

CASE STUDIES IN

GLOBAL EDUCATION



- Tapping the Power of Consortia
- Using Virtual Technologies
- Implementing a Comprehensive Approach
- Leveraging Academic Partnerships

WWW.AACC.NCHE.EDU



January 2020

In response to the need for a more globally competent workforce and citizenry, some community colleges have created innovative and promising practices for globalization that can serve as examples for others to follow.

The examples exhibit a wide range of institutional types and approaches, demonstrating that regardless of institution size or budget, substantive and meaningful globalization at community colleges is possible.



Tapping the Power of Consortia

California Colleges for International Education (CCIE) is a statewide consortium of community colleges, currently with 84 members in a state with the largest number of community colleges students—1.5 million. Its mission is to generally increase international understanding through education and collaboration. Accordingly, CCIE encourages and supports the establishment of international programs throughout the California community college sector of 109 institutions. Its areas of support include faculty exchange, international business, international development/contract learning, internationalizing the curriculum, international student, and study abroad programs. It also collaborates with the Chancellor’s Office of the California educational system to bring statewide international education programs and initiatives to scale systemwide. Throughout the year, CCIE produces a variety of resources and venues focusing on professional development and networking for community college leaders. In addition, CCIE holds an annual competition to award grants to faculty and scholarships to students.

In 2013, CCIE collaborated with the UCLA Center for Global Education to produce a report containing the first largescale quantitative research study concerning the impact of study abroad on community college students. In that year, California had the largest number of community college students studying abroad. The 2013 study looked at nearly 500,000 California community college students to determine if study abroad had any effect on their rates of retention, progression through remedial courses, success (GPAs), completion, and transfer. Researchers observed that study abroad had a significant positive effect regarding each of those measures, especially for minority students -- a result that has been corroborated in several studies since then.

Today, nearly every U.S. state has a statewide consortium focused on international education. Some include, and may be led by, 4-year institutions. Notably, there are several statewide consortia of community colleges and 4-year institutions focused on international student recruitment. The idea is to promote the formal relationship between community colleges, as a starting point for students, and in-state 4-year institutions as their transfer partners—the American 2+2 model.

International education consortia can also reach across state borders. Some are very small and informal, established around personal relationships between senior international officers at community colleges, and may be focused on a single activity—for example, international student recruitment or study abroad.

Community Colleges for International Development (CCID) is an AACC affiliated council that is a prime example of a large consortium, with more than 100 members from nearly every U.S. state as well as several international members. CCID is a premiere provider of professional development for community college leaders focused on international education. It is well-known for leveraging the synergy of small cross-state consortia in its creation of the Trioka model—in which three community colleges partner to provide study abroad programs, with each college alternating as the lead administrator on study abroad trips for which all three colleges supply students. Although the model was established long ago, it is still in use and has grown in popularity as a means for community colleges with limited capacity to provide robust study abroad opportunities to their students.



Utilizing Virtual Technologies

Tompkins-Cortland Community College (TC3) is a small, rural college in upstate New York with a total student population of about 3,000. TCC and several other community colleges across the state of New York are part of the State University of New York (SUNY) educational system—the nation’s largest state consortium of colleges and universities. It is also an active member of the SUNY Center for Collaborative Online International Learning (COIL).

More than two decades ago, SUNY created COIL to allow its U.S. students an opportunity to participate in two-way interactive online classrooms with students in other countries. Faculty in both countries co-create a COIL class by working together to form the syllabus and plan classroom activities based on academic principles that promote substantive experiential and collaborative learning. Classes can be totally online or have a blended format consisting of face-to-face interactions taking place between schools as well as separately off-line within each school. In 2016 COIL received an Aspen Institute’s Stevens Initiative grant to establish partnerships and virtual ex-changes with schools in the Middle East and north Africa. As a result, TC3 established relationships with higher education institutions in Egypt and Morocco.

As the technology continued to advance, TC3 forged many international partnerships using the technological innovations involving online and virtual formats. For example, TC3 along with partners in South America and Europe created Global Connections, a dual degree program that allows international students to study in their





own home countries during the normal school year. Classes can be completely online or combined with in-classroom instruction. Students then come to the TC3 campus during summer breaks or after graduation in their home countries to complete U.S. associate degrees. Successful students can then transfer to any of TC3's transfer partners, including Ivy League and other high-quality U.S. institutions such as Cornell University and the Rochester Institute of Technology.

Implementing a Comprehensive Approach

Kirkwood Community College (KCC) is medium-size institution, with an enrollment of nearly 20,000 students spread across 10 locations in and around Cedar Rapids, Iowa. Its long-held commitment to international education is expressed in its global vision: "that every faculty, staff and student engage in an intercultural experience as part of their Kirkwood experience." With eager faculty as catalysts, supportive administrators and forward-thinking trustees, KCC has successfully infused internationalization into every aspects of the college to become a national leader for comprehensive internationalization.

In spring 2019, KCC had more than 1,200 non-U.S. citizens in its student population, including more than 300 international students, from 100 different countries across more than four continents. Each year, the college provides Global Advantage Scholarships to needy students and encourages the submission of applications to the federally-funded Fulbright, Boren, and Benjamin A. Gilman Scholarship programs as well as a variety of programs from other sources.

The KCC website lists more than 20 international partners in 13 countries. KCC is a member of several internationally-focused consortia, including Community Colleges for International Development (an AACCC affiliated council) and the Global Education Network (a small consortium of technical colleges in the U.S., Singapore, Australia, and Canada). Through its many international partnerships and memberships, KCC offers a diversity of study and work abroad opportunities to its students each year. In 2019, KCC offered study abroad opportunities to nearly 20 locations around the world, which included every continent except Antarctica. Its robust international connections and ability to leverage outside resources also allows KCC to provide a wide range of international professional development opportunities to its faculty and administrators. In turn, the college faculty, administrators, and students are called upon to provide others who are unable to travel with impactful international and intercultural experiences both in and outside of the classroom. Notably, the KCC Center for Excellence in Learning and Teaching provides faculty with "resources for curriculum development to help students talk about and examine the concept of culture and its affect from a local, city, state and country perspective." Offerings also include international virtual exchange programs.

KCC internationalization efforts extend into its surrounding communities. In addition to participating in on-campus clubs and organizations, the college encourages its international students to engage in local community life off-campus. Likewise, KCC invites local families to become "mentor families" to international students. Local community members can also volunteer to help plan and participate in on-campus

international events. Still others can contribute to its scholarship funds for international students or for KCC students to study abroad.

KCC institutional structure and hiring preferences also support its internationalization efforts. The head of KCC international programs reports directly to the vice president for academic affairs, who reports directly to the president. However, the college president often engages directly in international education activities and initiatives. When hiring new faculty and staff, KCC expects applicants to possess the “universal core competency” to be able to “anticipate needs and create a welcoming, diverse and inclusive environment.”

In 2019, KCC won the prestigious Paul Simon Award for Comprehensive Internationalization. It was the only community college to win the Award that year, beating out a competition of mostly 4-year colleges and universities. Notably, it is one of only three community college awardees since the award’s inception.

Leveraging Academic Partnerships

Broward College has a main campus in Fort Lauderdale, Florida, and three additional campuses in the surrounding area. It enrolls more than 50,000 students in the United States, including more than 700 international students. Notably, Broward also educates thousands of international students outside the United States

In total, Broward educates more than 9,000 international students in the U.S. and through its global network of International Centers and Academic Affiliates. Within the network, students’ academic achievements appear on Broward College transcripts which are recognized as the equivalent of credits and degrees earned in Florida. Namely, students in their home country take the same courses as those offered to Broward College students in Florida—the same course numbers, titles, descriptions, outlines, and student learning outcomes. Essentially, this allows international students to obtain American associate degrees without leaving their home countries. Students can then seamlessly transfer to one of Broward’s numerous “transfer partner” institutions (i.e., U.S. and foreign colleges and universities) to obtain bachelor’s degrees or continue to one of Broward’s own bachelor’s degree programs in the United States.

Broward developed this model of Transnational Education (TNE) in 1979 through its existing international partnerships. Currently, it has International Centers in

Bolivia, China, Indonesia, Ecuador, India, Sri Lanka, Peru, Spain, and Vietnam. However, what is truly innovative about the Broward model is how it leverages its international partnerships to achieve its more comprehensive internationalization goals.

For example, Broward staff time and expense, which is needed to oversee the network and ensure quality control, is leveraged into faculty and student exchanges, student study abroad and international professional development opportunities for faculty and administrators. With the revenue generated from its partnerships, Broward holds an international conference in a different location around the world each year for its partners and prospective partners. At the conference, Broward staff present at sessions for the professional development of International Center staff, who can also network amongst themselves and share best practices. Broward encourages prospective partners to attend the annual conference to learn how to become International Centers and/or transfer partners. Also, an international student recruitment fair is held at each annual conference for Broward College recruiters and existing Broward College transfer partners.

In 2019, as a testament to its innovation, Broward College won the prestigious IIE Andrew Heiskell Award for its international partnership model, a category previously dominated by universities.