of the institution to provide an understanding of the internationalization landscape at community colleges. This research yields useful information on those specific characteristics that indicate either a higher or lower likelihood of certain internationalization actions occurring at a particular community college.

Internationalization Actions Taken at Community Colleges

The importance of internationalization at community colleges is widely recognized, so other factors must explain why it is not more widespread. Table 5 presents the percentage of respondents who indicate whether their institution has taken or is taking the internationalization actions listed in the survey. The results of this study confirm the well-accepted understanding among academics and practitioners alike that internationalization does not look the same across institutions, nor is there one formulaic approach or pathway to internationalization.

The results of the analysis provide answers to the research question, “*How are the internationalization actions taken at a community college, as well as internationalization actions that are viewed as desirable and feasible by the college’s president, related to characteristics of the president and the institution?*” The internationalization actions appear from the data to be related to some specific characteristics of the president and some characteristics of the institution. The knowledge of which characteristics are connected to specific views or actions helps provide an understanding of which actions are of interest to a particular president, which actions may be more or less likely to occur at an institution because of certain institutional characteristics, and ultimately provide information that will be useful in developing internationalization strategies at a community college.

The data show that a piecemeal approach to internationalization is still happening at community colleges. Some colleges are taking little or no action to internationalize, while others take one or two actions, and still others are taking multiple actions in a wide range of internationalization categories. Mestanhauser’s (2002) dream of a systems approach to internationalization to encourage broad institutional transformation is still just a dream in the community college setting.

Gathering and reporting data on internationalization at community colleges is almost entirely within the purview of the American Council on Education (ACE). Very little data specifically from community colleges is forthcoming from other entities. The organization’s 2012 report on trends in internationalization showed that 50 percent of

respondents to the 2011 ACE survey of community colleges believed internationalization had accelerated on their campus between 2001 and 2011. The results of my survey support that idea, since 43.4 percent of respondents report their institution includes internationalization in the strategic plan. The ACE report noted that the percentage of community colleges with campus-wide internationalization plans was 16 percent in 2006 and 21 percent in 2011 (ACE 2012). While a campus-wide internationalization plan and including internationalization in the strategic plan are not exactly the same, the similarity between the two allows an inference to be made that internationalization is, in fact, gaining ground on community college campuses.

My findings add information that extends the 2012 ACE report for three additional internationalization actions: establishing a campus-wide committee to guide and promote internationalization, specifying internationalization as a priority in the institutional mission/vision, offering English for speakers of other languages. The percentage of community college campuses with a campus-wide committee for internationalization was 44 percent in 2001, 33 percent in 2006, and 37 percent in 2011, according to ACE (2012, p.1). My data show that 32.2 percent of respondents' institutions have a campus-wide committee in place as of 2016. This would be the lowest percentage of community colleges with an internationalization committee in over 15 years.

The percentage of community colleges that include internationalization in the institutional mission statement, according to ACE in 2012, was 25 percent in 2001, 27

percent in 2006, and 22 percent in 2011. My data show that 30.7 percent of respondents' institutions specify internationalization as a priority in the mission or vision statement. This finding represents a substantial increase in the percentage of colleges that include internationalization as a priority.

The third action for which ACE gathered data is offering English for speakers of other languages (ESOL). The percentage of community colleges that offered ESOL in 2001 was not available, but was 79 percent in 2006, and 61 percent in 2011. My 2016 data show that 73.8 percent of respondents' institutions offer ESOL. This result is in line with the ACE figure from 11 years ago, and may be a sign of a resurgence in the number of community colleges offering ESOL.

ACE conducted their "every-five-years" survey of community colleges on the topic of internationalization in 2016, but the results are not yet available. It will be worth comparing my data with the ACE results, once they are known, as a check on both data sets.

Raby & Valeau (2007), however, assert that 2000-2007 was an institutionalization phase of development of internationalization at community colleges during which time there was a movement or explicit push to include international education in mission statements and education policies. My findings contradict that notion, since only 30.7 percent of community college presidents responding to this survey are at a community college where internationalization is specified as a priority in the institutional mission. More indicative of the fact that broad institutionalization of internationalization has not

occurred and is unlikely to occur anytime soon is that of the 69.3 percent of respondents at institutions where internationalization is not specified as a priority in the institutional mission statement, only 9.7 percent think it is desirable to have it specified as a priority there, despite the fact that 23.2 percent of those same respondents see it as feasible to do so.

The analysis from this study reveals a number of clues about why internationalization is not taking place broadly at community colleges, and also supports previous research on potential reasons for this widespread lack of internationalization. As noted in Chapter 2, Knapp, Kelly-Reid & Ginder (2011) report that only 11.9 percent of students graduate from community colleges in two years, and only 28.1 percent graduate within four years. The current emphasis on the importance of completion rates at all institutions of higher education in the U.S. means that anything that may lower those rates or slow an otherwise on-schedule-to-graduate student is more difficult to support. Results of this study show that the two internationalization actions that add a graduation requirement (requiring foreign language proficiency for graduation and requiring international activities through coursework, culturally diverse service learning or study abroad for graduation) are infrequently implemented (by 5.6 percent and 15 percent of respondents, respectively).

The low rate of a foreign language proficiency requirement at community colleges also confirms Pusser & Levin's (2009) observation that "few synergies have emerged between colleges' key domains of developmental education, vocational training,

and transfer for baccalaureate attainment” (p.17), since foreign language proficiency is often required at baccalaureate degree-issuing institutions, but has not been fully incorporated into community college offerings for those preparing to transfer.

Another possible reason for the low rates of internationalization actions being taken is that specific internationalization actions are seen as desirable, but not also viewed as feasible. For example, 85 percent of respondents’ institutions are offering courses with some international content. Of the 15 percent of respondents whose institutions are not offering such courses, 60 percent see doing so as desirable, while only 15 percent see doing so as feasible. Clearly, something is causing some presidents to want to offer courses with international content, but believe that they are not able to do so. Nine other actions, of the 23 internationalization actions, are viewed as desirable more often than they are viewed as feasible.

Another possible reason for a lack of implementation of some internationalization actions is that the most powerful influence on internationalization at the institution does not want to take a particular action; it is not desirable. The results of this study show that 13 of the 23 internationalization actions are viewed as feasible more often than they are viewed as desirable. For example, 31.4 percent of respondents from institutions not partnering with other institutions to increase study abroad opportunities view the action as feasible, but only 12.2 percent see it as desirable. Similarly, actively recruiting international students is seen as feasible by 30.8 percent of respondents whose institutions aren’t actively recruiting, but desirable by only 12.8 percent. Even at

institutions where the president believes a particular internationalization action is possible, he or she may not see it as desirable, so it is not pursued.

Some additional results from the data analysis, pertaining to the institutional characteristics, merit highlighting. Table 13 shows that 22 of 23 internationalization actions are more likely to be taken at institutions with a higher percentage of international students than at those with a lower percentage of international students. The exception is requiring foreign language proficiency for graduation. Clearly, having international students on campus is an important internationalization action since it is positively related to so many other internationalization actions. A higher percentage of international students on campus, however, relates to a lower likelihood that the president will see as desirable partnering for study abroad or actively recruiting international students (Table 14), but a higher likelihood he or she will see as desirable offering opportunities for faculty to increase foreign language skills.

Eighteen of 23 internationalization actions are more likely to be taken at institutions with more employees, which may make sense (more people means more human resources for additional responsibilities vis-à-vis internationalization). Partnering with other organizations to increase study abroad is viewed as desirable more often by respondents at institutions with fewer employees than at those from institutions with more employees, which may also seem reasonable. An additional finding that is also unlikely to be a surprise is that if an institution's budget has a surplus, some internationalization actions are more likely, and the president is also more likely to see

other internationalization actions as desirable and feasible. A possibly less-expected result, however, is that respondents at institutions with budget deficits view more internationalization actions as desirable and feasible at a higher rate than do respondents at institutions with balanced budgets (Tables 20 and 21).

An additional result of the analysis is the finding that the more domestic articulations an institution has, the less likely the president is to see as desirable enacting articulation agreements or signing memoranda of understanding with foreign institutions of higher education for exchanges or other collaborative activities. In addition, the more domestic articulation agreements an institution has, the less likely the president is to see partnering to recruit international students as desirable.

Overall, 47.5 percent of respondents' institutions are in a rural setting. The results show that setting matters. For 78.26 percent of the internationalization actions surveyed here (Table 22), rural community colleges are less likely to be taking these actions than institutions in any other setting. This finding confirms the common observation that institutions in rural settings are internationalizing much less than institutions in other settings (Harder, p. 157). Rural institutions' presidents, however, see three of the internationalization actions as desirable with much higher frequency than presidents at institutions in other settings (Table 23), and those three are the only three actions for which desirability is statistically related (maintaining a strong program for international risk management, partnering with other organizations to recruit international students, and requiring foreign language proficiency for graduation). In addition, the sole

internationalization action for which feasibility is significantly related is establishing a campus-wide committee to guide and promote campus internationalization, and it is the rural-setting institutions' presidents who view it as feasible more than presidents in other settings.

Implications for Practice

This study's findings about internationalization will be useful for community college leaders, adding to their ability to understand opportunities for and challenges to internationalization at community colleges. In choosing from the array of internationalization actions, community college leaders should consider these results as they make strategic decisions. The information in this study about the characteristics of the president and the institution can be used to evaluate which internationalization action (or actions) is most likely to align well with the current environment at the institution. The study is worth consulting for indications that institutional or presidential characteristics in place have a positive or negative relationship with any potential internationalization action under consideration.

The most useful implication for practice is in the hiring of a new community college president. The results here provides information about which characteristics of the president have a positive relationship with internationalization actions, so a college board of trustees interested in continuing, or beginning, a specific internationalization action (or internationalization in general), will be able to consult the analysis here to

support inclusion of required qualifications or skills in their recruitment announcement. A clear example is if a college is interested in internationalization actions that fall in the expertise category (requiring foreign language proficiency for graduation, offering opportunities for faculty to increase foreign language skills, and establishing awards for internationalization efforts). Foreign language proficiency of the president is highly connected to those actions at a college. The board of trustees in such a situation may want to consider a candidate's foreign language proficiency if they want to increase the likelihood of implementation of those internationalization actions.

Implications for Policy

The results of this study provide information that the American Association of Community Colleges (AACC) may want to be aware of in planning future "Presidents Academy" agendas. In 2008, international education/internationalization ranked 49 out of 50 areas of concern or focus for community college presidents (personal knowledge of the author). This study reveals that 62.4 percent of respondents perceive internationalization at their college as either very or somewhat important, while 33.5 percent see it as not very important and 3.8 percent view it as unimportant. AACC may want to consider offering support and resources for community college presidents engaged in internationalization, since the percentage of those that are either already doing so, or are interested in doing so, appears to be increasing.

For professionals interested in becoming a community college president, there are currently few resources available to guide them in their preparation as it relates to internationalization, perhaps leading them to think that perhaps internationalization is not important at a community college. AACC's website states that it will achieve its goals by, in part, "(s)upporting community colleges to prepare learners to be effective in a global society." (2016). If so, internationalization is key to that support, and preparing presidents to lead internationalization is the first step.

Limitations of the Study

The demographics of the presidents in this study are broadly representative of community college presidents, but the presidents who responded to the survey are likely those for whom internationalization is of interest. Those for whom it is not of interest may have elected not to participate. There may be a bias in the data, therefore, from the pre-existing interest. It may also be that the responses to the desirability and feasibility questions in particular would be much lower if those for whom internationalization is not something they are considering had completed the survey in large numbers.

There is a possible complication in the reading of some of the results of the analysis. For example, do institutions that are taking internationalization actions do so because of the president (i.e. does the president take professional international trips and therefore moves the college internationalization forward), or is the college pursuing internationalization so that the president then takes more professional international trips?

The data here does not provide an answer to those questions. A similar limitation exists for the “actions taken” since it is not possible to know whether the actions were being taken prior to the current president’s arrival, or if the current president instigated the action.

There are many factors that likely influence a president’s views of internationalization actions, and this study considers a subset of them.

Recommendations for Future Research

The dearth of research into community college internationalization leaves room for future research possibilities. The results of this study suggest several areas for future research.

Community colleges in rural settings (47.5 percent of institutions in this study) have a particular challenge with internationalization as illustrated by this study’s data (Appendix C). There is a negative relationship between each of the internationalization categories and a rural setting. Research on community colleges in rural settings that are successfully internationalizing in some way, such as Kirkwood Community College in Iowa or Fox Valley Technical College in Wisconsin could inform others about possible strategies for success.

Ten of the internationalization actions surveyed are viewed (by the presidents at colleges that are not taking the action) as desirable more often than they are viewed as feasible (Table 5). Some of those actions are: including internationalization in the

strategic plan, offering courses with some international content, and supporting development of faculty members' global competencies through training, conference participation or other opportunities. Research into the factors that lead to the perception of actions such as these as desirable but not possible would shed light on reasons some community colleges may not be internationalizing at a rate that keeps pace with the expressed desire to do so. Knowing the specific impediments to internationalization, researchers and practitioners can pursue investigations to address those issues.

In-depth research into the particular internationalization actions that are most often or least often taken at a community college would yield useful information about why certain actions are taken more or less often, and add to the knowledge gained here in terms of influences on internationalization at community colleges. This study shows that the six most taken internationalization actions (by more than 50 percent of respondents' institutions) are: a) offering courses with some international content (such as language courses); b) enrolling international students, c) offering English for speakers of other languages (ESOL); d) hiring faculty or staff born outside the U.S.; e) communicating internationalization activities and opportunities broadly on campus; and f) establishing systems to support study abroad (such as internships or learning opportunities abroad). The four least often taken (by less than 20 percent of respondents' institutions) internationalization actions are a) requiring foreign language proficiency for graduation; b) establish awards for internationalization efforts; c) require international activities through coursework, culturally diverse service learning or study abroad for graduation; d)

offering opportunities for faculty to increase foreign language skills. An exploration of either set of these actions would reveal relationships of other factors on those actions and add to the knowledge of why certain actions are more often taken at community colleges while others are taken less often.

Conclusion

Internationalization is just one of many domains in which community colleges are engaging. Some college leaders see it as a promising pursuit, while others may see it as just one more expectation of an institution with a mandate that is already sufficiently broad. The views of the college president are influenced by many factors, and this study shows that three personal characteristics of the president have a strong connection to internationalization actions occurring at a college (years as a president at any institution, number of foreign languages spoken, and number of professional international trips taken). A college board of directors looking to hire a new president who supports internationalization will do well to examine these three factors. Institutional factors are often harder for a college to control or change, but the findings on which factors make a difference to internationalization actions occurring are those that can inform decisions about which particular actions to pursue. Internationalization can happen anywhere, anytime, if the will is there.

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Appendix A: Institutional Review Board Approval

Screen capture of email from University of Minnesota IRB on the following page.

1512E81684 - PI Bissonette - IRB - Exempt Study Notification

 irb@umn.edu
Thu 1/14/2016, 1:44 PM
bisso058@umn.edu

   Reply |

TO : mand@umn.edu, bisso058@umn.edu,

The IRB: Human Subjects Committee determined that the referenced study is exempt from review under federal guidelines 45 CFR Part 46.101(b) category #2 SURVEYS/INTERVIEWS; STANDARDIZED EDUCATIONAL TESTS; OBSERVATION OF PUBLIC BEHAVIOR.

Study Number: 1512E81684

Principal Investigator: Bonita Bissonette

Title(s):

U.S. Community College Presidents' Views on Dimensions of College Internationalization: Desirability and Feasibility

This e-mail confirmation is your official University of Minnesota HRPP notification of exemption from full committee review. You will not receive a hard copy or letter.

This secure electronic notification between password protected authentications has been deemed by the University of Minnesota to constitute a legal signature.

The study number above is assigned to your research. That number and the title of your study must be used in all communication with the IRB office.

Research that involves observation can be approved under this category without obtaining consent.

SURVEY OR INTERVIEW RESEARCH APPROVED AS EXEMPT UNDER THIS CATEGORY IS LIMITED TO ADULT SUBJECTS.

This exemption is valid for five years from the date of this correspondence and will be filed inactive at that time. You will receive a notification prior to inactivation. If this research will extend beyond five years, you must submit a new application to the IRB before the study's expiration date. Please inform the IRB when you intend to close this study.

Upon receipt of this email, you may begin your research. If you have questions, please call the IRB office at (612) 626-5654.

You may go to the View Completed section of eResearch Central at <http://eresearch.umn.edu/> to view further details on your study.



Appendix B

Survey Instrument

Consent Information

You are invited to be in a research study of internationalization at U.S. Community Colleges. You were selected as a possible participant because you are president of a U.S. college that is a member of the American Association of Community Colleges.

This study is being conducted by Bonnie Bissonette, doctoral candidate at the University of Minnesota.

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a research subject. Research record will be stored securely and only researchers will have access to the records.

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

If you have questions, **you are encouraged** to contact the principal investigator at bisso058@umn.edu or (410) 591-1291, or her doctoral advisor, Professor Melissa Anderson, at mand@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Research Subjects' Advocate Line, (612) 625-1650 or D528 Mayo, 420 Delaware St. SE, Minneapolis, MN, 55455.

To begin, we need just a bit of background data.

1. Which of the following best describes your college's setting:
 - Urban, large city
 - Urban, mid-size city
 - Suburban
 - Rural

2. Which of the following best described your college's control type?
 - Public
 - Private, not-for-profit
 - Private, for-profit
3. For how many years have you served as president at your current institution?
write in #
4. For how many years have you served as a college president at any institution, including your current appointment?
write in #

*In the next set of items, we use **internationalization** to refer to international activities and initiatives in any of the following categories:*

- *Student mobility (study abroad, international student recruitment, international internships)*
- *Teaching and learning*
- *Faculty development (global activities)*
- *Organization (international planning and funding priorities)*

Institutions vary widely on the extent of their internationalization. Presidents also differ in their views of which steps toward internationalization are desirable or feasible at their institutions.

Please respond candidly. We are interested in your views as a college president.

At your college:

Have you taken or are you taking this step? Yes (skip logic used)

If not, do you view this step as desirable? Yes feasible? Yes

5. Offer courses with some international content (such as language courses)
6. Specify internationalization as a priority in the institutional mission/vision statement.
7. Include internationalization in the college strategic plan.
8. Enroll international students.
9. Establish an office dedicated to administering internationalization programs (such as study abroad, recruiting international students, internationalizing the curriculum).

10. Establish a campus-wide committee to guide and promote campus internationalization
11. Hire faculty or staff born outside the U.S.
12. Communicate internationalization activities and opportunities broadly on campus
13. Require foreign language proficiency for graduation
14. Require international activities through coursework, culturally diverse service learning or study abroad for graduation.
15. Offer English for Speakers of Other Languages (ESOL)
16. Establish systems to support study abroad (such as internships or learning opportunities abroad)
17. Maintain a strong program for international risk management (such as training for trip leaders, orientation of students, insurance, and emergency planning)
18. Actively recruit international students.
19. Staff a center that supports international students.
20. Offer scholarships or other financial support for international students.
21. Offer opportunities for faculty to increase foreign language skills.
22. Establish awards for internationalization efforts
23. Support development of faculty members' global competencies through training, conference participation or other opportunities
24. Provide support for faculty to engage in activities related to internationalization
25. Partner with other organizations to recruit international students
26. Partner with other institutions or organizations to increase study abroad opportunities.
27. Enact articulation agreements or sign Memoranda of Understanding with foreign institutions of higher education for exchanges or other collaborative activities.

Presidential Background

28. What is your gender?
Male
Female
Other
29. What is your age?
write in #
30. What is your country of origin?
U.S.
Other (Please specify)
31. What is your ethnicity? (Please check all that apply)
African American
American Indian/Alaskan Native
Asian/Pacific Islander
Caucasian
Hispanic/Latino
Other
32. Which of the following degrees have you been awarded (please exclude honorary degrees)
Bachelors
Masters
EdD
PhD
JD
MD
Other
33. Which of the following most closely represents your professional background?
Primarily academic
Primarily corporate
Primarily governmental
Academic and corporate
Academic and governmental
Corporate and governmental
Academic, corporate and governmental

34. How many languages (other than English) do you speak fluently?
write in #
35. When you were a student, did you participate in a study-abroad experience?
Yes
No

Appendix B: Survey Instrument (continued)

36. Approximately how many professional trips have you taken outside the U.S. ?
write in #
37. Besides professional trips abroad, approximately how many trips have you taken
outside the U.S.?
write in #

College Characteristics

38. Approximately how many students (FTE) are enrolled in your college (to the nearest
100)?
write in #
39. Approximately how many people (FTE) are employed at your college?
write in #
40. Approximately what percentage of students at your college are international
students?
Write in
41. In which state is your college located?
Drop –down selection
42. What is the status of your college's student enrollment in the current academic year?
Over capacity
Full capacity
Under capacity
43. What is the status of your college's budget in the current fiscal year?
Surplus
Deficit
Balanced

44. What is the status of your college's financial reserves in the current fiscal year?
Exceeds target
Meets target
Below target
45. With how many U.S. institutions does your current institution have articulation agreements?
write in #
46. With how many institutions in other countries does your current institution have articulation agreements?
write in #
47. Overall, how important do you feel internationalization is to your institution?

Not very important
Unimportant
Very important
Somewhat important
48. Please provide any additional comments about internationalization at your current institution that you would like to share.

Appendix C

Correlation Matrix

	1	2	3	4	5	6	7	8
1. Administration	1.000***							
2. Policies and Procedures	.692***	1.000***						
3. Curriculum	.395***	.437***	1.000***					
4. Expertise	.459***	.417***	.225***	1.000***				
5. Exposure	.329***	.376***	.337***	.225***	1.000***			
6. Importance	.543***	.614***	.294***	.305***	.248***	1.000***		
<u>President's Characteristics</u>								
7. Years as President Current	.118	.142*	.070	.064	.092	.118	1.000***	
8. Years as President Any	.142*	.189**	.133*	.122	.155*	.178**	.817***	1.000***
9. Female	.012	-.057	.053	-.043	-.023	.010	-.094	-.105
10. Age	.127*	.130*	.064	.095	.168**	.182**	.437***	.527***
11. African American	.079	.081	.018	.027	.063	.006	-.055	-.042
12. American Indian/Alaskan Native	-.059	-.103	-.181**	-.081	-.025	.003	.017	-.025
13. Asian/Pacific Islander	-.001	.139*	.056	.024	.025	.043	.005	.018
14. Caucasian	-.031	-.045	.047	.006	-.038	-.026	.068	.081
15. Hispanic/Latino	-.016	-.016	.005	-.028	.000	-.018	-.087	-.089
16. Languages Spoken	.117	.209**	.217**	.311***	.132	.049	-.090	-.023
17. Study Abroad as Student	.122	.056	.101	.052	.034	.038	-.159**	-.152*
18. International Professional Trips	.271***	.252***	.125*	.190**	.132*	.257***	.050	.120
19. International Personal Trips	.221***	.186**	.012	.085	.072	.180**	.060	.080
<u>Institutional Characteristics</u>								
20. Number of Students	.311***	.304***	.275***	.365***	.191**	.196**	.120	.225***
21. Number of Employees	.326***	.289***	.290***	.189**	.171**	.241***	.158**	.262***
22. International Student Percentage	.284***	.316***	.232***	.250***	.213**	.174**	.004	.062

Appendix C: Correlation Matrix (continued)

	1	2	3	4	5	6	7	8
23. Budget Surplus	.140*	.132*	.086	.105	.107	.094	.195**	.199**
24. Budget Deficit	.006	.066	.022	.023	-.045	-.014	-.036	-.091
25. Budget Balanced	-.101	-.149*	-.078	-.092	-.033	-.051	-.099	-.051
26. Setting Large City	.236***	.190**	.195**	.173*	.143*	.189**	.022	.049
27. Setting Mid-Size City	.063	.155*	.152*	.021	.110	.070	.086	.116
28. Setting Suburban	.163**	.082	.095	.130*	.096	.008	.015	.104
29. Setting Rural	-.333***	-.319***	-.329***	-.231***	-.261***	-.189**	.113	-.207**
30. Enrollment Over	.023	.008	.081	-.013	.036	.020	.030	.035
31. Enrollment Full	.071	.073	.087	.109	.200**	.054	.257***	.239***
32. Enrollment Under	-.075	-.072	-.111	-.099	-.204**	-.059	-.256***	-.240***
33. Reserves Exceeds	.008	.087	.146*	.095	.104	.050	-.038	.044
34. Reserves Meets	.019	-.031	-.079	.018	-.039	.035	.087	.096
35. Reserves Below	-.032	-.054	-.058	-.122	-.062	-.096	-.066	-.163**
36. Domestic Articulation Agreements	.216**	.132*	.214**	.120	.202**	.094	.060	.143*
37. Foreign Articulation Agreements	.435***	.487***	.223***	.246***	.158*	.344***	.133*	.181**

Appendix C: Correlation Matrix (continued)

	9	10	11	12	13	14	15	16
9. Female	1.000***							
10. Age	.025	1.000***						
11. African American	-.043	.063	1.000***					
12. American Indian/Alaskan Native	.025	-.056	-.048	1.000***				
13. Asian/Pacific Islander	-.065	.021	-.025	-.014	1.000***			
14. Caucasian	.042	.060	-.601***	-.338***	-.179**	1.000***		
15. Hispanic/Latino	.023	-.096	-.074	-.041	-.022	-.520***	1.000***	
16. Languages Spoken	-.056	.065	.126	.031	.119	-.232**	.184**	1.000***
17. Study Abroad as Student	.126*	-.065	.047	.042	-.042	.020	-.077	.208**
18. International Professional Trips	-.106	.125	.108	.119	.037	-.118	-.033	.248***
19. International Personal Trips	.038	.168**	.047	.121	-.051	-.097	.023	.339***
<u>Institutional Characteristics</u>								
20. Number of Students	-.026	.164*	.040	-.094	.060	-.087	.036	.072
21. Number of Employees	.008	.157*	.046	-.113	-.009	-.025	.090	.023
22. International Student Percentage	.037	.020	.061	-.032	-.021	-.028	-.020	.202**
23. Budget Surplus	-.072	.095	.104	-.062	-.033	-.003	-.042	-.008
24. Budget Deficit	.056	-.035	-.005	.016	.154*	-.028	-.026	.101
25. Budget Balanced	-.001	-.033	-.066	.028	-.115	.028	.052	-.086
26. Setting Large City	-.029	.046	.096	-.063	-.033	-.185**	.234***	.169*
27. Setting Mid-Size City	.038	.138*	.042	-.089	.057	.058	-.061	-.027
28. Setting Suburban	.013	.134*	.016	-.012	.077	-.009	-.030	.110
29. Setting Rural	-.023	-.246***	-.111	.126*	-.083	.081	-.083	-.176**
30. Enrollment Over	-.026	.058	-.037	-.021	-.011	-.022	.109	.108
31. Enrollment Full	-.078	.104	.052	-.065	.096	.004	-.093	.082
32. Enrollment Under	.083	-.120	-.037	.069	-.088	.004	.050	-.119
33. Reserves Exceeds	-.100	.024	.095	-.039	-.050	.016	-.064	.224**

Appendix C: Correlation Matrix (continued)

	9	10	11	12	13	14	15	16
<i>34. Reserves Meets</i>	-.050	.063	-.100	.008	.080	.066	-.041	-.081
<i>35. Reserves Below</i>	.168**	-.103	.022	.032	-.045	-.098	.117	-.134
36. Domestic Articulation Agreements	-.087	.094	.002	-.101	-.011	.089	-.062	.073
<i>37. Foreign Articulation Agreements</i>	-.088	.099	.118	-.050	-.024	-.030	-.054	.293***

Appendix C: Correlation Matrix (continued)

	17	18	19	20	21	22	23	24
17. Study Abroad as Student	1.000***							
18. International Professional Trips	.058	1.000***						
19. <i>International Personal Trips</i>	.192**	.430***	1.000***					
<u>Institutional Characteristics</u>								
20. <i>Number of Students</i>	.017	.197**	-.024	1.000***				
21. Number of Employees	.003	.270***	.045	.663***	1.000***			
22. International Student Percentage	.044	.183**	.116	.265***	.203**	1.000***		
23. Budget Surplus	.034	.153*	.103	.181**	.199**	.002	1.000***	
24. Budget Deficit	.052	-.015	-.021	.000	-.036	.010	-.213**	1.000***
25. Budget Balanced	-.070	-.090	-.051	-.122	-.102	-.010	-.490***	-.747***
26. Setting Large City	.042	.161*	.095	.278***	.477***	.364***	.002	.030
27. Setting Mid-Size City	-.046	.014	-.023	.193**	.195**	-.039	.188**	-.012
28. Setting Suburban	.019	.030	.077	.076	.003	-.058	-.014	.027
29. Setting Rural	-.003	-.142*	-.102	-.402***	-.480***	-.167**	-.148*	-.029
30. Enrollment Over	.019	.059	.120	.058	.106	.067	.048	.001
31. Enrollment Full	-.028	.222***	.108	.179**	.127*	.099	.167**	-.116
32. Enrollment Under	.019	-.232***	-.146*	-.191**	-.159*	-.119	-.176**	.110
33. <i>Reserves Exceeds</i>	.074	.142*	.168**	.089	.086	.016	.307***	-.116
34. <i>Reserves Meets</i>	.012	-.021	-.133*	-.060	-.036	-.042	-.154*	-.145*
35. <i>Reserves Below</i>	-.094	-.124	-.014	-.020	-.045	.034	-.135*	.301***
36. Domestic Articulation Agreements	.103	.199**	.011	.096	.097	.088	.102	-.063
37. <i>Foreign Articulation Agreements</i>	.059	.382***	.333***	.159*	.293***	.248***	.161*	-.083

Appendix C: Correlation Matrix (continued)

	25	26	27	28	29	30	31	32
25. Budget Balanced	1.000***							
26. Setting Large City	-.028	1.000***						
27. Setting Mid-Size City	-.117	-.208**	1.000***					
28. Setting Suburban	-.015	-.174**	-.245***	1.000***				
29. Setting Rural	.127*	-.365***	-.515***	-.431***	1.000***			
30. Enrollment Over	-.034	.238***	-.068	-.057	-.058	1.000***		
31. Enrollment Full	-.011	.062	.174**	-.024	-.168**	-.048	1.000***	
32. Enrollment Under	.022	-.142*	-.143*	.043	.181**	-.302***	-.937***	1.000***
33. Reserves Exceeds	-.105	-.078	.033	.077	-.035	.076	.049	-.073
34. Reserves Meets	.235***	.108	-.003	-.124*	.024	-.013	.076	-.068
35. Reserves Below	-.177**	-.050	-.032	.070	.007	-.065	-.144*	.160*
36. Domestic Articulation Agreements	-.012	-.024	.023	.161*	-.124	.000	.154*	-.148*
37. Foreign Articulation Agreements	-.034	.185**	.149*	.056	-.286***	.074	.082	-.105

Appendix C: Correlation Matrix (continued)

	33	34	35	36	37
<i>33. Reserves Exceeds</i>	1.000***				
<i>34. Reserves Meets</i>	-.625***	1.000***			
<i>35. Reserves Below</i>	-.291***	-.565***	1.000***		
36. Domestic Articulation Agreements	-.046	.100	-.074	1.000***	
<i>37. Foreign Articulation Agreements</i>	.167**	-.110	-.042	.137*	1.000***

Significance levels: *: p<.05; **: p<.01; ***: p<.001