

International Education at North Carolina Community Colleges



Forsyth Tech students on horseback in County Donegal

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BRIEF DESCRIPTION OF REPORT

This report represents a collaborative effort between the Belk Center for Community College Leadership and Research and the North Carolina Community College System Office. It explores how North Carolina community colleges address the system's mission to "develop a globally and multi-culturally competent workforce" (NCCCS, 2020).

ABOUT THE BELK CENTER

With a \$10.86 million grant from the John M. Belk Endowment, the NC State College of Education established the Belk Center for Community College Leadership and Research to enhance and strengthen its support of community colleges in North Carolina. The Belk Center seeks to develop and sustain exceptional community college leaders who are committed to advancing college access, the social and economic mobility of their colleges' students, and the economic competitiveness of their regions. The Center conducts and disseminates research to address current and emerging student success challenges facing community college leaders and policymakers in North Carolina and beyond.

ABOUT THE JOHN M. BELK ENDOWMENT

Based in Charlotte, North Carolina, the John M. Belk Endowment is a private family foundation committed to transforming postsecondary educational opportunities to meet North Carolina's evolving workforce needs. Its mission is aligned with the vision of its founder, the late John M. Belk who served four terms as mayor of Charlotte and was CEO of the department store company Belk, Inc. He created the John M. Belk Endowment in 1995 to fund a national merit scholarship program for his beloved alma mater, Davidson College.

Now led by Mr. Belk's daughter, MC Belk Pilon, the John M. Belk Endowment continues to partner with innovative, results-oriented programs in North Carolina to further Mr. Belk's values, legacy, and focus on the value of education as a means to personal fulfillment and community vitality. For more information, please visit <http://jmbendowment.org>.

OUR PARTNERS

The North Carolina Community College System includes 58 community colleges who provide high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals. Annually, the colleges serve more than 700,000 students with:

- » Education, training and retraining for the workforce including basic skills and literacy education, occupational and pre-baccalaureate programs.
- » Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- » Services to communities and individuals which improve the quality of life.

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SUGGESTED CITATION

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Davidson County Community College students explore Costa Rica

ABSTRACT

The purpose of this report is to explore how North Carolina community colleges address the system's mission "to develop a globally and multi-culturally competent workforce" (NCCCS, 2020) through the offering of educational programming that exposes students to countries, communities, and cultures outside the United States. The data presented in this report were collected through a survey administered by the North Carolina Community College System Office during the 2019-20 academic year. In total, 42 of the state's 58 community colleges responded to the survey. This report provides information about the extent to which international education is incorporated into the campuses of North Carolina community colleges as well as the nature of these opportunities. Survey responses indicated that international education is much more prominent at North Carolina community colleges than existing data sources suggest. Indeed, with proper resources and support, community colleges in our state are poised to become national leaders in community college international education. The data collected in this survey provide information about current resources that support international education at North Carolina community colleges and what resources would be useful to community college international educators in our state in the future.

EXECUTIVE SUMMARY

The overarching mission of the North Carolina Community College System is “to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals” (NCCCS, 2020). The purpose of this report is to explore how North Carolina community colleges “develop a globally and multi-culturally competent workforce” as part of this mission through the offering of educational programming that exposes students to countries, communities, and cultures outside the United States. The survey data that inform this report were collected during the 2019-20 academic year. Individuals representing North Carolina community colleges answered questions that inquired about international education activities during the 2016-17, 2017-18, and 2018-19 academic years. In total, an individual from 42 of the 58 community colleges in North Carolina responded to this survey, resulting in a 72% response rate.

The contents of this report are organized into five sections. The first section provides a broad overview of the extent to which international education activities are present at North Carolina community colleges. Additional sections explore specific aspects of international education, namely study abroad, international student enrollment, and international mobility of faculty and staff. The final section presents an overview of resources to support international education at North Carolina community colleges, including current grant funding for these activities as well as information regarding resources that survey respondents indicated would be useful for the future success of international education initiatives. Findings indicated that on-campus international events and study abroad are the two most prominent ways in

which community colleges in our state incorporate international education into their institutions. The survey also uncovered additional activity, including the welcoming of international students and scholars as well as the international mobility of faculty and staff that contribute to international education at North Carolina community colleges. In general, survey responses suggested that international education is much more prevalent at North Carolina community colleges than national data would suggest. With proper resources and support, community colleges in our state are poised to become national leaders in community college international education.

Looking forward, survey respondents indicated several areas wherein collective action among North Carolina community colleges has the potential to improve and enhance international education at these institutions. Notably, survey respondents responded positively to both the creation of a study abroad consortium and the creation of a state-wide association focused on the global learner. Initiatives such as these would provide North Carolina community colleges with much-needed resources and support to build on current efforts to provide students with opportunities to develop the global and multicultural competencies needed for today's workforce. Such supports are of particular importance in light of the recent COVID-19 pandemic. In the near future, international education leaders at North Carolina community colleges will need to look to international education experiences that do not involve mobility, such as international education events on campus or virtual international experiences, to bring the world to their students and continue to provide them with valuable opportunities to experience cultures and communities beyond U.S. borders.



The Global Student Association at Central Piedmont Community College celebrates "Around the World in 90 Minutes"

INTRODUCTION

In North Carolina, over 300,000 degree-seeking students enrolled at public, two-year institutions during the 2017-18 academic year, reflecting a decade-long enrollment trend (U.S. Department of Education, 2020). In-line with national patterns, this enrollment accounts for around 40% of all postsecondary enrollment in our state. Students enroll at North Carolina community colleges for a variety of reasons, including career and technical education, continuing education, and eventual transfer to a four-year institution. The overarching mission of the North Carolina Community College System is "to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals" (NCCCS, 2020).

The purpose of this report is to explore how North Carolina community colleges "develop a globally and multi-culturally competent workforce" as part of this mission through the offering of educational programming that exposes students to countries, communities, and cultures outside the United States. Such exposure is a necessary component of the development of a multi-culturally competent workforce (Raby & Valeau, 2016).

The incorporation of international components into students' postsecondary experiences derives its importance from the numerous benefits that students and society stand to gain from student participation in these opportunities. Raby and Valeau (2007) provide four rationales for the incorporation of international components into students' educational experiences. The first is a political rationale, which views international education as a pragmatic tool for national security. From this perspective, the well-being and safety of the United States depend on the ability of its future leaders and workforce to understand and cooperate with people and other entities beyond U.S. borders.

The second rationale for international postsecondary education is economic. This rationale posits that international literacy increases students' likelihood of a competitive edge in a global economy. In 2006, the Committee for Economic Development estimated that one in every five jobs involved an international component. This estimate has likely increased in the past decade. More recently, over half of U.S. employers responding to the 2011 QS Global Employer survey indicated that they actively attributed value to an international study experience when recruiting employees (Molony, Sowter, & Potts, 2011).

The third rationale for international education is a humanist one. Through this lens, international education is thought to play a role in students' abilities to understand others in a multicultural society. Such understanding is in turn thought to foster greater tolerance and peace, benefiting students' local communities as well as broader national and international societies.

Fourth, the academic integrity rationale for international education is that courses and degree programs are inherently incomplete without the incorporation of international themes. For example, nursing students are not fully prepared for the workforce without adequate preparation to work with patients who represent diverse cultural and linguistic backgrounds. Students preparing for careers in early childhood education would similarly be ill-equipped for the workforce without skills to work with the children of immigrants.

These rationales for international education in the community college are substantiated with evidence from prior research demonstrating that community college students benefit from international education in a number of ways (e.g., Emert & Pearson, 2007; Raby, Rhodes, & Biscarra, 2014; Whatley & González Canché, 2019).

“Courses and degree programs are inherently incomplete without the incorporation of international themes.”



Students from Davidson County Community College, Forsyth Technical Community College, and Guilford Technical Community College in Buenos Aires

The provision of international opportunities at community colleges is particularly relevant for students who are unable to access these opportunities elsewhere, which can be the case for a number of reasons, even if a student does eventually transfer to the four-year sector, where they are more commonly accessible (Frost & Raby, 2009; Raby, 2012; Raby & Valeau, 2007; Zhang, 2011). Research indicates that students are most likely to study abroad during their third year of undergraduate studies (Whatley, 2017), precisely the semester when students who transfer often begin studying at a new institution (McClure, Szelenyi, Niehaus, Anderson, & Reed, 2010).

Aside from general benefits of community college international education for students, local communities, and other stakeholders, international education addresses needs that are of particular current relevance in North Carolina. Although important for all students, international education for economic purposes, as highlighted in the previous paragraph, takes on new meaning

in a context wherein the transfer function of community colleges is of increasing prominence in North Carolina. A recent report from myFutureNC indicates that in 2016, over 12,000 students transferred from a North Carolina community college to a public or private four-year institution, a substantial increase from under 9,000 students in 2006 (D'Amico & Chapman, 2018). The importance of community college international education in this regard stems from a need to provide transfer students with the same opportunity structures available to many students who begin their studies at four-year institutions, thus exposing them to similar career preparation experiences.

International education is also important for students in our state because it provides them with skills necessary for working with a growing immigrant population. Recent estimates from the U.S. Census Bureau indicate that over 10% of individuals living in North Carolina speak a language other than English at home (U.S. Census, 2020). The North Carolina Office of State Budget and Management in 2019 estimated that individuals identifying as Hispanic would account for approximately 27% of the state's population growth between 2019 and 2038. In this regard, international education helps to prepare students for the workforce, where they will encounter diverse populations.

“International education helps to prepare students for the workforce, where they will encounter diverse populations.”

DATA

This report explores the extent to which international opportunities are offered and the extent to which students participate in them at North Carolina community colleges. The data that inform this report were collected during the 2019-20 academic year through a survey developed in collaboration with four expert international education administrators and practitioners and administered by the North Carolina Community College System Office.¹ Individuals representing North Carolina community colleges (one per college) answered questions that inquired about international education activities during the 2016-17, 2017-18, and 2018-19 academic years. Respondents represented a variety of positions at North Carolina community colleges, including international education professionals, chief academic officers, and student affairs leaders.

In total, an individual from 42 of the 58 community colleges in North Carolina responded to this survey, resulting in a 72% response rate (a full list of responding institutions is listed at the end of this report). In light of the recent COVID-19 pandemic, we additionally conducted a follow-up survey of all respondents that 15 of our original respondents completed. This follow-up survey asked about how community colleges were responding to the early stages of the crisis regarding international education.

The remainder of this report is organized into five sections. The following section provides a broad overview of the extent to which international education activities are present at North Carolina community colleges. Subsequently, sections explore specific aspects of international education, namely study abroad, international student enrollment, and international mobility of faculty and staff. The final section of this report presents an overview of resources to support international education at North Carolina community colleges, including current grant funding for these activities as well as information regarding resources that survey respondents indicated would be useful for the future success of international education initiatives.



Davidson County Community College students learn to surf in Ireland

¹ Survey questions that formed the basis for this report can be found in the Appendix.



International Education week at Central Piedmont Community College

Overview of International Education Activities at North Carolina Community Colleges

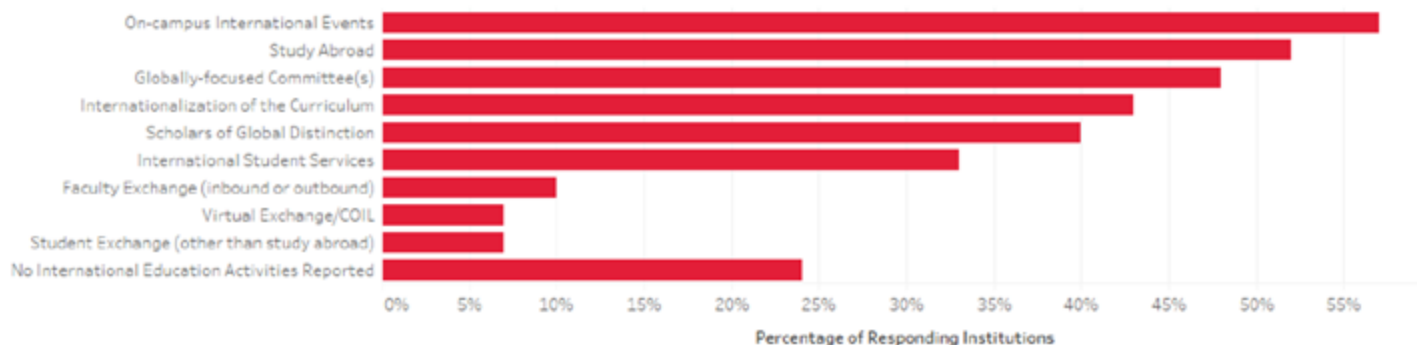
The first survey section asked respondents to report on the international education activities happening at their respective community colleges. Response options included: study abroad, international student services, on-campus international events, [the NC Scholar of Global Distinction Program](#) (a collaboration with UNC World View that provides students the opportunity to earn a notation on their transcript in return for completing certain global learning requirements), internationalization of the curriculum, globally-focused committee(s), virtual exchange or [Collaborative Online International Learning \(COIL\)](#), faculty exchange, and student exchange (other than study abroad). Figure 1 displays college responses visually while Table 1 summarizes these responses numerically.

Survey responses indicated that on-campus international events and study abroad represent the two most frequent means through which North Carolina community colleges fulfill the mission to develop a globally and multi-culturally competent workforce (offered at 57% and 52% of colleges, respectively). Other prominent international education efforts included presence of a globally-focused committee (at 48% of institutions), internationalized curricula (43%), and participation in the Scholars of Global Distinction Program (40%). At the same time, 24% of responding institutions indicated that none of the international education activities included in the survey (listed in the previous paragraph) were present at their institutions.

On this first section of the survey, respondents were provided the opportunity to describe other ways in which international education was present at their institutions. Respondents noted offering non-credit international travel opportunities, collaborating with internationally-focused organizations such as the North Carolina African Services Coalition (a non-profit that provides services to refugees, asylees, and human trafficking victims in Greensboro, NC; for more information, see <https://ascafrica.org/>), hosting English-language

immersion students on their campuses, establishing international student centers, and offering field trips to explore various cultures. In general, this section of the survey suggested that North Carolina community colleges offer robust and varied international education opportunities to their students.

Figure 1: International Education Activities at North Carolina Community Colleges



Sum of Percentage of Responding Institutions for each International Education Activity.

Table 1: International Education Activities at North Carolina Community Colleges

International Education Activity	Number of Responding Institutions (N=42)	Percentage of Responding Institutions
On-campus International Events	24	57%
Study Abroad	22	52%
Globally-focused Committee(s)	20	48%
Internationalization of the Curriculum	18	43%
Scholars of Global Distinction	17	40%
International Student Services	14	33%
Faculty Exchange (inbound or outbound)	4	10%
Virtual Exchange/COIL	3	7%
Student Exchange (other than study abroad)	3	7%
No International Education Activities Reported	10	24%



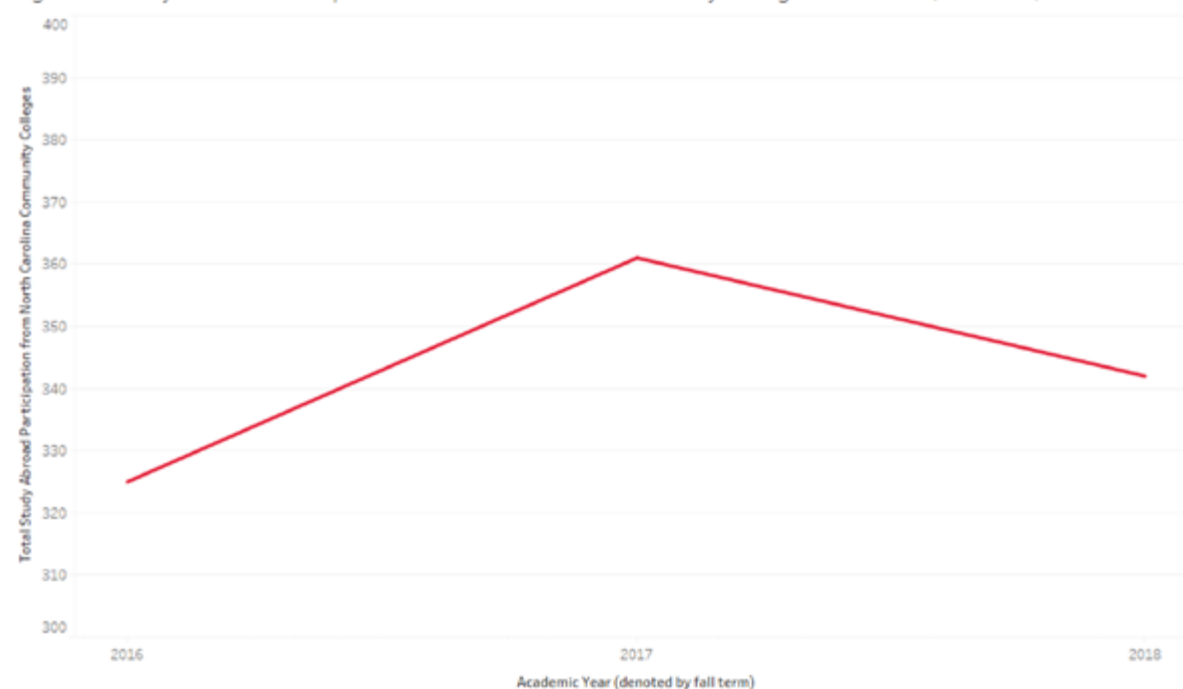
Study Abroad

As noted in the previous section, our survey results suggested that study abroad participation opportunities are available at around half of North Carolina community colleges (52%). For the purposes of this survey, study abroad was defined as the opportunity for students to earn academic credit while studying outside the United States.

While not all institutions responding to the survey were able to provide information about the number of students participating in study abroad during the 2016-17, 2017-18, and 2018-19 academic years, those that were able to provide this information (15 or 16 institutions, depending on the academic year) reported an average of around 22 students studying abroad each academic year. Some institutions reported a few students studying abroad (2-3 students), while others reported up to 61 students participating in study abroad per academic year.

The annual total number of study abroad participants from North Carolina community colleges for the three academic years represented in this survey are displayed in Figure 2. Total participation numbers ranged from 325 in 2016-17 to 361 in 2017-18. Respondents indicated that students were supported by approximately 50 faculty and staff members system-wide that traveled with study abroad groups each year. Eleven survey respondents indicated that study abroad students were supported with scholarship funds. Additional information regarding overall study abroad participation reported in our survey can be found in Table A1 in the Appendix.

Figure 2: Study Abroad Participation at North Carolina Community Colleges in 2016-17, 2017-18, and 2018-19



The trend of sum of Total for Academic Year Year.

The map in Figure 3 displays the locations of community college study abroad programs that occurred between 2016-17 and 2018-19. North Carolina community college students studied in 32 different locations on all five continents. These locations are listed alphabetically in Table 2.

Finally, North Carolina community colleges accomplished the work of providing students with study abroad opportunities through collaboration with a number of third-party program providers, such as EF College Study Tours, STA Travel, and the Council on International Educational Exchange. A full list of these providers can be found in Table A2 in the Appendix.

Figure 3: International Locations of North Carolina Community College Study Abroad

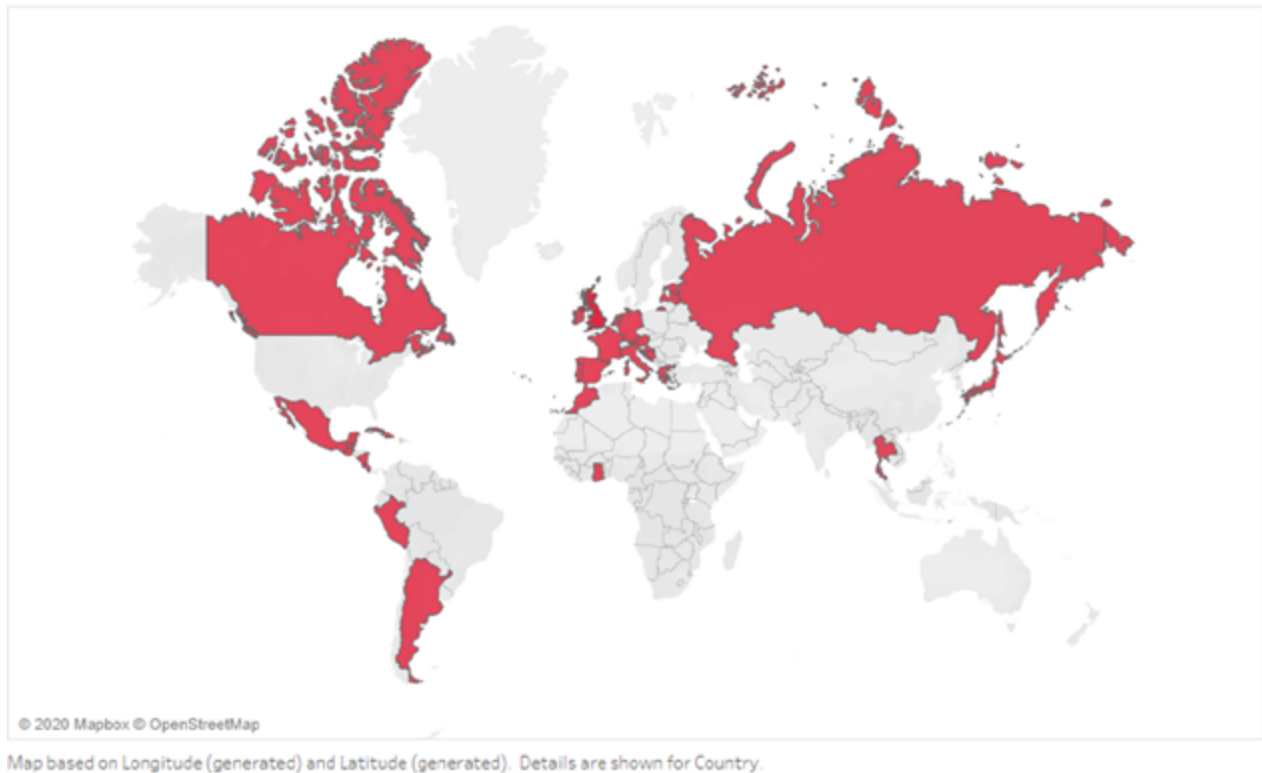


Table 2: Locations of North Carolina Community College Study Abroad Programs between 2016-17 and 2018-19

Argentina	Germany	Morocco
Austria	Ghana	Nicaragua
Belize	Great Britain	Northern Ireland
Bosnia and Herzegovina	Greece	Peru
Canada	Guatemala	Portugal
Costa Rica	Ireland	Russia
Croatia	Italy	Spain
Cuba	Japan	Thailand
England	Latvia	The Netherlands
Estonia	Mexico	United Kingdom
France		

International and Non-U.S.-Resident Students

In addition to providing domestic students with the opportunity to study abroad, North Carolina community colleges also welcomed international students, defined as students requiring a visa to study in the United States, and non-U.S.-residents to their campuses during the three academic years included in this survey. Thirty-three percent of respondents indicated having international student services on their campuses. In the years included in this survey, the vast majority of international students who studied at North Carolina community colleges came to the United States on F-1 visas, a type of non-immigrant visa specifically for students (see [U.S. Citizenship and Immigration Services' website](#) for additional information about student visa types). Seventeen survey respondents indicated that students with this visa status enrolled at their institutions. On average, around 960 international students studied at North Carolina community colleges on F-1 visas each academic year between 2016-17 and 2018-19. Another visa option that allows international students to come to the United States specifically for their studies is the J-1 visa, which offers cultural and educational exchange opportunities through programs overseen by the U.S. State Department. North Carolina community colleges welcomed an average of 21 students on this kind of visa in each of the three academic years represented in this survey. Eleven respondents indicated that their institutions sponsored this kind of visa.

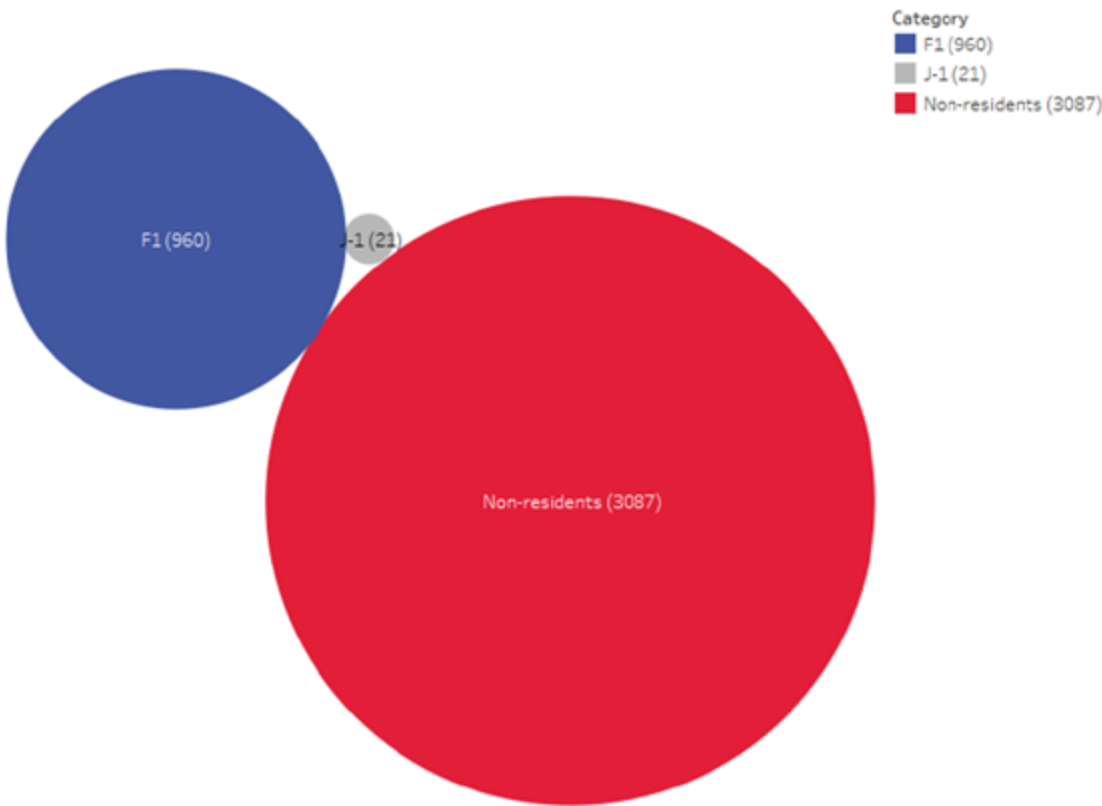
An important component of the community college mission is to serve local communities. In North Carolina, these communities often include immigrant populations that look to the community college for general education and workforce training. Recent estimates suggest that while immigrants make up a small portion of the population in North Carolina (In 2017, it was estimated that 8% of the population was foreign-born), one of every 10 individuals in the state's workforce is an immigrant (American Immigration Council, 2017). Immigrants comprise a particularly important component of North Carolina's workforce in fields such as manufacturing and construction (American Immigration Council, 2017). Eleven respondents to this survey provided estimates of the number of non-U.S.-resident students enrolled at their institutions each academic year, reporting an average of around 3,000 students annually.

Figure 4 summarizes the information regarding international students at North Carolina community colleges presented in this section.



Global Scholars on graduation day at Davidson County Community College

Figure 4: Average Annual International Student Enrollment at North Carolina Community Colleges by Student Type



Category. Color shows details about Category. Size shows sum of Annual Average. The marks are labeled by Category.



Students from Davidson County Community College learn about ancient Greece on site

Faculty/Staff Mobility

In addition to student mobility (U.S. students traveling abroad to study and international students coming to the U.S. to study), community college faculty and staff were also internationally mobile during the academic years included in the survey, independent of mobility associated with the support of study abroad programs (see Table 3 for summary information). Between 12 and 15 colleges annually reported that faculty and staff traveled internationally for work-related purposes (e.g., Fulbright, Go Global NC trips), with an average of 2-3 individuals per college each academic year. In the 2016-17 academic year, a total of 22 North Carolina community college faculty and staff members traveled abroad. This number increased to 37 and 33 in the 2017-18 and 2018-19 academic years, respectively. Such international mobility of faculty and staff is important for international education efforts. International professional development allows faculty and staff to return to their home campuses with the expertise necessary to incorporate global elements into community college curricula and encourage students to participate in international education opportunities (Tarrow & Raby, 2014).

Table 3: Faculty and Staff International Mobility Independent of Study Abroad Support

Academic Year	N Reporting	Average	Total
2016-17	12	2	22
2017-18	13	3	37
2018-19	15	2	33

“Between 12 and 15 colleges annually reported that faculty and staff traveled internationally for work-related purposes (e.g., Fulbright, Go Global NC trips) during the academic years included in this survey, with an average of 2-3 individuals per college each academic year.”

Resources for International Education at North Carolina Community Colleges

A final section of the survey inquired about resources for international education at North Carolina community colleges. Results indicated that colleges rely on a number of external grant opportunities to support international education on their campuses, representing state, national, and international funding sources. Examples of these funding sources are listed in Table 4.

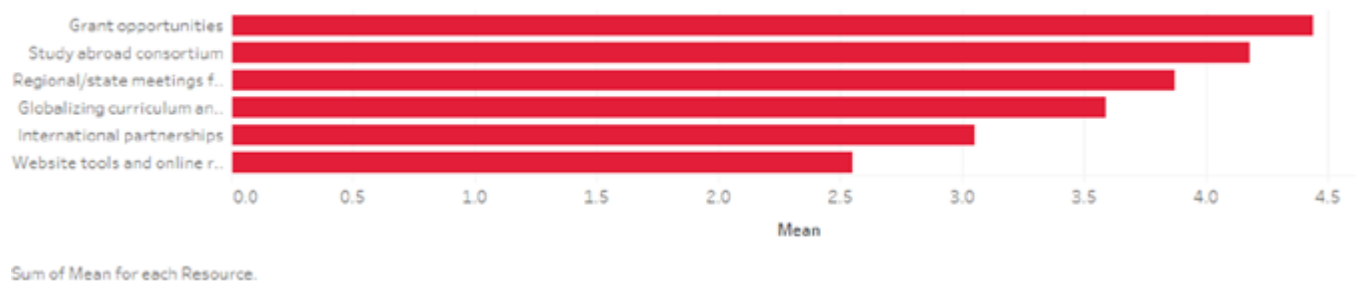
Table 4: Examples of State, National, and International Funding Sources for International Education at North Carolina Community Colleges

Carolina Asia Center
Duke-UNC Consortium on Middle East Studies
Environmental Project International Teaching Fellowship
EU Brussels Study Tour Grant
French Embassy
Fulbright-Hayes
Gaston College Foundation
Generation Study Abroad
IMBECAS/Mexican Consulate Partnership Grant
National Science Foundation
Partners of the Americas
U.S. State Department
UNC Center for Global Initiatives
UNC World View
UNC-Duke Consortium in Latin American and Caribbean Studies
Workshop on International Cultural Enhancement Conference Grant

The survey also asked community college representatives to rank in order of relevance, on a scale from one (least relevant) to six (most relevant), a number of other resources that could be of use to them in the future. These items are listed in Figure 5 along with their average scores (note that the maximum average score for each item is six, which would have been the case had all survey respondents ranked a particular resource as their top choice). Numerical information corresponding to this figure can be found in Table A3 in the Appendix.

On average, grant opportunities was among the most highly ranked items, followed closely by the development of a study abroad consortium. Regional/state meetings focused on capacity building for international education programs and globalizing curriculum and/or the Scholars of Global Distinction program were also highly ranked by survey respondents. Survey participants attributed less relevance to the option for website tools and online resources to support international education.

Figure 5: Average Ranking of Resources to Support International Education



Finally, respondents were asked if they or members of their faculty and staff would join a state-wide association focused on the global learner. Among survey respondents, 86% responded positively to this question.



Central Piedmont Community College's HUM120 Study Abroad Program in Costa Rica

CONCLUSION

The purpose of the survey summarized in this report was to explore how North Carolina community colleges are currently addressing part of the mission of the North Carolina Community College System: to “develop a globally and multi-culturally competent workforce” (NCCCS, 2020). Survey results indicated that on-campus international events and study abroad are the two most prominent ways in which community colleges in our state incorporate international education into their institutions. Annual study abroad participation averaged between 325 and 361 during the three academic years included in this survey. The survey also uncovered additional activity, including the welcoming of international students and scholars as well as the international mobility of faculty and staff that contribute to international education at North Carolina community colleges.

This survey suggested that international education is much more prevalent at North Carolina community colleges than national data would suggest. For example, during the 2016-17 academic year, the Institute of International Education’s Open Doors report, a federally-funded effort to capture annually international education participation at U.S. institutions of higher education, indicates that only two of North Carolina’s community colleges, Central Piedmont Community College and Davidson County Community College, reported that their students participated in study abroad, totaling to 78 participating students (IIE, 2018). In contrast, our survey data indicate that in this same academic year, students studied abroad from 15 North Carolina community colleges, for a total of 325 participating students. These

discrepancies between our survey data and national data point to broader difficulties in adequately recording international education activities that occur on community college campuses, not only in North Carolina, but nationally (Whatley & Raby, 2020).



WorldQuest International Trivia competition in Charlotte

At the national level, organizations such as the Institute of International Education must take additional steps to ensure that community colleges are accurately represented in their survey data. At the same time, individuals representing community college international education should also take steps to ensure that their institutions are appropriately captured in these national statistics. If these steps are not taken, community colleges in North Carolina and beyond and, more importantly, their students, will continue to suffer from misperceptions in the broader higher education community that international education is something that simply does not happen at community colleges. Such misperceptions can result in a lack of support and attention from administrators, policy-makers, and other entities (Raby, 2012). Indeed, responses to this survey

suggested that, with proper resources and support, community colleges in our state are poised to become national leaders in community college international education.

Looking forward, survey respondents indicated several areas wherein collective action among North Carolina community colleges has the potential to improve and enhance international education at these institutions. Notably, survey respondents responded positively to both the creation of a study abroad consortium and the creation of a state-wide association focused on the global learner. Similar efforts in other states, including the [Tennessee Consortium for International Studies](#) and [California Colleges for International Education](#) provide models for how such efforts can be successful. Initiatives such as these would provide North Carolina community colleges with much-needed resources and support to build on current efforts to provide students with opportunities to develop the global and multicultural competencies needed for today's workforce.

While our survey results indicate a promising future for international education at North

Carolina community colleges, at the time of writing this report, higher education is experiencing unprecedented changes in response to the global COVID-19 pandemic. Although our survey was conducted before this global health crisis, we were able to conduct an informal follow-up survey that 15 of our survey participants completed to explore how their colleges were responding to this crisis regarding international education. Seven respondents indicated that their institutions were cancelling study abroad trips due to the COVID-19 crisis, while eight indicated that they were waiting to see how the situation unfolded over the summer before making decisions about fall programs.

These early indicators suggest that in the near future, international education leaders at North Carolina community colleges may need to look to international education experiences that do not involve mobility, such as international education events on campus or virtual international experiences, to bring the world to their students and continue to provide them with valuable opportunities to experience cultures and communities beyond U.S. borders.



Service learning in Tanzania culminates with a safari for Central Piedmont Community College students

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APPENDIX

Survey Subset (note that these survey items correspond to the data presented in this report):

Instructions: The purpose of this survey is to provide information to assess the adequacy with which the North Carolina Community College System is addressing the third piece of its mission statement. Specifically, the mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals in the state of North Carolina. Without international education, institutions within the NCCCS are not addressing the third piece of this mission.

1. Which of the following international programs do you have on your campus? Check all that apply.
 - a. Study abroad
 - b. International student services
 - c. On-campus international events
 - d. Scholars of Global Distinction
 - e. Internationalization of the curriculum
 - f. Globally focused committee
 - g. Virtual exchange/COIL (Collaborative Online International Learning)
 - h. Faculty exchange, whether inbound or outbound (e.g., Fulbright or other)
 - i. Student exchange (other than study abroad)
 - j. Other (this may include domestic "Study Away" programs). Please specify.
2. If your institution has offered study abroad programs in the past three academic years (2016-17, 2017-18, 2018-19), please provide:
 - a. Number of students who participated in study abroad programs for 2016-17
 - b. Country or countries included in study abroad programs for 2016-17
 - c. Number of faculty/staff who assisted on study abroad programs 2016-17
 - d. Study abroad scholarships provided by your institution during 2016-17
 - e. Number of students who participated in study abroad programs for 2017-18
 - f. Country or countries included in study abroad programs for 2017-18
 - g. Number of faculty/staff who assisted on study abroad programs 2017-18
 - h. Study abroad scholarships provided by your institution during 2017-18
 - i. Number of students who participated in study abroad programs for 2018-19
 - j. Country or countries included in study abroad programs for 2018-19
 - k. Number of faculty/staff who assisted on study abroad programs 2018-19
 - l. Study abroad scholarships provided by your institution during 2018-19
 - m. Third-party providers used (e.g., EF College Tours, Explorica, Institute of Study Abroad Ireland, etc.). Please list providers engaged in the last three years.
3. Total international student enrollment for the past three academic years (2016-17, 2017-18, 2018-19). Separate data with commas:
 - a. Number of students on F1 visas
 - b. Number of students on J1 visas
 - c. Other international students

4. Total faculty/staff who traveled internationally for work-related purposes (e.g., Fulbright, Go Global NC trips, other) in the past three academic years (2016-17, 2017-18, and 2018-19). Do not include staff or faculty who participated on study abroad.
 - a. 2016-17
 - b. 2017-18
 - c. 2018-19
5. Have you received any grants in the past three years related to international education? If so, please list and provide a brief description.
6. What if any of the following resources are you interested in? Rank in order of relevance by clicking on the item (hold the clicker) and sliding the item in position. Top item is most relevant.
 - a. Regional/state meetings focused on capacity building for international education programs
 - b. Grant opportunities
 - c. International partnerships
 - d. Study abroad consortium
 - e. Globalizing curriculum and/or Scholars of Global Distinction program
 - f. Website tools and online resources
7. Would you or a member of your faculty/staff join a state-wide association focused on the global learner (for example, the Global Learners Consortium existed pre-recession and was supported by the system office)?
 - a. Yes
 - b. No

Table A1: Study Abroad Participation Information by Academic Year

Academic Year	Students					Faculty and Staff	
	Number of colleges reporting	Average	Minimum	Maximum	Total	Number of colleges reporting	Total
2016-17	15	22	2	58	325	21	48
2017-18	16	23	4	61	361	15	48
2018-19	16	21	3	61	342	15	45

Table A2: Third-party Study Abroad Providers

Academica LatinoAmericana de Español
Alpha Activ
Appleseed Excursions
Center for Engaged Learning Abroad (CELA)
Cervicusco
Council on International Educational Exchange (CIEE)
Cross Cultural Exchange
CrossCultural Solutions
Educational Travel Adventures
EF College Study Tours
Explorica
French Embassy
Gate 1
Immersion Abroad Costa Rica
Institute of Study Abroad Ireland
Kay Pacha Excursions
Panorama Service Expeditions
Sister Communities of San Ramon
STA Travel
Study Abroad Association
Trafalgar Tours
Universidad Nacional de Villa Maria
Woodland Charity
World Endeavors
WorldStrides

Table A3: Ranked Resources to Support International Education at North Carolina Community Colleges

Resource	Mean
Grant opportunities	4.44
Study abroad consortium	4.18
Regional/state meetings focused on capacity building for international education programs	3.87
Globalizing curriculum and/or Scholars of Global Distinction program	3.59
International partnerships	3.05
Website tools and online resources	2.55

Responding Institutions (N=42):

Alamance Community College
Asheville-Buncombe Technical Community College
Beaufort County Community College
Bladen Community College
Blue Ridge Community College
Brunswick Community College
Cape Fear Community College
Carteret Community College
Central Piedmont Community College
Cleveland Community College
Coastal Carolina Community College
College of The Albemarle
Craven Community College
Davidson County Community College
Durham Technical Community College
Fayetteville Technical Community College
Forsyth Technical Community College
Gaston College
Guilford Technical Community College
Haywood Community College
Isothermal Community College
James Sprunt Community College
Johnston Community College
Lenoir Community College
Martin Community College
McDowell Technical Community College
Mitchell Community College
Nash Community College
Piedmont Community College
Pitt Community College
Randolph Community College
Robeson Community College
Rowan-Cabarrus Community College
Sampson Community College
Sandhills Community College
Stanly Community College
Surry Community College
Tri-County Community College
Wake Technical Community College
Wayne Community College
Western Piedmont Community College
Wilson Community College