



COMMUNITY COLLEGE CHARACTERISTICS AND INTERNATIONAL EDUCATION OPPORTUNITIES

WHICH COLLEGES ARE MOST LIKELY TO PROVIDE ACCESS?

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REPORT OVERVIEW

This report provides information about the extent to which community college characteristics lend themselves to the presence of five international education activities: study abroad, international student enrollment, virtual international exchange, certificate or diploma program(s) related to global learning, and on-campus internationally focused events and student organizations. These institutional characteristics are the following:

- Curricular focus: We define this characteristic using the Carnegie Undergraduate Instructional Program Classification:
 - Baccalaureate/associate's colleges: Both associate's and baccalaureate degrees are awarded, with most degrees awarded at the associate's level
 - High transfer: Fewer than 30% of degrees and certificates awarded are in career and technical programs
 - Mixed transfer/career and technical: 30-49% of degrees and certificates awarded are in career and technical programs
 - High career and technical: More than 50% of degrees and certificates awarded are in career and technical programs *or* no more than 75% of degrees and certificates awarded are in a single program
- Institutional finances: State and local appropriations per student
- Total enrollment

CURRICULAR FOCUS AND INTERNATIONAL EDUCATION ACTIVITIES

When examining community colleges by curricular focus category, our results indicated that Baccalaureate/Associate colleges were more likely to offer study abroad and enroll international students compared to colleges with a mixed degree focus. Baccalaureate/Associate colleges were also more likely to support clubs and events with an international focus on campus. High Transfer colleges were also more likely to offer study abroad and support on-campus clubs and events with an international focus, but this curricular focus was not significantly associated with enrolling international students. Colleges that fell into the High Career and Technical degree focus category were less likely to offer certificates or diplomas in global learning compared to mixed-degree institutions.

INSTITUTIONAL FINANCES AND INTERNATIONAL EDUCATION ACTIVITIES

Both state and local appropriations exhibited a positive relationship with study abroad. Thus, greater amounts of state and local appropriations per student correlated to an increase in the likelihood that a college would offer study abroad. However, for virtual exchange, only local appropriations per student showed a positive association. For globally focused certificate or diploma offerings, only state appropriations per student showed a positive association.

TOTAL ENROLLMENT AND INTERNATIONAL EDUCATION ACTIVITIES

Total enrollment had a positive relationship with all five of the international education offerings included in this study. In general, colleges with greater enrollment were more likely to support all the international education activities we considered in this study.

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<https://ccintled.pages.wm.edu/reports/>

ABOUT US:

The Community College International Education Research Initiative (CCIERI) is a research group organized by Dr. Melissa Whatley in William & Mary's School of Education. Our work focuses on all aspects of international education in the U.S. community college context. We are especially interested in unconventional, less common, and new approaches that promote access to international learning opportunities for underserved populations and that result in outcomes that lead to a more just world.

Learn more at <https://ccintled.pages.wm.edu/>.

OUR WORK:

Current projects focus on the following topics:

- Mapping community college international education
- Financial support for community college study abroad
- Faculty engagement in virtual exchange and perceptions of student learning
- International student support and services at U.S. community colleges
- Understanding education abroad discourses at U.S. community colleges

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