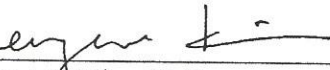## ACCEPTANCE

This dissertation, INTERNATIONALIZATION IN COMMUNITY COLLEGES: THE IMPACT OF A LEADER'S VISION, CHARACTERISTICS, ACTIONS, AND SUPPORT, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in Leadership in the School of Education, Concordia University Irvine.

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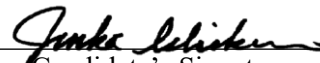
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INTERNATIONALIZATION IN COMMUNITY COLLEGES:
THE IMPACT OF A LEADER'S VISION, CHARACTERISTICS, ACTIONS, AND
SUPPORT

by

Junko Ishikawa

A Dissertation

Presented in Partial Fulfillment of

Requirements for the
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ABSTRACT

Internationalization has increased at community colleges, but only 4% of community colleges have hosted 57% of international students over the past decade. Most of the research on higher education leadership in respect to internationalization deals with 4-year colleges, and there is a gap in how community colleges are leading in internationalization. This study examined the impact of the community college Chief International Officer's vision and characteristics upon the institution's internationalization actions and support. Furthermore, it asked if any of these factors are related to the population size of the international student body.

In this study, the researcher surveyed 100 international educators and interviewed four international managers at community colleges. The survey results revealed that a leader's vision, characteristics, actions, and support are statistically significantly related. The interview results revealed that international student enrollment was impacted by the institutions' commitment to recruitment and retention. In conclusion, they demonstrated that it is essential for international leaders to possess global leadership abilities and to develop a strong International Student Program on campus that provides international student services and leads internationalization initiatives. Without institutional support and effort, increasing the number of international students and retaining them is challenging. This study shows that internationalizing community colleges can help attract more international students and increase representation in the international education market, which benefits the local and global community.

Keywords: community college, internationalization, international students, international enrollment, leadership, recruitment and retention

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGMENTS

CHAPTER 1: INTRODUCTION

In response to shifting global economic conditions and labor shortages, internationalization has become a strategic priority for higher education under the pressure of political, economic, social, and cultural factors (Fuller et al., 2014; de Wit & Altbach, 2021; Koren Ferry, 2022; Levesque, 2019). Internationalization has increased at community colleges, but only 4% of community colleges have hosted 57% of international students over the past decade. Most of the research on higher education leadership concerning internationalization deals with 4-year colleges. There is therefore a gap in how community colleges lead in internationalization. Students who attend community colleges in the United States are equipped with information, opportunities, and skills for middle-level jobs vital to the U.S. economy. However, many community colleges have overlooked the advantages of internationalization on their campuses. Institutional leaders often neglect campus internationalization due to domestic priorities, which limits their visibility abroad. Low international visibility makes community colleges invisible to international students. Therefore, community colleges fail to market effectively, eliminating many challenges, including financial difficulty, student enrollment, workforce training, diversity, equity, and inclusion (Ford, 2019).

Historically, community colleges have provided education and training to middle-skill workers who contribute to and support the U.S. economy (Fuller et al., 2014). Middle-skill jobs often require more education and training than a high school diploma but less than a 4-year college degree. It is beneficial to allow international students to study at community colleges because the demand for global labor in middle skills is emerging (Project Management Institute [PMI], 2022). U.S. community colleges could assist other countries in training middle-skilled workers that are unavailable overseas, while providing training for domestic students. However,

the community college system in the United States is little-known abroad (Sabochik, 2010). Recently, U.S. employers have experienced difficulties finding qualified workers for the millions of vacancies that remain unfilled due to the skills gap (Ebbers, 2022), including a lack of global competency. The gap between what employers seek and what candidates possess regarding the skills and training required for specialized jobs in the emerging economy has become a pressing issue (Levesque, 2019). The estimated global labor shortage is 85 million jobs by 2030, which is an $8.5 trillion talent deficit (Koren Ferry, 2022). Outsourcing and global labor have become integral parts of business in the 21st century. Administrative leadership often determines the degree of internationalization on campus, and this impacts recruitment and retention and reflects on the number of student enrollments. Therefore, increasing internationalization on campus is crucial for the future.

Study abroad programs are available at most U.S. universities and community colleges to promote cultural understanding. Some higher education institutions are internationalizing their faculty to integrate international education in the curriculum. However, international student recruitment is the most popular strategy for internationalizing a campus (Ozturgut et al., 2013). Such efforts enrich the learning community, primarily when international students are hosted on campus. International students have historically provided U.S. universities and colleges with intellectual value, cultural enrichment, and economic benefits that have enabled universities and colleges to implement international student recruitment as a popular internationalization strategy (Lee, 2018). International student numbers in the United States were historically strong before the COVID-19 pandemic hit. However, while international enrollment increased at universities, it has remained stagnant at community colleges over the past decades.

Community colleges in the United States face many challenges today, including declining enrollments, inadequate state funding, decreased graduation rates, student debt, and concerns over employability. Additionally, community colleges face challenges related to the college readiness of new high school graduates, remedial education, educational technologies, and student retention (Chen, 2021). Developing and implementing internationalization on campus could provide financial support and eliminate some of the issues community colleges face. This study thus focused on the leadership impact on international student recruitment and retention to identify and analyze the challenges, limitations, and opportunities for increasing international enrollment at community colleges. Separately, it assisted college leaders in finding a strategic plan to maximize community colleges' potential and to transform it into actual benefits for students, faculty, staff, and the learning community. Community colleges can take their public service to the next level to fulfill their purpose: generating knowledge and providing an educational experience that prepares students to meet societal needs and to realize a meaningful and rewarding life (Green, 2007). Understanding the need for diversity and multiculturalism and preparing students for leadership and citizenship is essential to competing successfully in the global arena of the 21st century (McGuinn, 2015).

Statement of the Problem

Community colleges offer an excellent education at a low cost, produce a high proportion of middle-skill workers, and prepare students to pursue bachelor's degrees at 4-year universities. However, the U.S. community college system is one of the world's best-kept secret education systems because this unique platform is largely unknown globally (O'Banion, 2022; Sabochik, 2010). Community colleges remain relatively unknown overseas due to a lack of marketing campaigns and internationalization efforts on campus (Green, 2007; Jennings, 2017). The

underrepresentation of community colleges on the international education market limits many opportunities, benefits, and levels of impact on the campus. Investing in internationalization on campus and recruiting and retaining international students could increase institutional value and attract more students (Green, 2007). Increased international students at community colleges result in intellectual value, cultural enrichment, and economic benefits, which help overcome many challenges, sharpen teaching and learning, and nurture global competency that meets the demands of the job in a context of international competition (Alfattal, 2016).

While the number of international students at 4-year universities has increased in recent decades, the number of those at community colleges has remained consistent (Hagedorn, 2020; Institute of International Education [IIE], 2022a). *Open Doors 2021* reported a total number of 60,170 international students enrolled at community colleges, representing just 6.6% of the total number of international students (914,095) in the country (IIE, 2022b). Nearly 57% (34,148) of international students were at just 40 community colleges (IIE, 2022d). While there are differences between highly active and less active community colleges, few community colleges are serious about internationalization and make efforts to increase their number of international students. Green (2007) noted that community colleges are crucial for introducing college students to global learning since community colleges are the final educational stage for many Americans. In this regard, community colleges should intensify their efforts to internationalize their campus. Even though there are considerable challenges to integrating internationalization on campus, many opportunities exist (Green, 2007). In community colleges, international efforts are hindered by a low-priority perception among college leaders, who often underestimate the importance of global learning in favor of more immediate matters such as workforce development and basic skills training (Green, 2007).

Moreover, funding for public education has been a challenge, and community colleges are no exception (Adams, 2014; McKinley, 2010). A student headcount makes community colleges eligible for Full-Time Equivalent Student (FTES) funding. According to IIE (2021c), approximately 0.9% of full-time international students enrolled in community colleges are eligible for FTES. In addition to being counted in the FTES, international students also pay in-state and non-resident tuition, which is an additional source of revenue for public higher education institutions. Many do not realize that international students must be enrolled full-time to maintain their non-immigrant status while studying in the United States under immigration law (U.S. Department of Homeland Security, 2022a).

Diversity, equity, and inclusion training for anti-racism in community colleges is needed urgently and cannot be accomplished without global perspectives (Ozturgut, 2017). Globalization entails the interconnection of people and businesses worldwide, leading to political and economic integration. In addition, the challenges and responsibilities associated with understanding the interconnected world add new challenges to community colleges in promoting and raising awareness of diversity, equity, and inclusion to prepare students for cultural competency. Hosting international students on campus broadens the scope of cross-cultural interaction and enhances students' understanding of multiculturalism. The internationalization initiative increases students' employability to work in international arenas. However, internationalization at community colleges has been hampered by the lack of leadership and institutional commitment. Comprehensive internationalization on campus is without an institutional strategy, such as an International Enrollment Management (IEM) Plan, leading to fragmented international programs and activities and a lack of focus in the classroom on global learning.

There are barriers related to a lack of an internationalized mindset that go beyond communicating effectively with others or understanding how to work with people from other countries, with different attitudes and knowledge (Green, 2007). Community college leaders require a thorough understanding of the dynamics of recruitment, retention, and internationalization. Otherwise, this can negatively impact international enrollment and retention, leading to an undesirable reputation for the college.

Purpose of the Study

This study examined the impact of the community college Chief International Officer's vision and characteristics upon the institution's internationalization actions and support. It asked if any of these factors were related to the population size of the international student body. The enrollment of international students may fluctuate depending on leadership support, institutional structure, and commitment to internationalization initiatives. There is no doubt about the presence of international students; however, many institutional leaders at community colleges are unaware of their impact on how academic fields, colleges, and universities take shape. Both internal and external factors also influence international student enrollment. Due to globalization and technological advancements, the global economy has changed. In addition, community colleges can take advantage of international student mobility due to the increase in middle-income groups in developing countries and the labor shortages worldwide (Bhandari et al., 2018; Hegarty, 2014). International students are welcomed to U.S. colleges with this sentiment and value of utilitarianism, which strives to "provide the greatest good for the greatest number of individuals in the community" (Alexander, 2012, p. 10). An effective leadership system and institutional commitment will enhance international student recruitment and retention. Community colleges can assist societal needs by generating knowledge, providing an

educational experience, and preparing students to achieve meaningful and rewarding lives

(Green, 2007). By addressing political issues and cultural differences, community college leaders

can create policies and strategies that support these institutions in achieving distributive justice.

The present study can thus assist college leaders in evaluating their position and

developing effective leadership, establishing a sound institutional culture that fosters strategic

inclusion for international students, and providing critical administrative practices. Figure 1.1

illustrates how the researcher analyzed the correlation between leaders' vision, characteristics,

actions, and support for international student recruitment and retention in this study and in order

to understand how to develop, implement, or improve the international student services and

efforts of internationalization on campus.

Figure 1. 1

Analysis of a Leader's Vision, Characteristics, Actions, and Support
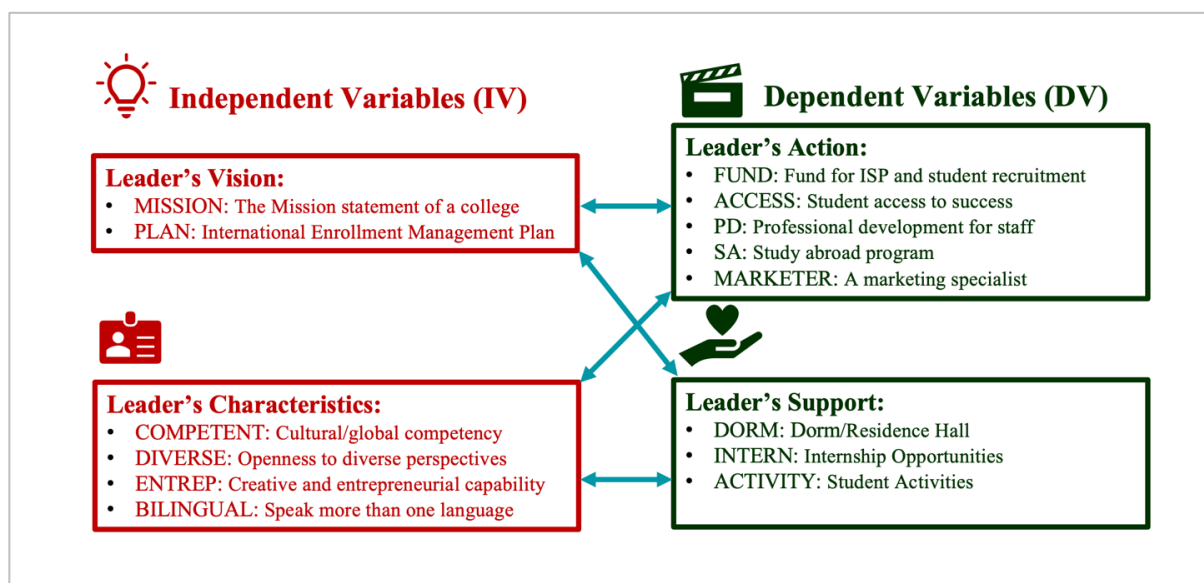
Definition of Terms

International Leader: An individual responsible for international affairs, agreements, and programs at a higher education institution. Often, they have the word "international" in their job title or job duties. All colleges are structured differently, and the International Leader can be the "Director of International Education Program," the "International Student Affairs Officer," the "Study Abroad Coordinator," the "Enrollment Operations Manager," or "Foreign Student Exchange Specialist" (University at Albany, 2022).

Institutional Leadership: The Chancellor, President, Chief Academic Officer, Vice President for Student Services, and institutional leaders are the executive and senior leaders in U.S. higher education (Hudzik, 2015).

International Enrollment Management (IEM) Plan: An organizational concept and a set of systematic activities that educational institutions can use to exert more significant influence over the enrollment of international students. The integration of activities involves recruiting, funding, tracking, retaining, and replacing students as international students move towards, within, or away from a college or university (National Association of Foreign Student Advisers [NAFSA], 2022).

International Student: Students who are not residents of their country of study or who received their primary education abroad (Organization for Economic Co-operation and Development [OECD], 2022).

International Student Enrollment: The number of international students properly enrolled and attending classes at a school (IIE, 2019).

International Student Mobility: Typically involves students leaving their home country for a period of higher education abroad or some other purpose, such as a foreign work placement or study tour (Bhandari et al., 2018; OECD, 2022).

Internationalization: Study abroad opportunities, faculty integration of international education into their curriculums, and recruitment of international students are some strategies used in U.S. higher education to enhance internationalization (Ozturgut et al., 2013).

Leader's Action: Leadership in action examines how leaders behave (leaderswholeads.com, n.d.). Allocate funds for International Student Program and marketing and recruitment, provide international students access to success, facilitate professional development for staff, offer student study abroad programs, and have a designated marketing specialist.

Leader's Support: Supporting international students with housing, internship experiences, and cultural engagement activities rather than just achieving international enrollment results.

Middle-Skill Worker: A position that requires at least a high school diploma but that does not require a 4-year degree (Fuller et al., 2014; JPMorgan Chase & Co., 2015).

Professional Development: A continuous education and training that helps international educators keep abreast of ever-changing regulations, trends, and best practices in the world and builds a sense of collaborative care within teams, institutions, and the wider international education community (Bowman, 2019).

Skills Gap: A workforce skill set that does not match the skills needed to fulfill responsibilities (Levesque, 2019).

Research Questions and Hypotheses

The primary research question guiding this study was: How does the International Leader impact internationalization at community colleges?

My hypothesis was that leadership skills, ideas, characteristics, global competencies, actions, and support are crucial for attracting and retaining international students (Abella, 2015; Agnew & Kahn, 2014; Khan et al., 2020; Dakka, 2020; Northouse, 2016).

The sub-questions and hypotheses for this study were as follows:

Sub-Question 1: How do the International Leader's characteristics and global competence impact internationalization?

Hypothesis: Campus internationalization, including student recruitment, and retention are influenced by leaders with characteristics and global competence (Al-Shatanawi et al., 2014; Budevici-Puiu, 2020; Green, 2007; Ozturgut, 2013; Northouse, 2016).

Sub-Question 2: How do the International Leader's vision and strategy affect internationalization?

Hypothesis: International student enrollment and retention increased through the leader's vision and strategy, particularly through marketing and enrollment strategies (American Association of Collegiate Registrants and Admissions Officers [AACRAO], 2021; Dorsett, 2017; Glass, 2018; Green, 2007; Jennings, 2017; Pruitt, 2017).

Sub-Question 3: What factors impact international student enrollment?

Hypothesis: Institutions' international leaders' actions and support determine the growth of international student enrollment (Hegarty, 2014; Hudzik, 2015; Li, 2016; Northouse, 2016; Smithee, 2012).

Theoretical Framework

The ACE Model for Comprehensive Internationalization comprised the framework for this study. The ACE Model evaluates internationalization on campus. It also assists in identifying both internal obstacles and opportunities. The theory provided different perspectives on building and developing this research and targeting other study areas.

The ACE Model for Comprehensive Internationalization

One conceptual framework for this study is the American Council on Education (ACE) Model for Comprehensive Internationalization. This theory helps construct a landscape of internationalization. At 4-year universities, comprehensive internationalization target areas have been increasing, especially at research institutions. At community colleges, this internationalization is less prevalent. Due to the relatively small number of community colleges that have been actively involved in internationalization (Green, 2007), the researcher used this theory to establish the framework for this study.

ACE defines a *comprehensive internationalization process* as an approach that enables colleges and universities to become more globally aware and globally connected. A growth mindset is essential to ensure sustainable and just international engagement. The internationalization process is more of a journey than a destination because it requires vision, planning, preparation, and action to accomplish the goal. As a result, everyone associated with a college or university, including students, faculty, and staff, can learn and contribute to an inclusive, equitable environment. The goal of comprehensive internationalization cannot merely be regarded as a sideline activity, but rather as a means of enabling an institution to fulfill its specific teaching, research, and service missions. An institution cannot rely on a few isolated offices, a narrow range of disciplines, or a limited number of students to achieve effective

internationalization. Each institution must define internationalization in the context of its mission and culture (ACE, 2021). To internationalize community colleges, community colleges should envision their positive impact on global workforce education, develop a strategic plan, utilize their unique educational resources and platform, and market to those eager to learn these skills at community colleges. Additionally, internationalization must be a cross-campus initiative that promotes international scholarly cooperation and student-teacher exchanges and that builds bridges of international understanding to assist students in developing global skills.

Figure 1.2 depicts the six pillars of ACE's target areas that should be considered when developing strategic plans for international education. The six areas are institutional commitment and policy, leadership and structure, curriculum and co-curricular, faculty and staff support, student mobility, and collaboration and partnership. Each area has its own emphasis.

1. Institutional Commitment and Policy: A focus on strategic planning, a committee on internationalization, campus stakeholders, and assessment.

2. Leadership and Structure: Primarily emphasize senior leadership and the international office.

3. Curriculum and Co-Curricular Components: A focus on general education requirements, internationalized courses in disciplines, co-curricular activities, student learning outcomes, and technology.

4. Faculty and Staff Support: A focus on tenure and promotion policies, hiring procedures, faculty mobility, and on-campus professional development.

5. Student Mobility: Emphasizes credit transfer policies, financial aid and funding, orientation and re-entry programs, ongoing support and programs for international students.

6. Collaboration: Emphasizes partnerships with institutions and organizations, community collaborations, and on-campus networks (ACE, 2021).

Figure 1. 2

The ACE Model for Comprehensive Internationalization
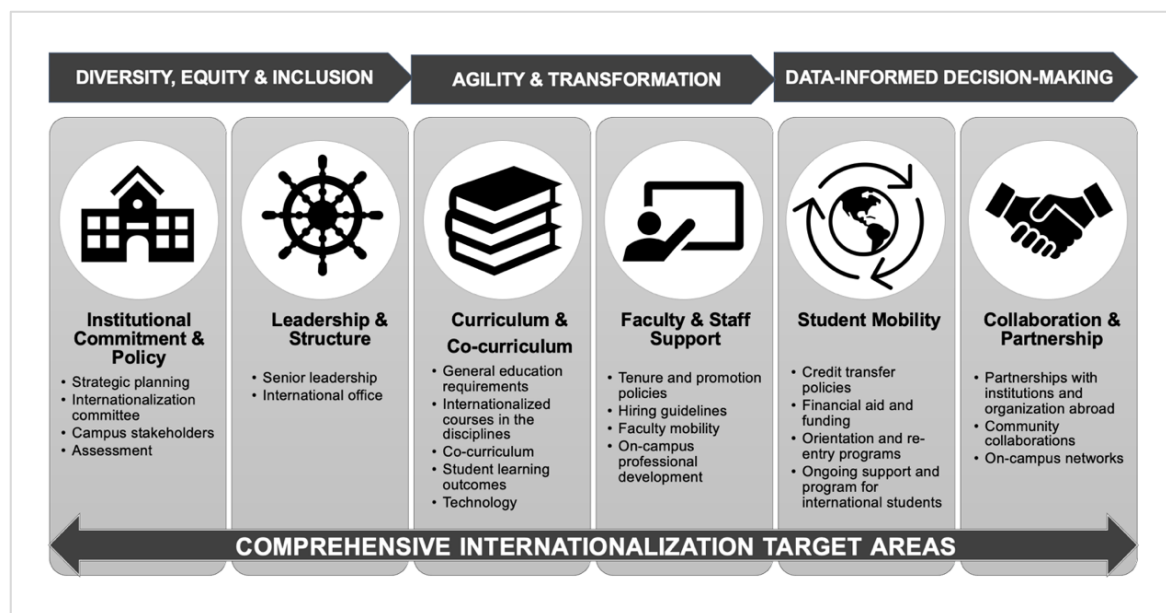
To bring internationalization into focus, the comprehensive model includes three lenses. The diversity, equity, and inclusion lens examines the role individuals, institutions, and internationalization play in racial, economic, and social justice. As a result of this focus, students and staff from all backgrounds feel that their campus is welcoming, inclusive, and supportive. The agility and transformation lens focuses on institutional willingness and capacity to change structures and practices in response to anticipated disruptive forces. Embracing this process enhances the institution's local and global value proposition and enables it to better serve its increasingly diverse community of students, educators, and staff. This perspective emphasizes that internationalization is not static but a transformation, discernment, and growth process. Finally, data-informed decision-making focuses on data-informed strategies, which engage a

broad range of institutional stakeholders in careful, inclusive listening and which emphasize a growth mindset learning and development for students, faculty, and staff (ACE, 2021).

The present research examined the institutional commitment, leadership, and structure that directly influences international student enrollment at community colleges from a narrative perspective to identify internal barriers and opportunities. Curriculum and co-curricular activities, faculty and staff support, student mobility, collaboration, and partnerships were also essential components. A broader perspective suggests that these areas will assist community colleges in developing strategies for internationalization.

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Significance of the Study

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This study can help internationalizing community colleges attract more international students and increase representation in the international education market, which benefits the local community and is also beneficial worldwide. Because community colleges have deep roots in their local communities and are relatively new to internationalization on campus, taking their educational platform to the international education market can result in significant positive effects that ease community colleges' challenges.

These findings provide an inside look into the international professional prospects that can help community colleges recognize the correlation between factors they can develop, implement, or improve in marketing strategies and international student services that can increase international enrollment. Moreover, this can help produce graduates who will effectively participate in civic life at the local, national, and international levels, be productive in the workplace, and have a clear understanding of the interconnectedness between individuals, nations, and the earth. The United States needs informed and tolerant citizens, employees who can work and live in multicultural environments, and educators and government officials with

language and area expertise. Such knowledge, skills, and understanding are essential for the world's future. However, new global conditions make these needs urgent (Green, 2007), and provides community colleges with a great opportunity. The global competition in the higher education market has prompted community colleges to refine their outreach and recruiting strategies and clearly articulate their unique characteristics and value propositions (Green, 2007). Community colleges will achieve a promising position if they can confront the international market's challenges and opportunities with suitable approaches.

Summary

In this chapter, the researcher introduced the challenges of internationalization at community colleges and the purpose of this study. The ACE Model for Comprehensive Internationalization served as the theoretical framework for this study. Internationalization at community colleges differs from that at 4-year colleges. In the past decade, only 4% of community colleges have hosted 57% of international students. Moreover, underrepresentation in the international education market limits the opportunities for community colleges in the United States. Globalization has made us realize that interconnection and cultural competency are essential skills to prepare our students for the 21st century. Campus internationalization is thus crucial for the future.

Internationalizing community colleges benefits the learning community financially and intellectually. However, leaders of community colleges often overlook the international student population, despite the benefits and opportunities they bring to the campus. This study examined the impact of the community college Chief International Officer's vision and characteristics on the institution's internationalization actions and support. Understanding the challenges of internationalization on campus can raise the community college to a competitive position in the

international education market. In Chapter 2, the researcher offers a background of

internationalization in higher education institutions and analyze the factors that lead international

students to pursue their education in the United States through a literature review.

CHAPTER 2: REVIEW OF LITERATURE

To internationalize community colleges, leaders must understand international students, immigration laws, regulations, motivations, internal and external factors, and how to recruit and retain international students. This chapter addresses a wide range of topics associated with international students, including their background, student trends, the landscape of community colleges, and the challenges and opportunities in recruiting and retaining students, as well as the benefits of internationalization on campus.

Globalization relates to the interconnectedness of people and businesses worldwide and eventually results in the integration of cultures, politics, and economies across the globe (Budevici-Puiu, 2020; Fox & Hundley, 2011; Misra, 2007). International students are compelled to study in the United States due to globalization and the push and pull factors of immigration policies, global competition, and political movements in foreign countries, so as to obtain the competence required to thrive on the international stage. In the early 1900s, there was an emphasis on giving international students resources to support their education (LeBeau, 2012). International student recruitment and support have become essential for higher education in the United States. They have many notable advantages that benefit U.S. higher education institutions (Hegarty, 2014).

The importance of multiculturalism and international student exchange was realized through World War I, the Great Depression, World War II, the Cold War (LeBeau, 2012), 9/11, the current global economic crisis, the trade wars, and the COVID-19 pandemic. Schools, organizations, and communities have become increasingly global, creating new multinational organization design challenges. Globalization requires a greater understanding of cultural differences as they affect leadership performance. To internationalize community colleges,

leaders must possess a transcultural vision and demonstrate a set of challenging competencies to respond effectively to today's global society (Northouse, 2016). As we experience the pressing issues and witness the global impact of interconnected people, community colleges face a once-in-a-lifetime opportunity for transformation. To expand their global horizons effectively, community college leaders need cross-cultural competence (Northouse, 2016).

International Students and Immigration Laws and Regulations

Immigration laws and regulations are crucial to understanding how international students are defined and how affected by policy. This section and the next offers general information on international student and immigration laws and regulations to illustrate the legal and critical knowledge required to assist international students and how these laws and regulations affect the financial conditions of community colleges.

International Students in the United States

The massive impact of the COVID-19 pandemic, which began in December 2019, led to historical changes in international student mobility. The Organization for Economic Co-operation and Development (OECD, 2021a) defines "International students are those who received their prior education in another country and are not residents of their current country of study." According to the OECD (2021b), the total number of globally mobile international students had reached upwards of 6.1 million in 2019 before the COVID-19 outbreak. Pre-pandemic, the U.S. Department of Commerce (2021) predicted that the number of international students would increase to 8 million students by 2025.

The U.S. Department of State clearly defines international students as citizens of a foreign country who intend to enter the United States on a non-immigrant student visa, called an F visa, an M visa, or a J visa for a temporary stay. International students with an F visa are

permitted to enter the United States and to enroll in a university or college, high school, private elementary school, seminary, conservatory, or another educational institution, including language schools. The M visa allows students to attend vocational or non-academic institutions besides language training programs. The J visa is an exchange visitor visa for applicants participating in a work and study-based exchange program. Permanent residents, undocumented students, and refugees are not considered international students (U. S. Department of Homeland Security, 2022a).

U.S. Immigration and Regulations for International Students

Under immigration law and regulations, "[i]nternational students who come to the United States must follow a specific set of rules, depending on your student type and education level" (U. S. Department of Homeland Security, 2022a). Moreover, community colleges must be certified, and the staff who service international students must be certified as Principal Designated School Officials (PDSOs) and Designated School Officials (DSOs) to provide official documents (I-20) to students who wish to apply for student visas (U.S. Department of Homeland Security, 2022b).

International students must maintain full-time status under U.S. immigration law. They are not permitted to work in the United States unless they have the necessary working authorization for on-campus employment, economic hardship special permits, Curriculum Practical Training (CPT), or Optional Practical Training (OPT). Experiential learning is one of the demands on international students. Curricular Practical Training (CPT) enables international students to work and receive on-the-job training while studying at U.S. colleges and universities related to their field of study. CPT guidelines allow international students to work up to 20 hours

per week, but these guidelines are vague and unclear (U.S. Department of Homeland Security, 2022c).

OPT is a type of work authorization available to eligible F-1 students, which allows them to gain valuable work experience related to their field of study after completing their degree. The OPT program is subject to complex and specified guidelines. For each higher level of study, 12 months of a regular OPT is available. Students enrolled in designated science, technology, engineering, and mathematics (STEM) degrees approved by Homeland Security can be granted a 24-month extension. A Cap-Gap OPT Extension is also available to students whose prospective employers have filed H-1B-cap subject petitions (U.S. Department of Homeland Security, 2022c). OPT has been one of the attractions for international students inbound to the United States (Mackie, 2019). PDSOs, DSOs, and international students could face serious criminal charges and consequences if convicted of wrongdoing under the immigration laws and regulations.

The number of Full-Time Equivalents (FTEs) that international students generate provides community colleges with financial benefits. International students studying in the United States are subject to immigration laws and regulations. Violations can result in severe consequences. College PDSOs and DSOs must be familiar with immigration laws and regulations, the education code, and college policies; therefore, they must undergo special training. It is also possible for DSOs and PDSOs to face serious criminal charges. Therefore, professional development and continuing education is required for PDSOs and DSOs when their knowledge, guidance, and communication affect international students and their families.

Motivations Driving International Student Mobility

What are the reasons for international student mobility? To better prepare and assist international students, community colleges must understand why they pursue higher education in the United States. This section covers the motivations behind international students' mobility. It contains six sections that address: the push and pull factors that influence global student mobility; the analysis in recent trend of international students; a sample of Japanese, Chinese, Indian, and Korean students; and the impact of 9/11 on international students. These topics demonstrate that push and pull factors, including political, educational, demographic, and social factors, significantly impact student mobility.

Opportunity is the motivation that drives international student mobility. The most common reasons for coming to the United States are educational opportunities, cultural exchange experiences, and employment opportunities. Most people believe education is the most effective investment in human capital because it creates opportunities (Nica, 2012). In the era of globalization, integrating people, corporations, and governments from different nations is becoming increasingly crucial to acquiring global competencies. Simultaneously, opportunities and international competition have increased, directly and indirectly influencing our lives in various ways. Companies need employees with globally qualified business knowledge and skills (Okabe, 2004). Scholars have found that higher education benefits individuals, regardless of their origin, enabling them to earn higher wages (Brimley et al., 2015). Cultural exchange experiences broaden their vision and improve global competencies. Moreover, studying in the United States can result in employment opportunities (Mackie, 2019; Shih, 2015).

Pursuing higher education and becoming a highly skilled worker are the primary reasons why individuals pursue higher education in the United States. Moreover, outstanding

international students can remain in the United States and achieve immigration status through employment after obtaining higher education (Shih, 2015). The United States offers international students more than just high wages and the opportunity to work with the best professionals. The employment opportunity ensures a brighter future by opening closed doors in their home countries where the fields of studied may be relatively less developed, less varied, or less in demand (Johnson, 2018a).

Incoming international students may be attracted to the Optional Practical Training (OPT) program (Mackie, 2019) because it offers work experience and the opportunity to become permanent residents through employment sponsorship after completing their studies. This path appears to be more common among students who have completed graduate programs, professional degrees, and post-doctoral programs. After completing a certificate or Associate's degree, community college graduates are eligible for OPT work experience. The number of students participating in the OPT program has steadily increased between 1981–1982 and 2019–2020. After the Obama administration decided to extend the program to 36 months for students with degrees in a STEM field, the number of students participating in OPT peaked at 22.6% in 2015–16 (see Figure 2.1). Due to the COVID-19 pandemic, the first drop was observed in 2021. Although the growth rate has slowed considerably since then, the number of students enrolled in OPT has still increased by 9.6%, reaching 223,085. In recent years, the growth in OPT enrollment has substantially altered the composition of the international student population in the United States. More than twice (20.4%) as many international students as a decade ago are enrolled in OPT (Mackie, 2019). Internships and employment opportunities provide international students with an opportunity to gain hands-on experience that marks their first step into global employment.

Figure 2. 1

Trends in Optional Practical Training (OPT) Enrollment
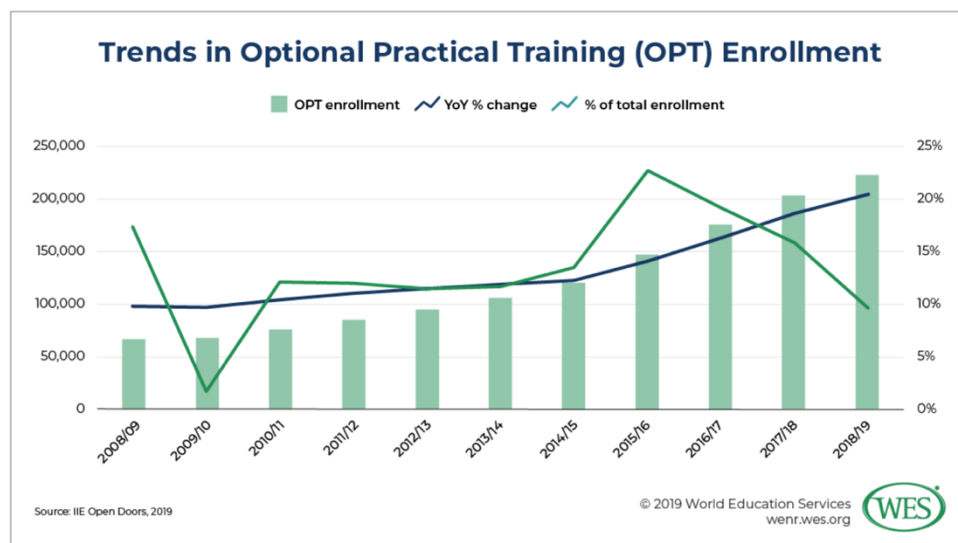
Note. Adapted from Mackie (2019).

The Push and Pull Factors that Influence International Student Mobility

International student mobility is changing with the impact of international relations, economics, foreign policies, social issues, and emerging competition (Bhandari, 2017; Mazzarol & Soutar, 2002). Juan Somavia, former Director-General of the International Labour Organization, once said, "if you look at the global economy from the perspective of people, its biggest structural failure is the inability to create enough jobs where people live" (Misra, 2007, p. 2). International students enroll overseas to acquire a foreign degree, foreign language skills, and global perspectives to help them thrive in a competitive global job market in their country or overseas. Therefore, international students have increasingly sought overseas education due to globalization.

China is an excellent example of how external and internal factors influence Chinese students' decision to pursue higher education overseas (Chao et al., 2017; Gu et al., 2019; Guo,

2014). Yung Wing, an 18-year-old Chinese student, shared his educational experience: "The rising generation of China should enjoy the same educational advantage that I had enjoyed that through western education China may be regenerated (Chu, 2004. p. 10)." He was the first Chinese student to attend Yale University in the United States in 1847. Yung Wing also became the first Chinese person to recognize that China lacked knowledge and was ignorant of the outside world (Chu, 2004). Western culture progressed, whereas Chinese culture remained isolated and undeveloped for more than a century following the Industrial Revolution. The Qing dynasty was forced to educate children in the Western world because of various social pressures, such as an expanding population, economic uncertainty, and poverty. The Qing court sent the first group, composed of 30 teenage Chinese students, to America to better understand Western culture and the modern world through the Chinese Educational Mission in 1872.

In the wake of the Second Opium War, there was an opening for a more open China and closer trade and diplomatic ties between China and the West (Chu, 2004). The Chinese Educational Mission in the Qing Dynasty is a prime example of international relations, foreign policy, and politics that impacted a developing country that sought to learn from developed nations through education and cultural exchanges to meet the necessity of investing in human capital. The same logic applies to individuals, organizations, and governments that wish to invest in overseas human capital as push factors (Chu, 2004). After completing the transcontinental railroad, however, labor market conditions were dire during the Grant administration, and U.S. workers rebelled against Chinese miners and laborers in Western states. Republicans and Democrats alike exploited a strong anti-Chinese sentiment that swept the nation. Military academies refused admission to Chinese students in response to the erosion of liberal views

toward foreigners and minorities. Military academies did not accept Chinese students due to national security concerns that marginalized the Chinese (Chu, 2004).

In 2014, the Obama administration and China agreed to extend short-term travel visas for tourists and business travelers by 1 to 10 years and to extend student and exchange visas by 1 to 5 years. As a result, the number of inbound Chinese visitors increased, and Chinese students pursuing education in the United States have been accelerated as pull factors (Ubay, 2014). As a result of the political and economic conflicts between the United States and China following the election of President Trump in January 2017, immigration policies became unwelcome and counterproductive for attracting talented students and scholars. There was a travel ban on entry into the United States for nationals of Muslim-majority countries. New visa restrictions for graduate students in specific high-tech fields and changes to the calculation of unlawful presence for international students and exchange scholars were further evidence of efforts to push international students away (Feng, 2020).

Moreover, new unfriendly policies targeting Optional Practical Training (OPT) and Duration of Status (D/S) were proposed (Redden, 2020). The proposed D/S establishes a fixed admission time or stay extension period and could create more confusion and problems for international students (Neifach, 2021). Conservative immigration policies that restrict opportunities, such as OPT or employment, often have a negative connotation. In addition to economic uncertainty, international relations, foreign policy, terror threats, pandemics, and security concerns affect international student mobility. However, the international education market is showing no signs of slowing down. International applicants have grown frustrated and looked elsewhere for education options due to visa processing, political influence, and safety issues in the United States. The rise of overseas competitors, which existed before the

Coronavirus pandemic, cannot be overlooked. Competitors that offer a more competitive package to attract international students are the United Kingdom, Australia, Canada, China, Mexico, Japan, Taiwan, and other OECD countries (Hegarty, 2014). Community colleges need to be aware of these motivating factors to better understand the demands of the international student population.

Recent Trends in International Student Mobility

It is crucial to be aware of student trends that affect student recruitment and retention. Additionally, understanding the context can help identify those parts of the trends that are associated with internal and external factors. After World War I, many colleges and peace-promoting organizations explored methods for how to learn more about the world beyond their borders. Their theory was that countries could better understand each other and achieve lasting peace through a more open-ended exchange of information and a foundation for more effective cross-national communication (Lee, 2015). Today, studying abroad is primarily motivated by individual interest rather than governmental policy (Kobayashi, 2018). Institute of International Education (IIE, 2022b) records indicate that 25,464 international students studied in the United States in 1949. The number of international students in the United States has grown steadily since 1954–1955. It reached a significant milestone when the population surpassed the half-million mark in 2000 (Koh, 2002). The September 11, 2001 terrorist attacks caused a decline in international enrollment for years, but it did not stop international students from enrolling in U.S. universities and colleges (Johnson, 2018b).

Although international students make up a tiny percentage of the total student population, they are highly influential on the U.S. education system and economy. As Figure 2.2 shows, the number of international students in the United States reached an all-time high in the 2018–2019

academic year. The 1,095,299 international students represented 5.5% of all students enrolled in

U.S. higher education. The international students contributed $44.7 billion dollars to the United

States, and 62% of the money invested belonged to their families and individuals before COVID-

19 (IIE, 2019). However, the total number of international students decreased substantially due

to the COVID-19 pandemic, which forced limited services at overseas U.S. embassies, travel

restrictions, border closures, and social and economic uncertainty (IIE, 2022b). According to

IIE's *Open Doors* (2022b), International students enrolled in U.S. universities decreased by 15%,

to 914,095 students, including students studying at U.S. colleges and universities, those studying

online from abroad, and those enrolled in OPT. Between 2019 and 2021, the United States lost

$16.3 billion dollars and 151,982 jobs associated with international students. The total number of

international students represented 4.6% of all students enrolled in U.S. colleges and universities

in 2021.

Figure 2. 2

International Student Trends
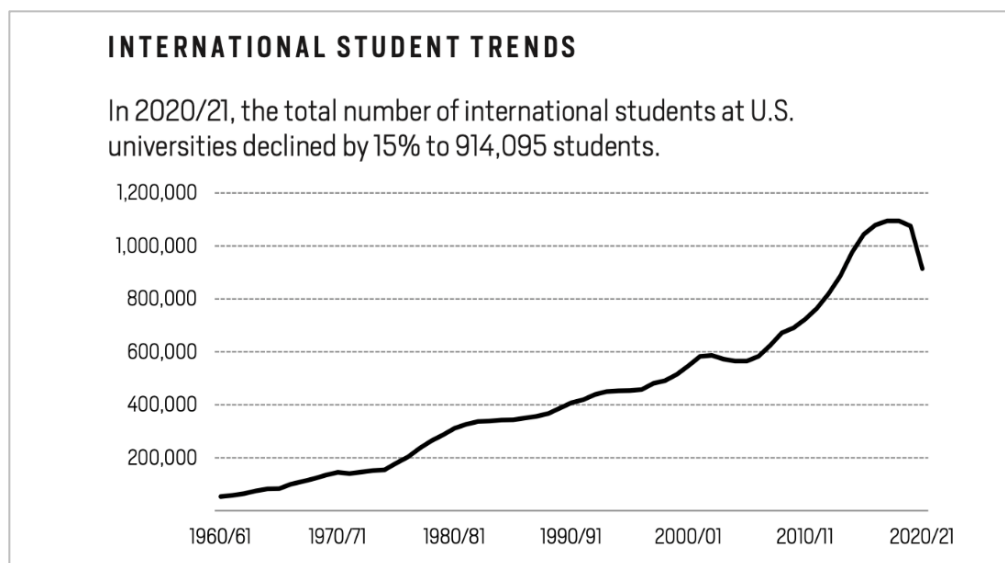
Note. Adapted from IIE (2021).

Although many international students study throughout the United States, they are mainly found in California and New York. The New York metropolitan area hosts the greatest number of international students, followed by the Los Angeles metro area. On the other hand, Los Angeles County hosts the most international students, while New York County was the second in 2000 (Koh, 2002). Since then, California and New York have been popular as study destinations for the last 20 years. According to the IIE (2021a), California, New York, Texas, Massachusetts, and Illinois were the five most preferred states for study in 2020.

The Trend of Japanese Students in the United States

Japanese student mobility trends reveal the external factors that affect mobility among Japanese students. Understanding the reasons for the decline of the majority student population is crucial. Economic and political factors usually constitute the basis for students' decision to study abroad. Meanwhile, they determine the country of study primarily by diverse "pull" factors that attract them (Mazzarol & Soutar, 2002). There was a steady increase in Japanese students in the United States from 1949 to 1997 (IIE, 2022e). Due to the appreciation of the Japanese yen, studying in the United States became more affordable, as evidenced by the Japanese economic bubble. Japanese students desired better qualifications to get more rewarding jobs during this time. Obtaining English language skills and experience living in another country gave them cultural perspective, enabled Japanese students to be competitive on the job market, and pushed students to pursue education overseas. Companies in Japan began to send their elite employees to the MBA program in the 1950s as they sought managers with globally qualified business knowledge and skills. There was a significant increase in Japanese students from 1970 to 1980. In the United States, MBA programs experienced significant growth from the end of the 1980s to

the beginning of the 1990s (Okabe, 2004). Then, as Japan's economic bubble burst, the number of Japanese students enrolling in MBA programs decreased.

Before the COVID-19 pandemic, only 18,105 Japanese students studied abroad, the lowest number recorded in over 30 years (IIE, 2022e). The stagnant economy in Japan may explain the decline in the number of Japanese students in U.S. colleges (Dye, 2020; Funamori, 2011). However, the demographic decline could also explain the decline (Dye, 2020). The Japanese government launched "Tobitate!" (Leap for Tomorrow), a study abroad initiative in 2013 to double the number of Japanese students studying abroad by 2020 to aid Japanese companies in expanding their overseas presence. At the same time, strengthening the relationship with other countries as part of foreign policy has been a push factor that has encouraged Japanese students to study abroad (Ministry of Education, Culture, Sports, Science, and Technology of Japan, 2021). However, barriers to Japanese students studying in the United States, beyond economic restraints and birth rates, include conflicts with job-search activities, linguistic anxiety, and fixed notions that overseas study is only for the elite (Kobayashi, 2018). Japanese student mobility toward higher education in the United States is thus influenced by push and pull factors. The motivation of Japanese students is to obtain global competency and increase competitiveness in the global labor market. In addition, a change in Japanese society can be seen in the decline of the Japanese student population.

The Trend Among Chinese Students

There are numerous reasons for Chinese students to pursue education overseas. Many Chinese perceive Western universities, notably U.S. higher education, to produce more innovative graduates and critical thinkers than Chinese higher education institutes. One of the

reasons Chinese students wish to study abroad is to broaden their horizons academically, to gain intercultural skills, and to receive a top education (Gu et al., 2019).

Confucianism is the foundation of Chinese culture, way of life, and beliefs. Confucianism strongly influences people of Asian descent overseas. The whole focus of the tradition of Chinese ethical thought has been to ask how one ought to live or behave. What are the reasons for living, how do we balance the obligations of family members with those of strangers, and what can we presume about human nature? Confucianism is characterized by an interdependent relationship between personal, social, and political factors (Wong, 2008). The Chinese political system has used hierarchical human relationships emphasizing benevolence and loyalty for millennia to promote social harmony. Superiors were expected to be benevolent, while subordinates were expected to be loyal (Chu, 2004). The choice to study overseas is often a family decision with the utmost authority of the parents. U.S. colleges and universities must understand the traditional Chinese philosophy to attract Asian students.

For many Chinese parents and students, acquiring a foreign degree overseas enhances skills and makes resumes stand out from the competition (Gu et al., 2019). Chao et al. (2017) stated that China's best students are probably aware that if they attend universities in China, they may not be able to go to the best universities in the world. A widely recognized university ranking system shows that the U.S. education standard is exceptional compared to that of other countries. Eighty percent of U.S. universities are in the top 10. Tsinghua University, one of China's best universities, ranks twentieth in the Times Higher Education (THE, 2020) world university rankings.

Byrnes (2019) stated that anxiety about doing enough for children is a biological rather than a cultural imperative. Parents and students agree that studying abroad in the United States

provides students the best learning experience, as it offers cutting-edge pedagogy and an unparalleled environment (Gu et al., 2019; Guo, 2014). China has been a leading source of international students for several years. The number of Chinese students enrolling in the United States has grown consistently, and the first double-digit percent of Chinese students appeared during the Great Recession in 2007. The total number of Chinese students was 369,538, representing 33.7% of the international student population in the United States in 2019 (IIE, 2022e). The population of Chinese students has increased by 376% in 10 years. However, there was a 1.7% increase in 2019 and a 0.8% increase in 2020 (IIE, 2022e). The number of Chinese students has plateaued and is expected to grow slowly. The Chinese government has also warned Chinese students and academics that studying in the United States can pose difficulties. This warning consists of a list of visas and visa refusal restrictions resulting from a trade war and other tensions between the United States and China that emerged in the summer of 2019 (Reuters, 2019).

Considering foreign policy relations between Australia and China, the number of Chinese students studying in Australia is expected to decrease (Wan & Xu, 2021). Due to recent anti-Chinese incidents and the COVID-19 pandemic in February 2021, China's Ministry of Education warned students not to study in Australia. As a result of damaged and deteriorating ties between Australia and China, only 30% of Chinese students were granted visas for programs in Australia in 2021, down from 35% in 2019 (International Consultants for Education and Fairs [ICEF], 2022). It is important to note that several factors drive Chinese students to look for alternatives for their education, including losing the college-age population in China, cooling the economy, and other uncertainties. The Chinese market is expected to decrease (Ma, 2019; Skinner, 2019). Chinese students also desire global competency and instill competitiveness in the global

labor market, and the conflicts between countries and other external factors have contributed to the decline of Chinese students.

The Trends Among South Korean and Indian Students in the United States

According to the IIE (2022e), the top three countries of origin for international students are China, India, and Korea. These three countries account for 57% of all international students (IIE, 2022e). While South Korea has maintained its position as the leading source of international students, the number of South Korean students in the United States has also declined in recent years, preceding the general decline in international enrollment (Kim, 2020). South Korea's rapid success is often attributed to economic progress and educational advancements. Before the Korean War, many South Koreans did not complete their primary education. Still, South Korea has one of the most educated youth populations globally, with more than 70% of adults aged 25–34 completing tertiary education. Nevertheless, it is also a country characterized by extremes of education (Kim, 2020).

The country has been experiencing a declining fertility rate as its educational accomplishments have improved. The country's shallow fertility rate is attributed to the high cost of education, as potential parents weigh the future costs of raising children. After the country's higher education sector faced a severe shortage of students in the 2000s and 2010s, the South Korean government implemented a series of policies to encourage internationalization. Consequently, the internationalization reforms were meant to attract international students to South Korea and to retain South Korean students considering studying abroad, especially in the United States (Kim, 2020).

On the other hand, India, the second-largest place of origin for international students, was impacted by the COVID-19 pandemic, but the outlook for 2021 was favorable. Mathematics and

computer science are the most popular majors Indian students in the United States requested, followed by engineering, in 2019–2020. Approximately 68% of Indian students choose one or both fields of study. More than 75% of Indian students in the United States are enrolled in STEM courses. Furthermore, 44% of Indian students in the United States were on OPT in 2020–2021 (Pavithra, 2021).

There has been an increase in student visa applications approved by the U.S. Embassy in India since August 2021, despite the ongoing pandemic. A press release from the U.S. Embassy in India reported that over 55,000 Indian students have been approved to study in the United States, and more are being approved daily. In 2022, the U.S. issued 82,000 student visas to Indians, more than any other country (Madhavi, 2022). Indian and Korean students seek opportunities for the same reason as Japanese and Chinese students, to become global workers at the international level.

The Impact of 9/11 on International Student Mobility in the United States

Understanding that the terrorist attacks on September 11, 2001 were a turning point in globalization is essential. In the aftermath of the hijacking, international students experienced hardships because one of the hijackers abused the student visa (Johnson, 2018b). The tragic event of 9/11 changed how Americans see the world and motivated the United States to combat terrorism. Additionally, the event of 9/11 illustrated how complicated and interconnected the world is. Border protection measures increased in tandem with the world's quest to understand diversity better (Johnson, 2018b).

The attack of 9/11 had a limited effect on international enrollment but significantly impacted higher education. While expectations were high that international students would return home in droves following the attacks, relatively few significant adverse effects were reported

(Koh, 2002). Although international student numbers declined after 9/11, they rebounded within a few years. In contrast, the positive effects of the events contributed to a greater understanding between peoples and cultures and encouraged more global education. Given this, extending international education is the most effective way to promote peace and understanding for the people of the world to appreciate other cultures (Koh, 2002).

In the aftermath of 9/11, three departments were established within the Department of Homeland Security (DHS). The Homeland Security Department Act of 2002 established Customs and Border Protection (CBP), Immigration and Customs Enforcement (ICE), and U.S. Citizenship and Immigration Services (USCIS) to protect the nation from threats such as drugs, weapons, and terrorism. While CBP prevents national border threats, ICE enforces criminal and civil laws overseas, border control, customs, commerce, and immigration, and USCIS facilitates lawful immigration into the United States (U.S. Department of Homeland Security, 2022e). In the wake of the 9/11 attacks, USCIS established a system to monitor international students and visitors, called the Student and Exchange Visitor Information System (SEVIS), which is run by the Student and Exchange Visitor Program (SEVP) within the U.S. Department of State (2021a).

As the DHS increased national security measures, international students chose alternative options to fulfill their education goals (Redden, 2018). Still, higher education, the environment, and democracy attract international students to the United States to study (Johnson, 2018a).

Opportunity is the key that drives international student mobility. To attract and retain international students, it is critical to understand their motivating factors. An internship or employment opportunity provides international students hands-on experience that mark their first steps into global employment. Japanese, Chinese, Indian, and Korean students aim for global competency to improve their competitiveness on the global labor market, and these are the main

motivations. However, economic uncertainties, conflicts between countries, and other external factors have contributed to students' decline in their number. Homeland security issues caused by 9/11 complicated studying in the United States, but it did not stop international students from coming. International student numbers are expected to rebound after COVID-19, based on student mobility after 9/11. Motivations and external factors influence student mobility, so understanding them requires attention to related subjects.

The Challenges for Institutional Leadership in the United States in the 21st Century

In U.S. higher education, educational leaders face various issues, including insufficient enrollment, inadequate funding, and student performance issues that require improvement. This section examines some of the problems and analyzes COVID-19's impact on colleges and universities and on international students.

The decline in enrollment, insufficient state funding, decreased graduation rates, student debt, a lack of employability, and a reduction in international student enrollment have threatened U.S. higher education (Bransberger, 2017; Brimley et al., 2015; Fuller et al., 2014; Wiley Education Services, 2021). Declining student enrollments cause a decrease in state funding, which reduces the number of programs and services that promote student retention (Astin & Oseguera, 2004; Jaschik, 2017). Moreover, the employability of college-educated students has become a challenge in higher education (Ferns et al., 2019; Freeman, 2006). Furthermore, higher education is typically expensive (Ma et al., 2020). Many students and their families consider the cost of attending college to be the most significant investment they will ever make. A full-time undergraduate education at a public 4-year university cost approximately $27,000 on average for domestic students in 2019. The expected family contribution for college expenses is between 22–

47% of adjusted available income. Consequently, financial issues lead to dropouts and student debt (Engelbert & Hahn, 2020).

According to the 2017 College and University Admissions Directors' Survey, only 34% of colleges achieved their new student enrollment targets (Jaschik, 2017). As shown in Figure 2.3, 70% of universities and colleges answered that developing new revenue sources and cost containment (67%) was their biggest challenge, followed by 63% for retaining students. Moreover, the challenges were 54% for competing students and 48% for upgrading technology and business processes in 2016 (ORACLE & University Business, 2016).

Figure 2. 3

Challenges for U.S. Higher Education Leaders

Note. Adapted from ORACLE & University Business (2016).

According to the Western Interstate Commission for Higher Education data, there were 80,000 fewer high school graduates in 2017 (Wiley Education Services, 2021). Furthermore, the changing demographics of high school graduates in the coming 15 years predict a decrease in

student numbers but an increase in diversity (Bransberger, 2017; Strayhorn, 2008). Higher education in the United States remains highly regarded worldwide; however, state funding cuts for flagship universities affect U.S. rankings on the World University Ranking (Wiley Education Services, 2021). International student mobility has shifted, and international students have been driven away because of external and internal factors (Chao et al., 2017; Johnson, 2018a; Mazzarol & Soutar, 2002). The decline in international students has become a severe concern for U.S. higher education institutions (ORACLE & University Business, 2016; Redden, 2018; Wiley Education Services, 2021).

U.S. universities and colleges rely on traditional funding models to sustain their operations. Enrolling a steady number of tuition-paying students has become a critical factor for private institutions. On the other hand, public institutions receive state funding aside from tuition revenues. The impact of the global COVID-19 pandemic, the rapid economic changes, and the civil rights movement against racism have put extra pressure on traditional models and forced institutions to adjust their strategies for resources and additional funding (Wiley Education Services, 2021). As the new challenges and obstacles add to existing issues that require technological innovations and financial sustainability in U.S. higher education, leaders have begun to realize the systemic problems in our society.

Institutions, organizations, and communities have attempted to raise awareness and promote diversity, equity, and inclusion to restructure inefficient systems (U.S. Department of Education, 2016; Ozturgut, 2017). Diversity, equity, and inclusion are critical elements in multicultural education today, and establishing cross-cultural communication and understanding internationalization is the most effective practice in higher education (Doğru & Demirbaş, 2021; Lovett, 2013; McGuinn, 2015). Today, internationalization on campus is experiencing more

difficulties, resulting in declining international student enrollment, decreased profits, and a lessening cultural diversity in the on-campus population. It is possible to increase the number of international students through aggressive marketing and recruiting, as well as to improve student services for international students. The benefits associated with international students can financially assist institutions with the difficulties they are facing as numbers increase.

The Impact of COVID-19 on U.S. Higher Education Institutions

The worldwide COVID-19 pandemic created uncertainty and pushed U.S. higher education leaders and students to make difficult decisions. The National Student Clearinghouse Research Center (2021) reported that undergraduate enrollment was down 4.5%, while graduate enrollment was up 4.3%. Community colleges were among the worst-hit sectors by COVID-19, down 9.5% from 2019. Usually, community college enrollment tends to increase during recessions (Brown & Hoxby, 2014); however, the economic uncertainties caused by the COVID-19 pandemic meant that this was not the case for community colleges.

The most negatively impacted racial and ethnic groups were Native American and Latina women. The traditional college student population of 18 to 24 years of age declined more dramatically in spring 2021 and decreased at twice the rate of adults 25 and older. The decline in student enrollment among adult males was even more significant than that among female students (National Student Clearinghouse Research Center, 2021). The extra operating costs associated with prevention and safety protection against the COVID-19 outbreak, financial aid, and practical learning assistance for student success put tremendous financial pressure on institution leaders. The reduction in student enrollment caused by the COVID-19 pandemic also impacted the FTES state budget formula. A lower student headcount means that institutions receive less funding (Adams, 2014).

The Impact of COVID-19 on International Students in the United of States

Due to the uncertainty of the COVID-19 pandemic and the policy changes prompted by its aftermath, tens of thousands of international students decided to forego enrolling at U.S. universities and colleges (Mackie, 2020). The IIE (2022b) reported that international student numbers declined from 1,095,299 in the 2018–2019 academic year to 914,095 just 2 years later due to COVID-19. With the decline of 16.8% of international students, the United States lost $16.3 billion in economic benefits. Community colleges were the most affected by COVID-19 and experienced a 24% decline from the previous year (IIE, 2022c). ICE announced in July 2020 that international students pursuing a degree in the United States would have to leave the country or face deportation if their hosting colleges or universities switched to online-only classes (Alvarez & Shoichet, 2020). Although the immigration policy practice was lawful, thousands of U.S. higher education institutions and nearly 1.1 million international students were in a panic. This incident highlighted those international students who were most vulnerable and underrepresented. ICE reversed its controversial new immigration regulations for international students after MIT, Harvard, and other educational institutions filed a lawsuit (MIT, 2020) and criticized schools, lawmakers, and states (Montoya-Galvez, 2020). The international students' feedback on the experience of the COVID-19 pandemic was that the primary concern was not with the universities themselves but with health, safety, and immigration issues (Chirlkov & Soria, 2020; Martel & Mansukhani, 2022).

U.S. Higher Education in the 21st Century

The unbalanced labor market is a pressing issue that requires educational institutions to take action. This section covers what education means in an interconnected world, how to manage, and what type of leadership is needed.

Higher education substantially influences its beneficiaries: students, parents, employees, employers, citizens, and researchers. Obtaining college and higher education degrees is increasingly vital in today's competitive marketplace. U.S. higher education is increasingly being pressured to solve economic and social problems. However, it also creates a labor imbalance (Freeman, 2006). To meet political and social demands, colleges need to broaden their missions to be more accessible to high school graduates and older adults seeking to adjust to labor market changes (Weisbrod et al., 2008). Higher education institutions have also had to undergo a conceptual shift. Rather than teaching knowledge as a general guide for life decisions, they are now under pressure from various stakeholders to focus on skills needed in the workplace (Ferns et al., 2019).

The Importance of Internationalization on U.S. Campuses

"The higher education industry is complex and diverse" (Weisbrod et al., 2008, p. 1). U.S. higher education comprises the public and private sectors, elite liberal arts colleges, and many less-selective schools that belong to religious organizations. The fact is that thousands of private colleges offer vocational training but not Bachelor's or Associate's degrees. The higher education industry is a highly competitive market, regardless of ownership. According to Fortune Business Insights (2021), the global higher education market was $1,090.87 billion in 2019 and is projected to reach $2,367.51 billion by 2027. To succeed in the highly competitive marketplace and to meet political and social expectations, colleges and universities must innovate and nurture future workers and leaders capable of global competence, which requires an international education (Budevici-Puiu, 2020).

The International Education Act of 1966 marked the beginning of the internationalization of U.S. higher education (Read, 1966). President Johnson requested an analysis and revision of

international education programs, and he asked to implement the policy of educational swapping. The International Education Act of 1966 aimed to enhance our ability to provide international scholarly cooperation and learning, to promote exchanges between students and teachers, to develop education in developing nations, and to build bridges in international understanding (Smithee, 2012). The internationalization of higher education institutions has been crucial to their innovation and financial sustainability. The emergence of global student mobility as an essential factor in higher education has created programs to internationalize campus environments. These programs are called "Internationalization at Home" (Rogers, 2020). A university hosts international students on its campus, encourages international study programs amongst domestic students, and collaborates with international educational institutions. However, the effectiveness of internationalization on campus can vary based on the strength and involvement of the educational leadership (Smithee, 2012).

Throughout history, the internationalization of U.S. higher education has resulted from leadership with different strengths and purposes. The internationalization of U.S. higher education has become a priority based on its sustainability and core mission and based on factors linked closely to the survival and long-term viability of the institution (Smithee, 2012).

Internationalization in higher education can assist students in meeting the 21st century's challenges and market competition with global competency. Internationalization offers excellent potential for cross-cultural engagement that can assist students in developing the skills they need to achieve leadership positions in the international arena. Similar to U.S. Secretaries of State's official positions, from John Foster Dulles to Hillary Clinton, high-profile university leaders at Cornell, New York, and Arizona State University have made their declarations. At the end of the Second World War, educators regarded higher education as a national asset and as an instrument

of U.S. "soft power" (Lovett, 2013). This viewpoint was based on three assumptions. The first was that international students would grow closer to U.S. culture and institutions by attending U.S. colleges and universities. Second, international students at colleges and universities were to be encouraged to embrace Western principles of free speech and inquiry in academic and cultural exchanges. Third, and perhaps most importantly, this would facilitate the formation of military alliances and the opening of foreign markets for U.S. business (Lovett, 2013).

U.S. higher education institutions have adopted the idea of internationalization for campuses in an ongoing effort to promote international education. A true internationalization of higher education requires a range of competition, cooperation, alliances, role models, individual excellence, and global vision and leadership (Smithee, 2012). Educational leaders with the vision and skills to succeed in international education must understand business concepts and reflect market needs that benefit domestic and international students due to internationalization on campus. The first step towards success is understanding international students and capitalizing on the assets they bring (Gaulee, 2018). In parallel, advocacy for internationalization also originates from a mix of positive and negative government actions (Smithee, 2012). Internationalization on campus faces many challenges due to the complex interactions between internal and external factors, priorities in administrative practices, and stakeholder interests (Smithee, 2012).

U.S. economic progress is increasingly closely associated with innovation and competitiveness in the global knowledge-based economy. International students and scholars have historically provided the United States with new talent for innovation (U.S. Department of State, 2021a). Although education abroad is increasingly demanding, global competition for the "best and the brightest" is becoming more intense in higher education (Smithee, 2012). Experts

predict that international students will number nearly 8 million by 2025. Almost all OECD member states have developed student-friendly immigration policies and fast visa processing procedures to let students work longer after completing their degrees to attract the best and most talented students (Abella, 2015).

International Enrollment Management for Internationalization on Campus

Most colleges and universities have an Enrollment Management Plan to meet enrollment goals. Pruitt (2017) defined *enrollment management* as the integration of activities involved in recruiting, funding, tracking, retaining, and replacing students as they move towards, within, or away from a college or university. Moreover, enrollment management refers to an organizational concept and a set of systematic activities that educational institutions can use to exert more significant influence over the enrollment of students. Enrollment management activities involve strategic planning and institutional research to determine college choice, transition to college, retention and attrition rates, and student outcomes (Pruitt, 2017). The International Enrollment Management (IEM) concept is similar, but it focuses on international students. Implementing an IEM aims to improve an institution's enrollment, academic, and financial profiles by analyzing its competitive environment and determining a strategic market position based on a competitive analysis. The strategy plans, priorities, processes, and gathers resources to improve the institution's position in the market (Pruitt, 2017).

The first action is identifying and implementing strategies to meet the institution's internationalization objectives. The American Association of Collegiate Registrars and Admissions Officers (AACRAO) offers guidance on international enrollment, including international enrollment management, advising, assessing prior international education, government compliance, professional development, recruitment, and study abroad. Each area is

essential for supporting international students and promoting internationalization on campus. An institution's international enrollment targets must be communicated to stakeholders to develop an IEM strategy. All parties must thoroughly understand enrollment-related functions and utilize international enrollment management techniques. Additionally, the institutions must recruit, enroll, retain, and graduate a qualified and diverse student body, understand university and departmental requirements, and work collaboratively with a wide range of university stakeholders, both locally and abroad. Finally, international students must be inculcated with the values of educational equality, diversity, equity, and inclusion (AACRAO, 2021).

The support staff must also thoroughly understand the institution's programs of study, entry requirements, and services for international students to guide international students. In addition, they must possess the ability to direct international students toward institution-specific support services and instruct international students and staff about international documentation, course equivalencies, and credit transfer procedures (AACRAO, 2021). They must assess foreign educational credentials for admission, placement, and transfer credits to evaluate primary international education. The process involves an in-depth knowledge of the U.S. educational system, conversion practices of non-U.S. grades, the development of institutional academic policies, procedures, philosophical approaches, and the implications of the U.S. higher education environment. It is essential to have strong cultural competence and geopolitical awareness (AACRAO, 2021).

IEM must also comply with government regulations. The educational institution's responsibility is to assist international students in maintaining compliance with the rules of non-immigrant status in the United States. Hosting institutions must understand immigration regulations, Student and Exchange Visitor Information System (SEVIS) requirements, exchange

visitor requirements, and regulations about the change of status. Professional development is a critical component that enhances academic knowledge and facilitates innovative practices in the international admissions office. Leadership support is essential to identifying professional development resources. Professional development allows practitioners to stay current with global education trends, participate in international education conferences, give presentations, participate in webinars, join peer groups and professional organizations, and contribute to international education initiatives (AACRAO, 2021).

Recruitment is perhaps the most critical area of the college or university since it involves identifying the recruitment challenges for international students and providing reliable resources and services to facilitate international recruitment. To request credentials from applicants, leaders need to understand international benchmark credentials and their indigenous terminology. They must also prepare time communication plans and use the latest communication technologies to help prospective international students understand how the institution functions (AACRAO, 2021). If an institution offers student study abroad programs, this area also needs to be included in the IEM. Leaders must also employ reliable resources and services to facilitate international recruitment. Like recruitment, this requires them to understand the challenges of recruiting international students. A study abroad program must identify the different types of study abroad programs and their benefits. It is essential to identify the roles and responsibilities of participants, host institutions, home institutions, and program providers and to utilize good record-keeping practices, including providing adequate data and documentation (AACRAO, 2021).

These areas can be achieved at different levels, from the least active to the most active. Diversity, multiculturalism, and intercultural learning can be more prominent in an institution

through IEM. To achieve the highest activity level, IEM can provide direction and increase efficiency in institutional department activities, support the success of enrolled international students across the institution, and coordinate with other entities, including the university and governmental agencies, with greater efficiency (AACRAO, 2021). It can develop and implement effective admissions and recruitment strategies for international students at the operational level. Moreover, a strategic IEM plan would assess market forces affecting international enrollment, identify potential market segments to determine the return on investment, and prioritize higher investment opportunities to achieve enrollment goals (Education Advisory Board [EAB], 2021).

Leadership in Internationalization on U.S. Campuses

Hudzik (2015) claimed that the success of institutional globalization depends on the interplay between the following factors: effective leadership, a sound institutional culture for internationalization, strategic inclusion, and critical administrative practices. These four strategies must be integrated and mutually reinforced. None of them is sufficient; they must be combined (Hudzik, 2015). The internationalization team needs visibility, tactical support, and structural support from senior leaders to achieve the best results. Support for internationalization can take many forms, including the President's periodic public statements and inclusion in cabinet meetings (Green et al., 2006). From top to bottom, leadership is required, including the Chancellor, the President, the Chief Academic Officer at the top, the deans and directors in the middle, and the base of influential faculty, staff, and students (Hudzik, 2015).

Internationalization leadership is neither top-down nor bottom-up, but both. Top leadership sets the tone, reaffirms values, and coordinates overarching priorities. However, faculty members, key staff, and academic or support services are the ones who contribute to the world and creativity of internationalization (Hudzik, 2015). Even though the international office

can play a critical facilitation and coordination role, internationalization cannot proceed

effectively without the full participation of a diverse leadership team of individuals from across

the organization. No matter how it is arranged, the international office must work effectively

with leadership at all institutional levels (Hudzik, 2015), providing clear direction and deadlines

for the internationalization team and ensuring that the fruits of their labor will not languish on a

shelf (Green et al., 2006).

Establishing a supportive institutional culture is the responsibility of the leadership. A

lack of widespread culture impedes comprehensive and strategic internationalization. To

comprehensively understand what international dimensions mean and how they strengthen an

institution and its intellectual foundation, an organization must engage in institutional dialogue at

all levels within the institution. In internationalization, a dialogue develops that encourages

everyone to participate in the process (Hudzik, 2015).

Leadership must emphasize the importance of internationalization and strategic inclusion.

Internationalization has to be in key institutional processes, such as leadership transitions, quality

reviews, curriculum revisions, and strategic planning. Internationalization is not the sole

determinant of decision-making in these areas, but it has been fully incorporated and consciously

adapted to them (Hudzik, 2015).

Internationalization is strengthened through policies and practices. Leadership must

implement critical policies and procedures successfully. An important responsibility of the

leadership is to implement policies and practices that reward and motivate stakeholders to

succeed. The policies and practices challenge the status quo and bureaucracy since

comprehensive and strategic internationalization almost certainly requires organizational change.

In most cases, the status quo and comfort of the familiar are powerful narcotics that inhibit

change. Additionally, the policies and practices they implement for the recruitment and development of human resources for internationalization must ensure diversity, equity, and inclusion to the fullest extent possible (Hudzik, 2015).

Higher education substantially influences students, parents, employees, employers, citizens, and researchers. As the interconnected world emerged, an unbalanced labor market also appeared. Employers are looking for competent global candidates for other business operations. Therefore, colleges and universities must take the initiative to prepare students to be culturally competent. The majority of 4-year colleges have strategies for internationalizing that include study abroad programs, integrated international education into curricula, and faculty exchange programs. Internationalization of the campus and plan is necessary, and an IEM plan must be in place. Internationalization efforts require a leader who possesses the necessary skills and knowledge to be a global leader.

Community Colleges in the United States

Community colleges produce middle-skilled workers who are crucial to the U.S. economy, and they serve as a transfer hub for financially disadvantaged students seeking Bachelor's degrees. Although internationalization has become a trend in community colleges, their unique platform is not well known overseas. This section examines community colleges in the United States, and the three sub-sections consider the demographics of full-time students, internationalization efforts, and international students at community colleges.

According to O'Banion (2022), community colleges were established 121 years ago. Joliet Junior College was the first, established in Illinois in 1901, and the number of community colleges doubled from 1960 to 1970. The enrollment of many of these colleges doubled every

year throughout the decade. As a result, the number of students attending community colleges increased rapidly from 1.6 million in 1970 to over 4.5 million in 1980.

The U.S. Department of Education (2022) reported that there are 1,462 community colleges in the nation, and 1,043 are members of the American Association of Community Colleges (AACC). Community colleges are primarily 2-year public institutions of higher education in the United States that offer 2-year degree programs leading to an Associate of Arts or an Associate of Sciences. They also provide a unique educational pathway known as the two-plus-two university transfer program for students who cannot afford the entire cost of a 4-year education. Additionally, community colleges provide technical and vocational training that sustains the nation's economy. At the same time, they are closely linked with secondary and higher education, community organizations, and employers in the local region, and they play an essential role in career technical education (Foundation for California Community Colleges [FCCC], 2019; Sabochik, 2010; U.S. Department of State, 2019a). Although community colleges provide affordable and high-quality higher education and advanced career training, student enrollment in community colleges has been declining for years. The community college system has lost more than 1.6 million students in the past 10 years (Juszkiewicz, 2020).

U.S. community colleges play a significant role in higher education for racial and ethnic minorities' access to education. According to the AACC (2022), there are 1,043 community colleges within the association, including 936 public colleges, 35 tribal colleges, and 72 independent institutions, with a total of 10.3 million (credit 6.2 million and noncredit 4.1 million) students. AACC (2022) reported that the average annual tuition and fees for public community college students were $3,800 (in-state), while a 4-year public university cost was $10,740. Most community college students receive federal aid, such as federal work-study and subsidized

federal loans. As a result, 83% of students use federal aid (federal grants 44%, federal loans 15%, and state aid 25%), and 62% use other aid (any aid 56% and institutional aid 6%) to pursue education at community colleges. During Fall 2020, community colleges accounted for 39% of U.S. undergraduate students and 36% of first-time freshmen (AACC, 2022).

Full-Time Student Demographics at the Community College in This Study

According to AACC (2022), the number of full-time students registered in the credit program at the community college the researcher examined was 2.2 million, representing 35% of the full-time student population. Sixty percent were female students, and 40% were male students due to the unique nature of the community college platform. The demographics at community colleges are diverse. At the community colleges, 27% were Hispanic, 12% were Black, 44% were White, and 7% were Asian and Pacific Islanders. Moreover, 4% were of more than two races, 1% were Native Americans participating in the credit program, and 1% were nonresident aliens. An estimated 56% of respondents were under 22 years, and the others were 22 and older. Another significant demographic of the community college in this study is that 29% were first-generation college students, 20% were disabled, 15% were single parents, 4% were veterans, and 8% held a Bachelor's degree. Finally, non-U.S. citizens represent non-immigrant visa holders, including international students, who make up 8% of the total credit program at community colleges in the United States.

Internationalization in Community Colleges

Community colleges play a crucial role in advancing the internationalization of U.S. higher education. Besides producing middle-skill workers and serving as feeders for year-round universities, it is imperative to begin global learning at the postsecondary level. As Green (2007) suggested, community colleges may be the only formal academic opportunity for students whose

education ends at the community college level to learn more about other cultures, countries, and global trends. The 2-year institution may still serve as the primary source of global learning, even if a student transfers to a 4-year institution (Green, 2007).

The internationalization of community colleges is a relatively new initiative. According to Raby (2019), the internationalization of United States community colleges started in 1950. It was incorporated into the strategic agenda in the 1990s. Two notable changes have occurred in the past two and a half decades. In the first change, three organizations designed policies and best practices for the field by creating an advocacy platform. The American Council on International Intercultural Education (ACIIE) and the Stanley Foundation hosted a series of conferences to define internationalization in community colleges. California Colleges for International Education (CCIE) and Community Colleges for International Development (CCID), two consortia dedicated to international education, promoted program-sharing through advocacy. These efforts increased the number of international students, education abroad opportunities, internationalization of curriculum initiatives, and international development programs at community colleges across the nation. Secondary, active efforts were made to enhance communication between international education staff at community colleges. The NAFSA recognized a community college advocacy group in 1998. To advocate for community college education abroad, the NAFSA Education Abroad Knowledge Community established the Community College Sub-Committee in 2004. In 2006, AACC and the Association of Community College Trustees (ACCT) released a joint statement affirming their commitment to global education (Brennan, 2017). In the same year, NAFSA created the Community College Institutional Interest Group.

CCIE (2020) said that, as international students provide academic and cultural richness not seen elsewhere, they are vital to the mission of a community college. International students' participation in classroom discussions and activities enables all students to understand world culture, facilitating close friendships with domestic students and themselves. Eventually, these friendships lead to future social, political, and economic relationships and achieve internationalization in community colleges. Additionally, international student non-resident tuition is particularly attractive during economic hardships and becomes more of a *private good* than a *public good.* Many colleges ignore the purpose of education by focusing only on international enrollment without providing adequate student services and assistance. (CCIE, 2020; Hagedorn, 2020; Jennings, 2017).

Hanson (2022) reported that no state with a more affordable community college system exists than California. In California, community colleges have lower tuition than the national averages. In-state tuition averages $1,310 and out-of-state tuition averages $7,730. International students are required to pay both in-state and out-of-state tuition, but the average tuition for an international student is $9,040, almost seven times what domestic students pay. While it is affordable and appealing to students and families with limited financial resources, it is still expensive for many international students.

Moreover, the full-time status of international students required by immigration law is eligible for the FTES, the headcount of Full-Time Equivalent Students (Hanson, 2022). The financial benefits of international students are attractive to community colleges. Many community colleges thus have an International Student Program specializing in recruiting and providing support services for international students (Briggs & Ammigan, 2017).

According to the CCIE (2021), the number of community colleges hosting international students on campus increased 7.7 times between 1990 and 2019 in California. The number of colleges that offer education abroad has also increased over time to promote internationalization on campus (Figure 2.4). At the community college level, a faculty exchange program existed between late 1980 and early 2000, but it has not been reported since then (CCIE, 2020).

Figure 2. 4

Growth in the Number of College Engaged in Internationalization, 1990–2019
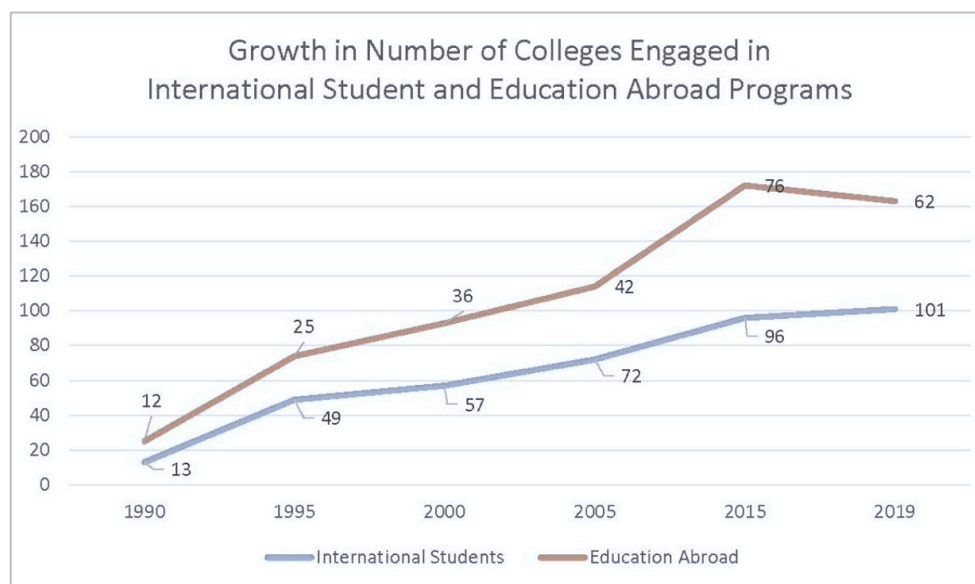
Internationalization processes are not simple (Green, 2007; Raby, 2019). Community colleges face several challenges when it comes to internationalization. One of the most significant challenges community colleges face is the lack of leadership commitment to internationalization. College leaders do not recognize the importance of internationalization, and governing boards, college leaders, and community members overlook international education as less important or irrelevant. Compared with priorities related directly to the institutions' locally focused missions, such as remediating students who are not college-ready and graduating workers who are ready for the workforce, internationalization seems less critical.

Nearly all community colleges face the problem of insufficient funds for internationalization, which is the most common barrier to change. Moreover, only a few institutions have an internationalization strategy. In some community colleges, the strategy consists of only one or two discrete activities, such as attracting more international students or increasing the number of students studying abroad (Green, 2007). In addition, international programs and activities are fragmented. The fragment leads to the loss of synergies between various programs and resources. It is common for academic departments at the college to be unaware of international expertise and programs elsewhere on campus, and international initiatives tended to remain isolated. Additionally, internationalization poses an insurmountable challenge if global learning is not addressed in the classroom. College students must often balance work, family responsibilities, and academic obligations. Consequently, they do not have the time to participate in international extracurricular activities or to consider studying abroad (Green, 2007).

The motivation to engage in international education is highly influenced by an individual's attitude toward international and intercultural learning. Personal experiences are often correlated with the value of international and intercultural understanding. A transnational, multi-cultural, interdisciplinary, comparative, transferable, adapted, and internationalized program can be challenging to design. Not all faculty members possess the expertise and inclination to develop new curricula for global learning (Green, 2007). The different perspectives of community college faculty reflect different values and motivations for global learning.

As Raby (2019) suggested, a range of collaborative projects is taking place between community colleges and their global counterparts worldwide as they acknowledge the importance of international education. The number of full-time positions dedicated to

international education has also increased. Internationalization, however, is still sustained by those individuals who are interested in it. The consequence is that sustainable policies on internationalization cannot be implemented since people lose interest when they move up the ranks or switch colleges. A lack of institutionalization truncates access to programmatic options, preventing U.S. community college students from developing international literacy skills.

International Students at Community Colleges

Community colleges began contributing data to the International Institute of Education (IIE) at the beginning of 2000 (IIE, 2022c). As the number of international students has increased over the years, the number of international students enrolling at community colleges has also increased, but their growth is not as substantial as at 4-year universities, as shown in Figure 2.5 (García et al., 2019; Hagedorn 2020).

Figure 2. 5

Total International Students and Total 2-Year College Students, 1990–2021
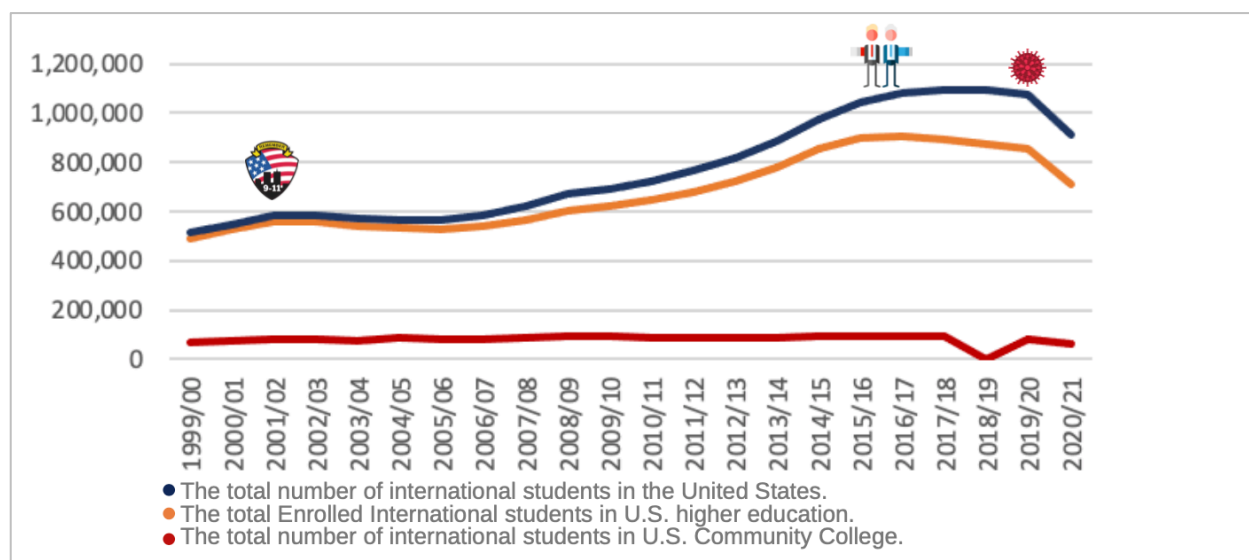
Note. Adapted from IIE (2022b).

Although most international students attend at 4-year universities, some choose to study at community colleges. International students choose community colleges for various reasons (Hagedorn & Lee, 2005). Community colleges offer flexible admission criteria and affordable tuition rates, attracting financially sensitive international students and families. International students can take advantage of community colleges' education, enabling them to compete more effectively on the job market as mid-skilled workers (Creighton, 2018). It is important to note that international students benefit from the two-plus-two university transfer program to transfer to a 4-year university. The articulation agreement between community colleges and universities makes the Bachelor's degree more accessible than the university admission competition as a freshman (García et al., 2019).

According to IIE (2022c), the number of international students studying for an Associate's degree at U.S. community colleges was 60,170, with a 24% decrease in 2020/2021 compared to the previous year (79,187). This represents 6.6% of the total international students and less than 1% of the total community college enrollment (IIE, 2022c). Within 2 years of the COVID-19 pandemic, community colleges lost 32.3% of their population. Table 2.1 shows the total number of international students who studied at community colleges from 1999/2000 to 2020/2021.

Table 2.1

Community Colleges, Total International Students from 1999/2000 to 2020/2021

Year	Total Int'l Students	Annual % Change	Int'l Students at Community Colleges as a Proportion of Total Int'l Enrollment	Int'l Students as a Proportion of Total Community College Enrollment**
1999/2000	70,616	-	13.7	
2000/2001	76,834	8.8	14.0	
2001/2002	82,932	7.9	14.2	
2002/2003	82,123	-1.0	14.0	
2003/2004	75,830	-7.7	13.2	
2004/2005	84,376	11.3	14.9	
2005/2006	80,851	-1.2	14.3	1.2
2006/2007	84,061	4.0	14.4	1.3
2007/2008	86,683	3.1	13.9	1.3
2008/2009	95,785	10.5	14.3	1.5
2009/2010	94,175	-1.7	13.6	1.3
2010/2011	89,853	-4.5	12.4	1.2
2011/2012	87,997	-2.1	11.5	1.1
2012/2013	86,778	-1.4	10.6	1.1
2013/2014	87,963	1.4	9.9	1.2
2014/2015	91,648	4.2	9.4	1.3
2015/2016	95,376	1.4	9.1	1.3
2016/2017	96,472	1.1	8.9	1.4
2017/2018	94,562	-2.0	8.6	1.3
2018/2019	86,351	-8.3	7.9	1.2
2019/2020	79,187	-8.3	7.4	1.1
2020/2021	60,170	-24.0	6.6	0.9

Note. Adapted from IIE (2022c).

As seen in Figure 2.6, community colleges reported double-digit growth in international students between 2004–2005 and 2008–2009, the year of the U.S. presidential election. Compared to 4-year universities, the number of international students in community colleges did not grow much. As a result of COVID-19, the number of international students in college declined significantly. The year 2020–2021 was the lowest enrollment recorded.

Figure 2. 6

Total International Students at Community College, 1990–2021
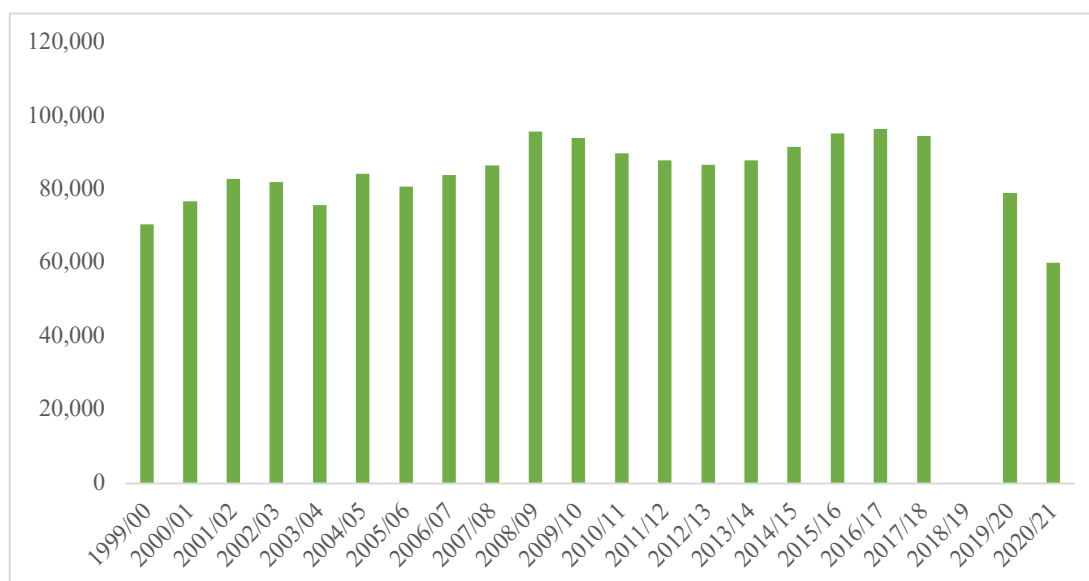
Note. Adapted from IIE (2022c).

Although there are 1,043 community colleges in the nation (AACC, 2022), some community colleges have more international students than others. As shown in Table 2.2, estimates show that 57% of international students studied in the top 40 communities nationwide during the past decade. This means that 4% of the community college out of the total 1,043 colleges had 57% of all international students. Moreover, the name of the top leading college has not changed much, even though the rank might have changed.

Table 2.2

Total International Students and the Total International Students at Top 40 Community Colleges

from 1999/2000 to 2020/2021

Year	Total Int'l Students	Total Int'l Students at Top 40 Community College	Percentages
2011/2012	87,997	48,552	55%
2012/2013	86,778	48,550	56%
2013/2014	87,963	50,072	57%
2014/2015	91,648	53,055	58%
2015/2016	95,376	54,842	58%
2016/2017	96,472	54,347	56%
2017/2018	94,562	53,582	57%
2018/2019	86,351	48,667	56%
2019/2020	79,187	43,395	55%
2020/2021	60,170	34,148	57%

Note. Adapted from IIE (2022d).

Community colleges were very hard hit by COVID-19. There was a significant decline in the number of students. As shown on Table 2.3, California (11,630 students/16 colleges), Texas (8,578/4 colleges), Washington (3,795 students/5 colleges), Florida (3,494/4 colleges), and Maryland (1,446/1 college) were the top five states that hosted large numbers of students in 2021 (IIE, 202d).

Table 2.3

Community Colleges, Leading Institutions 2020/2021

Rank	Institution Name	City	State	Total Int'l Students
1	Houston Community College System	Houston	TX	3,636
2	Lone Star College System	The Woodlands	TX	2,884
3	Santa Monica College	Santa Monica	CA	2,104
4	De Anza College	Cupertino	CA	1,865
5	Dallas College	Dallas	TX	1,450
6	Montgomery College	Rockville	MD	1,446
7	Valencia College	Orlando	FL	1,345
8	Orange Coast College	Costa Mesa	CA	1,180
9	Northern Virginia Community College	Annandale	VA	1,167
10	Miami-Dade College	Miami	FL	974
11	Green River College	Auburn	WA	908
12	Bellevue College	Bellevue	WA	758
13	Foothill College	Los Altos Hills	CA	748
14	CUNY Borough of Manhattan Community College	New York	NY	736
15	Seattle Central College	Seattle	WA	719
16	Shoreline Community College	Shoreline	WA	712
17	Edmonds College	Lynnwood	WA	698
18	San Mateo County Community College District	San Mateo	CA	694
19	Diablo Valley College	Pleasant Hill	CA	693
20	Florida National University	Hialeah	FL	635
21	Collin County Community College District	McKinney	TX	608
22	Irvine Valley College	Irvine	CA	606
23	Bunker Hill Community College	Boston	MA	603

Table 2.3, continued

Rank	Institution Name	City	State	Total Int'l Students
24	Peralta Community College District	Oakland	CA	602
25	Perimeter College of Georgia State University	Clarkston	GA	589
26	Pasadena City College	Pasadena	CA	581
27	Broward College	Fort Lauderdale	FL	540
28	City College of San Francisco	San Francisco	CA	500
29	CUNY LaGuardia Community College	Long Island City	NY	431
30	Santa Barbara City College	Santa Barbara	CA	397
31	Glendale Community College	Glendale	CA	377
32	Mt. San Antonio College	Walnut	CA	364
33	Central Piedmont Community College	Charlotte	NC	363
34	Bergen Community College	Paramus	NJ	357
35	Kapiolani Community College	Honolulu	HI	351
36	Grossmont College	El Cajon	CA	336
37	Portland Community College	Portland	OR	331
38	Golden West College	Huntington Beach	CA	305
39	Citrus College	Glendora	CA	278
40	Oakland Community College	Royal Oak	MI	277

Note. Adapted from IIE (2022d).

In the international education market, community colleges' unique and practical education platforms are attractive to students who seek to enter the global workforce; however, community colleges have not met their needs. Diverse student populations and environments at community colleges are adding value, but there is still a long way to go in internationalizing community colleges. Despite being relatively new, internationalization does not receive adequate resources and support. As a result, community colleges are not well known abroad due to the

developing issue and barriers. Community colleges have only a small number of international students compared to the total number of international students studying in the United States. They represent only a tiny fraction of higher education students.

Marketing and International Student Recruitment in U.S. Higher Education

Marketing is a fundamental component of attracting international students. The purpose of this section is to explain how marketing and international student recruitment have been conducted. Due to a lack of literature on these topics, most information comes from 4-year colleges and universities. The following three sections discussed traditional marketing methods, how community colleges market their programs, and trends for the future.

Increasing the number of international students has been one of the top priorities for many U.S. institutions of higher education (Briggs & Ammigan, 2017). As competition in the higher education market intensifies, universities and colleges face the challenge of recruiting enough qualified students. Knowing the factors influencing prospective students to select an institution is crucial to developing effective recruiting and marketing strategies (Han, 2014). Higher education is generally viewed as the exclusive domain of the wealthy and privileged (King et al., 2016). Most governments view higher education as a revenue source (OECD, 2013). The global higher education market was valued at $1,090.87 billion in 2019 and is expected to surpass that by 2027 (Fortune Business Insights, 2021). Approximately 4,700 U.S. colleges and universities participate in international education (Perna & Ruiz, 2016), and thousands of foreign colleges and universities compete for global talent.

Moreover, multinational companies, corporate universities, and media companies now provide educational programs. Recent educational developments include distance learning, e-learning, and other delivery methods (Singh, 2011). Because of the greater diversity of

qualifications and certifications, it is common for students to move across national borders and to participate in various programs and projects because of the greater variety of qualifications and credentials with the emergence of a globalized world (Singh, 2011).

Many factors have contributed to the increased demand for international education. The lack of access to higher education has been a critical factor pushing students from Asia, Africa, and developing countries to pursue education overseas. Language compatibility, the availability of science and tech programs, and proximity to home and host countries are essential factors in choosing a country study destination. Further, whether the tertiary education system's quality is perceived as good or not in the country of residence, the relative level of human development, and the GDP growth rate are decisive factors (Mazzarol & Soutar, 2002). The economic prosperity in the sending countries and the number of international students are strongly related. In recent years, there has been an increase in Japanese students pursuing higher education abroad due to the economic growth in Japan in the 1980s–1990s (Dye, 2020; Funamori, 2011) and an increase in Chinese students studying overseas due to the affordability of the overseas education and the lack of education opportunities in the home country (Chao et al., 2017; Deloitte China, 2018; Gu et al., 2019).

Traditional Marketing and Student Recruitment

International students are very heterogeneous when it comes to studying abroad. International students consult various sources based on their academic achievements and available resources when researching their college options. Higher education institutions can allocate resources and recruit students more effectively by understanding different international students' profiles and behavior (Choudaha et al., 2012). Marketing is critical to recruiting international students, and many U.S. higher education institutions already have strategies to

expand international enrollment. Educational leaders are expected to provide global competence responsive to external influences on international relations, foreign policies, and social-economic issues and to focus on the bigger picture of student success and retention. Establishing an internationalization brand to attract international students involves substantial time, money, and effort. The most common recruiting strategies involve recruiting by providing academic support and utilizing campus resources, recruitment fairs, collaborating with other organizations, using the school's website or brochures, hiring agents, recruiting international students via the school's faculty and staff, and relying on word-of-mouth from students and alums (Al-Shatanawi et al., 2014; Ozturgut, 2013).

Attending international education fairs has been one of the best practices. There, schools can connect with prospective students, parents, and sponsors; however, this can be challenging for smaller schools with limited budgets or staffing. Colleges and universities have attended educational fairs in different countries with staff members, including deans for admissions and directors. Most marketing trips worldwide happen at least twice a year and entail meeting with college officials, non-academic organizations, and consultants in different countries (Ozturgut, 2013). Collaborating with universities or non-profit organizations to improve cultural exchange occurs in research institutions and requires substantial resources and funding. School online websites and brochures are ineffective in attracting students if the advertisements are not in the local media (international locations). Participating in virtual fairs in different regions is much less expensive than in-person fairs; however, it lacks the excitement of face-to-face interaction (Ozturgut, 2013). A resource that can be used is recruiting international students by faculty and staff. Faculty and staff are the first to interact with prospective students and parents; however, it

is challenging to train faculty and staff to answer challenging questions about immigration

regulations and cultural adjustment issues (Ozturgut, 2013).

One common strategy for recruiting international students is to collaborate with an agent.

However, the problem with commission-based recruitment is that most agents prioritize the

interests of their partner schools over the interests of the students and parents they advise.

Several schools guide or drive students to their partner schools in exchange for a commission at

the end of the enrollment process. Most agents represent multiple partner schools, each likely to

pay a different commission. Agents may receive compensation ranging from a few hundred to

several thousand dollars. Thus, the logic of brute economics holds that opportunistic

commissions tend to drive student advice. Agents often charge parents and partner schools

simultaneously, a practice known as double-dipping. Bonus incentives are also common. Most

students and their parents, often the key decision-makers, are treated as little more than pawns in

an opaque, predetermined process over which they have little control and where profit often

becomes the driving force (Ashwill & West, 2018; Klafter, 2018).

Recently, U.S. colleges and universities have utilized EducationUSA services.

EducationUSA is a network consisting of 430 International Students Advising Centers

worldwide. It is sponsored by the U.S. Department of State to promote U.S. higher education to

international students worldwide. EducationUSA centers are located in U.S. embassies,

consulates, Fulbright commissions, bi-national centers, universities, and non-profits (U.S.

Department of Commerce, 2021). EducationUSA and the U.S. Commercial Service have been

working closely to provide more than 4,770 accredited U.S. universities and colleges with

information. They have shared data on international student mobility, local education systems,

local contact information, local high schools' listings, and accredited or government-recognized universities.

International student references (word-of-mouth) are the most effective recruiting strategy and the most relevant recruiting source for prospective students. Student experiences determine an institution's credibility and authenticity; therefore, *student experience* through student services is the best marketing strategy to leverage (Gordillo et al., 2020).

International Student Marketing and Recruitment in Community Colleges

As a result of globalization, improved technology, and increased mobility, the number of postsecondary institutions in the United States interested in attracting international students has grown considerably over the past three decades. Many community colleges have been forced to recruit international students to raise revenue, as recent decades have seen decreases in state and institutional budgets. International students provide much-needed income through their tuition payments. Consequently, international recruiting is an increasingly important source of revenue for many U.S. community colleges (National Association for College Admission Counseling [NACAC], 2013).

Community colleges are often neglected when examining international student recruitment and mobility in the United States (Loo, 2016). Community colleges have followed traditional student recruitment trends; however, student recruitment usually takes longer than in 4-year universities. Community colleges have encountered several obstacles in their efforts to gain recognition in the international education market. The primary issues have been a lack of information, the unfamiliar model, misleading name value, inadequate student recruitment, and non-noticeable student services, all of which have overshadowed community colleges' benefits. Consequently, community colleges are underrepresented on the international education market.

Most U.S. community colleges have not attracted international student mobility (Jennings, 2017). However, several do have significant infrastructure for recruiting and retaining international students. They provide excellent student service, including academic and personal advising, housing, and social activities. They also have a strong commitment from the campus leadership and a reputation for recruiting outstanding students (Jennings, 2017).

Community colleges were prohibited from using commissioned agents to recruit international students before 2013 (Redden, 2018). Most members of the NACAC approved lifting the ban: "Section I.A.3, to specify that, while not encouraged, the ban on commission-based recruitment will be considered as a 'best practice' in the area of international recruitment" (NACAC, 2013, p. 4).

Community colleges use college fairs, campus visits by representatives, and websites dedicated to prospective students to recruit domestic and international students. It is important to note that finding a pool of prospective students has proven to be an enormous challenge for community colleges. The realities are that community colleges can only cover a small portion of the world with their small recruiting departments and budgets. Colleges still struggle to have representatives present at locations for more than a few days yearly and to maintain contact with prospective students (NACAC, 2013). While there are risks associated with partnering with commission-based agents by U.S. higher education institutions, many non-profit colleges use commissioned agents to recruit international students. Admissions and international recruitment offices are under increasing pressure to recruit more international students (NACAC, 2013).

China is the largest "sending country" among international students enrolled in the United States. U.S. colleges and universities have increasingly turned to agents to recruit and reach Chinese students. The usage of agent services by Chinese students is also high. NACAC

(2013) reports that 57% of respondents used an agent to assist them with their college and student visa applications. To attract first-time international students, admission officers evaluate several strategies. Many institutions employ commission-based agents, despite websites and email being the most critical strategies. According to NACAC's (2018) Admission Trends Survey, approximately 36 use commission-based agents, and another 27% consider doing so.

Community colleges have so much to offer international students and their parents; however, due to the lack of marketing campaigns for program awareness and brand building, they do not reach potential students (Jennings, 2017). As Al-Shatanawi et al. (2014) shared, marketing is a restless, changing, and dynamic activity. A thoughtful marketing strategy is a critical structured system for gathering information about customers, products, the marketplace, and the overall environment. Marketing can identify potential students by analyzing their demographic information. It enables a better understanding of the students who choose one institution over the competitors.

Marketing assists in setting realistic targets and developing effective strategies. It also enables leadership to examine and solve business issues, prepare for business growth, and identify opportunities to grow the organization (Al-Shatanawi et al., 2014). Educational marketing is complementary to effective administration. A limitation in institutional and educational marketing prevents international students from enrollment growth. There is limited knowledge of marketing and its correct application. It is necessary to understand that today's educational institutions must incorporate marketing and designate a person in charge of the international student service area. Training in marketing and academic management is necessary for educational leaders (Gordillo et al., 2020).

The Recruitment of Future International Students Under the Impact Of COVID-19

According to the Martel and Baer (2021), 77% of colleges and universities reported that funding for the outreach and recruitment of international students has remained constant or increased. The percentage is higher than in 2020 year, indicating a more substantial commitment to recruiting international students. Community colleges and universities used various resources to recruit students, including online recruitment events (73%), partnering with current international students (68%), and leveraging social media (65%). Additionally, U.S. governmental resources were cited as valuable recruitment resources. Over 55% of colleges and universities use EducationUSA, the U.S. Department of State's 430 international student advising centers in more than 175 countries. Figure 2.7 demonstrates the resources for outreach and recruitment of international students for Fall 2021.

Figure 2. 7

Resources for the Outreach and Recruitment of International Students for Fall 2021
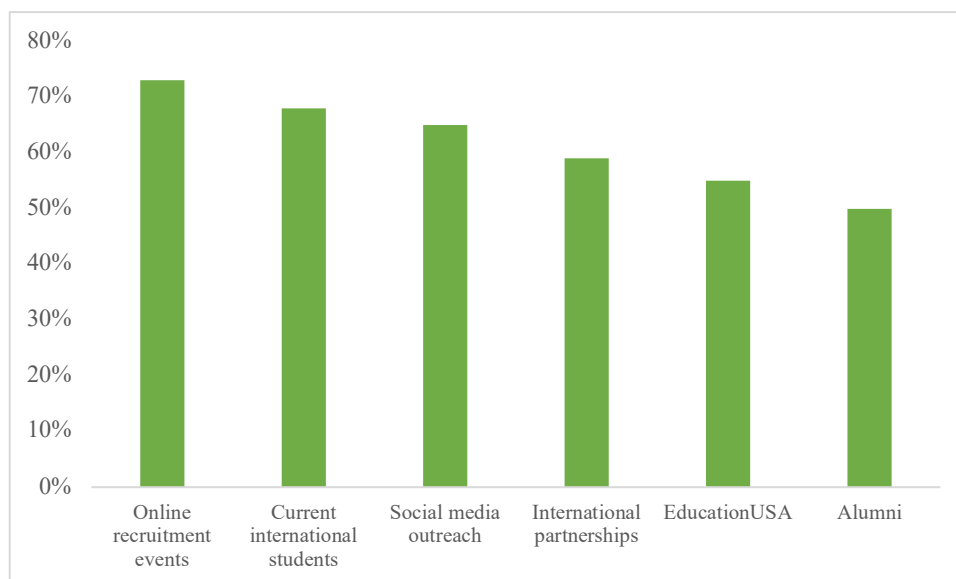
Source: Martel and Baer (2021).

Increasing the number of international students has been one of the top priorities for many colleges and universities. Marketing is a fundamental component of attracting international students. Today, multinational companies, corporate universities, and media companies now provide educational programs. Recent educational developments include distance learning, e-learning, and other competition delivery methods. They can allocate resources and recruit students more effectively by understanding different international students' profiles and behavior. Community colleges are often neglected when examining international student recruitment and mobility in the United States. They have followed traditional student recruitment trends; however, student recruitment usually takes longer than at 4-year universities. In order to increase international students, it is essential to understand the demand, be sensitive to the market, create marketing strategies and a strategic marketing plan, and take action.

Student Service and Student Retention for the International Students

What can colleges do to keep international students? This section discusses student service and retention for international students. Due to a lack of literature, most information on these topics comes from 4-year colleges and universities. The following two sections identify the need to serve international students and why international students should be supported and retained.

Today's globalized and competitive society necessitates higher education institutions to have a competitive edge and to retain their students (Gordillo et al., 2020). International students and alums are the best advocates of higher education. Word of mouth is a valuable recruitment strategy, as it is the most relevant and effective recruiting source for prospective students. International students' most effective retention practices are staff members at international student and scholar services, academic programming and support, social and cultural

engagement, financial aid, healthcare, spiritual support, and immigration services (Ozturgut, 2013).

Studying in the United States can be an exhilarating experience for new students. The U.S. higher education system is a first-time experience for many international students. It can be challenging to adjust to the new educational and cultural environment, primarily because of the language barrier. Students and parents often bring high expectations for the student experience in the United States (Dorsett, 2017; Roy et al., 2016). Although students are ultimately responsible for their success, international students often depend on the institutions to provide them with the necessary support and resources to achieve academic success and to obtain their investment in overseas education. Considering the amount of money international students and their families invest in their education, U.S. higher education institutions must address the unique needs of international students (Loo, 2016).

Identifying International Student Support and Service Needs

The diverse learning environments satisfies most international students, but a few express surprise over the high number of international students from one country (Skinner et al., 2019). According to Skinner et al. (2019), international students are generally satisfied with their U.S. education but often struggle to develop a solid social network. More than a quarter (29%) of international students shared their weakness in building social networks at school. English-language ability or confidence might be the critical factors in this issue. Despite this, many international students find it much more difficult to form friendships with domestic students in the United States. Only 54% of international students said it was easy to make friends with domestic students, as seen in Figure 2.8.

Figure 2. 8

International Students' Ability to Form Close Friendships

Ability to Form Close Friendships

86% International Students from **Home Country**

80% International Students from a **Third Country**

54% **Domestic Students**

Source: *Are U.S. HEIs Meeting the Needs of International Students?*

© 2019 World Education Services wenr.wes.org (WES)
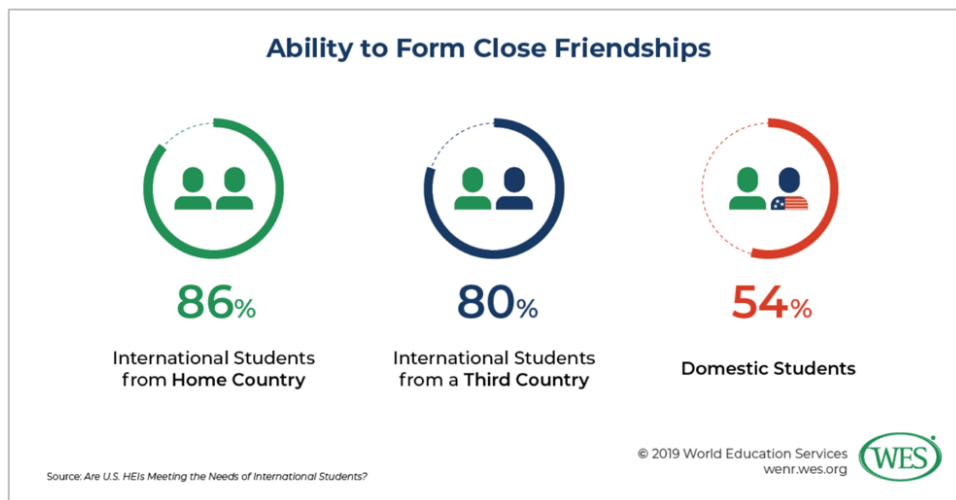
Source: Loo (2016).

Campus resources, faculty, and the academic programs offered are among the critical factors driving international students to U.S. institutions. The relationships international students have with faculty members are significant. When students have negative experiences with professors, it is usually because their coursework requires an extensive knowledge of U.S. culture, and they need extra time and support. The pedagogical differences between U.S. higher education and the home country often lead to confusion. It requires more time to complete academic coursework than international students expect. It is essential to realize that approximately one-third of students report that stress from their coursework affects their mental health (Skinner et al., 2019).

Since the international student office is responsible for recruiting and admitting international students and issuing official documents like I-20s and visa-related paperwork, the administrative staff is typically the first point of contact for international students. Ninety percent of students rated the administrative team as very helpful, and 80% said they were pleased with

the international student office with which they interacted most. According to Skinner et al. (2019), many students (77%) are satisfied with the immigration advice they received on campus. The use of the Writing Center and T.A. office hours vary significantly, in contrast. In general, only 7% of students use the Disability Resource Center, with 6% occasionally using the center (Skinner et al., 2019).

As shown in Figure 2.9, "[w]hen transitioning to life in the U.S., International students find living away from home/family to be more challenging even than cultural or language barriers" (Skinner et al., 2019, p.18). While 38% of international students find living away from home and family more challenging than expected, one-third of all international students claim it is more complicated than expected to adjust to U.S. culture. Approximately one-quarter of students say that religious practices do not apply to them (Skinner et al., 2019).

Figure 2. 9

International Students' Expectations vs. Experiences in the United States
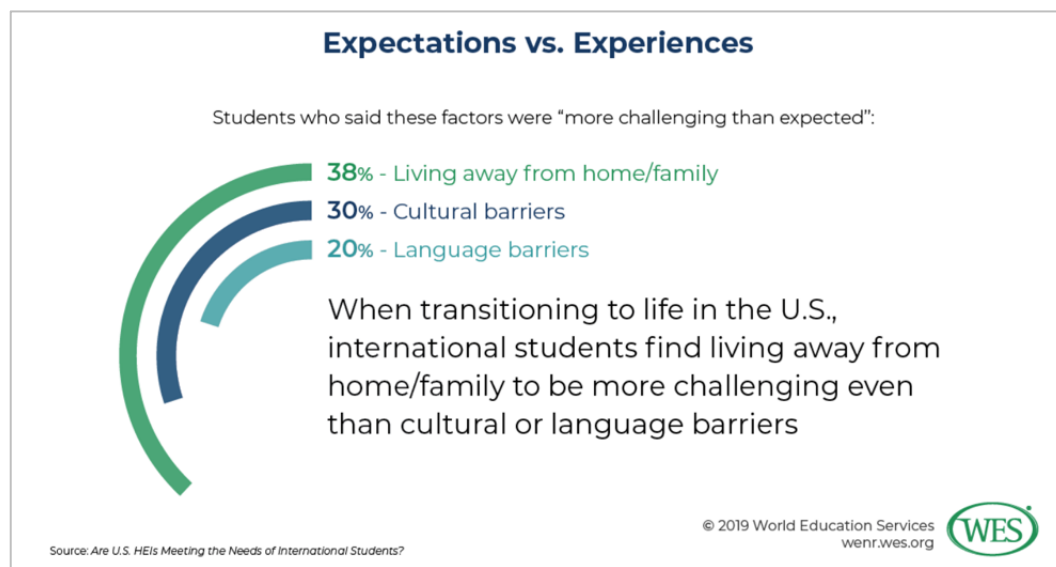
Source: Loo (2016).

Finding affordable and safe housing is a significant challenge for internationals due to the lack of credit history, the higher upfront costs, and sometimes discrimination. A critical area that needs to be addressed is that nearly one-third of international students from East Asia, including 40% of Chinese, MENA, and South-Saharan African students, experience discrimination (Loo, 2016). Most international students live off-campus. Undergraduate students are more likely than graduate students to live on campus. Most community college students commute to school since community colleges do not usually offer on-campus housing. Half of the international students find transportation difficult when there are fewer public transportation options, and 25% of students report that the food on campus does not meet their dietary needs (Jaschik, 2017).

The Importance of International Student Support and Retention

International students studying at U.S. universities and colleges contributed nearly $45 billion dollars to the U.S. economy and supported 458,290 jobs in 2018–2019. International students are not limited to intellectual contributions; they spend money on accommodation, dining, retail, transportation, telecommunication, and health insurance (Banks, 2019). International student education funding is privately funded through personal and family support funding (IIE, 2019). International students and families pursue U.S. education with higher expectations (Dorsett, 2017).

This highlights the importance of international students and their economic impact in the United States. Considering the Coronavirus outbreak, international students in the United States have become one of the most vulnerable populations and have been brought into the spotlight. The increasing national security measures cause immigration policy changes, and international students have opted to choose alternative options to fulfill their educational goals (Bhardwa, 2017). As our interconnected world is restless, changing, and dynamic, creating a sense of

belonging for international students promotes diversity, equity, and inclusion on campus for all stakeholders (Budevici-Puiu, 2020; García et al., 2019; Glass, 2018).

Educational leaders must create transcultural vision and recognize that culture is a way of life. An institutional strategy should be developed that emphasizes cultural competence to understand business, political, and cultural environments. Moreover, many other cultural perspectives, tastes, trends, and technologies emerge from collaboration with people from different cultures. Students need to learn how to communicate and live in other cultures and interact with them from a stance of equality rather than cultural superiority (Northouse, 2016). International student retention and recruitment depend heavily on educational leadership skills and engagement. Internationalization on campus promotes globalization and advances the future of education (Abella, 2015; Agnew & Kahn, 2016; Khan et al., 2020; Dakka, 2020).

Today's globalized and competitive society requires higher education institutions to have a competitive edge to retain students. New students can find studying in the United States exhilarating. Most international students enjoyed the diverse learning environments, but some are surprised by the high number of students from one country. It is difficult for international students to establish a solid social network in the United States and to form friendships with domestic students. Faculty relationships are essential to international students. Living away from home and family is more challenging than it seems for international students. It is also difficult for internationals to find affordable and safe housing due to the lack of credit history, higher upfront costs, and sometimes discrimination. Due to the lack of on-campus housing at community colleges, most students commute to school. International students studying at U.S. universities and colleges contributed billions of dollars to the U.S. economy. The costs of

accommodation, dining, retail, transportation, telecommunication, and health insurance are not just intellectual, directly or indirectly, and they support tens of thousands of jobs.

These results highlight the economic impact of international students in the United States. International students and families pursue U.S. education with higher expectations. As the interconnected world is restless, changing, and dynamic, creating a sense of belonging for international students promotes diversity, equity, and inclusion on campus for all stakeholders. International student retention means keeping the investment in marketing and improving student services to foster an exceptional student experience that attracts more international students.

Future Education and the Sustainability of Community Colleges Rely on Globalization

Internationalizing community colleges is very important to prepare students for the interconnected world. Students benefit from cultural enrichment and financial sustainability. Community colleges have significant potential due to their unique educational platform and diverse student body that attracts international students who aspire to join the global workforce. In addition, domestic students need to be culturally competent to be more employable in the interconnected world.

As a result of the COVID-19 pandemic, international students in the United States became one of the most vulnerable populations. The increasing national security measures caused immigration policy changes, and international students opted to choose alternative options to fulfill their educational goals (Bhardwa, 2017). In addition, the opportunity to train global labor has emerged. According to Korn Ferry (2018), approximately 85 million jobs are expected to be short-staffed worldwide by 2030. Community colleges can train these desired global workers when they are aware of the opportunity and market it to the right audiences. It

would be great if community colleges were under the spotlight in the international education market and would help so many students improve their lives.

Educational leaders must create transcultural visions and recognize culture as a way of life. They must develop an institutional strategy that emphasizes cultural competence to understand the business, political, and cultural environments. Moreover, many other cultural perspectives, tastes, trends, and technologies require collaboration with people from different cultures. Leaders need to be able to work simultaneously with people of different cultures, and need to learn how to communicate and live in other cultures and interact with students from a stance of equality rather than cultural superiority (Northouse, 2016). International student retention and recruitment depend heavily on educational leadership skills and engagement. Internationalization on campus promotes globalization and advances the future of education (Abella, 2015; Agnew & Kahn, 2016; Khan et al., 2020; Dakka, 2020).

Community colleges can expand their horizons worldwide. If institutional leaders can envision the future and implement the appropriate support and resources, internationalizing community colleges can benefit the local community and have a significant global impact.

Summary

The International Education Act of 1966 marked the beginning of the internationalization of U.S. higher education. It aimed to enhance colleges' and universities' ability to provide international scholarly cooperation and learning, to promote exchanges between students and teachers, to develop education in developing nations, and to build bridges of international understanding. Successful institutional globalization depends on effective leadership, a culture of internationalization, strategic inclusion, and critical administrative practices. All four strategies must be integrated and mutually reinforced (Hudzik, 2015). For educational leaders to be

successful on the global stage, they must be aware of the impacts of globalization, immigration policies, global competition, and political movements and economics in other countries that force international students to study in the United States. Educational leaders must possess knowledge and skills for cross-cultural competence in the globalized world (Northouse, 2016). Leadership must identify their strengths, weaknesses, opportunities, and risks to create a successful IEM plan (Pruitt, 2017).

Further, leaders must ensure that the learning community benefits from the full implementation of internationalization. Because international education is dynamic and complex, they must develop and enforce a marketing strategy for international student recruitment and retention. Additionally, community colleges can serve as leaders in educating the global workforce, thereby improving lives and positively impacting the global economy, while also ensuring sustainability.

CHAPTER 3: METHODOLOGY

Generally, community colleges are less likely to attract international students than 4-year universities. Some community colleges have attracted international students successfully; however, these efforts have not worked for other colleges (Hagedorn, 2020). This study examined the impact of the community college Chief International Officer's vision and characteristics upon the institution's internationalization actions and support. Furthermore, it asked whether any of these factors were related to the population size of their international student bodies. I conducted this study using a mixed explanatory method. The ACE Model for Comprehensive Internationalization comprised the study framework.

The ACE Model for Comprehensive Internationalization evaluates internationalization on campus. It also assists in identifying both internal obstacles and opportunities. The theory provided different perspectives on building and developing this research and identifying other study areas, and I applied them to explain the impact on international enrollment in the United States. In an explanatory mixed-method study, the objective is to analyze quantitative data, interpret insights, and analyze qualitative data to clarify the meaning shared by the impact factors of institutional commitment and leadership support on internationalization on campus. This study involved suspending every judgment about truth until certain bases could be considered for validation (Creswell & Poth, 2016).

Instrumentation

There were two phases of research in this sequential explanatory design based on mixed methods. I developed questionnaires (Table 3.1) based on the literature review to measure the leadership's commitment to internationalization on campus and its impact on marketing and student retention from the perspective of international managers, staff, counselors, and professors

who interact with international students regularly. The survey included a Likert scale and open-ended questions. I then conducted qualitative interviews to clarify and explain these statistical results and to further examine the relationship between leadership involvement and marketing and retention. I developed the interview questions based on the literature review and the online survey analysis. The data and analysis in this quantitative phase provided a general understanding of the research questions.

Table 3.1

Matrix Questionnaire Form

Research Question	Corresponding Questions
Primary research question: How does the International Leader impact internationalization at community colleges?	1. Do your college missions support internationalization on campus? 2. Does your International Leader have a plan for managing international enrollment at your college?
RQ1: How do the International Leader's characteristics and global competence impact internationalization?	3. Does your International Leader develop global and cultural competencies for themselves? 4. Is your International Leader attentive to cultural differences and open to diverse perspectives? 5. Is your International Leader creative and entrepreneurial? 6. Is your International Leader fluent in two or more languages?
RQ2: How do the International Leader's vision and strategy affect internationalization?	7. Is your International Leader able to provide an adequate funding source for student recruitment? 8. Does your International Leader provide funding for the study abroad program? 9. Does your International Leader have a plan for managing international enrollment at your college? 10. Does your International Leader have a strong commitment to international student access and success? 11. Does your International Leader provide a qualified marketing specialist dedicated to recruiting international students?
RQ3: What factors impact international student enrollment?	12. Does your International Leader provide a dormitory for international students? 13. Does your International Leader provide international students with work experience and/or internships? 14. Does your International Leader provide student activities for international students?

Method

This study utilized the ACE Model for Comprehensive Internationalization as the framework. I surveyed 100 international educators and interviewed four International Managers at community colleges. In the quantitative phase, I used a Google Form to create an online survey and sent it to 2,000 international educators at community colleges across the country. However, only 100 international educators responded during the data collection period. The survey questions were designed based on a literature review. This phase provided a general understanding of the research problems based on the data and subsequent analysis.

The qualitative research phase consisted of one-on-one interviews with four International Managers selected from the 100 participants who responded in the quantitative phase. I conducted individual interviews to understand their perspectives better. Through the data analysis in this phase, it was possible to gain insight into community colleges' recruitment and retention practices and how much leadership support and investment they received. I developed a textual and structural description in the data analysis phase to explain how leadership support affects international student enrollment.

Data Collection Procedures

This study relied on a purposive convenience sample that I self-selected through their professional and personal network, including social media and LinkedIn. I used Google Form Online Survey responses and Zoom interviews to collect the data. The participants were community college volunteers who had served international students at International Student Programs or Global Engagement Centers. I did not contact institutions for sampling in this study.

As part of the quantitative phase of the survey, I recruited 100 participants to complete 15 Likert scales and four open-ended questions based on the primary research question and the sub-research questions. During this phase, I explored the following areas:

- International Leader's vision and strategy

- International Leader's characteristics and global competency

- International Leader's actions, behaviors, and decision-making

- International Leader's support for international student recruitment and retention

The qualitative phase followed the quantitative phase. All participants completed a consent form before conducting the online survey and the interview. At the time of the interview, three interviewees (A, B, and C) worked at institutions among the top 40 in the nation that hosted 700 or more international students. Another interviewee (D) represented a community college with average students from a city and state that are popular with international students. Due to COVID-19 and the elimination of the program, interviewee D had recently been laid off.

To ensure a successful interview, I followed the tips provided by Jacob and Furgerson (2012). I also used Castillo-Montoya's (2016) Interview Protocol Matrix to create the interview protocol for this study. The interview focused on background information, awareness of the impacts, understanding the relationship, knowledge of the interconnection, critiquing and analyzing other ways of thinking or acting, and the participants' explanations. Under the COVID-19 safety protocol, I conducted interviews via Zoom meetings under the direction of the CDC and local health authorities. The mixed-methods sequential explanatory design and the data collection and data analysis procedures in the quantitative and qualitative phases of the research, as well as the process of finding the results, are described in Figure 3.1.

Figure 3. 1

Mixed-Methods Sequential Explanatory Design
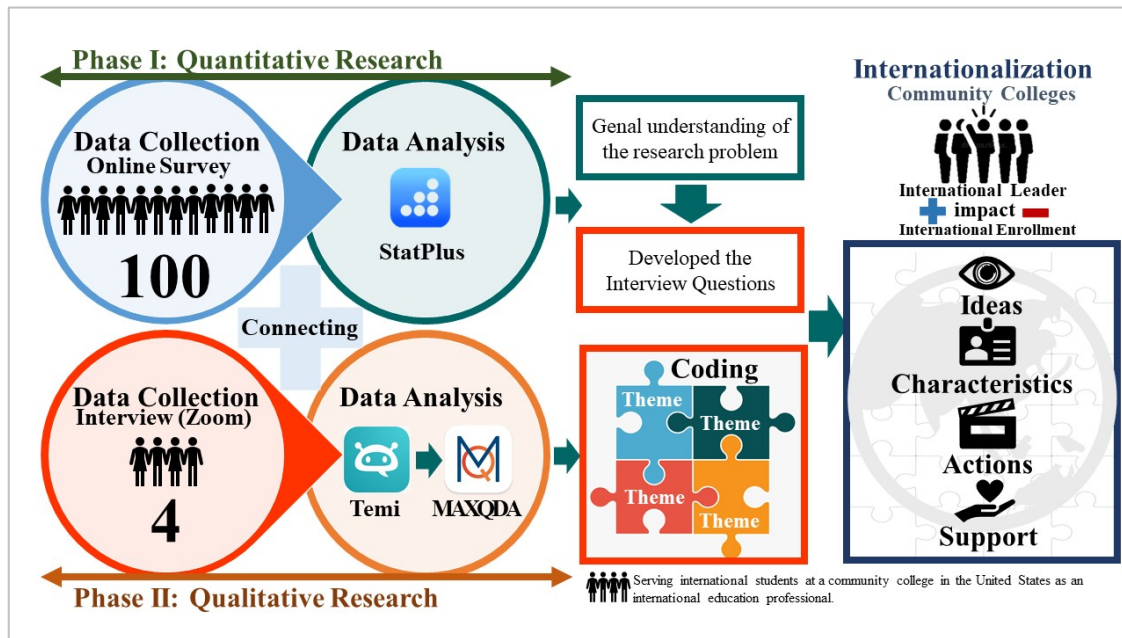
Data Analysis Procedures

During the quantitative research phase, I used StatPlus to analyze the survey

questionnaire and to understand the quantitative data, and the analysis provided a general

understanding of the research problems. I used the 14 survey questions (Table 3.2) and identified

two sets of independent variables and two dependent variables from the 14 questions (Figure

3.2).

Table 3. 2

The Independent Variables and Dependent Variables, Questions, and CODE

Variables	Questions	CODE
Independent Variables		
Leader's Vision (*vision*)	Q1: My college mission statement support internationalization on campus.	MISSION
	Q2: My college's International Leader has a plan for managing international enrollment.	PLAN
Leader's Characteristics (*characteristics*)	Q3. My college's International Leader aims to develop global and cultural competencies for themselves.	COMPETENT
	Q4. My college's International Leader is attentive to cultural differences and open to diverse perspectives.	DIVERSE
	Q5. My college's International Leader is creative and entrepreneurial.	ENTREPRENEUR
	Q6. My college's International Leader is fluent in two or more languages.	BILINGUAL
Dependent Variables		
Leader's Action (*action*)	Q7. My college's International Leader is able to provide an adequate funding source for student recruitment.	FUND
	Q8. My college's International Leader is able to provide a qualified marketing specialist and assist in recruiting international students.	MARKETER
	Q9. My college's International Leader has a strong commitment to international student access and success.	ACCESS
	Q10. We receive sufficient professional development from the International Leader at my college to adequately serve international students.	PD
	Q11: My college's International Leader has the ability to provide funding for study abroad programs.	STUDY ABROAD

Table 3.2, continued

Variables	Questions	CODE
Leader's Support (s*upport*)	Q12. My college's International Leader is able to provide a dormitory for international students.	DORM
	Q13. My college's International Leader is able to provide work experience and internships to international students.	INTERN
	Q14. My college's International Leader is able to provide student activities for international students.	ACTIVITY

As shown in Figure 3.2, I cross-analyzed two sets of independent variables and two dependent variables using linear correlation and conducted one-way ANOVA evaluations through StatPlus. The themes of this study were the two independent variables, ideas and characteristics, and the two dependent variables, actions and supports.

Figure 3. 2

Data Analysis – The Independent and Dependent Variables
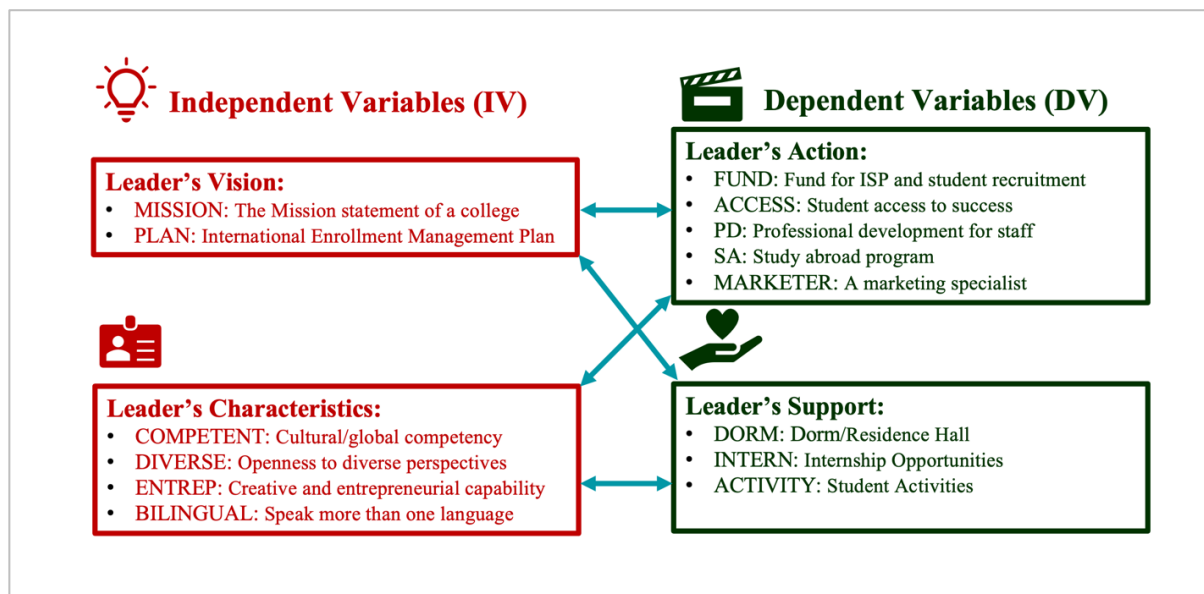
I used the Temi application to convert audio to transcripts and MAXQDA to analyze the qualitative data from interviews and online surveys. They also used Creswell and Poth's (2016) Data Analysis Spiral for coding. The spiral involved managing and organizing data, reading and documenting emerging ideas, describing and categorizing codes, developing interpretations, and creating visual representations.

In this research, my coding methodology (Figure 3.3) relied on the deductive coding approach, which has six steps (Ryan & Bernard, 2003).

Step 1: Familiarization, which entails transcribing interviews, reading the text, taking initial notes, and becoming familiar with the collected data.

Step 2: Coding, which highlights phrases or sentences and then adds shorthand labels as "codes" to describe their content.

Step 3: Generating themes that identify patterns among the codes and establish themes.

Step 4: Review themes that make sure that research themes are accurate and useful representations of the data.

Step 5: Defining and naming themes to simplify data understanding and create themes in a manner that makes sense.

Step 6: Write up data and information to create a creative visual representation and conclusion.

Figure 3.1

Coding Methodology
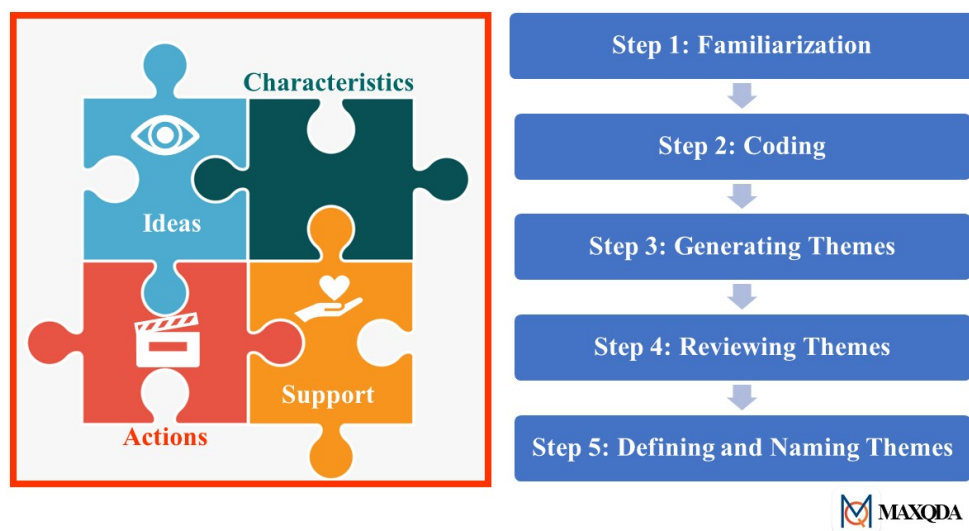
Strategies for Validating the Findings

Triangulation and member checking were the two strategies for validating findings I used in this study. Triangulation refers to analyzing various data sources or methods in qualitative research to develop a comprehensive understanding of a phenomenon. Triangulation is a qualitative research approach to testing validity using information from multiple sources, reducing the threat to validity (Maxwell, 2013). Triangulation in this research considered how multiple data sources can be applied in conjunction when organizing the study. Afterward, I used

this information to corroborate data and interpret and write about it. Moreover, this helped me disprove the reality of a case or draw adverse inferences. I used negative or contrasting evidence to refine working hypotheses as the study progressed.

Member checking, also known as participant validation, is a technique for assessing the credibility of results. An essential element of establishing credibility is the participation of the participants in mixed-method sequential explanatory research. I used MAXQDA and the Temi software to convert each interview into transcriptions. I then asked the participants to examine the accuracy of the results and their correspondence with their own experiences through email. I solicited feedback from the participants through their perspectives regarding the results and the perceived credibility of the interpretations.

Summary

This chapter provided the methodology, tools, and procedure for collecting and analyzing data, conducting interviews, and coding the results. In our study, I surveyed 100 international staff and interviewed four International Managers at community colleges. This was a purposive convenience sample that I self-selected through my professional and personal network. They used Google Form Online Survey respondents and Zoom interviews to collect the data. They also used StatPlus to analyze the questionnaire containing 14 survey questions during the quantitative research phase. I identified two sets of independent variables and two dependent variables from the 14 questions, and they were the themes of this study. They used the Temi application to convert audio to transcripts and MAXQDA to analyze the qualitative data from interviews and online surveys. They also used Creswell and Poth's (2016) Data Analysis Spiral for coding. The next chapter presents the study findings.

CHAPTER 4: FINDINGS

This chapter presents the findings from analyzing and evaluating the quantitative data from the 100 international educators and four international managers interviewed for the qualitative data. This sequential explanatory mixed-methods study explored the relationship between a community college, leadership, leaders' characteristics, global competencies, actions, and support for international students on campus. I asked 100 international professionals who worked with international students in community colleges to complete a Likert survey to gather data quantitatively. I collected qualitative data through open-ended Likert survey questions and individual interviews with four International Managers. This study began with descriptive statistics of the participants. After presenting the descriptive statistics of the participants, the statistical analysis focused on their *vision*, *characteristics*, *actions*, and *support*, including correlational studies. I then applied non-statistical analyses to categorize the patterns and to consolidate them into concentrated themes. It is crucial to note the definitions used in this study before discussing the findings of this study.

- *International Educators* are staff members who interact with and serve the international student population daily, including directors, managers, advisors, counselors, assistants, and ESL instructors.

- *International Enrollment Management (IEM) Plan* is an organizational concept and a set of systematic activities that educational institutions can use to exert more significant influence over the enrollment of international students. The integration of activities involves recruiting, funding, tracking, retaining, and replacing students as international students move towards, within, or away from a college or university (NAFSA, 2022).

- *International Leader* is the top individual at a higher institution responsible for international affairs, agreements, and programs. The structure of colleges and the title of international leaders differ. Frequently, they will have the word "international" in their job title or job duties.

- *International Student Enrollment* refers to the number of international students properly enrolled and attending classes at a school (IIE, 2022b).

- *Internationalization* refers to strategies used in U.S. higher education to enhance globalization (Ozturgut et al., 2013). Study abroad opportunities, faculty integration of international education into their curriculums or faculty exchange programs, and the recruitment of international students are all examples of internationalization. Since community colleges widely use international student recruitment and study abroad opportunities, this study mainly focused on these strategies.

- *Leader's Action:* Leadership in action examines how leaders behave (leaderswholeads.com, n.d.). Allocate funds for International Student Program and marketing and recruitment, provide international students access to success, facilitate professional development for staff, offer student study abroad programs, and have a designated marketing specialist.

- *Leader's Support:* Supporting international students with housing, internship experiences, and cultural engagement activities rather than just achieving international enrollment results.

- *Professional development* can be summarized as continuous education and training that helps international educators keep abreast of ever-changing regulations, trends, and best

practices in the world and builds a sense of collaborative care within teams, institutions, and the wider international education community (Bowman, 2019).

The study objectives were to explore the answers to four research questions.

- RQ1: How does the International Leader impact internationalization at community colleges?

- Sub-Question #1: How do the International Leader's characteristics and global competence impact internationalization?

- Sub-Question #2: How do the International Leader's vision and strategy affect internationalization?

- Sub-Question #3: What factors impact international student enrollment?

Subjects

The participants included a purposive convenience sample of 100 international educators who provided services to international students at community colleges across the country. Participation in this study was voluntary, and all participants signed informed consent. The demographics of the international education professionals included 68% females, 29% males, and 3% non-binary. Among the international education professionals, ethnicity was represented by 64% White/Caucasian, 13% Asian, 12% Latino/Hispanic, 5% Black/African American, 3% Mixed, 2% Other, and 1% American Indian/Alaska Native. A total of 79% of the participants were born in the United States, and 21% were born outside of the country. In addition, 37% of the international education professionals spoke only English, while 46% were bilingual, and 17% were fluent in three or more languages.

The percentage of participants whose first language is English was 77%; other languages were 22%, and 1% were bilingual. The highest educational degree earned by the participants was

represented by 58% master's degree, 22% bachelor's degree, 16% doctoral degree, 3% associate's degree, and 1% high school diploma. The job titles of the participants were 35% middle managers, 32% staff, 22% managers, 4% counselors, 4% instructors/professors, 2% assistants, and 1% executive managers. The average serving time was 6 years. Table 4.1 summarizes the demographic and characteristics of the international education professionals who participated in this study.

Table 4.1

Demographic and Characteristics Data for Participants (n=100)

Characteristics	Count	%
Gender		
Male	29	29
Female	68	68
Non-binary	3	3
Ethnicity		
White or Caucasian	64	64
Black or African American	5	5
Latino or Hispanic	12	12
Asian	13	13
American Indian or Alaska Native	1	1
Mixed	3	3
Other	2	2
Country of Birth		
USA	79	79
Other than the USA	21	21
Languages Spoken		
English	37	37
Bilingual	46	46

Multilingual	17	17
First Language		
English	77	77
Other than English	22	22
Bilingual	1	1
Highest Educational Degree		
High School Diploma	1	1
Associate's Degree	3	3
Bachelor's Degree	22	22
Master's Degree	58	58
Doctoral Degree	16	16
Job Title		
Assistant	2	2
Counselor	4	4
Executive Manager	1	1
Instructor/Professor	4	4
Manager	22	22
Middle Manager	35	35
Staff	32	32
Less Than 1 Year	12	12
Year of Services in International Education		
Less Than 1 Year	12	12
1–5 Years	48	48
6–10 Years	26	26
11–15 Years	3	3

Table 4.1, continued

Characteristics	Count	%
Year of Services in International Education		
16–20 Years	8	8
21–25 Years	2	2

Each college has its structure and reporting system. In this study, 73% of the participants worked in an International Student Program or Global Engagement Center designated to serve international students, while 27% did not. Most participants were supervised by middle management, 23% by senior management, 3% by executive management, and 3% by the international student program manager. In terms of community colleges with low, medium, and high populations of International Students, 40% (1–50), 21% (51–100), 18% (101–200), 10% (201–300), 3% (0), 2% (401–500), 1% were (601–900), (901–1,200), and (1,201–3,000). Table 4.2 summarizes the participant demographic and characteristics of the international education professionals.

Table 4.2

Demographic and Characteristics Data for Working Environment (n=100)

Characteristics	Count	%
Working Environment		
International Student Program/Global Engagement Center	73	73
Without International Student Program/Global Engagement Center	27	27
Supervisor		
Executive Management	3	3
Senior Management	23	23
Middle management	71	71
Manager of International Student Program/ Global Engagement Center	3	3
International Student Population (Estimated in Spring 2022)		
0	3	3
1–50	40	40

51–100	21	21
101–200	18	18
201–300	10	10
301–400	2	2
401–500	2	2
601–700	1	1
801–900	1	1
901–1,200	1	1
1,201–3,000	1	1

According to the question type, international education professionals responded in different percentages. Based on the results, Question 5, "My college's International Leader is attentive to cultural differences and open to diverse perspectives," received the highest ratings, with 72% (47% Strongly Agree, 25% Agree). Participants gave Question 10, "My college's International Leader has a strong commitment to international student access and success" a positive higher rating of 64% (40% Strongly Agree, 24% Agree). Question 4, "My college's International Leader aimed to develop global and cultural competencies for themselves," had a high positive rating of 61% (31% Strongly Agree, 30% Agree).

On the other hand, Question 13, "My college's International Leader is able to provide a dormitory for international students," marked the lowest level of negative feedback, at 73% (Strongly Disagree 66%, Disagree 7%). Question 12, "My college's International Leader has the ability to provide funding for the study abroad program" (Strongly Disagree 48%, Disagree 13%), and Question 9, "My college's International Leader is able to provide a qualified marketing specialist and assist in recruiting international students" (Strongly Disagree 42%, Disagree 19%), both received 61% of the lower level of negative answers.

Statistical Analyses and Findings

As seen in Table 4.3, two independent variables (IV) groups were used in the statistical analyses. The first group was dedicated to the leader's vision (*vision*) and the leader's characteristics (*characteristics*). In this study, the mission statement of a college (MISSION), and the International Enrollment Management Plan (PLAN) were considered the *vision* (IV). The *characteristics* were the other independent variable that includes cultural competency (COMPETENT), openness to diverse perspectives (DIVERSE), entrepreneurial capability (ENTREPRENEUR), and the ability to speak more than one language (BILINGUAL).

There were also two groups of dependent variables (DV). One group was related to the leader's actions (*actions*), and the other was the leader's support (*support*). A student recruitment fund (FUND), student access to success (ACCESS), professional development for staff (PD), an opportunity for study abroad (SA), and a marketing specialist (MARKETER) were identified as dependable variables for *actions*. The *support* variables were dormitory/campus housing (DORM), internship opportunity (INTERN), and student activities (ACTIVITY) for international students.

Table 4.3

The Independent Variables and Dependent Variables, Questions, and CODE

Variables	Questions	CODE
Independent Variables		
Leader's Vision (*vision*)	Q1. My college mission statement support internationalization on campus.	MISSION
	Q2. My college's International Leader has a plan for managing international enrollment.	PLAN

Table 4.3, continued

Variables	Questions	CODE
Leader's Characteristics (*characteristics*)	Q3. My college's International Leader aims to develop global and cultural competencies for themselves.	COMPETENT
	Q4. My college's International Leader is attentive to cultural differences and open to diverse perspectives.	DIVERSE
	Q5. My college's International Leader is creative and entrepreneurial.	ENTREPRENEUR
	Q6. My college's International Leader is fluent in two or more languages.	BILINGUAL
Dependent Variables		
Leader's Action (*action*)	Q7. My college's International Leader is able to provide an adequate funding source for student recruitment.	FUND
	Q8. My college's International Leader is able to provide a qualified marketing specialist and assist in recruiting international students.	MARKETER
	Q9. My college's International Leader has a strong commitment to international student access and success.	ACCESS
	Q10. We receive sufficient professional development from the International Leader at my college to adequately serve international students.	PD
	Q11: My college's International Leader has the ability to provide funding for study abroad programs.	STUDY ABROAD
Leader's Support (*support*)	Q12. My college's International Leader is able to provide a dormitory for international students.	DORM
	Q13. My college's International Leader is able to provide work experience and internships to international students.	INTERN
	Q14. My college's International Leader is able to provide student activities for international students.	ACTIVITY

The correlation between the independent and dependent variables is shown in Figure 4.1, along with the definitions of the independent and dependent variables and codes for examining the relationships between variables.

Figure 4. 1

International Leadership – The Independent Variables and Dependent Variables
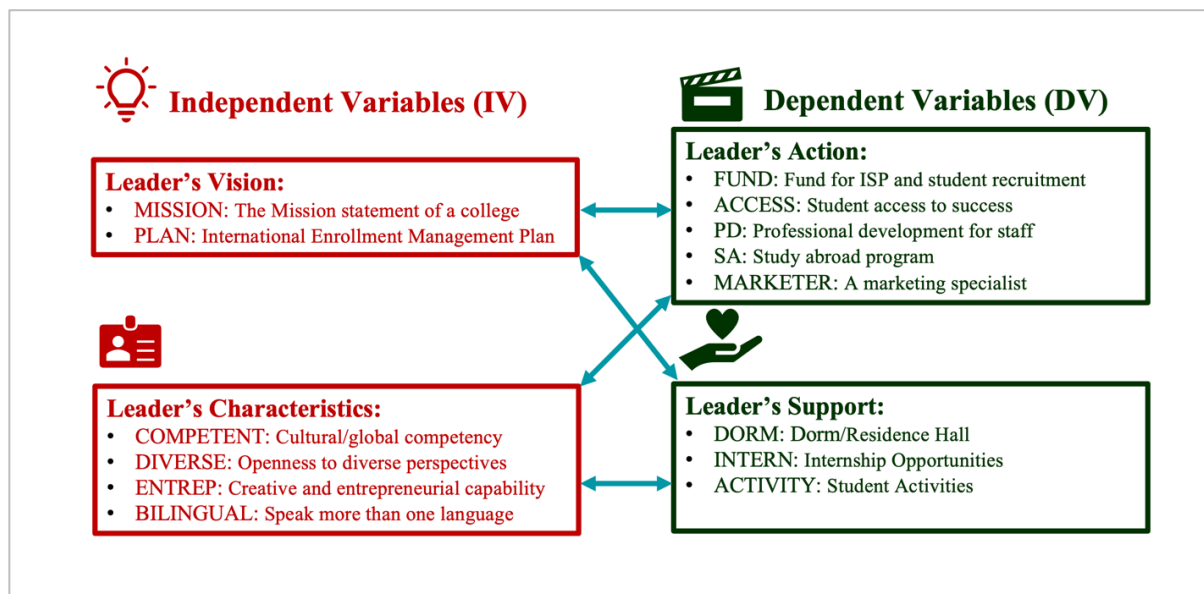
Based on descriptive statistics, there is a relationship between international leader characteristics, cultural competencies, vision, strategy, behavior, and decision-making for international student recruitment and retention. Fifteen questions on the online survey the international education professionals completed were sorted by mean, with the lowest being first and the highest being the last. The rating was based on a 5-point scale with 14 questions: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, and 5=Strongly Agree. The answer to Question 4, "My college's International Leader is attentive to cultural differences and open to diverse perspectives," received the highest rating (*M*=4.00). Question 9, "My college's International Leader has a strong commitment to international student access and success" (*M*=3.73), and Question 3, "My college's International Leader aims to develop global and cultural competencies for themselves," (*M*=3.54) also received higher ratings.

The lowest rated questions were Question 12, "My college's International Leader is able to provide a dormitory for international students" (*M*=1.98), Question 11, "My college's

International Leader has the ability to provide funding for study abroad programs" (*M*=2.30), and

Question 8, "My college's International Leader is able to provide a qualified marketing specialist

and assist in recruiting international students" (*M*=2.37). The mean and standard deviation data

related to international leadership characteristics, cultural competencies, vision, strategy,

behavior, and decision-making for the recruitment and retention of international students are

summarized in Table 4.4.

Table 4.4

Deviations of the 14 Survey Questions for International Educators (n=100)

International Education Professionals' Responses	*M*	*SD*
1. My college mission statement support internationalization on campus.	3.18	1.34
2. My college's International Leader has a plan for managing international enrollment.	2.94	1.48
3. My college's International Leader aims to develop global and cultural competencies for themselves.	3.54	1.37
4. My college's International Leader is attentive to cultural differences and open to diverse perspectives.	4.00	1.21
5. My college's International Leader is creative and entrepreneurial.	3.42	1.36
6. My college's International Leader is fluent in two or more.	2.81	1.64
7. My college's International Leader is able to provide an adequate funding source for student recruitment.	2.47	1.40
8. My college's International Leader is able to provide a qualified marketing specialist and assist in recruiting international students	2.37	1.48
9. My college's International Leader has a strong commitment to international student access and success.	3.73	1.34
10. We receive sufficient professional development from the International Leader at my college to adequately serve international students.	2.97	1.38
11. My college's International Leader has the ability to provide funding for study abroad programs.	2.30	1.49
12. My college's International Leader is able to provide a dormitory for international students.	1.98	1.52
13. My college's International Leader is able to provide work experience and internships to international students.	2.66	1.27
14. My college's International Leader is able to provide student activities for international students.	3.45	1.33

A Linear Correlation Result

A linear correlation measures how much two variables vary or how strongly two variables are associated. The researcher used a simple linear correlation to examine the relationship between the IVs (*vision* and *characteristics*) and DVs (*actions* and *support*).

Vision with Actions

The researcher used a linear correlation to examine the relationship between leaders' *vision* and their *actions*. They conducted an analysis of 10 linear correlations and found that 10 of the linear correlations were statistically significant ($p < 0.01$). A college's mission statement was statistically significant with an opportunity to study abroad ($p < 0.001$). The IEM Plan was statistically substantial with professional development for staff ($p < 0.01$). A *p*-value less than 0.001 ($p < 0.001$) was statistically significant for all other linear correlations. Table 4.5 and Figure 4.2 illustrate the relationship between *vison* and *actions*.

Table 4.5

Linear Correlations – Vision and Actions (n=100)

	MISSION	PLAN
FUND	0.56***	0.58***
ACCESS	0.41***	0.60***
PD	0.32**	0.54***
STUDY ABROAD	0.37***	0.30**
MARKETER	0.38***	0.59***

*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$

Figure 4.2 illustrates the importance of an IEM Plan. According to the statistics, the plan effectively provided students with access to success, a marketing specialist, and funding.

Figure 4. 2

Linear Correlations – Vison and Actions (n=100)
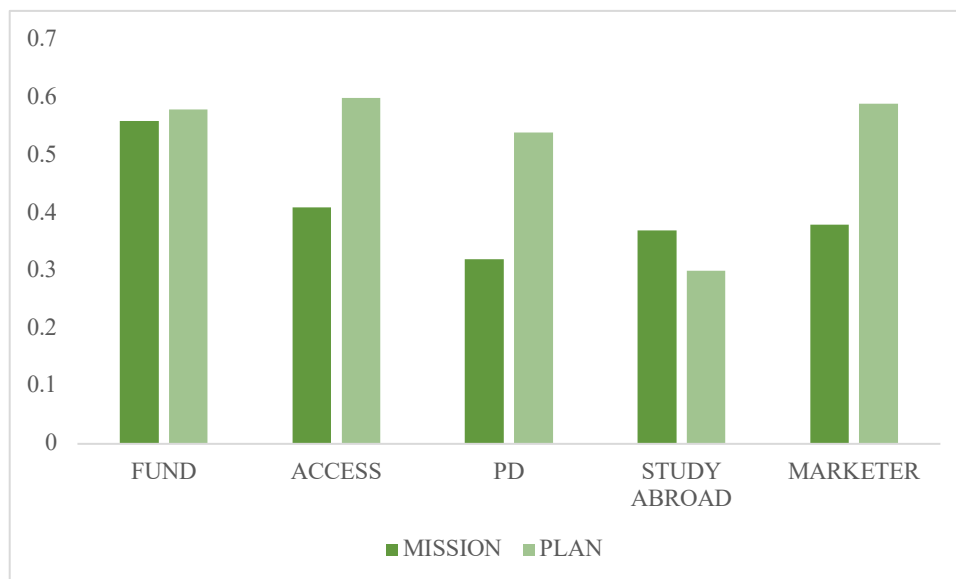
Vision with Support

The researcher also used linear correlation used to examine the relationship between *vision* and *support*. The *support* (DV) included dormitory/campus housing (DORM), internship opportunities (INTERN), and student activities (ACTIVITY) for international students. The linear correlation between *vision* and *support* results was statistically significant in two-thirds of the cases ($p < 0.05$). There was a statistically significant correlation between the IEM Plan and internship opportunities and student activities ($p < 0.001$). The mission statement of a college with student activities was statistically significant ($p < 0.05$). Table 4.6 and Figure 4.3 illustrate the relationship between *vision* and *support*.

Table 4.6

Linear Correlations – Vision and Support (n=100)

	MISSION	EPLAN
DORM	0.13	0.03
INTERN	0.10	0.43***
ACTIVITY	0.22*	0.06***

$*p < 0.05, **p < 0.01, ***p < 0.001$

Figure 4.3 demonstrates a strong link between plan and internships. Additionally, the mission affected activities.

Figure 4. 3

Linear Correlations – Vision and Support (n=100)
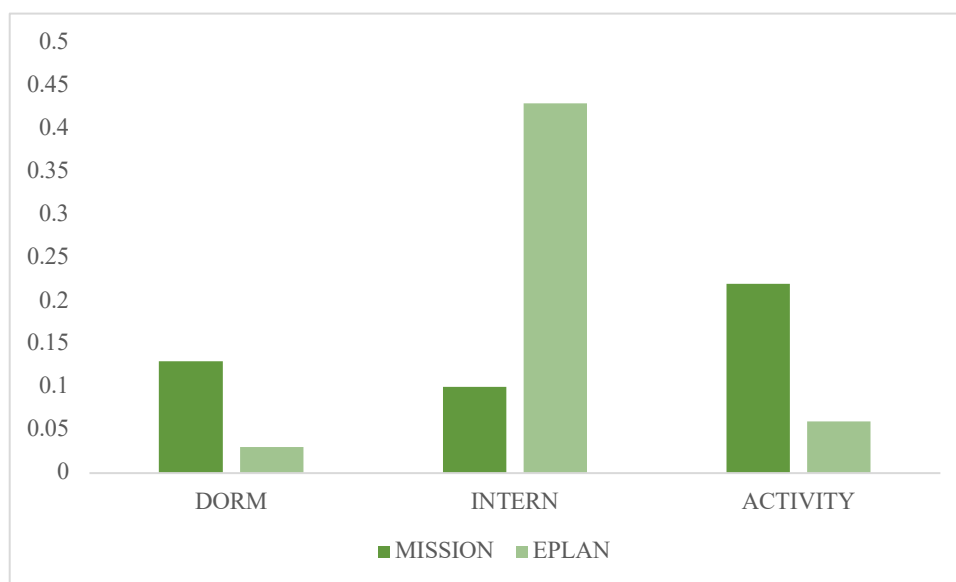
Characteristics with Actions

The researcher used linear correlation to examine the relationship between *characteristics* (IV) and *actions* (DV). According to the linear correlation, international student recruitment and retention (*actions*) were correlated with *characteristics*. They analyzed 20 linear correlations

between *characteristics* and *actions* on international student recruitment and retention and found that 19 of the linear correlations were statistically significant ($p < 0.05$).

Staff professional development and student access to success were statistically correlated with the leader's cultural competency ($p < 0.001$). The openness to diverse perspectives was also statistically significant when it came to funding for international student recruitment, access to success for students, staff professional development, the opportunity to study abroad, and a marketing specialist ($p < 0.001$). Moreover, the creative and entrepreneurial capability was statistically significant with funding for international student recruitment, access to success for students, staff professional development, and a marketing specialist ($p < 0.001$). Additionally, there was a correlation between creativity, entrepreneurial ability, and study abroad opportunities with a *p*-value below 0.05 ($p < 0.05$).

Leaders who were able to speak more than one language were statistically significant when it came to international student recruitment funding, access to success for students, staff professional development, and a marketing specialist ($p < 0.01$). Study abroad opportunities were statistically significantly correlated with leaders who could speak more than one language ($p < 0.05$). The relationship between *characteristics* and *actions* is shown in Table 4.7 and Figure 4.4.

Table 4.7

Linear Correlations – Characteristics and Actions (n=100)

	COMPETENT	DIVERSE	ENTREPRENEUR	BILINGUAL
FUND	0.31**	0.33***	0.36***	0.28**
ACCESS	0.69***	0.73***	0.64***	0.29**
PD	0.57***	0.64***	0.50***	0.39***
STUDY ABROAD	0.24*	0.14	0.22*	0.23*
MARKETER	0.25**	0.33***	0.43***	0.40***
*p < 0.05, **p < 0.01, ***p < 0.001*				

As shown in Figure 4.4, openness to diverse perspectives ranked highest in student success, followed by cultural competence and entrepreneurial abilities. Diversity of perspectives plays a significant role in the professional development of staff.

Figure 4. 4

Linear Correlations – Characteristics and Actions (n=100)
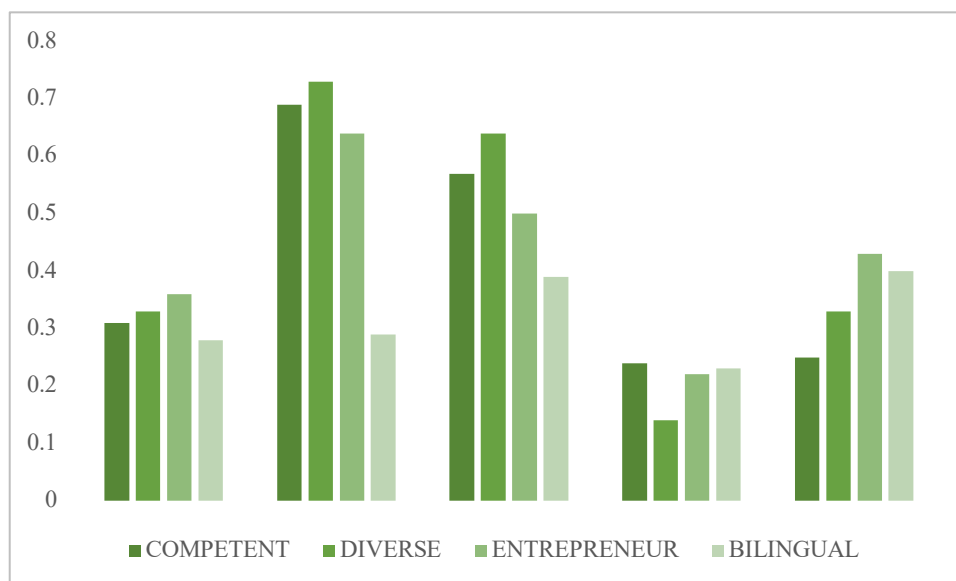
Characteristics with Support

According to the linear correlation, international student recruitment and retention were correlated with *characteristics*. Eight of 12 linear correlations between *characteristics* and *support* for recruiting and retaining international students were statistically significant ($p > 0.05$). The correlation between cultural competency, openness to diverse perspectives, and entrepreneurial capability with internship opportunities and student activities were statistically significant ($p < 0.001$). The correlations between the ability to speak more than one language with student activities were also statistically significant ($p < 0.05$). The correlations between *characteristics* and *support* are summarized in Table 4.8 and Figure 4.5.

Table 4.8

Linear Correlations – Characteristics and Support (n=100)

	COMPETENT	DIVERSE	ENTREPRENEUR	BILINGUAL
DORM	-0.07	-0.01	-0.05	-0.09
INTERN	0.51***	0.51***	0.44***	0.26*
ACTIVITY	0.45***	0.52***	0.49***	0.22*

*p < 0.05, **p < 0.01, ***p < 0.001

As shown in Figure 4.5, the characteristics of that leader (openness, entrepreneurship, and cultural competency) were exemplified by the way leader supported student activities and internships.

Figure 4. 5

Linear Correlations – Characteristics and Support (n=100)
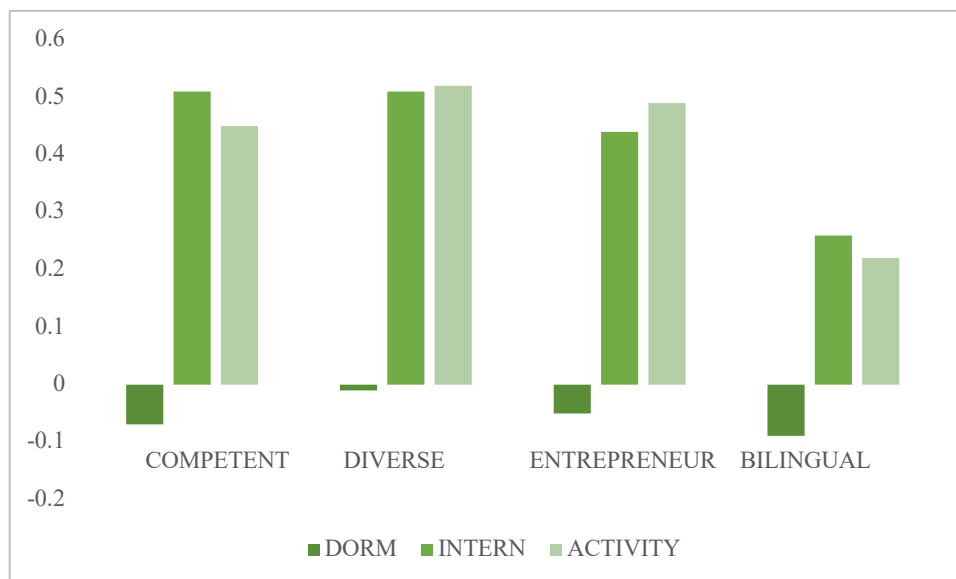
A One-Way Between-Subjects ANOVA Result

The researcher used a one-way between-subjects ANOVA to evaluate one categorical independent variable and one quantitative dependent variable. By using a one-way between-subjects ANOVA, they were able to identify some key elements that were statistically significant.

International Student Program

As seen in Figure 4.6, the International Student Program was statistically significant related with *vision*, *characteristic*, *actions*, *and support.* A total of 75% of the variables were statistically significant related with the International Student Program.

Figure 4. 6

A One-Way Between-Subjects ANOVA (n=100)
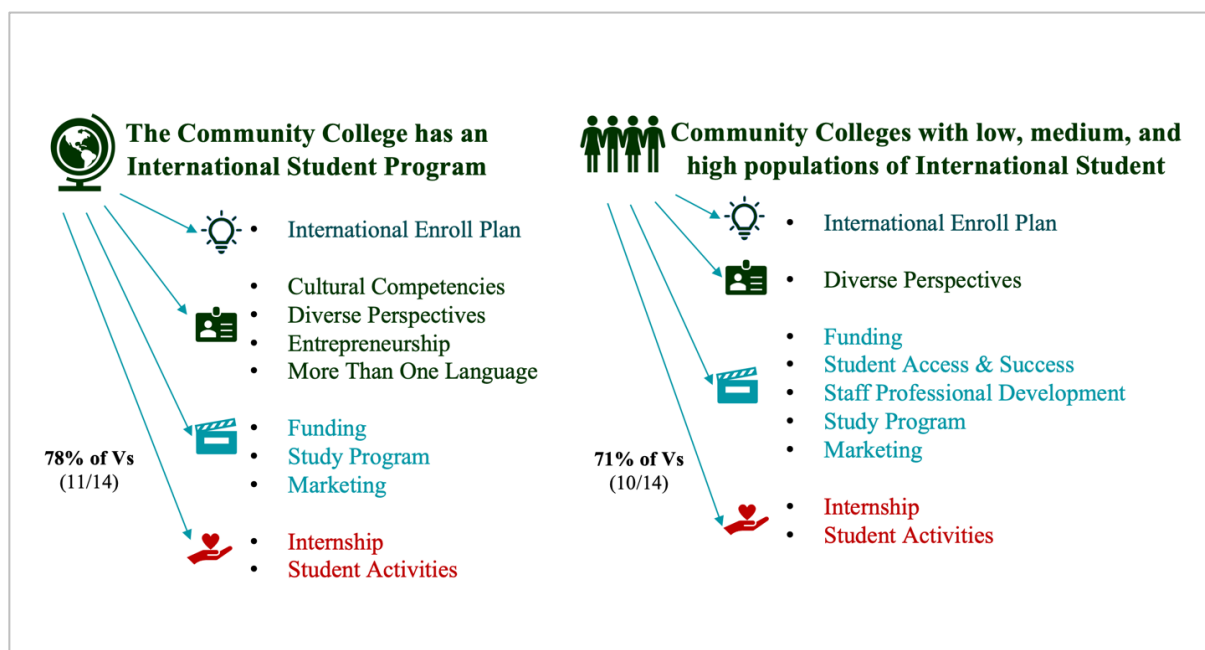
To examine the International Student Program and *vision*, a one-way between-subjects ANOVA revealed that the International Student Program (yes and no) and IEM Plan were

significantly related, $F(1,98) = 11.81$, $p < 0.001$. Consequently, the International Student Program benefits from having an IEM Plan that helps international students feel at home.

To examine the International Student Program and *characteristics*, a one-way between-subjects ANOVA revealed a significant relationship between the International Student Program (yes and no) and having a leader fluent in more than one language, $F(1,98) = 14.26$, $p < 0.001$. Moreover, International Student Programs and leaders open to diverse perspectives and who pay attention to cultural differences revealed a significant association, $F(1,98) = 9.72$, $p < 0.002$. In addition, International Student Programs and international leaders who are creative and entrepreneurial were also significantly correlated, $F(1,98) = 6.87$, $p < 0.010$, as were the International Student Program and having a leader who strives to develop global and cultural competencies, $F(1,98) = 6.00$, $p < 0.016$. As a result, the characteristics of International Leaders impact International Student Programs.

To examine the International Student Program and *actions*, a one-way between-subjects ANOVA revealed a significant relationship between the International Student Program (yes and no) and the professional development of staff, $F(1,98) = 20.13$, $p < 0.001$. A significant relationship was also found between the International Student Program and having a designated marketing specialist, $F(1,98) = 9.01$, $p < 0.003$. Moreover, the study abroad opportunity and the International Student Program resulted in a significant relationship, $F(1,98) = 5.47$, $p < 0.021$. As a result, the International Student Program benefits from professional development, marketing specialists, and study abroad opportunities.

A one-way between-subjects ANOVA found significant relationships between International Student Program and *support*. The International Student Program (yes or no) were significantly related with student activities, $F(1,98) = 7.00$, $p < 0.009$. There was also a

significant relationship between International Student Program and internship opportunities, F (1,98) = 6.38, $p < 0.013$. Consequently, the International Student Program benefits from providing opportunities for students to participate in activities and internships.

The Number of International Student

As seen in Figure 4.6 above, the number of international students was statistically significant related with *vision*, *characteristic*, *actions*, *and support.* A total of 69% of the variables were statistically significant related with the number of international students.

There was a significant correlation between the number of students and *vision*. According to the results of one-way between-subjects ANOVA, the IEM Plan was significantly correlated, F (10,89) = 2.02, $p < 0.040$. An International Enrollment Management Plan contribute to the number of international students.

The *characteristics* and the number of students were significantly correlated. In a one-way between-subjects ANOVA, the ability to speak more than one language and the number of students were significantly related, F (10,89) = 2.96, $p < 0.002$. Additionally, significant relationships were found between the openness to diverse perspectives and the number of students, F (10,89) = 2.02, $p < 0.040$. As the result, language ability and openness to diverse perspectives contribute to the number of international students.

The number of students and *actions* were significantly correlated. A one-way between-subjects ANOVA revealed a significant relationship between funding and the number of students, F (10,89) = 3.73, $p < 0.001$. Moreover, it indicated a significant relationship between marketing specialists and the number of students, F (10,89) = 2.42, $p < 0.013$. In addition, the number of students and professional development for staff showed a significant relationship, F (10,89) = 2.09, $p < 0.033$. Study abroad opportunities and student numbers were significant

related, F (10,89) = 2.13, p < 0.030 as well. Furthermore, the number of students and student access to success was significantly related, F (10,89) = 2.09, p < 0.033. Therefore, the number of international students is affected by funding, the presence of a marketing specialist, professional development, study abroad opportunities, and access to success.

Support was significantly related to the number of students. Using a one-way between-subjects ANOVA, the researcher found that the number of students was significantly related to internships, F (10,89) = 2.19, p < 0.003, and student activities, F (10,89) = 2.58, p < 0.009. Thus, student activities and internship opportunities affect the number of international students.

Other Findings

Other findings indicated that the spoken languages (English, bilingual, and multilingual) and bilingual skills were also significantly related, F (2,97) = 7.38, p < 0.001. A one-way between-subjects ANOVA also showed a significant relationship between the participant's year of service with international students (less than 1 year, 1 year, 2 years, 3 years, 4 years, 5 years, 6 years, 7 years, 8 years, 9 years, 10 years, 13 years, 14 years, 15 years, 16 years, 18 years, 19 years, 20 years, 22 years, and 25 years) and a college's mission statement, F (19,80) = 1.77, p < 0.041. A significant correlation was also found between years in the current and a marketing specialist, F (19,80) = 1.77, p < 0.041. In addition, there was a significant relationship between gender (male, female, and non-binary) and the marketing specialist, F (2,97) = 5.07, p < 0.008. Moreover, a one-way ANOVA showed a significant relationship between the supervisor (executive manager, senior manager, middle manager, and manager) and dormitory, F (3,96) = 3.18, p < 0.027.

Qualitative Findings

The participants were asked four open-ended questions about the *vision*, *actions*, *characteristics*, and *support*.

Question 1. According to your experience, how have your International Leader's vision and strategies influenced your international enrollment?

Question 2. According to your experience, how have your International Leader's characteristics and global competencies influenced your international enrollment?

Question 3. According to your experience, how have your International Leader's actions, behaviors, and decisions affected your international enrollment?

Question 4. In your experience, how has support from International Leaders affected your international enrollment?

As shown in Table 4.9, a qualitative analysis of these four questions identified 518 coded segments, which were categorized into five themes: *vision*, *characteristics*, *actions, support*, and *external impacts*.

Table 4.9

Qualitative Data Evaluation – Coded Segments by Research Questions (n=518)

Research Questions	Coded Segments	Percentage
1. According to your experience, how have your International Leader's vision and strategies influenced your international enrollment?	181	34.94%
2. According to your experience, how have your International Leader's characteristics and global competencies influenced your international enrollment?	62	11.97%
3. According to your experience, how have your International Leader's actions, behaviors, and decisions affected your international enrollment?	197	37.64%
4. In your experience, how has support from International Leaders affected your international enrollment?	57	11.00%
5. Other finding: External Factors	23	4.44%

The frequency of each theme is shown in Figure 4.7. Open-ended questions and responses can be found in the appendices (Appendix H–K).

Figure 4. 7

Frequency – Code Segments by Themes (n=518)
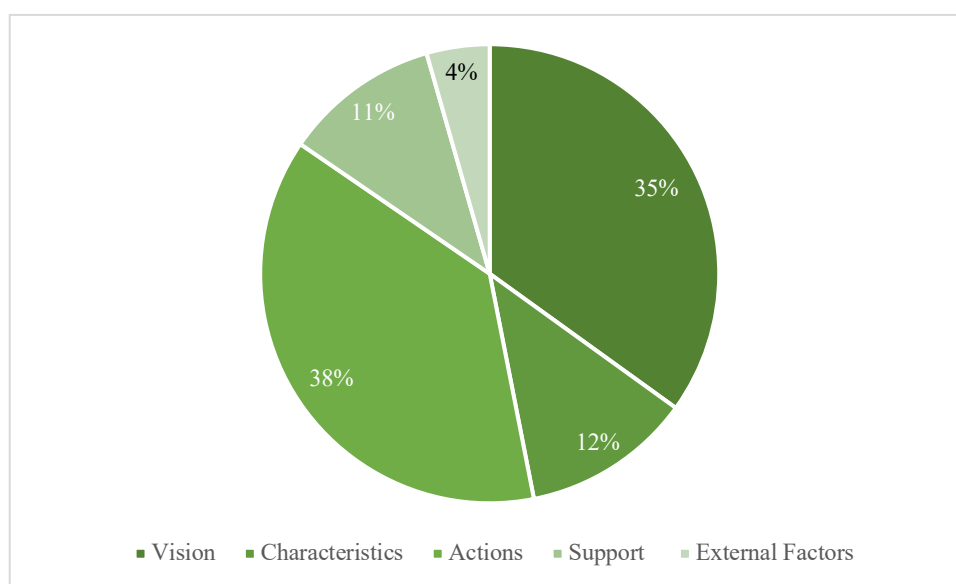
Theme 1: Vision

There were 181 code sentiments identified in the theme of the *vision*. Of the 181 coded sentiments, 23.20% were positive feedback (16.02% slightly positive and 7.18% positive), 37.02% were neutral, and 39.23% were negative feedback (26.52% slightly negative and 12.71% negative), as shown in Figure 4.8.

Figure 4. 8

Frequency: Theme of Vision, Coded Sentiment (n=181)
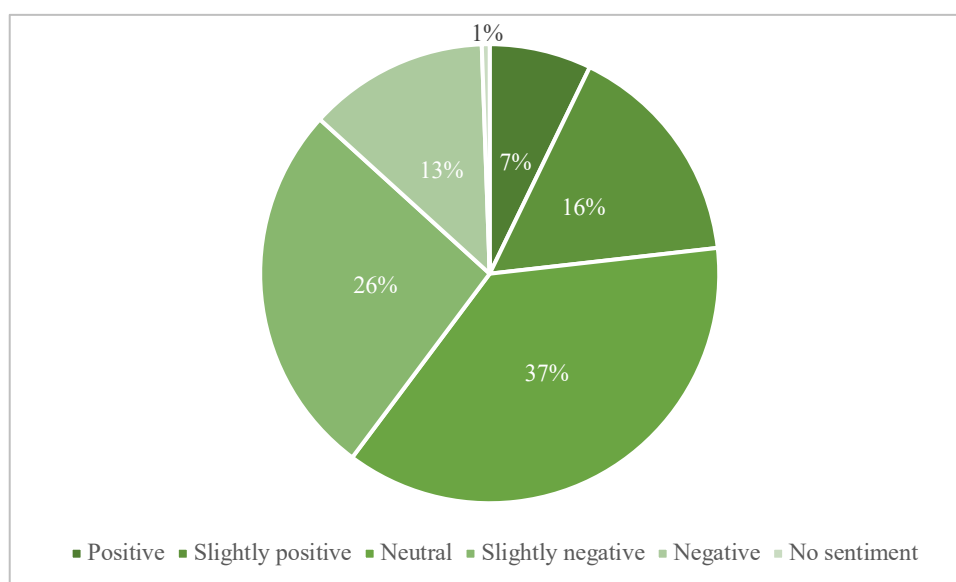
Vision strongly affects international student enrollment and international student programs. Institution support (44.75%), the IEM Plan (17.13%), institutional leadership (11.05%), lack of vision (9.39%), and priority (8.84%) were the top five coded segments. Table 4.10 displays the frequency of coded segments for the theme of the *vision*.

Table 4.10

Frequency: Theme of Vision - Coded Segments (n=181)

Code Segments	Frequency	Percentage
Institution support	81	44.75%
IEM Plan	31	17.13%
Institutional leadership	20	11.05%
Lack of Vision	17	9.39%
Low priority	16	8.84%
International leader ability	8	4.42%
Belonging	4	2.21%
Underrepresenting	2	1.10%
Funding	1	0.55%
Marketing	1	0.55%

Participant Responses:

- "Our department's mission is closely aligned with the college mission statement."

- "Our International Leader's lack of vision and strategy has influenced both numbers and morale at this college. The staff tries to provide a welcoming and worthwhile environment for international students, but a lack of focus on this international population (or usually, as an afterthought) has been difficult to sustain enrollment efforts."

- "My director is a visionary and has tried to implement a comprehensive enrollment plan; however, the lack of institutional support truncates her ability to effectively carry out such a strategy."

- "The plan exists, but the execution depends on leadership support and funding."

- "I would say that our international leader's lack of vision has impacted our enrollment."

- More participants responses can be found in Appendix H.

Theme 2: Characteristics

There were 62 code sentiments identified in the theme of *characteristics*. Of the 62 coded sentiments, 62.90% were positive feedback (46.77% slightly positive and 16.13% positive), 14.52% were neutral, and 20.97% were negative feedback (14.52% negative and 6.45% slightly negative), as shown in Figure 4.9.

Figure 4. 9

Frequency: Theme of Characteristic - Coded Sentiment (n=62)
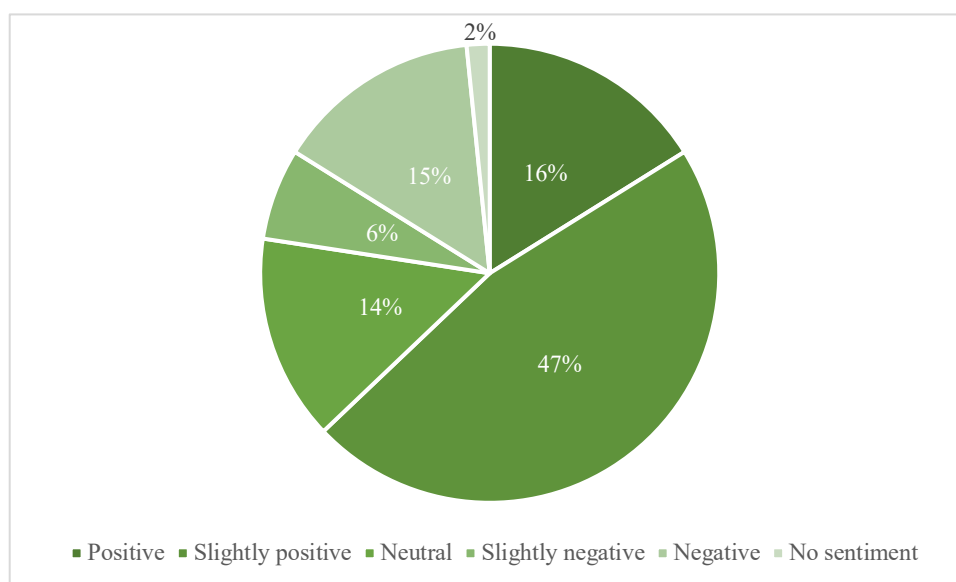
Table 4.11 displays the frequency of coded segments for the theme of the *characteristics*. Cultural competence (45.16%), diverse perspectives (8.06%), entrepreneurial capability (6.45%), and language ability (4.84%) were the *characteristics*, and 20.97% specified that these *characteristics* had positive impacts on international student enrollment.

Table 4.11

Frequency: Theme of Characteristic - Coded Segments (n=62)

Code Segments	Frequency	Percentage
Cultural Competence	28	45.16%
Positive Impact	13	20.97%
No Effect	9	14.52%
Diverse Perspectives	5	8.06%
Entrepreneurial Capability	4	6.45%
Language Ability	3	4.84%

Participant Responses

- "I believe that international leaders with global competencies have an advantage when creating or supporting international programs compared to those who do not have global experience. The leader's ability to cultivate international programs is closely linked to the passion for this area of higher education."

- "Our international leader completes professional development often, stays up to date with the latest global news and USCIS information, and utilizes that information to keep our students and website current, reaching those specific student populations well."

- "Their global competency impacts efforts in creating a diverse learning environment for all students and promoting opportunities to learn/engage. This ideal includes fostering understanding of international perspectives, which I strongly believe is lacking in our current leadership."

- More participants responses can be found in Appendix I.

Theme 3: Actions

There were 195 code sentiments identified in the theme of the *actions*, which can be classified into six types of feedback: positive, slightly positive, neutral, somewhat slightly negative, negative, and no sentiment. Out of the coded sentiments, 41.03% were positive feedback (29.74% slightly positive and 11.28% positive), 33.85% were neutral, and 24.62% were negative feedback (15.38% slightly negative and 9.23% negative), as shown in Figure 4.10.

Figure 4. 10

Frequency: Theme of Actions - Coded Sentiment (n=195)
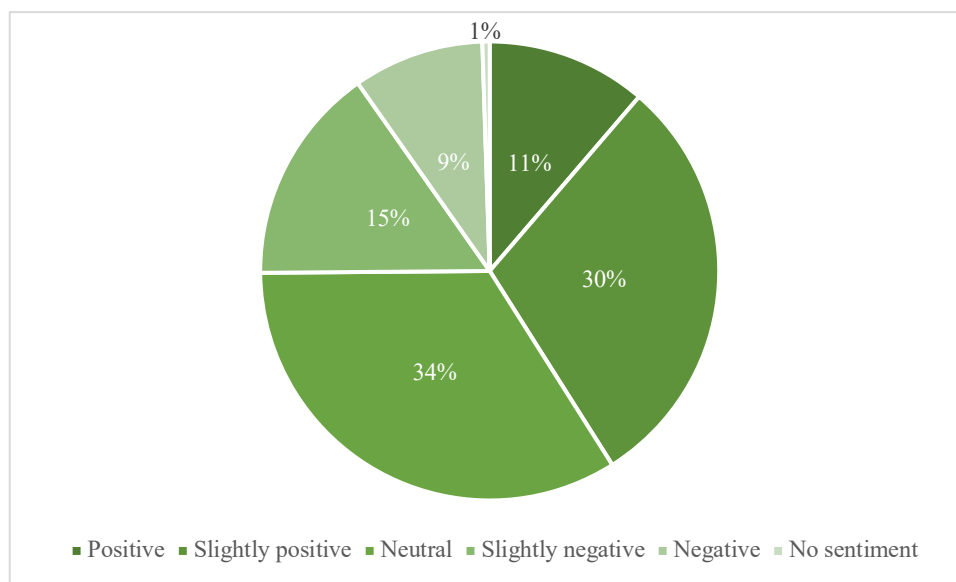
The actions were related to funding, recruitment, leadership support, international leadership, student access and success, and other coded segments, as shown in Table 4.12. Funding (27.18%), recruitment (24.10%), leadership support (20%), international leadership impact (7.18%), and access and success (6.15%) were the top five coded segments.

Table 4.12

Frequency: Theme of Actions - Coded Segments (n=195)

Coded Segments	Frequency	Percentage
Funding	53	27.18%
Recruitment	47	24.10%
Leadership support	39	20.00%
International leadership	14	7.18%
Access and Success	12	6.15%
Professional development	9	4.62%
Study abroad	9	4.62%
Marketing specialist	8	4.10%
Staffing	4	2.05%

Participant Responses

- "The actions and behavior of our leadership have increased international student enrollment."

- "We do not have a recruiter position, and the value may not be seen as most efforts are focused on domestic inclusion/equity. Being a CC, we do not have dormitories."

- "I believe if we were able to secure funding for more employees, we would be able to increase enrollment through recruitment, study abroad, and other initiatives."

- "The shortage of personnel has made it difficult to have a dedicated marketing or recruitment specialist or to offer internship programs. I believe it hurts our international

enrollment as students will go to bigger institutions capable of offering more opportunities & are more reputable."

- "The lack in attention to actions, behavior, and decisions poorly impact enrollment."

- More participants responses can be found in Appendix J.

Theme 4: Support

There were 57 code sentiments identified in the theme of *support*. Of the 57 coded sentiments, 49.12% were positive feedback (33.33% slightly positive and 15.79% positive), 33.33% were neutral, and 17.54% were negative feedback (14.04% slightly negative and 3.51% negative), as shown in Figure 4.11.

Figure 4. 11

Frequency: Theme of Support - Coded Sentiment (n=57)
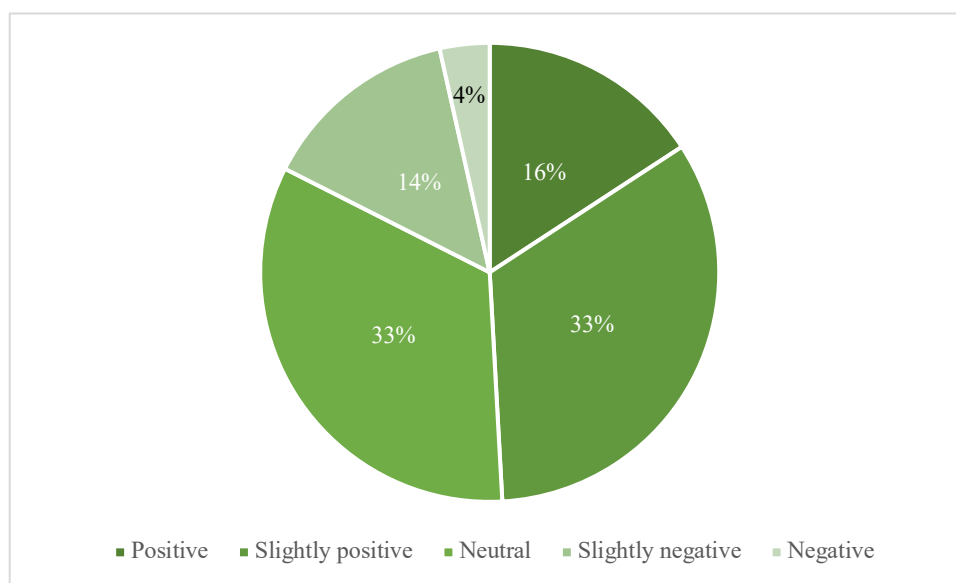
Student services (45.61%) were the largest coded segment, followed by activities (22.81%), housing (19.30%), which included dormitory/on-campus housing (14.04%) and off campus housing (5.26%), and internship (5.26%), as shown in Table 4.13.

Table 4.13

Frequency: Theme of Support – Coded Segments (n=57)

Code Segments	Frequency	Percentage
Student services	26	45.61%
Activities	13	22.81%
Dormitory/on-campus housing	8	14.04%
Internship	7	12.28%
Housing	3	5.26%

Participant Responses

- "We offer a large array of student programming that covers academics, leadership, employment, cultural exchange activities, cultural field trips, recognition events, informative workshops, health resources, and much more. Our programming positively affects our student enrollment because students feel a sense of belonging and care as we develop many resources for their benefit."

- "Institutional leadership at the executive level consistently asks about enrollment but does not seek to sustain and grow international student enrollment financially. This excludes our International Student Director, but any leadership at the Dean to presidential level at our college. Our college executive leadership seems to believe the myth that our 'reputation' and word of mouth can sustain our enrollment and that our recruitment strategies can be maintained with a very small budget. The truth is that we can barely compete and maintain our brand image with what we have. Our students are cognizant of this and can feel the lack of support from the college structures."

- "We have very little funding to expand or to maintain the program. My leadership does not understand how to budget for an international program. It makes it very hard to get things done."

- "We can do much better in offering activities for international students. Exposing our domestic students to different cultures, languages, traditions, etc. Study abroad and faculty exchange programs would be another excellent way to internationalize the campus."

- More participants responses can be found in Appendix K.

Theme 5: External Impacts

There were 23 code sentiments identified in the theme of *external impacts.* Of the 23 coded sentiments, 21.74% were positive feedback (17.39% slightly positive and 4.35% positive), 52.17% were neutral, and 26.09% were negative feedback (21.74% slightly negative and 4.35% negative), as shown in Figure 4.12.

Figure 4. 12

Frequency: Theme of External Impacts – Coded Sentiment (n=23)
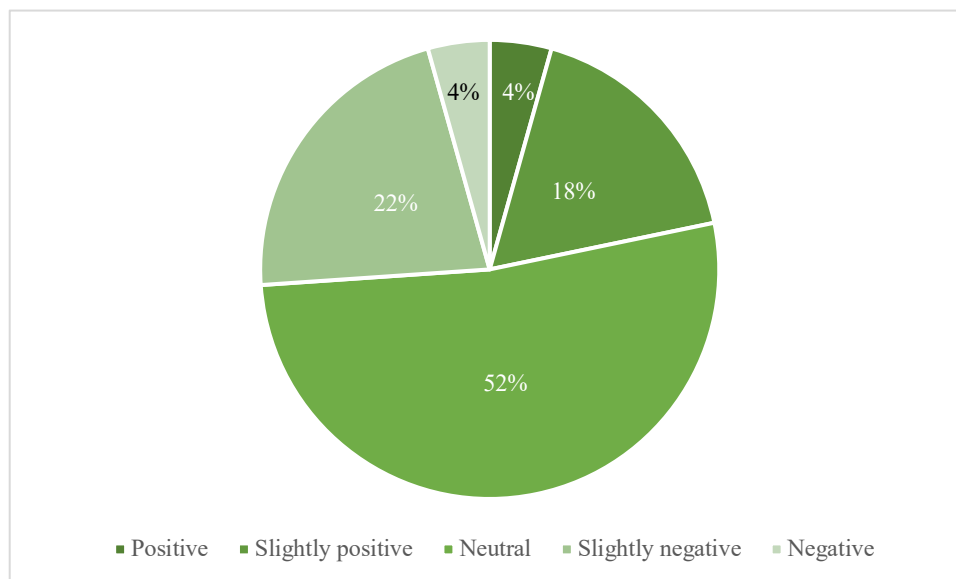
International student enrollment was significantly impacted by COVID-19 (82.61%),

transportation (13.04%), and immigration policies (4.35%), as shown in Table 4.14.

Table 4. 14

Frequency: Theme of External Impact – Coded Segments (n=23)

Code Segments	Frequency	Percentage
COVID-19	19	82.61%
Transportation	3	13.04%
Immigration Policies	1	4.35%

Participant Responses

- "We are losing international students each semester due to the COVID-19 situation,

  wrong government policies, and the bad news about shooting in U.S. schools.

  International leaders need to change the way to attract potential students."

- "Due to COVID and a lack of leadership, enrollment is at an all-time low (20 students) and may not return to a robust enrollment, as the program may not receive a full-time employee dedicated to its needs."

- "Recently, there has been a large push to promote workforce education and increase overall enrollment due to the COVID decline. This means resources are being spread thin, staffing is overstretched, and the ability to focus and support one particular program, such as International, isn't readily available."

- "I think building a sense of belonging and community helps foster international enrollment and our campus international leader has done this though this has been challenging to do via zoom/online since COVID 19."

Other Findings

Two additional open-ended questions were asked to understand better why international students attend or do not attend community colleges. One was, "What are the top reasons International Students attend your college?" The other was, "What are the top reasons International Students do not attend your college?" The results indicated that administrative support was the primary cause of most factors.

The Top Reasons International Students Attend Your College

I identified 247 codes for this question and categorized the results into five themes. The *vision* (39.47%), *actions* (31.58%), *support* (13.16%), and *characteristics* (5.26%) of the leader had a significant impact on the reasons international students chose to attend the colleges of the participants. These four themes were considered internal impacts (89.47%). As a result, an external theme (10.53%) positively impacted international enrollment. The frequency of themes for why international students chose a college is summarized in Figure 4.13.

Figure 4. 13

Frequency – Themes: Reasons International Students Choose Your College (n=38)
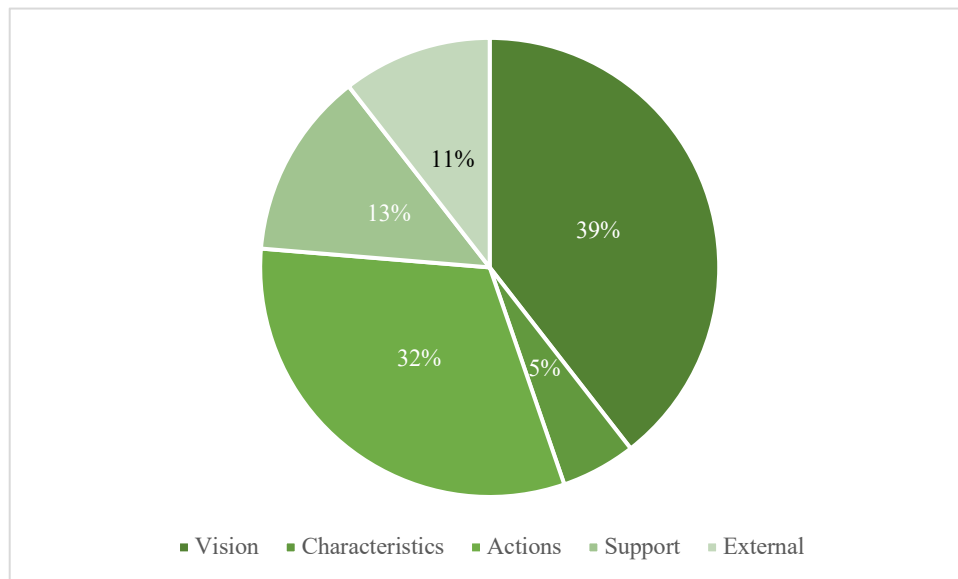
The top 10 reasons international students attended the college are summarized in Table 4.15. Affordability (20.24%), the two+two university transfer program (13.26%), and location (11.74%) were the top reasons for international students choosing a college to study. Other reasons for deciding on a college included major programs (6.88%), family and friends living in the area (6.48%), and athletic programs (6.07%). The 38 reasons international students attended the college can be found in Appendix L.

Table 4.15

Frequency – The Top 10 Reasons International Students Attend the College (n=247)

Rank	Reasons	Frequency	Percentage
1	Affordability	50	20.24%
2	2+2 University Transfer Program	33	13.36%
3	Location	29	11.74%
4	Top Major Programs	17	6.88%
5	Family/Friends Live in Area	16	6.48%
6	Athletic Programs	15	6.07%
7	Word of Mouth	14	5.67%
8	Student Support	9	3.64%
9	ESL/Intensive Language Program	7	2.83%
10	Reputation	7	2.83%

The Top Reasons International Students Do Not Attend Your College

As shown in Figure 4.14, 214 codes were identified with this question, and the results were categorized into four themes. The *actions* (36.00%), *ideas* (26.00%), and *support* (8.00%) of the leader had a significant impact on the reasons international students did not attend the colleges of the participants. These three themes were considered internal issues (70.00%). As a result, the *external impact* theme negatively impacted 30.00% of international enrollment.

Figure 4. 14

Frequency – Themes: Reasons Students Do Not Choose Your College (n=50)
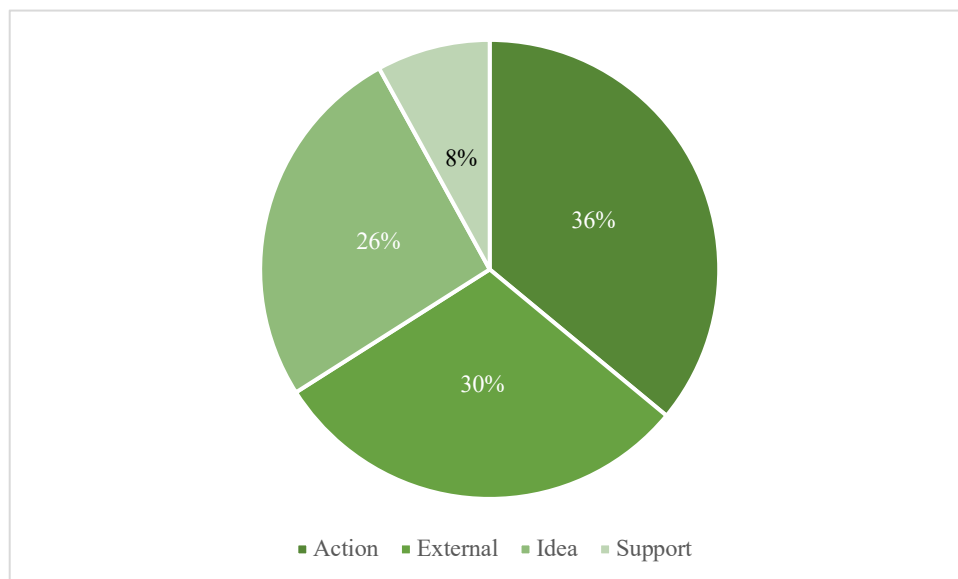
The top 10 reasons international students did not attend the college are summarized in

Table 4.16. The lack of housing (dorms/residency halls) was the top concern (14.83%), and

location disadvantage (10.05%) and the model of a community college as unfamiliar (6.70%)

were among the top three reasons why international students did not attend community colleges.

These were followed by the lack of scholarships for international students (6.22%), visas can be

difficult to obtain (6.22%), and the cost of living too high (4.78%), all of which also negatively

impacted the student's decision to study at a community college. The 50 reasons international

students did not attend the college can be found in Appendix M.

Table 4.16

Frequency - The Top 10 Reasons International Students Do Not Attend Your College (n=209)

Rank	Reasons	Frequency	Percentage
1	Lack of Housing	31	14.83%
2	Location Disadvantage	21	10.05%
3	The Model of a Community College is Unfamiliar	14	6.70%
4	Lack of Scholarships for International Student	13	6.22%
5	Visas Can Be Difficult to Obtain	13	6.22%
6	Cost of Living is Too High	10	4.78%
7	No Active Recruitment	9	4.31%
8	Complicated Admissions Requirements	8	3.83%
9	Overpriced Tuition	7	3.35%
10	Lack of Name Value	6	2.87%

Interviews

We selected four international managers out of 100 international educators who participated in the quantitative research and conducted individual interviews to understand their perspectives better. At the time of the interview, three interviewees (A, B, and C) worked at institutions among the top 40 in the nation that hosted 700 or more international students. Another interviewee (D) represented a community college with average students from a city and state that are popular with international students. We asked 10 questions and codified them in the themes of *vision*, *characteristics*, *actions*, *support*, and *external impact*. Table 4.17 summarizes the interview questions and their codes. The interview questions and responses can be found in Appendix N.

Table 4.17

Interview Questions and Themes (n=4)

Questions	Themes
Q1. Does your college's mission support internationalization on campus? In what ways has the internationalization initiative been implemented?	Vision
Q2. Do you believe your institution has maximized the benefits and resources international students can offer?	Vision
Q3. What do you think of the International Leader's characteristics and global competencies? How do they affect the number of international students at your college?	Characteristics
Q4. How well does your supervisor support and guide your international student program?	Actions
Q5. Does your supervisor have strategies for retaining and recruiting international students?	Actions
Q6. How do you market your college to international students? Or is it just a department effort?	Actions
Q7. Have student services at your college positively impacted international enrollment and retention?	Support
Q8. Could you please share some elements that make your program successful?	Support
Q9. Could you please tell me if there is anything you would like to share?	Vision, Actions, Characteristics Support
Q10. What do you think we need to make internationalization work on campus?	Vision, Actions, Characteristics Support

As shown in Table 4.18, 292 codes were identified with this question, and the results were categorized into five themes. The *actions* (40.41%), *vision* (27.40%), and *support* (23.63%) of the leader had a significant impact on international student enrollment.

Table 4.18

Frequency – Themes: Factors That Impact International Student Enrollment (n=4)

Themes	Frequency	Percentage
Actions	118	40.41%
Vision	80	27.40%
Support	69	23.63%
Characteristics	15	5.14%
External/Internal impacts	10	3.42%

According to the interview results, the number of international students is impacted by the *vision*, *characteristics*, *actions*, *support*, and *external/internal* factors that affect the operation of the International Student Program. As shown in Table 4.19, the number of international students was strongly correlated with vision, plans, actions, support, the International Student Program, marketing effort, institutional support, staff and student experiences. The developed community colleges (A, B, and C) demonstrated that internationalizing campuses was an institutional effort. With institutional support, it was possible to provide the necessary resources and support to recruit and retain students. Moreover, it was possible to provide international educators with appropriate training and tools to offer personal and academic support to international students, which resulted in an outstanding student experience. Consequently, the developed community colleges were able to expand their International Student Program and attract more international students. At the same time, Colleges A, B, and C were able to build a strong "reputation" and establish their name value locally and abroad. Undeveloped community colleges, such as College D, struggled with limited budgets and little support from the institution, making it challenging to attract international students and retain them.

Table 4.19

Review of the Interviews: Factors That Impact International Student Enrollment (n=4)

Areas of Evaluation	A	B	C	D
Mission Support Internationalization	Yes	Yes	Yes	Yes
Strategic Plan in Place	Yes	Yes	Yes	No
Actions Follow the Plan	Yes	Yes	Yes	No
ISP Student Support	Outstanding	Outstanding	Outstanding	?
International Student Program	Strong	Strong	Strong	Weak
Name Value	Strong	Strong	Strong	Weak
Recruitment as Whole	Active	Active	Active	No
Recruiting Efforts	District/Team	On the way	District/Team	No
Market Trend	Sensitive	Sensitive	Sensitive	No
Marketability	Strong	Strong	Strong	?
Institutional Support	Strong	Strong	Strong	?
Staff Experiences	Happy	Happy	Happy	Unhappy
Student Experiences	Outstanding	Outstanding	Outstanding	?
Impact on the Number of Students	Positive	Positive	Positive	Negative

Vision

Internationalization was supported in all of the college mission statements, according to the interviewees: "Our department's mission is closely aligned with the college mission statement" (College A). On the other hand, College D stated, "like many mission statements, it appears based on the writing that they support internationalization, but in practice, it is not

happening." When asked whether their colleges had minimized the benefits and resources international students can offer, most colleges responded negatively. As College A shared, "I would be lying if I said yes because no institution has maximized resources and benefits for international students," while College B added, "I do not think they have maximized it. It is still far from maximized."

On the other hand, College C responded, "as a first benefit, the department can generate a lot of revenue that can be used to fund other departments, support other students, provide scholarships, maintain buildings, and build new ones. In addition, it is a useful resource for utilizing budgets. International students also offer the advantage of bringing a variety of cultural norms and perspectives to the classroom. Thus, I believe the college has benefitted from their good norms."

Characteristics

According to all interviewees, the International Leader's characteristics were critical. College A shared, "as a leader in this capacity, I believe it is imperative to understand international students thoroughly. I believe leadership will benefit the leader with a bicultural or multicultural background, multilingual skills, and cultural." College C also expressed the importance by saying, "leadership and understanding of internationalization at an institution play an important role. The number of international students can be increased or decreased." College B stated, "for my leadership, it is not necessarily about their current competencies. It's a desire to have it. The vision is the most important because those under them, like myself, can support that vision." College D's International Student Program also fell through the cracks due to a lack of understanding for international students, negatively affecting international enrollment and leading to unfavorable results.

Actions

Actions also had an enormous impact on international student enrollment, especially in marketing. The two leading colleges had solid strategies for recruiting international students. Districts offered College A and College C systemic support for student recruitment. Recruiting teams at both colleges focused on global international student recruitment, while the International Student Program focused on student support. Consequently, both colleges had a large number of international students. College B was one of the colleges that was the result of a merging of colleges into one platform to attract students instead of competition among different college. Despite the ineffectiveness of overseas recurring in the past due to College B's reconstruction, the number of international students at the institution increased. College B's systematic changes provided opportunities to utilize the name value and variety of options to provide services and attract students. College B shared, "one side effect is that students have access to a variety of resources at multiple locations, while each location is trying to replicate student services."

There was a significant impact of institutional support on international student enrollment, especially in terms of funding. College C was a perfect example of systemic support and leadership actions that resulted in positive internationalization on campus. Most colleges reduced the number of positions or services for international students during the COVID-19 epidemic, but College C had a team of 20 to assist international students. The college was willing to add more staff when necessary. Moreover, academic counselors were paid more than other competitors, which positively impacted the services provided. According to College C, the transfer rate of our students is also high. Ninety-nine percent of our students are smoothly transferred to a 4-year university after 2 years. The result would not have been possible without

college support and help. To transfer students to a good place, our academic advisors must work closely with the enormous service faculties and even the instruction department. That means the whole college supports our students to go to good universities and get a high transfer rate.

Support

According to the interviewees, student services and support played an important role in recruiting and retaining students. Three leading colleges were proud of their student services, which were essential to the success of their International Student Programs. The feedback on student services on campus was positive, despite negative feedback from College D about the international student service. In most community colleges, international students were recruited by word of mouth. It is crucial to understand that students often had friends or family who lived nearby that supported these international students, which was not the result of outstanding student experience or active marketing.

As stated by College A, "the best thing that has happened to us is that we can retain most of the student services components in our office. From matriculating to meeting the student to transferring the student, we do it all under one roof. This format is the most significant element of successful our program." College B said, "I would say that most of our success has been due to the competence of the international admissions and compliance team." Moreover, College C said, "the successful element of our program is that the leader admires our hard work and provides reasonable salaries." It was very critical to bring up the voice of College D:

It is essential to maintain student retention in general, regardless of whether it is domestic or international. International students did pretty well, a lot of them, because they already had a connection before they came here, integrating with domestic students. However, that could be

because they are what that connection existed for before their arrival. It does not appear that they are isolated.

External and Internal Challenges

The challenges of the external and internal impacts affected internationalization. International students were impacted by political and policy changes and unpredictable events such as the COVID-19 pandemic. College A stated, "this job is not for you if you do not have the heart to deal with policy changes every 4 years. Change of administration, White House administration, and a crazy policy like the last 4 years under Mr. Trump's administration were tough on everyone mentally and policy since we have to stay on our toes constantly." College B shared,

> it is common for community colleges to be run by the state. They rely on government
>
> funding and financial aid through students and all of this. No matter how loudly you yell,
>
> these international students bring in cash four times what domestic students pay at my
>
> college. These additional funds also help domestic students, but they are not appreciated.
>
> The numbers show that the amount of tuition brought in is real cash. Its value is
>
> incredible.

Interviews revealed an internal impact, such as bias in camps reading international students. As College A shared, "international students tend to be stigmatized for being rich, which is why they are here. All the space is taken up by them. Statistically, our number is large as a program in the area. We may make up 1% or 2% of the population of a college as a whole. Two percent of the population cannot fill all the spaces and drive away all the domestic students." College C also shared, "most students interact with our instructors throughout the entire quarter or semester. They spent more time with the instructors; however,

internationalization and globalization were not on the instructor's minds. It affects students'

satisfaction and creates misunderstandings."

Recommendations

Two colleges recommended deducting faculty and staff when asked how to make

internationalization work on campus. College A stated, "educating departments on your campus

that do not deal with international students daily, especially academic departments. Although

they teach their subject, they do not necessarily understand how international students learn

things, how they adapt to lectures, and many more."

College B's suggestion was to rethink how colleges recruit international students and

attract them to specific programs that are workforce-ready. College D's suggestion was to form a

committee on the campus of different campus stakeholders, including professors and students,

and concluded with, "having various stakeholders involved in the internationalization process is

what I would suggest."

Summary

In this chapter, the results indicated that significant correlations exist between a leader's

vision and characteristics on institutional actions and support. The quantitative results showed

that *vision* and *actions* were 100% significantly correlated, *vision* and *support* were 67%

correlated, *characteristics* and *actions* were 95% associated considerably, and *characteristics*

and *support* were also 67% correlated. In addition, one-way subjects ANOV revealed that *vision*,

characteristics, *actions*, and *support* were statistically significantly related to International

Student Programs and impacted the number of international students.

From the qualitative results, colleges that served 700 or more international students were

in agreement that they internationalized campus with institutional support. These developed

community colleges invested in internationalization, focused on active recruitment and retention, and grew their International Student Programs with outstanding services that provide a well-rounded and supportive student experience. As a result, these developments reflected the number of international students positively.

Due to funding limitations and a lack of institutional support, International Leaders at undeveloped community colleges often have difficulty recruiting students. Some external factors also hurt the number of international students and the ability of community colleges to recruit students, such as the COVID-19 epidemic. Qualitative and quantitative studies found similar results that reflected internal and external challenges that impact internationalization on campus. In the next chapter, the researcher discusses the findings and the conclusions in detail.

CHAPTER 5: CONCLUSIONS

This chapter summarizes and discusses the findings from Chapter 4, outlines the study's implications for practice and recommendations for future research, and concludes the study. Over the years, some community colleges have become increasingly internationalized, providing a plethora of diverse perspectives. The significant impact of international students can be observed in academic disciplines, cultural enrichment, and monetary benefits. International students can significantly benefit community colleges in overcoming challenges and obstacles. However, many leaders at community colleges are unaware of the internal and external factors that influence international student enrollment and have no ideas how to develop, implement, or improve their strategies to attract and retain international students. Consequently, only 4% of community colleges host more than half (57%) of the total number of international students. A total of over 1,000 community colleges share the remaining 43% of international students, while 40 community colleges dominate 57% of the pie (IIE, 2022c). The majority of community colleges do not attract international students, but a few do. What makes some colleges perform better than others? As Jennings (2017) stated, the college benefits have been overshadowed by a lack of information, an unfamiliar model, misleading name value, inadequate student recruitment, and non-noticeable student services. Why are community colleges underrepresented overseas, which inhibits their international student recruitment?

This mixed-methods study examined how leadership affects community colleges' international student recruitment, retention, and internationalization efforts. Through this analysis, college leaders can assess their position on internationalization and develop strategies to implement or improve it. Furthermore, external and internal factors affect international student enrollment. A changing global economy and technological advancements have led to diversity in

business and education. Community colleges can attract international students looking to study abroad due to a growing middle class in developing countries and labor shortages in developed countries.

As Green (2007) pointed out, community colleges are critical in advancing internationalization in U.S. higher education. Many students whose education ends at the community college level have no formal academic opportunity to learn more about other cultures, countries, or global trends. The post-secondary education system has to promote global learning while producing middle-skill workers and feeding U.S. universities. Even if a student transfers to a 4-year institution, the 2-year institution can still provide students with global learning opportunities. To prepare students for 21st-century challenges, community colleges must embrace internationalization on camps and host international students to promote diversity, equity, and inclusion in their learning communities. This study examined various areas as part of the effort to understand community college internationalization better, primarily with regards to the recruitment and retention of international students.

Summary of the Findings

Compared to 4-year institutions of higher education, the internationalization of community colleges is relatively new and they have much smaller student numbers (Green, 2007; Raby, 2019). During this study's initial data collection phase, some community colleges declined to participate because they no longer served international students. Also, some colleges have opted to forego SEVIS certification and no longer accept international students.

The participating colleges had 158 international students on average, but approximately 3,000 were the most significant student number. According to IIE's (2022c) report, some colleges attract more international students than others, and this study confirmed this claim.

Colleges have not fully realized the benefits of hosting international students. Most community colleges provide services to international students, but this group is not a priority. International leaders' leadership skills, characteristics, and cultural competencies significantly support internationalization efforts. However, the lack of institutional support and resources has limited their ability to promote internationalization efforts and to provide international students with the services they need. As Hudzik (2015) claimed, the success of institutional internationalization depends on the interplay between the following factors: effective leadership, a sound institutional culture for internationalization, strategic inclusion, and critical administrative practices. These four strategies must be integrated and mutually reinforced. None of them is sufficient on its own. This study confirmed Hudzik's (2015) hypothesis regarding effective leadership, a sound institutional culture for internationalization, strategic inclusion, and critical administrative practice.

Effective Leadership

Internationalization requires effective leadership from international and institutional leaders to develop, implement, evaluate, and improve the services and resources that attract international students and that provide mutual benefits for colleges and international students. International leaders must be involved in executing the college's vision, sometimes redefining and improving it, and setting the culture for international student services, including programming, implementation, and support. An International Leader typically leads internationalization efforts; however, while many colleges have an International Leader, others do not. A linear correlation indicated that the *vision*, *characteristics*, *actions*, and *support* were statistically significant (85%). Most international educators and students were satisfied with their International Leaders' support and dedication to serving international students.

To develop an International Student Program that is effective and supported, International Leaders must be fully aware of internationalization and understand international students' needs. As Northouse (2016) suggested, globalization has also created the need for leaders to become competent in cross-cultural awareness and practices. The qualitative results in the present study showed that most International Leaders received positive feedback; however, there was some negative feedback (25%) regarding effective leadership. Therefore, international leaders need professional development to acquire or improve their global competencies and skills to serve this unique population. This quality of global leaders is also desirable for institutional leaders to expand their global horizons.

According to the results, organizational structures limit the authority and budget of International Leaders, making it difficult for them to obtain the necessary professional development, provide adequate student support, and recruit and retain international students. Based on demographics and workplace characteristics, only 26% of the respondents were directly supported by executives or senior managers. Institutional support is one of the keywords for the notion of internationalization. Lack of plan and vision were also keywords that described ineffective institutional leadership. In many cases, the lack of funding made active recruitment impossible, and international students and internationalization did not appear to be prioritized at community colleges.

A Sound Institutional Culture for Internationalization

Cultural competence and leadership characteristics influence campus internationalization and student retention. International students often have access to International Student Programs at community colleges, and these programs serve as one-stop service centers for international students' recruitment, monitoring, advising, and retention. In most cases, International Leaders

oversee all activities and operations in this department. Additionally, some International Student Programs serve as global engagement centers that offer resources to the entire campus, not just to international students. Some International Student Programs also support Dreamers (undocumented students) and promote diversity, equity, and inclusion. Meanwhile, 27% of colleges do not have an International Student Program to assist international students.

The present study's statistics indicate that a leader's character and cultural competency are strongly related to International Student Programs. It is essential for International Leaders to be culturally competent, have diverse perspectives, be entrepreneurs, and speak more than one language. As a result, International Leaders are crucial to a program's success. In addition, a significant correlation (78%) between the International Student Program and the leaders' *vision*, *characteristics*, *actions*, and *support* set the tone for the international student experience.

As Green (2007) mentioned, community colleges generally lack funds for internationalization. As a result, funding was the most significant challenge for International Leaders to attract and retain students. There was a statistically significant correlation between the results' *characteristics* and *actions* (95%) and *support* (67%). Moreover, leaders' characteristics and cultural competencies were strongly correlated to their actions in funding, professional development, programming, recruiting, and student support and retention. There was no correlation between the dormitory and the leader's characteristics or cultural competency. However, the institutional leader and dormitory were statistically significant.

For community colleges, the number of international students is the best indicator of internationalization. Almost 71% of the results indicated that the number of international students was statistically significantly associated with the IEM Plan, the actions, and support from leaders. In the qualitative finding, 63% offered positive feedback that an institution's ability

to increase or decrease the number of international students depends on its leadership and understanding of internationalization. As College A said, "I believe it is imperative to understand international students thoroughly. I believe leadership will benefit the leader with a bicultural or multicultural background, multilingual skills, and cultural knowledge." International leaders with global competencies have an advantage when developing or supporting international programs because cultural competence is essential. International leaders cannot provide effective student services without cultural competencies and leadership qualities.

Moreover, a lack of leadership by international leaders results in poor services and negatively impacts student retention. International Leaders at College C created a culture that produced growth and success for the International Student Program and provided good student experiences for international students. As College C said, "the successful element of our program is that the leader admires our hard work and provides reasonable salaries." Colleges A and C demonstrated a sound institutional culture for internationalization. Leadership characteristics and cultural competence influenced their successful institutional cultures for internationalization.

Strategic Inclusion

International leaders' vision and strategy determine the growth of international student enrollment. Having a clear vision and guiding plans for achieving the goal is crucial. Bowman (2022) described a strategy as an organizational concept and a set of systematic activities that educational institutions can use to influence international student enrollment effectively. As international students move towards, within, or away from a college, they integrate recruiting, funding, tracking, retaining, and replacing activities. According to the survey, international students consider welcoming environments. The qualitative findings indicated that a welcoming environment positively affected student recruitment and retention. Student activities and

internship opportunities were also significantly associated with the International Student

Program and the number of international students.

It is common for strategic planning to overlook international students because they are a

minority population. International students made up only 1–2% of total students at College A,

despite hosting one of the largest international students in the country. International students

make up less than 1% of the student body at most undeveloped community colleges. The

qualitative study revealed that some colleges only have a small number of international students.

To strategically include international students, an IEM Pla is necessary. The IEM Plan was

statistically significant for international student access and success, marketing specialists, and

funding.

Moreover, the International Student Program was statistically significant with the IEM

Plan. The qualitative findings showed that only 23% of respondents were positive regarding the

college's mission statement and IEM Plan even though the results indicated that the college's

mission statement and IEM Plan were essential. Many, however, expressed disagreement with

the *vision*. While developed colleges have vision and strategies, some undeveloped colleges do

not.

Critical Administrative Practices

Examining international student enrollment is an easy and effective way to evaluate

internationalization practices. The quantitative and qualitative results indicated that leadership

vision, *characteristics*, *actions*, and *support* are statistically significantly associated with the

number of international students. As a result of the International Leader's performance and the

services provided by the International Student Program, the number of international students

reflects the performance. International leaders with global competencies have an advantage when

developing or supporting international programs because cultural competence is essential. Without the support and resources of the institutional leader, the International Leader cannot achieve the goals.

Four international managers discussed their colleges' critical administrative practices in the interviews. The results showed that all colleges had vision, but only the developed colleges had IEM Plans, actions, and support, compared to the undeveloped college. The developed colleges had adequate institutional support and funding to actively market and recruit international students and retain them. International Student Programs at developed colleges provided outstanding student experiences and supported international students effectively. On the other hand, the undeveloped colleges did not demonstrate effective services that offered an engaging student experience. Both students and staff were unsatisfied with their experiences and working environment. Additionally, the ability of the developed colleges to adjust their student services to internal and external impacts also contributed positively to their competitiveness in the international education market. The undeveloped college, however, had difficulty receiving adequate support from the institutional leaders that would enable it to compete.

According to the results, the developed colleges had gained significant numbers of students and a stellar reputation, which positively impacted their name value. Despite its location, the undeveloped college did not produce effective results. Community colleges cannot evaluate internationalization solely based on a few individuals recruiting or providing services to international students, as Green (2007) noted. Internationalization on campus requires a systemic approach and cross-campus efforts based on the institutional leadership's critical administrative practices. It is impossible to achieve the highest performance without institutional leadership

support, even if International Leaders have the leadership skills, strategic thinking, and cultural abilities to provide vision and leadership.

External and Internal Challenges and Opportunities

External and internal challenges impact internationalization. Events like 9/11, economic uncertainty, foreign policy, political changes, the decline in birth rates, and a lack of employment have historically affected international student enrollment. Domestic and international students face many challenges posed by global economic uncertainty, COVID-19, employability, and many other external factors. These factors also impact and challenge community colleges. However, some colleges have demonstrated flexibility and adaptability to resolve internal factors and eliminate the external impact. A closer look reveals that these external and internal factors are directly or indirectly related to globalization. According to the qualitative findings, external and internal challenges exist, and 26% of the feedback was negative, while 22% was positive. The COVID-19 pandemic caused the largest obstacle. The survey questionnaires contained two additional open-ended questions to understand why international students attended community colleges or chose not to. The qualitative result indicated that 89.47% of the challenges were internal and 10.53% were external. International students attended the participants' colleges for five reasons: affordability, the two+two university transfer program, location, top major program, and friends and family living nearby.

In contrast, the reasons international students did not attend community college including a lack of housing, location disadvantage, the unfamiliar model of a community college, the lack of scholarships, and challenges obtaining student visas. Moreover, the interviewees confirmed that the number of international students was impacted by political and policy changes and unpredictable events such as the COVID-19 pandemic. As a result of internal challenges, such as

institutional understanding and support, bias existed against international students. In addition, the stereotype of community colleges' impact on international education reduced their chances of gaining international recognition.

Discussion of the Findings

RQ1: How does the International Leader impact internationalization at community colleges?

Leadership skills, ideas, characteristics, global competencies, actions, and support are crucial for attracting and retaining international students (Abella, 2015; Agnew & Kahn, 2016; Khan et al., 2020; Dakka, 2020; Northouse, 2016). The research result confirmed that International Leaders must have suitable characteristics, global competencies, vision, strategy, behaviors, actions, and decision-making skills to attract and retain international students. The research revealed that it is crucial to understand internationalization and international students. As part of their internationalization strategies, community colleges host international students. Participant 1 stated, "leadership and understanding internationalization at an institution play an important role." Both quantitative and qualitative results validated Hudzik's hypothesis (2015) that effective leadership, a sound institutional culture, strategic inclusion, and critical administrative practices are crucial to successful internationalization. As Hudzik stated (2015), it is essential to integrate and reinforce these strategies. If any of them are missing, internationalization is insufficient.

International Leaders' vision, characteristics, actions, and support were statistically significantly correlated. The qualitative and quantitative results indicated that International Leaders must possess the five cross-cultural competencies suggested by Northouse (2016): a global understanding of business, politics, and culture; getting to know people from diverse

backgrounds and learning about their perspectives, trends, and technologies; be able to work simultaneously with people of different cultures; adapting to and living with people from different cultures; and relating to other cultures from a position of equality rather than superiority were the factors most likely to produce outstanding performances. Most community colleges are publicly owned and operated, which makes flexibility and adaptability challenging for International Leaders. Moreover, institutional structures limit the authority and budget of International Leaders.

In addition to possessing leadership skills and cultural competencies, many International Leaders are also dedicated to supporting international students. Due to the inefficiency of the college structure, their voices are often ignored. This primary research question is further answered in the sub-questions below.

Sub-Question #1: How do the International Leader's characteristics and global competence impact internationalization?

The International Leader or designated international educator usually oversees the International Student Program and is responsible for internationalization efforts. According to the quantitative and qualitative data, international students felt connected to leaders who demonstrated cultural competencies. College C's leaders positively impacted the International Student Program, creating an environment that facilitated growth and success. College C stated, "whom you work for and with is very important. Leadership and understanding of internationalization at an institution play an important role."

Furthermore, the results suggested that international and institutional leaders must possess the cross-cultural competencies recommended by Northouse (2016). A global perspective on business, politics, and culture; knowledge of people from diverse backgrounds

and their perspectives, trends, and technologies; adapting to and living with people from different cultures; and relating to other cultures from a place of equality rather than superiority, can result in outstanding performance. According to the quantitative and qualitative data, the international students felt connected to leaders who demonstrated cultural competencies. In many cases, characteristics and global competencies were advantageous for creating a support system for international students. Conversely, the lack of these characteristics impacted student recruitment and retention, as demonstrated by College D. This phenomenon was widespread. Participant 2 stated, "we embrace diversity and support our international students as much as possible when they come here to study, which is why we have a high retention rate."

Cultural understanding and communication skills were necessary to understand the needs of international students. Providing appropriate student services aligned with business practices is essential for understanding the motivations that drive international students to study at colleges. Several participants expressed that understanding international students' challenges could help provide them with the care and support they needed to access community colleges and succeed. The elements of their department's success included providing the student experience international students expected. Moreover, these leadership skills, characteristics, and cultural competencies contributed not only to international students but also to the growth of the International Student Program, which created a positive circle for operation and contributed to campus internationalization.

The quantitative and qualitative results demonstrated that the leaders' characteristics and cultural competencies were statistically significantly related to the International Student Program and international enrollment, which were significantly associated with student recruitment and retention. Therefore, International Leaders must be culturally competent, open to diverse

perspectives, creative, entrepreneurial, and proficient in multiple languages. The results of this study support the hypothesis that leaders influence student recruitment and retention with global competencies (Al-Shatanawi et al., 2014; Budevici-Puiu, 2020; Green, 2007; Northouse, 2016; Ozturgut, 2013).

Sub-Question #2: How do the International Leader's vision and strategy affect internationalization?

The result of the study confirmed that international student enrollment and retention are increased through the leader's vision and strategy, particularly through marketing and enrollment strategies (AACRAO, 2021; Dorsett, 2017; Glass, 2018; Green, 2007; Jennings, 2017; Pruitt, 2017). Without an IEM Plan and an institutional strategy, Green (2007) argued that globalization on campus will be fragmented, leading to a lack of focus on global learning in the classroom. Further, vision and strategy are fundamental principles of leadership that impact performance and that result in increases in student recruitment and retention.

A global vision requires a thorough understanding of internationalization, a sensitivity to market demands, and an understanding of international students. An efficient strategy can be developed and implemented once the vision has been determined. College A said, "our department's mission is closely aligned with the college's mission statement. They do not use the word internationalization, but the mission is always social justice, diversity, and communication. The goals are educating all students, preparing them to think independently, and becoming leaders at the local, state, national and international levels." From this statement, the college's vision was developed with globalization in mind, strategically implemented, and sustained to include international students throughout the campus. Another leading college, College B, stated that "the vision is the most important thing because those under them, such as myself, can

support it." Both of these colleges demonstrated the importance of a college's mission statement that sets the objective of nurturing global citizens. In addition, a statistically significant correlation was found between the college's mission statement and the participant's years of service.

The IEM Plan is recommended as a strategic plan to exert increased influence over international student enrollment by implementing systematic activities that include recruitment, funding, tracking, retention, and replacement activities integrated as international students move toward, within, or away from colleges. International Student Programs and the number of international students were statistically significantly associated with IEM Plans. It was uncommon for colleges with a lower rating on their IEMP ($M = 2.95$) to have a comprehensive plan for enrolling international students. With an effective IEM Plan, the leading college, College C, demonstrated the growth, development, and sustainability of its International Student Program.

Most colleges struggled to recruit and retain international students due to inadequate recruitment funding and institutional support. The budget and the number of international students are forecasted when a strategic plan is developed; therefore, recurring budget allocation was more achievable for those with a strategic plan for international student recruitment. In addition, solid practices and thoughtful planning minimized unexpected events. In contrast, student recruitment and retention were unfavorable without a vision and an IEM Plan. Budget cuts resulted in the elimination of programs and the reduction of staff. The colleges' minimal funds could hardly expand or maintain their program, and some leaders did not know how to budget for international programs. It is not easy to accomplish tasks without financial support.

As a result, some of the International Student Programs were eliminated, and SEVP certification to serve international students was forgone.

The developed community colleges (A, B, and C) achieved the highest performance and goals through a vision and a management plan that addressed all aspects of international student enrollment. As a result, these practices guided their actions and influenced international student numbers. To achieve optimum performance and goals, they created an IEM Plan that addressed all aspects of international student enrollment. These practices were reflected in the number of international students. Therefore, vision and strategy impact internationalization on campus.

Sub-Question #3: What factors impact international student enrollment?

Institutions' International Leaders' actions and support determine the growth of international student enrollment (Hegarty, 2014; Hudzik, 2015; Li, 2016; Northouse, 2016; Smithee, 2012). The findings of this study supported this hypothesis. Implementing an international enrollment and marketing strategy will increase international student enrollment and retention. Vision and strategy are essential for success. Without action, the objective cannot be achieved. An important indicator of institutional efforts is the number of international students.

Based on the quantitative and qualitative analysis results, the *vision* (vision and plan) and *characteristics* (leadership and global competencies) were significantly related to the International Student Program and the number of international students. In addition, leaders who possessed cultural competency demonstrated significant correlations between their actions and support. In addition, leaders dedicated to student success provided staff members with the necessary professional development. The possibility of funding international student recruitment and retention, staff development, study abroad opportunities, and even having a marketing specialist was more realistic when leaders were open to diverse viewpoints. Recruiting and

retaining international students was also impacted by leaders who spoke more than one language. Entrepreneurial leaders are more likely to provide study abroad programs and promote cross-cultural learning. Student support was also significantly related to the leader's characteristics. International students' internship opportunities and student activities were more likely to be supported by leaders with diverse perspectives.

According to Nica (2012), international students are motivated to move abroad because of opportunity. Education is the best investment in human capital because it opens up many opportunities. The most common reasons for international students to come to the United States were education, cultural exchange, and employment. Student activities and internships are essential. Colleges offer field trips, leadership training, and cross-cultural events as recruiting and retention strategies. These colleges attract and retain international students. International students find the Optional Practical Training (OPT) program attractive because it offers work experience and the possibility of becoming permanent residents. International students are also attracted to colleges that encourage internships. Understanding the diverse culture in the United States and working in the United States helps international students fit into the global labor market (Weisbrod et al., 2008). International Student Programs and the number of international students are related to internships and student activities. Because internships and student activities are critical components of student success, leaders open to diverse perspectives are highly committed to student success. Due to limited budgets, it is difficult for community colleges to provide outstanding experiences for international students. Participant 3 said, "due to lack of funding and involvement from leadership, it is very hard to make students happy."

International leaders often have limited budgets and authority at community colleges. However, most of the participants here supported the international students and staff.

Institutional leaders seem primarily concerned with international student numbers without considering the international team's efforts and support. Participant 4 expressed,

> Institutional leadership at the executive level consistently asks about enrollment but does not seek to sustain and grow international student enrollment financially. This excludes our International Student Director and any leadership at our college's Dean to the presidential level. Our college executive leadership seems to believe the myth that our "reputation" and word of mouth can sustain our enrollment and that our recruitment strategies can be maintained with a tiny budget. The truth is that we can barely compete and maintain our brand image with what we have. Our students are cognizant of this and can feel the lack of support from the college structures. The highest international leader at our college is the Director, International Students. This can also tell you of our institution's support of our population and global engagement.

This statement provides information regarding the incorrect perception of international recruitment and retention.

Community colleges have a growing misconception that word-of-mouth can sustain international enrollment. According to Gordillo et al. (2020), international student references (word-of-mouth) are the most effective recruiting strategy and the most relevant recruiting source. According to the present study, international students choose community colleges because their families or friends live nearby, particularly for undeveloped community colleges. It is unrealistic and could overestimate the position of an undeveloped college to rely on word-of-mouth referrals. The student experience determines the credibility and authenticity of an institution through student service. As a result of an outstanding student experience and the

college's credibility, international students spread its reputation by word of mouth. This has become a sound marketing strategy for colleges that have established credibility.

However, many community colleges are unknown outside their region and overseas, despite having excellent reputations. In most cases, institutional leaders are unaware of the misconception regarding the marketing strategy for global perception. Moreover, developed colleges have a high transfer rate and increased employability for international students, which enhances their reputation and helps sustain and grow their International Student Programs.

The developed colleges in this study demonstrated strategic marketing to target their prospective students. In addition to being sensitive to market trends, they were also creative. Some marketers followed traditional marketing, while others took a different approach. College C was a perfect example of this.

Most of the colleges in this study lost many international students due to unfriendly foreign policies during the COVID-19 pandemic, resulting in fewer programs and limited staff. Despite these external factors, College C was not significantly affected, and the marketing team of College C proved knowledgeable in market segments. They utilized the resources to target traditional and non-traditional markets, actively participating in local and international fairs and building networks worldwide. College C listened to international students' demands, provided adequate student services, and ensured students could access resources and succeed. Due to the high transfer rate, student experience, and student numbers, College C's name value improved. It resulted in the utmost marketing strategy, word-of-mouth, reflecting the college's value and sustaining current practices. Budgets for internationalization became more feasible as the number of international students increased in College C. Some colleges generated funding by developing unique programs, like taking J-1 exchange students, recruiting international athletes, and

focusing on a specific program, even though their institutional leaders did not provide adequate systemic support with adequate funding. Almost all of the staff at the International Student Program were dedicated to the success of the international students and took extra steps to ensure their success. Staff members, however, felt unappreciated, undervalued, and underdeveloped.

Implications for Practice

This study found that leaders' vision, institutional actions, and support impacted the number of international students associated with marketing, recruitment and retention, and the internationalization of community colleges. According to Ozturgut et al. (2013), community colleges' primary focus is on recruiting and retaining international students, and not much rests on how to integrate international education into the curriculum or on faculty exchanges, since internationalization in community colleges has been a new initiative. Based on the qualitative results of open-ended questions answered by the 100 participants and four interviewees in this study, internationalization remains a long way off. Most community colleges are underdeveloped and need major support, implementation, and improvement. The purpose of this section is to provide suggestions for practice.

Leadership Development

To promote internationalization at community colleges, an international leader or the designated international educator must develop leadership skills, improve characteristics, and sharpen global competencies. The study found that cultural competency, openness to diverse perspectives, entrepreneurial skills, and speaking more than one language are critical to attracting and retaining international students. In addition, leaders must understand the dynamics of the international students and be aware of the trends and demands of the international education market. Besides understanding the business, political, and cultural environment, a global leader

must also have the skills and ability to develop transcultural visions and strategic plans to implement with actions and support to create and sustain international student programs.

Leadership characteristics and global competencies required for international leaders also apply to institutional leaders. Leaders of institutions must understand the benefits of internationalization and provide the necessary resources and support. If these skills have not been developed, they must invest in their professional development. Many professional development courses are available through international education associations, including NAFSA. To expand the global horizon, leaders must be open to diverse cultures. It is essential that they visit or live in other countries and understand the challenges that push international students to pursue education in the United States. Additionally, understanding the global economic, political, and cultural environment could sharpen a leader's ability to identify opportunities and to predict the future relevant to risk management.

International Student Programs and International Student Services

An essential component of internationalization is the International Student Program, which serves international students and their families. According to the quantitative and qualitative findings in this study, the International Student Program has a statistically significant association with student services, such as student activities that help students grow in their education and gain access to on- and off-campus activities and internships, including Curricular Practical Training (CPT), Optional Practical Training (OPT), and employment opportunities. The International Student Program provides a window of opportunity for education in the United States. For international students, international admission marks the beginning of a challenging journey. Principal Designated School Officials (PDSOs) and Designated School Officials (DSOs) are the first points of contact for international students, and they impact their lives

significantly. In addition to understanding the education code and college policies, PDSOs and DSOs must also understand immigration laws and regulations, which require that they take specialized training and education and are certified by the SEVP and the U.S. Department of Homeland Security U.S. (Department of Homeland Security, 2022b). Their knowledge and guidance impact international students and their families. In addition, PDSOs and DSOs could face serious criminal charges and consequences if convicted of wrongdoing. The importance of professional development and continuing education cannot be overstated.

Most of the colleges in this study offered an International Student Program; however, 27% did not. The developed colleges had invested in their International Student Programs and provided healthy budgets, teams of diverse and talented staff, and adequate professional development that could provide one-stop services to their international students and families. In reality, most undeveloped colleges are far from having enough funds, teams, and professional development. In most colleges, international student services are handled by a single person or a few staff members. Many international educators work multiple jobs at colleges and cannot devote their time to anything but their current administrative duties. Therefore, institutional leaders must invest in and develop an International Student Program to grow the global student population and benefit from them.

International Enrollment Management (IEM) Plans

IEM Plans are one of the items that is a must. According to the quantitative and qualitative findings, IEM Plans are statistically related to the International Student Program and the number of international students. Developed colleges have IEM Plans that positively impact their operation and resources, resulting in their high performance in the recruitment and retention and effective internationalization on campus. As NAFSA (2022) suggested, IEM Plans are an

organizational concept and a set of systematic activities that educational institutions can use to influence international student enrollment effectively. The integration of activities involves recruiting, funding, tracking, retaining, and replacing students as international students move towards, within, or away from a college or university.

In any successful business, a business plan is essential. Internationalization is a business operation; therefore, the IEM Plan is a business plan in the true sense of the word. Why is the IEM Plan important? It proves that the institution is serious about hosting international students and internationalization on campus. It establishes milestones for internationalization efforts. The IEM Plan evaluates the feasibility of the project. In addition, it determines the financial needs and documents the revenue model.

Furthermore, IEM Plans attract business partners and reduce the risk of pursuing the wrong opportunities. IEM Plans assist in better understanding the local and international competition and the international students. In addition, they force institutions to research and be sensitive to the international education market. Also, IEM Plans document the marketing plan and assist colleges in understanding and forecasting the program and staff needs. Last but not least, IEM Plans uncover new opportunities. Therefore, institutions must have IEM Plans. They must also review and update the IEM Plans if they are not working. Periodically reviewing the IEM Plan is vital so the demand of international students and the market are reflected correctly.

Marketing Campaigns and Student Recruitment and Retention

Colleges are not marketing themselves effectively. Moreover, community colleges have not yet realized the value of the global scale and the opportunities they possess. As Jennings (2017) stated, the college benefits have been overshadowed by a lack of information, an unfamiliar model, misleading name value, inadequate student recruitment, and non-noticeable

student services. There is no doubt that most colleges would agree with this statement. However, the developed colleges demonstrated that community colleges have a demand in the international education market and know what international students need. College B shared that not all international students pursued a bachelor's degree. International students are also looking for workforce training that is unavailable in their home countries. Automobiles, for example, are trendy in developing countries such as Vietnam, South Asia, and South America. Nursing is another favored subject that is attractive to international students. The estimated global labor shortage will be 85 million jobs by 2030, which is an $8.5 trillion talent shortage (Koren Ferry, 2022). Outsourcing and global labor have become integral parts of business in the 21st century. Therefore, community colleges must reconsider how they conduct marketing campaigns.

Financial-conscious international students and parents are attracted to two-plus-two university transfer pathways. Also, some states offer dual enrollment, allowing international students to study at college at the age of 16 while earning an international high school diploma. Others may use J visas to attract international students or to focus on international admissions. Colleges C's decade-long recruiting efforts have proven the necessity of active recruitment. It is common for developed colleges to use agents to represent them locally. There is a need for community colleges to develop strategies to market their programs aggressively. The international market is already experiencing a resurgence in international student mobility following the COVID-19 outbreak. Global and local competition is escalating, and marketing campaigns have diversified as technology has advanced. Therefore, it is critical that colleges develop market segmentation strategies to target the right audiences that meet the needs of diverse learning populations. Collaborating with local and international partners and utilizing internal and external resources to promote the awareness of community colleges are both highly

critical. It is also crucial to recognize community colleges' advantages and turn institutional weaknesses into selling points, thereby promoting what community colleges do best and demonstrating the opportunities that international students seek.

Additionally, there will be no return if there is no investment. If community colleges want to see a return (increasing international enrollment) on their marketing investment, they need to invest in it. It is a business practice, and marketing community colleges is no different from marketing universities. International marketing is like domestic marketing but requires global skills. Colleges do not have to follow what 4-year universities do, but being active in recruiting international students locally and internationally is a must. Colleges are recommended to attend webinars and educational fairs offered by EducationUSA or U.S. Commerce Services that provide global market information. Identifying the right audiences and information can be more accessible with the help of EducationUSA advisors.

Finally, marketing investment and student recruitment are a must. At the same time, recruiting international students is a time-consuming process. International students and their families need the time to prepare for this important journey in their lives. Moreover, it takes years to develop a network in a new country. Therefore, recruiting efforts cannot be evaluated in a short period. Colleges must be aware of the slow return on investment. But, if the college can effectively and strategically market its programs, this will be an exciting and successful investment.

Funding

One of the keywords in this study was funding. Funding alters internationalization opportunities. Lack of funding is a critical issue that results in a decline in the number of international students and the possibility of closing International Student Programs. Both the

quantitative and qualitative results confirmed that funding alters the operation and efforts to recruit, retain, and serve the international student population. The Full-Time Equivalent (FTE) is the unit of measurement used in community college funding models. In a community college, international students not only count as FTEs but also pay out-of-state tuition, which is four to seven times more than domestic students' tuition. Immigration law requires international students to be full-time, whereas most domestic students are part-time at community colleges. As a result of the supplemental revenue brought by international students, International Student Programs can be budgeted for and sustained. Recruiting, retaining, and serving international students require funding distribution to be determined and adjusted accordingly.

Primary and secondary research resources indicate that efficient funding grows and sustains international operations in higher education. It is essential to know that internationalization on campus is a business practice, and it is crucial that funding is distributed appropriately. Primary and secondary research resources also revealed that community colleges do not prioritize campus internationalization. Developed community colleges have demonstrated the benefits of internationalization on campus, bringing unlimited opportunities that benefit the stakeholders in the learning and the local communities. The positive benefits and impact of internationalization are way more significant than investment. Leaders with a global perspective can allocate funding and make wise investments to grow and sustain International Student Programs and internationalization efforts. It is important to remember that internationalization is a cross-campus effort that requires the campus' full support and funding.

Internationalization on Campus

Internationalization on campus can be further improved in two areas, according to the interviewees in this study. As a first step, faculty and staff who do not interact directly with

international students should be educated. It is not surprising that many faculty and staff have not had the opportunity to travel or experience life outside of the United States. They might derive their knowledge of diverse cultures from books and the internet, but such information may not be adequately vetted or limited. As a result, some instructors criticize students for unintentional behaviors or actions that their country's culture may have influenced.

Stereotypes or biases were the second area for improvement. Cultural differences may make non-verbal communication uncomfortable for students and teachers. Without adequate training, faculty or staff struggle to address different cultures. With affordable tuition, community colleges have served diverse communities with accessible education. First-generation college graduates and middle-skilled workers produced by community colleges contribute to the stability of the U.S. economy. However, stereotypes and biases exist against international students, and some faculty and staff members have been unfriendly to international students due to stereotypes or prejudices.

Some educators at community colleges perceived that international students take resources or compete with domestic students without realizing their benefits. Thus, colleges must provide staff development training focusing on international students and internationalization. Colleges would benefit by offering study abroad opportunities, integrating international education into the curriculum, implementing faculty exchange programs, and welcoming more international students on campus. Community colleges could develop an internationalization framework and assessment tool through the ACE Model. College D suggested forming an international committee with diverse stakeholders to promote and build internationalization efforts. Internationalized community colleges are attractive to international students, after all.

Diversity, Equity, and Inclusion on Campus

Globalization has led to economic and political integration, forcing community colleges to raise awareness of diversity, equity, and inclusion to prepare students for cultural competency. Training diversity, equity, and inclusion for anti-racism in community colleges is urgent and cannot be achieved without a global perspective, as Ozturgut (2017) suggested. International students can contribute significantly to the community's efforts to promote diversity, equity, and inclusion on campus because they are part of the learning community and represent a minority population that can positively impact the local community and colleges.

Diverse education is now required in educational institutions to promote diversity, equity, and inclusion. Fostering global learning in the classroom is impossible if it is not emphasized. Developing an internationalized program is challenging for faculty members. Internationalized instruction must be interdisciplinary, comparative, global, and intercultural, requiring expertise and inclination (Green, 2007). The internationalization of higher education and the presence of international students can contribute to diversity, equity, and inclusion. Intercultural interaction and multicultural understanding are enhanced when international students are hosted on campus. Through the internationalization initiative, domestic and international students become more employable globally.

Since internationalization is new to community colleges, most have not realized its potential and have not thought about how to develop, improve, or improve their operations to attract and retain international students. This section suggested that community colleges focus on leadership training that produces global leaders. International Student Programs play an important role in internationalization and impact the number of international students. Internationalizing the campus is the future of community colleges; international students can

contribute to diversity awareness and inclusion initiatives, and funding needs to be fairly distributed to be successful. This also requires that IEM Plans and marketing be developed and implemented.

Recommendations for Future Research

Future research could address three major limitations of this study, including limitations in the research methods, instruments, and techniques used to collect data, and the limitations of the researcher. According to the U.S. Department of Education, the United States has 1,462 community colleges and 1,044 members in the AACC. The sample size of 100 represented 98 colleges across 35 states, which was considered smaller than the required sample size of 305 participants for a confidence level of 95%, with the real value within ±5% of the measured/ surveyed value. In addition, the participants were international educators, including managers, advisors, counselors, staff, and instructors. There were a variety of opinions from this diverse group, which were valuable, but the size was too small to represent the group areas of representation.

The second was a common methodological limitation of studies. To understand the whole picture of internationalization at community colleges, the researcher included a variety of international educators from different areas. The research samples and selection were too broad, increasing the likelihood of insufficient statistical measurements due to a lack of focus on specific areas, such as opinions from counselors, instructors, or international advisors and specialists. Furthermore, the lack of previous research studies on the internationalization of community colleges made comparisons difficult. It was also unclear what methods, instruments, and techniques to use to collect the data to assess internationalization at community colleges due to the limitation of previous research studies on the topic.

Finally, data access was limited. Despite using professional and personal networks for outreach, the response and data collections were much slower than anticipated. The researcher received responses for the quantitative study almost four to eight months after the initial approach. The follow-up with some participants took more than three tries and several months. The original plan was to study community colleges in California, but the researcher changed the outreach plan and made it nationwide due to the slow responses. Due to a lack of knowledge and development, community colleges often do not have a platform for promoting internationalization. Additionally, staff shortages made convenience sampling challenging. Furthermore, people were hesitant to participate because of insecurity and concerns about evaluating their leaders.

Community colleges in different states provide different programs to attract international students. The State of Washington allows community colleges to offer International High School Completion Dual Degree Programs that accept 16-year-old students at community colleges. Some community colleges that participate in the Community College Initiative provide free tuition for students from countries like Brazil, Egypt, Indonesia, Pakistan, South Africa, Turkey, Cuba, Ghana, and most Central America countries, particularly for those with majors in agriculture and healthcare. Future research can explore the topic by state. It also can focus on the participants according to their various duties and responsibilities.

Conducting research using institutions' assistance might resolve some of the data collection limitations. Furthermore, understanding the executive and senior-level managers' opinions on this topic would be helpful. College case studies would also be an exciting approach to understanding internationalization efforts. A sequential exploratory design and case study could be used to gain a deeper understanding of each state or college. As community colleges

contain potential that not only impacts their local communities but also benefits global communities, it is vital to continue researching the topic of internationalization. As there are few studies in this area, any results could be a reference for international leaders and their institutions.

Conclusion

Many people are unaware of the significant impact international students have on academic areas in higher education institutions across the globe. Historically, international students have contributed significantly to academic disciplines, cultural enrichment, and monetary benefits. The total proportion of international students in community colleges was less than 1%, but their impacts were significant and valuable. In recent years, several community colleges have become increasingly internationalized. They offer diverse perspectives to attract international students, promote internationalization on campus, and sustain and grow International Student Program. Community colleges can benefit significantly from internationalization by recruiting and retaining international students. However, the road to internationalization remains long. Community colleges may provide international student services and have international leaders in charge of recruitment and retention, but this is often not practical due to limited institutional support and resources. The majority of International Student Programs at community colleges are immature and underdeveloped.

Additionally, many have not developed, implemented, or reviewed IEM Plans. Moreover, having one or a few staff operate the program isolated with limited support and resources is typical. Many institutional leaders are unaware of the internal and external factors that influence the enrollment of international students because they do not understand internationalization,

international market trends, and international demand. As a result, these colleges have fewer international students.

With improving economies, more parents want their children to receive the best education in developed countries. It is in the best interests of international students and their parents to pursue a U.S. academic degree or to acquire the career knowledge and global competencies required to succeed on the international stage. Despite this, internal and external factors have dramatically influenced international student enrollment. Over the past few decades, international students have become increasingly common at prestigious U.S. universities, bringing diverse perspectives. However, Hegarty (2014) pointed out that the United States has lost its monopoly on the international education market, as many universities from other countries compete for students wishing to study abroad. Despite external challenges such as the conflict between nations, economic uncertainty, and the COVID-19 pandemic, the international education market is expected to heat up due to the increasing competitiveness of higher education and the labor market. Higher education has also changed rapidly due to technology and global connectivity.

It is time for community colleges to realize their potential as the higher education landscape changes. Community colleges must create policies and strategies considering political and cultural differences to achieve distributive justice. It will be possible to enhance internationalization on campus, focus on international student recruitment and retention on campus, and add value to diversity, equity, and inclusion efforts by developing an effective leadership system and a commitment from institutions. To develop vision and strategies and implement them with action and support, international leaders must possess leadership skills, characteristics, and global competencies. Despite this, international leaders cannot achieve

internationalization without systemic support. As a result, institution leaders must understand the needs driving internationalization and student demands (Alfattal, 2016). Reviewing the structure of the internationalization team and having an institutional leader from the senior or executive level dedicated to supporting internationalization is essential. Still, it is the college and the institution's responsibility to promote the internationalization initiative if they want to expand their horizons globally. As Hudzik (2015) suggested, internationalization requires effective leadership, a sound institutional culture, strategic inclusion, and critical administrative practices. It is vital for each of these four strategies to be integrated and mutually reinforced. If institutional leaders can envision the future and implement the appropriate support and resources, internationalizing community colleges can benefit local communities and have a significant global impact.

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APPENDICES

Appendix A: Survey Consent

SURVEY CONSENT

In comparison to four-year universities in the United States, international students appear to be underrepresented in community colleges. In addition, some community colleges have a greater ability to attract international students than others. We are asking you to participate in this study to find out how leadership supports internationalization, recruiting, and retaining international students at community colleges. The study is being conducted by Junko Ishikawa, a doctor candidate, under the supervision of Dr. Eugene Kim, chair of the IRB, and professor of Education Leadership at Concordia University, Irvine. Email: eugene.kim@cui.edu. This study has been approved by the Institutional Review Board, Concordia University Irvine, in Irvine, California.

PURPOSE: The purpose of this research aims to understand how leadership support and investments in student recruitment and retention affect international student enrollment.

DESCRIPTION: Mixed method sequential phenomenology explanatory design is used for this research. This research had a quantitative research phase and a qualitative research phase. A convenience sample is used in the study. It is voluntary participation, and participants are selected through the researcher's professional and personal network. The participants are professionals who work in International Student Programs or Global Engagement Centers at California community colleges that have experience serving international students. Data are collected from survey respondents and interviews. In this quantitative phase, survey data and analysis provide a general understanding of the research problems. There will be an in-depth conversation (interview) exploring how leadership and administrative support impact the recruitment and retention of international students at community colleges in Orange County for the qualitative phases.

PARTICIPATION: Participation in this research study is voluntary. Subjects may discontinue participation at any time without liability or loss of benefits otherwise available. Participants have the right to refuse to participate in this research study without penalty or loss of benefits otherwise available

CONFIDENTIALITY: The researcher will use a password-protected computer for storing all responses. All respondents will be identified by a code rather than by name or district. Researchers and research supervisors will have access to the code, which is stored on a password-protected computer.

DURATION: The survey takes approximately 10 to 15 minutes to complete. The average duration of an individual interview is 25-30 minutes.

RISKS: Participation in the research does not present any foreseeable risks.

BENEFITS: One of the most important outcomes of this study is the development of a more comprehensive understanding of the challenges and opportunities associated with international student enrollment at community colleges.

CONTACT: Please contact Dr. Eugene Kim, chair of the IRB, and professor of Education Leadership at Concordia University, Irvine. Email: eugene.kim@cui.edu., with any relevant questions regarding this research, the rights of research subjects, or who to contact in the event of an injury to a research subject.

RESULTS: The results can be obtained from Concordia University Irvine's Digital Repository once the study has been completed.

CONFIRMATION STATEMENT
I have carefully read and understand the consent document and agree to participate in this study.

Signature: _____ Date: _____

Appendix B: Survey Questionnaire

GLOBALIZATION AND COMMUNITY COLLEGES

Impact of International Leadership on International Student Enrollment

* Required

Definition: International Leader refers to the top individual at a higher institution responsible for international affairs, agreements, and programs. Oftentimes, they will have the word "international" in their job title or job duties. All universities are structured differently, where the International Leader can be "Vice Provost for International Programs," "International Vice President," "Dean of International Programs and Services," "Associate Provost for Global Programs," "Senior Vice President of Global Strategy and Talent." (https://www.ou.edu/cis/vice-provost-for-international-programs; https://avp.byu.edu/ivp; https://www.ohlone.edu/sites/default/files/documents/imported/jobdescr-deaninternationalprogramsandservices.pdf; https://www.bu.edu/provost/people/deans-and-senior-administration/willis-wang/; https://about.collegeboard.org/leadership/elissa-kim

Section I: Participant Background

1. What best describes your gender? *
   o   Male
   o   Female
   o   Other: _____

2. What best describes your ethnicity? *
   o   White or Caucasian
   o   Black or African American
   o   Latino or Hispanic
   o   Asian
   o   Other: _____
3. What is your country of birth? *
   Your answer: _____

4a. What languages do you speak (at minimum, conversational fluency)? *
   Your answer: _____

4b. What is your first language? *
   Your answer: _____

5. What best describes your highest completed educational degree? *
   o   High school diploma
   o   Associate degree
   o   Bachelor's degree
   o   Master's degree
   o   Doctoral degree
   o   Other: _____

Section II: International Leaders' Impact on Your College.
To what extent do you agree with the following statements (1=Strongly Disagree; 5=Strongly Agree)

1.   My college missions support internationalization on campus (Smithee, 2012). *
   Strongly Disagree   Strongly Agree
          1   2   3   4   5
2.   My college's International Leader is able to provide an adequate funding source for student recruitment

(Green, 2007). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

3. My college's International Leader has a strong commitment to international student access and success (Hudzik, 2015). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

4. We receive sufficient professional development from the International Leader at my college to better serve international students (Ozturgut, 2013). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

5. Please describe the impact of your college's International Leader on international enrollment. *

Your answer: _____

Section III: International Leaders' Characteristics & Global Competencies

To what extent do you agree with the following statements (1=Strongly Disagree; 5=Strongly Agree)

1. My college's International Leader aims to develop global and cultural competencies for themselves (Northouse, 2016). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

2. My college's International Leader is attentive to cultural differences and open to diverse perspectives (Northouse, 2016). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

3. My college's International Leader is creative and entrepreneurial (Northouse, 2016). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

4. My college's International Leader is fluent in two or more languages (Northouse, 2016). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

5. Please describe the impact of your college leader's characteristics and global competencies. *

Your answer: _____

Section IV: Community College Leaders' Vision and Strategies

To what extent do you agree with the following statements (1=Strongly Disagree; 5=Strongly Agree)

1. My college's International Leader has the ability to provide funding for study abroad programs (Green, 2007). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

2. My college's International Leader has the ability to provide funding for an international faculty exchange program (Green, 2007). *

Strongly Disagree   Strongly Agree

1   2   3   4   5

3. My college's International Leader has a plan for managing international enrollment (AACRAO, 2021). *

Strongly Disagree   Strongly Agree

1	2	3	4	5

4. The international students at my college feel part of the campus community (King et al., 2016). *
Strongly Disagree   Strongly Agree
    1   2   3   4   5

5. Please describe the impact of your college leader's vision and strategies. *
Your answer: _____

Section V: Community College Leaders' Actions, Behaviors & Decisions
To what extent do you agree with the following statements (1=Strongly Disagree; 5=Strongly Agree)

1. My college's International Leader is able to provide a qualified marketing specialist and assist in recruiting international students (Ozturgut, 2013). *
Strongly Disagree   Strongly Agree
    1   2   3   4   5

2. My college's International Leader is able to provide a dormitory for international students (Loo, 2016). *
Strongly Disagree   Strongly Agree
    1   2   3   4   5

3. My college's International Leader is able to provide work experience and internships to international students (Loo, 2016). *
Strongly Disagree   Strongly Agree
    1   2   3   4   5

4. My college's International Leader is able to provide student activities for international students (Loo, 2016). *
Strongly Disagree   Strongly Agree
    1   2   3   4   5

5. Please describe the impact of your college leader's Actions, Behaviors & Decisions. *
Your answer: _____

Section VI: Institution Information

1. Name of your college. *
Your answer: _____

2a. What is your job title? *
Your answer: _____

2b. What is the title of your direct supervisor? *
Your answer: _____

3. How many years have you been in your current position? *
Your answer: _____

4. Approximately how many international students do you have this academic year? *
Your answer: _____

5. What are the top reasons International Students attend your college? *
Your answer: _____

6. What are the top reasons International Students DO NOT attend your college? *

Your answer: _____

Thank you for your participation.

Appendix C: Interview Procedure

INTERVIEW PROCEDURE

Understanding the lived experiences of others is an essential tenet of interviewing. An interview allows the participant to share their experiences with the researcher. The use of interviews is a suitable method for gaining insights into the perspectives of other researchers and learning from their experiences. The mobility of international students at community colleges in US higher education is influenced by several factors, such as support from educational leadership within marketing and student services, campus culture, and international student experiences. The interviews provide a wealth of information regarding individuals' experiences with these problems, which can potentially be helpful to US community colleges in planning and increasing their international student population. An interview typically generates qualitative data, often in the form of text extracted from the interview transcript. Data can describe individuals, explain phenomena, and explain experiences, among other benefits (Jacob & Furgerson, 2012).

To ensure a successful interview, this research has followed the tips provided by Jacob & Furgerson (2012). The interview will be conducted as follows:

1. Start with a script that shares important information with the interviewee.
2. Collect consent. Allow the participant plenty of time to read the consent form and ask as many questions as he or she requires.
3. Use a recording device and only take brief notes so eye contact with the interviewee can be maintained.
4. Arrange to interview the respondent in a semi-private, quiet setting.
5. Be sure that both the researcher and the interviewee block off plenty of uninterrupted time for the interview.
6. Have a genuine concern, care, and interest for the individual who is being interviewed.
7. Help interviewees feel heard by using basic counseling skills.
8. Focus on the questions and do not let respondents stray too far off course.
9. Listen attentively and pay attention to the conversation.
10. End with the script.

To create the interview protocol for this study, the Milagros Castillo-Montoya's Interview Protocol Matrix (2016) was used. Interview will focus on the areas listed below:

1. Background information
2. Awareness of the impacts
3. Understanding the relationship
4. Knowledge of the interconnection
5. Acts of critiquing and analyzing
6. Other ways of thinking or acting
7. Participant's explanation.

Appendix D: Interview Protocol Matrix

Interview Protocol Matrix							
Interview Questions	1	2	3	4	5	6	7
1. Does your college's mission support internationalization on campus? In what ways has the internationalization initiative been implemented?	X	X	X	X	X	X	
2. Do you believe your institution has maximized the benefits and resources international students can offer?		X	X	X	X	X	X
3. What do you think of the international leader's characteristics and global competencies? How do they affect the number of international students at your college?	X	X	X	X	X		X
4. How well does your supervisor support and guide your international student program?	X	X	X	X			X
5. Does your supervisor have strategies for retaining and recruiting international students?	X	X	X	X	X		X
6. How do you market your college to international students? Or is it just a department effort?	X	X	X	X	X		X
7. Have student services at your college positively impacted international enrollment and retention?	X	X	X	X	X	X	X
8. Could you please share some elements that make your program successful?	X	X	X	X	X	X	X
9. Could you please tell me if there is anything you would like to share?		X	X	X	X	X	X
10. What do you think we need to make internationalization work on campus?	X	X	X	X	X	X	X
1. Background information; 2. Awareness of the impacts; 3. Understanding the relationship; 4. Knowledge of the interconnection; 5. Acts of critiquing and analyzing; 6. Other ways of thinking or acting; 7. Participant's description.							

Appendix E: Interview Consent Form

Interview Consent Form

Research Title: The influence of leadership support and investment in student recruitment and retention at community colleges.

Description of the Project: This study aims to understand how leadership support and investments in student recruitment and retention affect international student enrollment. Furthermore, it is essential to understand the perspectives and experiences of international student programs experts that provide services to international students. To develop leadership support theories that will benefit international students at community colleges in the future, we document and analyze the perspectives and experiences of experts in international student programs. This interview is expected to last between 25 and 30 minutes.

Participant's Name   Interview Date

_____   _____

I confirm that my participation in this research project is voluntary.

I understand that I will be compensated for participating in this research project for a $25 gift card.

I understand our conversation will be recorded.

I understand most interviewees will find the discussion both engaging and thought-provoking.

My right to decline to answer any questions or to end the interview is reserved.

The research interview is expected to last approximately 25 to 30 minutes.

I understand that the researcher will not use any identifiable information from this interview in any report. I will be protected from non-disclosure as a participant in this study.

I have read and understood the explanation provided to me.

I have received a copy of the consent form.

I wish to review any notes, transcripts, or other data gathered during the research interview.

My consent is given for researchers to use my quotations in their publications.

By signing this document, I agree to the terms and conditions outlined above.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____

Appendix F: Interview Protocol

INTERVIEW PROTOCOL

[Script prior to research interview]

Once again, I would like to thank you for participating in my research interview. My study examines how leadership supports and investments in student recruiting retention at community colleges influence international student mobility. As I have already mentioned to you, the purpose of this research aims to understand how leadership support and investments in student recruitment and retention affect international student enrollment.

This study aims to understand the international education professional perspectives and experiences of international student programs that offer services to international students.

In this study, we document the perspectives and experiences of experts in international student programs and apply them to develop theories for leadership support that will benefit international students at community colleges in the future.

During our interview today, we will talk about your perspective and experience with your leaders and international students, student services and marketing efforts within your program for 25 - 30 minutes.

[review aspects of consent form]

*In your consent form, you indicate whether I have your permission (or not) to record our conversation. Do you still agree with recording (or not recording) our conversation today? Answer: **Yes** Answer: **No***

If yes: *Thank you! If at any time, you would like me to turn off the recording equipment or keep something confidential, please let me know.*

If not: *Thank you for informing me. I will only take notes during our conversation.*

Do you have any questions before we begin the interview?

[Discuss questions]

Please feel free to ask questions (or other questions) at any time during this study. I would be pleased to answer your questions.

I would like to begin this interview by asking you a few questions regarding your college's internationalization efforts on campus.

Definition:

International Leader: Top individual at higher institution who is responsible for international affairs, agreements, and programs. Oftentimes, they will have the word "international" in their job title or job duties. All universities are structured differently, where the International Leader can be "Vice Provost for International Programs," "International Vice President," "Dean of International Programs and Services," "Associate Provost for Global Programs," "Senior Vice President of Global Strategy and Talent." (https://www.ou.edu/cis/vice-provost-for-international-programs; https://avp.byu.edu/ivp; https://www.ohlone.edu/sites/default/files/documents/imported/jobdescr-deaninternationalprogramsandservices.pdf; https://www.bu.edu/provost/people/deans-and-senior-administration/willis-wang/; https://about.collegeboard.org/leadership/elissa-kim)

Section I: Institution Support for Internationalization
Question 1: How does leadership at a community college influence international student mobility?

1. Is your college's mission support internationalization on campus (Green, 2007; Smithee, 2012)?
2. Do you believe your institution has successfully utilized the resources and benefits international students can bring to your campus (Green, 2007; Smithee, 2012)?

Thank you for sharing! Now, I would like to ask about your International Leader's characteristics and global competencies.

Section II: Leader's Characteristic and Global Competencies
Question 2: What impact does the International Leader's characteristics have on community college student recruitment and retention?

3. What do you think of the international leader's characteristics and global competencies? How do they affect the number of international students at your college (Northouse, 2016)?
4. How well does your supervisor support and guide your international student program? (Northouse, 2016)?

Thank you. Next, I would like to learn more about your college's leadership.

Section III: Leader's Vision & Strategy
Research Question 3: What impact does the International Leader's vision and strategy have on community college student recruitment and retention?

5. Does your supervisor have strategies for retaining and recruiting international students? (Northouse, 2016)?

My final set of questions are focused on getting to know more about your International Leader's actions, behaviors, and decisions.

Section IV: Leader's Actions, Behaviors, and Decisions
Research Question 4: What impact does the International Leader's actions, behaviors and decisions have on community college student recruitment and retention?

6. How do you market your college to international students? Or is it just a department effort? (AACRAO, 2021)?
7. Have student services at your college positively impacted international enrollment and retention? (Loo, 2016)?
8. Could you please share some elements that make your program successful? (Loo, 2016)?
9. Could you please tell me if there is anything you would like to share?
10. What do you think we need to make internationalization work on campus?

Thank you for your time and contribution to this study. This Zoom meeting recording will be converted into a transcript. I will email you the transcript. Please participate in the next step, member check, to ensure that the transcript contains accurate information about the interview. Please email me with your validation. You will receive a $25 Starbucks gift card as a token of my appreciation for your participation and contribution to this study.

[End of interview]

Appendix G: One-Way Between-Subjects ANOVA

Gender and Marketing Specialist

In a one-way between-subjects ANOVA, gender differences were the independent variable, and the marketing specialist was the dependent variable. ANOVA results revealed a significant relationship between gender (male, female, and non-binary) and having a designated marketing specialist; $F_{(2,97)} = 5.07$, $p < .008$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	2	20.58	10.29	5.07	0.008	3.09	0.08
Within Groups	97	196.73	2.03				
Total	99	217.31					

Language Spoken and Bilingual Leader

In a one-way between-subjects, ANOVA, languages spoken by the subjects were the independent variable, and leaders with bilingual skills were the dependent variable. The results revealed a significant relationship between the language spoken (English, bilingual, and multilingual) and leaders with bilingual skills, $F_{(2,97)} = 7.38$, $p < .001$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	2	35.33	17.66	7.38	0.001	3.09	0.11
Within Groups	97	232.06	2.39				
Total	99	267.39					

International Student Program and International Enrollment Management Plan

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and the International Enrolment Management Plan was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and the International Enrolment Management Plan, $F_{(1,98)} = 11.81$, $p < .000$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	23.19	23.19	11.81	0.001	3.94	0.10
Within Groups	98	192.45	1.96				
Total	99	215.64					

International Student Program and Funding

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and funding was the dependent variable. The results revealed a significant relationship between the International Student Program (yes, and no) and the funding, F (1,98) = 5.83, p <.018.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	10.95	10.95	5.83	0.018	3.94	0.05
Within Groups	98	183.96	1.88				
Total	99	194.91					

International Student Program and Professional Development for Staff

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and professional development for staff was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and the professional development of Staff, F (1,98) = 20.13, p <.000.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	32.19	32.19	20.13	0.001	3.94	0.16
Within Groups	98	156.72	1.60				
Total	99	188.91					

International Student Program and Study Aboard Program

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and the study abroad programs were the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and the study abroad programs, F (1,98) = 5.47, p <.021.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	11.57	11.57	5.47	0.021	3.94	0.04
Within Groups	98	207.43	2.12				
Total	99	219.00					

International Student Program and Faculty Exchange Program

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and professional development for staff was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and the faculty exchange programs, $F(1,98) = 6.11$, $p < .015$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	8.97	8.97	6.11	0.015	3.94	0.05
Within Groups	98	144.03	1.47				
Total	99	153.00					

International Student Program and A Designated Marketing Specialist

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and the designated marketing specialist was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and the assigned marketing specialist, $F(1,98) = 9.01$, $p < .003$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	18.30	18.30	9.01	0.003	3.94	0.074
Within Groups	98	199.01	2.03				
Total	99	217.31					

International Student Program and Cultural Competencies

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and cultural competencies were the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and cultural competencies, $F(1,98) = 6.00$, $p < .016$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	10.79	10.79	6.00	0.016	3.94	0.05
Within Groups	98	176.05	1.80				
Total	99	186.84					

International Student Program and Diverse Perspectives

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and diverse perspectives were the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and diverse perspectives, $F(1,98) = 9.72$, $p < .002$

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	12.99	12.99	9.72	0.002	3.94	0.08
Within Groups	98	131.01	1.34				
Total	99	144.00					

International Student Program and Entrepreneurial

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and entrepreneurial was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and entrepreneurial, $F(1,98) = 6.87$, $p < .010$

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	11.94	11.94	6.87	0.010	3.94	0.06
Within Groups	98	170.42	1.74				
Total	99	182.36					

International Student Program and More Than One Language

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and more than one language was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and more than one language, $F(1,98) = 14.26$, $p < .000$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	33.96	33.96	14.26	0.001	3.94	0.12
Within Groups	98	233.43	2.38				
Total	99	267.39					

International Student Program and Internship

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and Internship was the dependent variable. The results revealed a significant relationship between International Student Program (yes, and no) and internship, F $(1,98) =$ 6.38, $p <$.013.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	9.69	9.69	6.38	0.013	3.94	0.05
Within Groups	98	148.75	1.52				
Total	99	158.44					

International Student Program and Student Activities

In a one-way between-subjects ANOVA, International Student Program was the independent variable, and student activities was the dependent variable. The results revealed a significant relationship between the International Student Program (yes, and no) and the student activities, F $(1,98) = 7.00$, $p <$.009.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	1	11.64	11.64	7.00	0.009	3.94	0.06
Within Groups	98	163.11	1.66				
Total	99	174.75					

Supervisor and Dormitory

In a one-way between-subjects ANOVA, the supervisor was the independent variable, and the dormitory was the dependent variable. The results revealed a significant relationship between the supervisor (executive manager, senior manager, middle manager, and manager) and the dormitory, F $(3,96) = 3.18$, $p <$.027.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	3	24.16	8.05	3.18	0.027	2.70	0.061
Within Groups	96	243.23	2.53				
Total	99	267.39					

Year of Services and Mission Statement

In a one-way between-subjects ANOVA, the year in current position was the independent variable, and the college's mission was the dependent variable. The results revealed a significant relationship between the year in the current position (less than one year, one year, two years, three years, four years, five years, six years, seven years, eight years, nine years, ten years, 13 years, 14 years, 15 years, 16 years, 18 years, 19 years, 20 years, 22 years, and 25 years) and the college's mission, $F_{(19,80)} = 1.77$, $p < .041$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	19	52.32	2.75	1.77	0.041	1.72	0.13
Within Groups	80	124.44	1.56				
Total	99	176.76					

Year of Services in and A Marketing Specialist

In a one-way between-subjects ANOVA, the year in the current position was the independent variable, and the designated marketing specialist was the dependent variable. The results revealed a significant relationship between the year in the current position (less than one year, one year, two years, three years, four years, five years, six years, seven years, eight years, nine years, ten years, 13 years, 14 years, 15 years, 16 years, 18 years, 19 years, 20 years, 22 years, and 25 years) and the marketing specialist, $F_{(19,80)} = 1.77$, $p < .041$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	19	64.44	3.39	1.77	0.041	1.72	0.13
Within Groups	80	152.87	1.91				
Total	99	217.31					

The Number of Students and International Enrollment Management Plan

In a one-way between-subjects ANOVA, the number of students was the independent variable, and International Enrollment Management Plan was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and the International Enrollment Management Plan, $F_{(10,89)} = 2.02$, $p < .040$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	39.95	3.99	2.02	0.040	1.94	0.09
Within Groups	89	175.70	1.97				
Total	99	215.64					

The Number of Students and Funding

In a one-way between-subjects ANOVA, the number of students was the independent variable, and the funding was the dependent variable. The results revealed a significant relationship between the number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and funding, $F_{(10,89)} = 3.73$, $p < .000$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	57.55	5.76	3.73	0.001	1.94	0.21
Within Groups	89	137.36	1.54				
Total	99	194.91					

The Number of Students and International Student Access and Success

In a one-way between-subjects ANOVA, the number of students was the independent variable, and the international student access and success was the dependent variable. The results revealed a significant relationship between the number of students (0, 1~50, 51~100, 101~200, 201~300,

301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and the international student access and success showed, F $(10,89)$ = 2.09, p <.033.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	35.98	3.60	2.09	0.033	1.94	0.20
Within Groups	89	152.93	1.71				
Total	99	188.91					

The Number of Students and Staff Professional Development

In a one-way between-subjects ANOVA, the number of students was the independent variable, and staff professional development was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and the professional development for staff showed, F $(10,89)$ = 2.09, p < .033.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	35.98	3.60	2.09	0.033	1.94	0.10
Within Groups	89	152.93	1.72				
Total	99	188.91					

The Number of Students and Study Aboard Program

In a one-way between-subjects ANOVA, the number of students was the independent variable, and the study aboard program was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and the study aboard program, F $(10,89)$ = 2.13, p < .030.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	42.32	4.23	2.13	0.03*	1.94	0.10
Within Groups	89	176.68	1.99				
Total	99	219.00					

The Number of Students and Faculty Exchange Program

In a one-way between-subjects ANOVA, the number of students was the independent variable, and the faculty exchange program was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and the faculty exchange program, F $(10,89) = 2.61, p <.008.$

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	34.70	3.47	2.61	0.008	1.94	0.14
Within Groups	89	118.30	1.33				
Total	99	153.00					

The Number of Students and Marketing Specialists

In a one-way between-subjects ANOVA, the number of students was the independent variable, and the marketing specialist was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and the marketing specialist, F $(10,89)$ $= 2.42, p < .013.$

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	46.47	4.65	2.42	0.013	1.94	0.12
Within Groups	89	170.84	1.92				
Total	99	217.3100					

The Number of Students and Diverse Perspectives

In a one-way between-subjects ANOVA, number of students was the independent variable, and leadership that pays attention to cultural differences and is open to diverse perspectives was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and leadership that pays attention to cultural differences and is open to diverse perspectives showed, F $(10,89) = 2.02, p < .040.$

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	26.65	2.66	2.02	0.040	1.94	0.09
Within Groups	89	117.35	1.32				
	99	144.00					

Total

The Number of Students and Speak More Than One Language

In a one-way between-subjects ANOVA, the number of students was the independent variable, and speaking more than one language was the dependent variable. The results revealed a significant relationship between the number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and speak more than one language showed, $F (10,89) = 2.02$, $p < .002$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	66.80	6.68	2.96	0.00**	1.94	0.16
Within Groups	89	200.59	2.25				
Total	99	267.39					

The Number of Students and Internship

In a one-way between-subjects ANOVA, the number of students was the independent variable, and international leaders supporting international students for internship was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and internship, $F (10,89) = 2.19$, $p < .0025$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	31.26	3.13	2.19	0.025	1.94	0.11
Within Groups	89	127.18	1.43				
Total	99	158.44					

The Number of Students and Student Activities

In a one-way between-subjects ANOVA, the number of students was the independent variable, and student activities was the dependent variable. The results revealed a significant relationship between number of students (0, 1~50, 51~100, 101~200, 201~300, 301~400, 401~500, 601~700, 801~900, 901~1200, and1201~3000) and student activities, $F (10,89) = 2.58$, $p < .009$.

ANOVA

Source of Variation	d.f.	SS	MS	F	p-value	F crit	Omega Sqr.
Between Groups	10	39.27	3.93	2.58	0.009	1.94	0.14
Within Groups	89	135.48	1.52				

| *Total* | 99 | 174.75 |

Appendix H: Open-Ended Questions and Responses – Vision

Questions 1: According to your experience, how have your International Leader's vision and strategies influenced your international enrollment?

"Our International Leader's lack of vision and strategy has influenced both numbers and morale at this college. The staff tries to provide a welcoming and worthwhile environment for international students, but a lack of focus on this international population (or usually, as an afterthought) has been difficult to sustain enrollment efforts."

"My director is a visionary and has tried to implement a comprehensive enrollment plan; however, the lack of institutional support truncates her ability to effectively carry out such a strategy."

"The international leader's vision for our program greatly influences student's decisions and usually will result in a student attending our program."

"The Dean, despite the limitations of campus bureaucracy, has successfully formalized a comprehensive internationalization effort including faculty lecture abroad, student study abroad, and international transfer degrees."

"Enrollment is also affected by District decisions but the international leader on my campus may have vision/strategies which may not be fully realized in part due to COVID 19 travel restrictions and also in part due to budgetary constraints that are dependent on senior or district leadership."

"We could do a lot more with funding."

"Poorly. The fact that the leader does not understand what it takes to grow or maintain an international program, enrollment suffers to a high decreasing point."

"International education is changing drastically due to the pandemic. The way we recruit and interact with international students will forever be different. Thus, it is imperative to create a new vision for international education. Only a visionary leader can accomplish this goal."

"Enrollment continues to decrease, which is consistent with the lack of vision towards international enrollment. There is no real effort established by leadership to build the international program; however, our international program is listed on our college master plan, so perhaps that can change in the future."

"Our leaders are willing to assist international recruiting in any way they can, and it's been working out to increase the enrollment."

"It definitely helped increase the number until the Pandemic."

"There has been no influence on international enrollment except for the freedom for International Student Program staff to provide scholarships and programs without too many hurdles or monitoring."

"It hasn't, because they are not involved in the process."

"We do not have the resources for study abroad or faculty exchange at the moment, so International enrollment is strictly F-1 students."

"Not at all."

"I think some institutional policies might be limiting our scope of enrollment, but we also don't actively recruit for international students. Because we are a community college, we run on family/friend recommendations and word of mouth."

"I think some of the initiatives have led to the increase in our international student enrollment."

"Our college used to have an Asst. Dir position for study abroad, but that position was cut during COVID. During COVID, the international students who did come struggled greatly with engagement and connection. Even students in homestay felt the isolation. A key for us is, I think, balancing management and reaction of the everchanging situation in the moment with consciously looking ahead to the future and planning adjustments that embrace the "new normal" instead of pining for "the way things used to be.""

"The numbers are low, but steady."

"We do not offer study abroad, and as a small rural community college, we do not offer faculty exchange either."

"Study Abroad is administrated by the Dean of Library and is strictly run by faculty on our campus. My dean and the International Office have no connection and funding for both programs come from separate funding sources. I would refer you to the previous answer for influence on international enrollment as I am doing a lot of the vision boarding and creating the strategies to present. The school and leadership do not have a strong/any vision for international enrollment and all strategies for increasing are placed on me to create and present."

"The vision is for more students, thus there is a heavy influence to recruit and gain worldwide exposure of our campus. I see it is working as we are now more than ever receiving more inquiries to apply from individuals in countries we have not seen before."

"As most of our institution's international recruitment was based in word-of-mouth, we've moved towards more aggressive and digital recruitment methods. Positive results were yielded up until the COVID-19 pandemic hindered enrollment, especially beginning Fall 2020 and Spring 2021. Nonetheless, our current strategies have yielded our highest number of admissions applications for Spring 2022 in at least 5 years."

"The plan exists, but the execution depends on leadership support and funding."

"The international leader's vision is not currently focused on expanding the international program both within the staff nor student body. This has a detrimental effect on the numbers of international students at Santa Ana College."

"Increased."

"Maintaining an excellent service model and academic environment are key of success."

"I have brought a number of new strategies to the college, including different ways of reaching recruiters and students."

"In the past year, our vision and hard work has helped to increase our F-1 student intake drastically. Our team is considered the international leader, and leadership advocacy for F-1 students often is limited to the Associate Dean level. Leadership that is higher up than that seems to be concerned more about state and federal funding."

"The vision and plan for increased enrollment is adjusted frequently to adjust to changing conditions. Since 2016 much has changed for a variety of reasons, but quick planning and revised vision has resulted in full recovery of international enrollments to pre-pandemic numbers (nearly to pre-Trump era numbers)."

"By active participation in recruitment activities and expanding partnerships with educational sectors, colleges and universities."

"Providing excellent programs."

"It has been difficult to maintain a particular vision and strategies in the past two years. We have remained adaptable and accessible to students. I don't know if this helped increase our enrollment, but I believe it has helped to retain our students."

"My international leader has funding limitations. Even though SIO, we do not have a specific budget to develop study abroad opportunities though we have managed some through students' own resources."

"I don't think that their vision and strategies have influenced enrollment much at all. The individual was placed into the role and it's not her sole responsibility on campus. So, I believe this gets moved to the "back burner.""

"I think that they have been a net positive, especially in the recent challenges many colleges have faced with lower enrollments, in some cases so severe as to necessitate closure of international programs. I think our Leader's vision and strategies have been essential to our success in navigating the recent enrollment dips over the past few years."

"Little to none."

"I have not seen a future vision or current plan."

"No vision and no strategies."

"International enrollment was rising prior to the pandemic but went down the last 2 years."

"We do not have an international leader or an exchange program."

"Our vision is to prepare our students for a global and diverse society, but sometimes I feel we fall short, since we are so rural and very conservative."

"I would say that our international leader's lack of vision has impacted our enrollment."

"There has been discussion in the past about increasing our international enrollment, but as the voice, I have to remind folks we are not equipped to take on large numbers with our current structure. We do not have a formal ESL/ELL program + transportation and housing can serve as barriers. International enrollment is a small fraction of my daily work instead of a deserved priority."

"Lots of students coming on J visas."

"Our leader provides every opportunity but outside influences are strong."

"Since we do not have much vision for this area, our enrollment is small. We usually have an average of about 10 F-1 students."

"I have tried to do some recruitment, but I have no experience doing so or know how best to recruit international students. I do not have a recruiting budget."

"We do not have an internationalization strategy and do not have any words other than possibly one "global work force" in our strategic plan so the college doesn't have a vision or strategy for this."

"They have not profoundly affected it."

"The new vision put forth has been adopted and we are now applying for J-1 sponsorship, under contract with recruiting agencies, developing an ESL program, and working on online overseas programming."

"Until we can convince him otherwise International Student Services will remain a low priority and enrollment will not increase."

"Again, what we want and what we can have been determined by the lack of dormitories, public transportation and even scholarships targeting international students. The scholarship issue took a turn just recently, however, as our Foundation is now setting aside money for internationals and even getting donors who want to contribute to this market segment. I see that as a positive step in the right direction."

"They aim to connect with students who want to further their education and career goals."

"I have not seen an increase in enrollment."

"Her vision directs the Office of International Students Services and she sets the right strategies for us based on the resources available from the College."

"Not applicable."

"No leader."

"All has stemmed from an aspirational plan and providing resources to meet the goals. Where we have failed to reach goals is due to lack of funding for positions and recruitment."

"Our vision has been impacted by overall college funding, priorities and support."

"It has allowed us to keep service students who find us but has not been able to influence or changed upper administrations bias against funding international in and outbound programs at this time."

"I have been at my current institution for about 6 months. I am working to create reminders for international students, consistent communications about visa maintenance and get to know them. I believe these are creating a positive impact on our international students."

"Limited growth."

"Our Enrollment Dean is implementing a new CRM, which is supposed to include assistance with international enrollment communication. We are about to replace our database, which is sorely needed since the current database hasn't changed much since 1998 or so. They are mostly focused on trying to make the int'l processing more efficient and streamlined, but to be clear this is to support all enrollment efforts, int'l admissions just happen to be a part of our enrollment services."

"Due to many replacements in Administrative Officer, leader vision and strategies are not defined."

"Positive influence."

"Our International Leader has not been given the support from top leadership needed to make a positive impact on our international enrollment."

"The vision and strategies of our leadership has increased international student enrollment."

"Our International Leader doesn't seem to have vision nor strategies to boost F1 enrollment at DMACC."

"Yes, but only in the way of support and recruitment at this time. Enrollment is still down but we are planning for an increase for fall term."

"Recruiting international students is not a priority at our colleges."

"We have increased enrollments that didn't previously exist."

"Because the college does not have a designated person and funding for this position, F1 students are an afterthought, this program struggles to enroll F1 students."

"The strategies remain consistent with past Pre COVID-strategies. There is now a lot of competition that we are unable to keep up with due to lack of creativity. The IL does let us play to our strengths and recruitment has grown in regions where our staff is from."

"I don't think there has been much vision or strategy related to international enrollment. The VP for Student Affairs and Enrollment Management has so many areas and student populations under his purview, so he does not commit much energy to international students in particular. I do not believe international students are a priority at our institution."

"Focus on funding to recruit incoming F1 students. Lack of funding for Study Abroad."

"Our enrollment reflects our excellent support and assistance to our Intl students, and our leaders' vision and strategies may influence less on enrollment."

"Our leader has been mostly absent and completely uninvolved; sadly, therefore our numbers are down about 70% since they started."

"Our international student enrollment is diverse by design. We have over 80 nations represented."

"Total support."

"Strategies to diversify enrollment and not rely solely on 2-3 countries for recruitment."

"Unsure."

"Very little. I don't have much opportunity to strategize with my superiors about international enrollment. This is due to time mostly. As a one-person office, I am trying to keep the service to students at a satisfactory level which entails a lot of administrative processing and communication with students. This keeps me so busy that I don't have the ability to reflect and plan as much as I'd like."

"It makes me request each you for more recruitment funding and adding agents and or more partners."

"Enrollment is trending up."

"Our leadership's vision helps guide what's possible for enrollment."

"Greatly influenced."

"We have many study abroad and student/faculty exchange programs at our college. We also hold various events for the students to feel a part of our community.

"It is absolutely pathetic given the city of XXX has a motto of international city and we have one of the lowest "international enrollment" of other community colleges in the area."

"The international leader has many visions that could positively impact enrollment, but no ability to enact them. Thus, there is no impact on enrollment."

"The right vision helps to create functional strategies for this time. We need new ways to reach the international students."

"Many international students and several key immigrant community leaders continue to refer students/family members to the College based on intentional outreach by the leaded, and the leader has expanded the use of the statewide consortium (taking recent leadership over the past two years), which has led to innovative programming and increase of online presentations through US Commercial Service, EducationUSA, and other international organizations/audiences."

Appendix I: Open-Ended Questions and Responses – Characteristics

Question 2. According to your experience, how have your International Leader's characteristics and global competencies influenced your international enrollment?

"Their global competency impacts efforts in creating a diverse learning environment for all students and promoting opportunities to learn/engage. This ideal includes fostering understanding of international perspectives, which I strongly believe is lacking in our current leadership."

"My director is very experienced in recruitment and enrollment strategies; however, since she is only at the director level, the college administration's lack of support in many ways, including funding, amputates her ability to thrive and grow our program. She is very culturally competent and creates culturally relevant strategies to relate to enrollment."

"They are very knowledgeable and help provide a great support system for students."

"Using an entrepreneurial lens to identify opportunities is very different than just 'running a program.' I appreciate the Dean's point of view of growth as a service to the college."

"Decision-making is more complex than one dedicated leader's position. I think it's important to have a globally competent leader, but I do not think this is a primary factor in recruitment though it likely has more impact on retention."

"Helpful."

"Poorly. Even though the leadership team is also composed of former F1 students, they don't seem to understand what we need to do to attract and maintain international students on campus."

"I believe that international leaders with global competencies have an advantage when creating or supporting international programs compared to those who do not have global experience. The leader's ability to cultivate international programs is closely linked to the passion for this area of higher education. "

"Our current international leader is committed to student success, in all college programs; therefore, our international students receive his support and flexibility. However, the support is given to students currently applying or attending, no efforts go towards recruiting, and have not since the loss of a director. I believe our college's reputation for supporting international students helps with word-of-mouth referrals, which generate a few new applicants each year."

"I think our leaders and our recruiting staff are always on the same page, which means we aim for the same goal; we embrace diversity and support our international students when they come here to study as much as possible. Our retention rate is high."

"As mentioned above."

"The dynamics at our college creates a vacuum in international growth since the director of A&R, who also is the PDSO, rarely focuses on anything related to F-1 student, and multicultural activities, and focuses more on general admission/enrollment issues."

"Not having a leader that is willing to invest in his area has preventing the program from advancing."

"No opinion."

"Our international leader completes professional development often, stays up to date with the latest global news and USCIS information, and utilizes that information to keep our students and website current - reaching those specific student populations well."

"Zero effect"

"Our international leader is a past DSO, and they are able to still expand in their international knowledge, despite not being the point person with international students."

"I think being open has helped, and also taking the time to learn about the cultures of the home countries of our students has helped. I do think if I spoke more languages it could improve even further, and that any development of stronger cultural skills would benefit our recruitment and enrollment efforts."

"Our Exec Director is a vocal advocate for international students and international programs to the rest of campus, and especially college leadership. This creates buy-in and greater willingness to collaborate and ensure consideration of international student needs in the larger student support picture. This also extends to our international partners and key agents as well. Some of our institutional siblings in the area have very large international student enrollment, thus large international student support including dedicated advisors, mentor programs, and even counselors. We are modest in comparison with a small international office, so we lean of broader student affairs programs and support services so keeping those cross-campus relationships strong fosters engagement and retention."

"It's a personable approach and very welcoming."

"Again, I am a one-man office. I am sensitive to different needs of our students considering the regions of origin as well as exposing them to "Texas culture" events."

"I would say that my Dean is very supportive of the ideas I have, however, he is more or less hands off and leaves decisions, ideas, proposals to me and then he essentially lets me know if it's feasible or something that may have pushback. Our campus is not very globally oriented, despite having a popular Study Abroad program. This program, however, is run by faculty, and there is no connection with the international office or my dean, as it falls under the purview of the Dean of Library. If anything, the lack of global competencies has influenced me to push harder and educate not only the dean, but all constituents on campus about the value of international students, and why it's important to maintain and grow the program."

"Their personal competencies heavily influence the behaviors of the office as they determine what is important to the students based off their personal knowledge. It negatively impacts those students who do not fit the stereotypes that our leaders expect of them."

"While I Direct the program with a fair amount of autonomy, many things I want to do has to gain VP of Student Services approval. Nonetheless, leadership expressed character and competencies that lead to a peak enrolled of nearly 700, which is great for a single district community college outside of Los Angeles. Leadership and faculty fostered a desirable environment for international students that led to other students wanting to attend our institution."

"It is hard to provide an answer as we have new leadership. Previous leadership was very supportive."

"To my understanding, the international leader's characteristics has not influenced international enrollment."

"We have maintained a health international enrollment."

"A dedicated district recruitment team is responsible for holding and attending recruitment events worldwide."

"I would like to believe that my competency has helped improve our enrollment. This is still my first year, so that remains to be seen."

"In the past, international leaders at my college have been several years behind the global competencies of universities. A lot of this has to do with state and federal funding being the primary pocket of concern, which is a narrow way of thinking in my opinion."

"While personal characteristics and global competencies are important in this type of leader, experience in the recruitment and support of international students is more important. Global competencies are developed through the practice of recruitment and international student support. It's something of a 'chicken/egg' framework."

"Increased enrollment; helped campus diversity and globalization."

"Non-applicable."

"I think our director's global competencies is reflected in her commitment & belief in international education, which has helped sustain international enrollment, despite declining support from our president and challenging times.

"Their ability to speak effectively with students of diverse background, linguistics, and understanding of their needs has been a very key element."

"I'm not sure, but I don't believe that it has helped with enrollment."

"Our Leader's personal experience as a former international student herself I think gives her a unique perspective on how to think about and approach enrollment. She has strong connections within her own cultural community, and I think she is very open to diverse perspectives while being respectful of cultural differences."

"Little to none."

"We are below what we could be doing."

"The college don't have an International Leader."

"It has kept enrollment steady."

"We do not have an international leader at our college."

"Lack of financial backing and/or funding to send overseas to start building a connection and pipeline. This is desperately needed to be "seen" and visible in international recruiting circles, both college fairs and at international high schools."

"Our college has a large newcomer and immigrant population, but a small number of F-1 visa international students. As mentioned before, our international leaders lack of formal education in international/multicultural education/ESL makes them less equip to advocate or network for expanded recruitment of F-1 students."

"I consider myself the International Leader on campus. I do my best to stay abreast of all pertinent knowledge via SEVP, DHS, ICE, and USCIS. I also serve on our Diversity, Equity, and Inclusion Council advocating for international students and pride myself on creating an inclusive environment to support their retention."

"Again, we are hindered by finances as well as the lack of housing and transportation."

"Again, we do not have top international leader. We used to have an "office" for global affairs, but about three years ago it got broken up and divided. International affairs at our college are very broken and only carried out because of a few passionate staff and faculty who continue to make it a personal priority."

"I am the only one in my department. I am also a student advisor; this position is a 0.30% contract."

"Not so much."

"They have not really affected it."

"As the International Leader, I have put forth many ideas and initiatives that were ignored or rejected prior to new leadership last month. Now all projects have been approved and in development."

"We are considered a low priority. It doesn't matter if we have great ideas to increase enrollment or otherwise, because of our low priority we are continually at the bottom for funding. We have to make do with scraps just to keep the staff employed."

"At our college, there are several people involved in this role and not just one. I think there is somewhat of a lack of "global" competencies as that isn't the focus right now nor has it ever really been a focus. There was a push to recruit more internationally right before the pandemic hit so that is now on hold for the moment."

"We have many students that speak Spanish attend our college because of the student support services offered to them."

"I have not seen an increase in enrollment."

"Very much. She would like to do great things for the College based on her knowledge and understanding of the importance of international students for the institution."

"We do have diversity in our staff, and we also participate in cultural diversity trainings."

"As stated, we have several people/depts. that are responsible for this population."

"We do not have anyone in an international leader role."

"People enjoy working with her and building relationships with agents, students, parents, and colleagues is easier when you have an engaged leader."

"Positively."

"When funding was given to the unit all the other skills and abilities mentioned were able to be put into play to increase enrollment and retention. Without funding a basic level of staffing and service these skills cannot be used effectively."

"As mentioned, at my current institution there is not a dedicated person for international student services, enrollment or recruitment."

"No."

"Well, I am the only person on campus that works full time in international student services. My leadership is in charge of the enrollment for all students. We do have a very diverse campus therefore they do have an eye on inclusion and equity which benefits international students as well as non-international students."

"Our college focus on global competencies therefore I believe this factor will have a positive influence in enrollment."

"I am a new employee and won't be able to answer this question accurately."

"Very supportive of attempting to improve enrollment but limited institutional resources have been committed."

"The strong belief in diversity values of our leadership has increased international enrollment."

"That's hard to determine. Our International Leader doesn't seem too interest in F1 enrollment or engagement."

"Yes, we are now actively recruiting and focused on a recruitment plan with target markets. Leadership has also secured some funding for this as well."

"If you mean my supervisor, she is supportive of my program, but she has many other responsibilities in Admissions and Records that my program and students are not a priority."

"Our international leader is charismatic, entrepreneurial and innovative. Their ability to network has helped us create new opportunities."

"Because I have a strong background in working with the immigration system personally, we are able to help families looking to navigate the American visa system and are using education as the first step to helping their family gain permanent standing in the US. In addition, I have lived abroad, studied abroad, and married an exchange student. I take all my lived experiences to design services for students in a method that I can maintain with my workload but still provides support to students."

"It has been stagnant. They are willing to provide resources for traditional methods of enrollment but is not willing to try new methods. They are open to any and all students as they are very open and engaged in the international community."

"Our enrollment has decreased and then plateaued since I have been working there (6 years)

Our previous international leader was very confident and able to assist students with whatever they needed. They were able to push students to continue the admissions process and enroll without any issues."

"Inspiration."

"There is no correlation."

"Our leader is open minded and supportive to our program, and it reflects to our enrollment."

"Our leader focuses only on the country of her birth, if involved at all."

"Encourages faculty and staff to gain intercultural competencies to build inclusive environment for international and domestic students."

"It has not."

"They are especially strong in recruiting from their own home country (Japan)."

"The biggest influence on international student recruitment at my school, is athletic coaches who recruit these students for their teams."

"I don't think I can answer this because I don't have an International Leader."

"It will not grow unless we can get additional funding. We are where we are and that seems to be fine with the institution."

"We are trending up in enrollment."

"Having a diverse, multi-cultural team of leaders has helped create a space that is more welcoming to international students. This has given our institution the reputation that we're a great place to study."

"Greatly influenced enrollment."

"As I stated previously, her outgoing nature and ability to make time for seemingly anything has a great affect on the students. This affect will eventually lead to greater enrollment."

"Well, the fact that we are one of the largest cities in California and have an international enrollment of less than 50 students should tell you something. Nobody is actually competent and if you look at our website it's an absolute disaster it doesn't even cater to people of different languages and cultures. To me it almost seems like they actually hate international students, and this is a form of racism at play."

"Our international leader is a natural salesperson and a caring over-achiever, so students are recruited and maintained. However, the international leader is not even a manager-level position, so there's very little they can do past direct student impact."

"The aptitude and attitude are an Iman to catch prospective international students. Also, the leader is the face in the international student office."

"He needs more training in internationalization, with no previous strategy in place at this institution. He has attended trainings and frequently networks with colleagues in the field regionally and nationally.

Appendix J: Open-Ended Questions and Responses – Actions

Q3. According to your experience, how have your International Leader's actions, behaviors, and decisions affected your international enrollment?

"Without our International Leader's full support of our program (for context, our International Leader is a VP in our area and also responsible for other programs. International is NOT their primary responsibility), it has been difficult to sustain and find funding to support enrollment efforts."

"Students are very excited to take part in extra circular and job opportunities on campus."

"The Dean has a willingness to test various methods for communicating the merits of the 2+2 program."

"I think building a sense of belonging and community helps foster international enrollment and our campus international leader has done this though this has been challenging to do via zoom/online since COVID 19."

"Due to lack of funding and involvement from leadership, it is very hard to make students happy."

"Housing for international students is a challenge at community college. The nature of a community college does not include student housing. As such, we must be creative in the way we provide these services to our students. At my college, the President has embarked on a project to build dormitories. This is courageous leadership."

"As stated previously, there has not been an action plan for years in international enrollment at our college. We have a steady number of students that choose our campus for sports or for family/location; however, this enrollment continues to decrease each year and especially with the pandemic."

"It's been leading to enrollment increase before pandemic."

"It definitely helped increase the number until the Pandemic."

"There is no priority to focus on international student recruitment or programming at the moment."

"Has no effect, they are not evolved."

"We do not have a recruiter position, and the value may not be seen as most efforts are focused on domestic inclusion/equity. Being a CC, we do not have dormitories."

"I believe if we were able to secure funding for more employees we would be able to increase enrollment through recruitment, study abroad, and other initiatives."

"Zero effect."

"While we don't actively recruit, we are able to support students as they come."

"I think again, some of these things are not going to be under the purview in a small college. A marketing specialist would be amazing to have, but we are a 2.5-person office. I do think as the director that my actions, behaviors and decisions have impacted enrollment, mostly via innovative student programming and our international student employment program, a partnership with a local high school, and using my personal contacts and recruitment trips to establish relationships with agents."

"This section is difficult since the snapshot of things with COVID now are not necessarily reflective of big picture. Campus has been closed for years so there have been almost no jobs or internships for any student, international or domestic. Same with activities; although, we did attempt some virtual programming which fell flat. We only have 1 dedicated marketing and recruitment position, but it is an Assoc Dir position, thus the 2nd highest position in our area. This definitely highlights the focus on having a skilled and dedicated person it that

role."

"I do have issue with the 2nd question though. The silly point first. I come from Housing and Residence life primarily and we consider "dorm" a bad word. They are "residence halls" or "housing communities." Beyond that though, the implication that on-campus housing is the only option is troublesome. Our campus does not have a residence hall which does indeed have a negative impact. At the same time though, we do have a homestay program that we manage ourselves (not a private agency) which is a large draw. Ideally, we would have both, but saying we do no have a residence hall is not the same as saying we don't have housing options."

"The numbers are low, but steady."

"Our enrollment continues to grow, although small. We increase our numbers by 1 or 2 students a year."

"If anything, his support for my ideas and vision have been encouraging. While the school has no vision or strategy in place for international enrollment, I do feel that they are supportive of the efforts of me trying to establish one. I feel that they look to me as the expert for this and are willing to work with me to ensure enrollment growth, to the best that we can within the school and district regulations/rules. There is pushback from some other constituents on campus who, I feel, are primarily against trying new things or doing anything unknown. That is perhaps the biggest hurdle to really growing enrollment on this campus, as we need new ideas, plans and actions in place...but to achieve many of them, I need the buy-in and support of many others outside of my leader's direct influence."

"Our international leader is able to think outside of current practices to try and implement new procedures that give our students greater access to resources and our staff."

"We offer a large array of student programming that covers academics, leadership, employment, cultural exchange activities, cultural field trips, recognition events, informative workshops, health resources, and much more. Our programming positively affects our student enrollment because students feel a sense of belonging and care as we develop lots of resources for their benefit."

"We can do much better in offering activities for international students. Exposing our domestic students to different cultures, languages, traditions, etc. Study abroad and faculty exchange programs would be another excellent way to internationalize the campus."

"The international leader's actions have supported campus events that promote the diversity of international students through events such as international student festivals. That has not taken place since Covid. Other than that, I have not witnessed an intentional effort to provide international students more resources in order to connect their campus experience to a more tolerant view of their readjustment to a new system of learning/country."

"I try to be open and aware of international differences and cultures, and because of that I believe that I act appropriately to the different scenarios when it comes to international enrollment."

"Recently, leadership decisions have made a positive impact on enrollment. In the past, it was mostly stagnated."

"In regard to housing, activities, marketing/recruitment - our college's international leader (me) has provided all of those resources toward increasing international enrollment."

"It helped student retention and student's academic success rate."

"Provides a variety of activities."

"The shortage of personnel has made it difficult to have a dedicated marketing or recruitment specialist or to offer internship programs. I believe it hurts our international enrollment as students will go to bigger institutions capable of offering more opportunities & are more reputable."

"Within my institution, my international leader does not have complete control of the focuses of the strategic plan and the budget. Actions, this person advocates for appropriate resources and participation in opportunities for recruitment. Behaviors, the IL is active in the process of communication and recruitment. Decisions, the IL doesn't control all the decisions that impact Enrollment Management/Recruitment."

"Not much at all."

"Our Leader has recruited a talented group of staff that work hard to develop opportunities and experiences for our students. We have specialists who support student's entry into OPT and other work experience opportunities, as well as a close-to-campus dorm that prioritizes international student housing, so students have one less thing to worry about upon arrival in the states. Our staff coordinates closely to develop activities programing that engages student interests and connects them to the community and peers. Our Leader has been a big part of this by her active support of our team."

"Little to none."

"The lack in attention to actions, behavior, and decisions poorly impact enrollment."

"No International Leader at the college."

"It has kept enrollment steady."

"The only international student we have enrolled have become Colorado citizens."

"There is no sense of urgency to expand the international recruitment strategies outside of recruiting athletes."

"The lack of vision, action, and advocacy has made our college a place that does not adequately appreciate to the value of international students and does not see their recruitment as a priority."

"We do not have funding or true support for international students. As a rural campus, we average 3-5 per year on an F-1 visa. I do the best that I can and feel our international students do have a good overall experience but have little influence on some of the items mentioned in this survey."

"It's not the leader's actions that affect international enrollment."

"It has made it harder to recruit students since it is not a priority."

"My position exists mostly to assist with international athletes."

"Again - there are no targets for international student numbers. Our focus is more on the local population (whether US citizens, refugees, DACA, etc.) so not a big focus on increasing or retaining F-1s. Also, not enough staff to support a larger F-1 population."

"They have not. The international student is treated like all students on campus."

"Due to the limitations of our community college, we do not have the same capabilities as a 4-year university, but this hasn't stopped us from finding ways to assimilate new and current students into the community and help them reach their academic goals."

"We started to move forward with dormitories but again this would be for all students. We have convinced him to allow some rooms for international students, but with the war in Ukraine the bonds went too high, and the project is off until sometime in the future."

"We only have a handful of students right now although I have seen a substantial increase of inquiries in the last 4 months. Due to lower enrollments of domestic students these last 2 years, they are truly focused on increasing those numbers before focusing on international recruitment. They did recently allow the removal of all the international flags representing the countries of our international students. While their reason seemed logical at the time, several of us thought they could have proposed an alternative location."

"Students feel a part of the campus community even at a community college."

"I have not seen an increase in enrollment."

"Her decisions have a direct impact on how our staff works in enrolling international students."

"We have campuses and only dorms at one of them. Athletes get the majority of the rooms."

"We have had steady enrollment of international students on our campus."

"None."

"I am not sure how this question is different than before."

"We have many activities for international students, but COVID and budget has definitely impacted us in recent years."

"In the past the leadership was able to offer a wide variety of supports and experiences for our international students and the local students they interacted with. That was drastically limited when upper administration cut this unit back."

"Yes. Our growth has declined due to lack of interest and funding for programming."

"Well as a one-person office, I only have so much time and energy to put towards a lot of things. I spend my time processing a lot of paperwork and tracking applications and enrollment, communicating with prospective students, as well as troubleshooting issues regarding academic, mental health, and financial struggles with current students. I don't have a lot of time to reflect, analyze data, plan, etc. due to inefficiencies, performing other duties as assigned, lack of admin support and no CRM that works for Int'l student services. So I also spend a fair amount of time asking for what I/my students need, being told yes by my superiors, but then movement on that yes is very slow because we're a large public school."

"There are many replacements in the top management the last few years; therefore, its actions, behaviors, and decision should not be appropriately defined during these periods."

"Behavior of our leader has positive effects in our international student enrollment."

"No significant effort has been put forth to improve international enrollment."

"The actions and behavior of our leadership has increased international student enrollment."

"Our International Leader doesn't seem to factor in F1 students at my college."

"Has given support but no change in enrollment at this time."

"With no recruiting or marketing, our enrollment has decreased. Students find about us from word of mouth almost exclusively."

"The leader operates with international students at their forefront - they work to include international students in all initiatives college-wide."

"The actions have kept students retained but not necessarily bringing new."

"I think it would be helpful if we had on-campus housing for students. We are a commuter school, which can be challenging for international students who do not already have a built-in network in the area."

"The school doesn't have many resources to provide the international students, so the international leader is limited in what can be done. However, he does try providing as many resources as possible in his own time."

"Campus and faculty engagement."

"It depends on who the leaders you are referencing."

"The more the Intl leaders support the Intl students and activities, the more positive reviews and reputations will lead to better enrollment."

"My leader has been completely uninvolved, has made poor hiring decisions, is absent 95% of the time and will not make any attempts to dismiss or correct employees who are not doing their jobs, thus demoralizing those who work hard to maintain student service and who work hard. It has been extremely unhealthy. There has been no acknowledgement of those who work hard (not even an "I appreciate you"), no employee evaluations in 8 years since she started. And she is completely dishonest so hard to respect. Everyone in our department is unhappy."

"Demonstrated adaptability during pandemic with shift to virtual recruitment and retention,"

"They support all efforts."

"Emphasis on student cultural activities helps build community."

"Unsure."

"It's been difficult to do more than just over the minimum for the current international student population. They are largely on their own to find housing, extracurricular opportunities, etc. We used to have an international student club, but because students aren't studying for much more than 2 years, they leave before being able to make connections with the underclassmen that can take over the leadership of the student club. But we do have a fair amount of opportunity for international students to work on campus. Especially since reopening last year after closing because of COVID, International students have been the primary applicants to on campus jobs. This is greatly beneficial to them for financial purposes."

"They could do more if it was a priority. But it is not so we don't have much."

"Due to staffing constraints and funding, it is a challenge."

"Process decisions by leadership have often limited what we are able to do with enrollment."

"Greatly influenced."

"At our college, we do not have Dorms. We do assist with student housing however and we also try and get them employed on campus for work experience. We do not have a qualified specialist focused on recruiting but we as a staff all collectively focus on recruitment."

"I would say that the leadership has almost tried to discourage international enrollment and they've done an excellent job. There are probably less than 50 students, and we have a disastrous website that is not welcome in to see the least nor does it show who any of the staff are."

"Yet again, these questions are mostly beyond the scope of what our international leader can do. They have only funding for activities, which I don't really think impact enrollment."

"The lack of quality in our service has decreased the number of applications and the number of active F1 students."

"The leader has chosen recently to fill in the leadership gaps and staffing gaps in their department (VP Student Affairs, Director of Admissions) and frontline staff, which has halted the innovations they started during COVID to adopt innovative international enrollment management strategies and to fix problems in the international enrollment processes."

Appendix K: Open-Ended Questions and Responses – Support

Question 4. In your experience, how has support from International Leaders affected your international enrollment?

"Lack of support has significantly impacted our enrollment over the last 4 years. Their support is critical in furthering recruitment efforts, which have seen sharp decreases in the last few years."

"Institutional leadership at the executive level consistently asks about enrollment but does not seek to sustain and grow international student enrollment financially. This excludes our International Student Director, but any leadership at the dean to presidential level at our college. Our college executive leadership seems to believe the myth that our "reputation" and word of mouth can sustain our enrollment and that our recruitment strategies can be maintained with a very small budget. The truth is that we can barely compete and maintain our brand image with what we have. Our students are cognizant of this and can feel the lack of support from the college structures. The highest international leader at our college is the Director, International Students. This can also tell you of our institution's support of our population and global engagement."

"The support from our International Leaders has greatly affected our international enrollment as they are very dedicated to helping students from all walks of life complete their educational goals."

"The program is self-supporting so funding for recruitment comes from tuition. This means we do not have to specifically negotiate recruitment funding after the annual budget is established. This trust is a function of the status of the International Student Program Dean."

"Support from leadership directly affects enrollment but there are also other factors."

"We don't have much funding or staff for this, so we have very few international students."

"We have very little funding to expand or to maintain the program. My leadership does not understand how to budget for an international program. It makes it very hard to get things done."

"It's critical. Without the appropriate support, international programs would not exist."

"Approximately 10 years ago, our college had a director of international student programs and a robust student enrollment (over 100 students). After the position was cut due to budget concerns, it remains unfulfilled and student enrollment has continued to decrease. Additionally, the program has not had full-time support, as it consists of a part-time counselor and coordinator. Due to COVID and a lack of leadership, enrollment is at an all-time low (20 students) and may not return to a robust enrollment, as the program may not receive a full-time employee dedicated to its needs. Currently, the leadership falls under the vice president of the college, who plans to assign the program to a dean who may have more time to devote to the program's needs."

"The support from the college leaders means everything. They are always willing to help and do not hesitate to spend time & money into the internationalization. As a result, we had increased numbers of the international students for the last 10 years before the pandemic. We also have a recruiting company who mainly keeps good relationships with foreign schools and agencies."

"We are a three-college district and may have a unique structure when it comes to support for international education programs. Each college has its own international student office, but we have the IE office at the district level. The district IE office organize and fund most of the IE related activities. For the past several years, we had a provost who was dedicated to support the IE programs. Under his leadership, we were able to expand our recruitment activities and obtained the resources that we needed (e.g., salesforce CRM). However, he is retiring, and no one will be taking over his position. I am concerned how this change might affect our ability to recruit and support our international students. Please note that I am referring to our previous provost in answering this survey."

"There are many variables that hinder growth and support from our International Leaders."

"It prevents me from obtaining adequate training and recourses."

"We have not been granted the resources to positively impact international enrollment. I.e., we do not have a staff recruiter, are put on the back burner for technology updates, etc."

"Often at the community college level, there are mandates or initiatives handed down that take precedent over international admissions. Recently, there has been a large push to promote workforce education and increase overall enrollment due to the COVID decline. This means resources are being spread thin, staffing is overstretched, and the ability to focus and support one particular program, such as International, isn't readily available."

"It has zero effect on international student enrollment. Completely separate from ISSS."

"Our open-door environment provides opportunities for growth in the enrollment process. Most higher-ups of our registrar department have been PDSOs/DSOs in the past, so there is no shortage of knowledge."

"This is a bit difficult to answer, as I am the "International Leader" according to the above definition as the highest-ranking person with international in their title, but I am at a director-level. I would say that more money for recruitment and support would help us with enrollment, but that is determined by the budget that is determined above me, at the vice president and president level, by people who do not have international in their title. So, in this survey I am basically evaluating myself, but for things I do not necessarily have control over. There are many small community colleges or small or even one-person offices that are in charge of all aspects of internationalization at community colleges."

"COVID changed and international enrollment tanked as a result. Spring 2022 is our first quarter within person classes and fully open offices in at least 2 years, well before I transferred here from working in Res-Life at another community college in the area. Leadership and staff here focused on 2 key areas. The first was to maintain communication with regional USCIS staff in order to clearly understand the different waivers and adjustments to "normal" F1 requirements. The second was to use that understanding (along with accepting that most students either could not or did not want to travel in person) to still engage and enroll students. This included creating a virtual short-term-program and working with the college at large to get international students into online classes from home while it was still allowed. This was also tempered with practicality and wellness in mind and not just pursuit of tuition dollars which created a negative hit as we turned away a 6-month program from one of our long-term international partners and asked them to postpone again."

"We are encouraged to provide personal step by step guidance to applicants. Because we don't work with big numbers, we are able to provide this experience and the students who come are committed."

"I am a one-man office and do the entire job of international students from inquiry to graduation and transfer. I am the "international leader". I do not decide funding for my department. I request and it is granted or not. I feel the support I/We offer our international students is the reason for continued growth in international enrollment. We offer a one-on-one approach."

"Our school has had no real direction or support/interest in international enrollment for the past 20 years. However, since I have arrived at this campus, I would say that I feel that my dean at least is very supportive of the ideas and projects I have proposed to further our international enrollment. The question is getting buy in from above and increased funding to support the enrollment push. Based on the historical past, however, our international enrollment has been stagnant and is primarily fueled by word-of-mouth and referrals from current students or local community members bringing their family members to study nearby.

"International enrollment fluctuates as a result of our international leaders; when our leaders prioritize recruitment instead of focusing on student services it hurts retention efforts."

"I just started this position August 2021, so I'm still fairly new. However, senior leadership has been more open to our International Program increasing recruitment through local and global partnerships (i.e., agents). International Leaders ensured that adequate funds were available to keep enrollment, retention, and completion as high as possible. However, like all colleges, the COVID-19 pandemic severely lowered international enrollment that is outside of everyone control."

"It is important that leadership understands and appreciates the benefits of hosting international students in campus. Without a full understanding, there will not be much support and commitment from leaders."

"Enrollment can be increased through funding to recruit as well as developing relations with persons responsible for advertising to international students. Lack of support for these recruiting efforts has resulted in a low international enrollment rate."

"We are very lucky to have strong international enrollment but if more PD is not incorporated, that may not be sustainable."

"Establishing and maintaining an International Student Programs (ISP) office under the one-stop-shop model where International Admission, Immigration advising, Programming, and International student academic counseling are centrally located."

"Currently I am my own International Leader, however I have been given support and budget to recruit international students, as well as support in my efforts to improve international enrollment."

"My college has little to no historical reference for active recruitment of international students. International student recruitment is purely passive, indirect, and often reliant on word-of-mouth. However, support from international leaders in my college significantly increases our intake, primarily in the form of admission policy adjustments. Active international recruitment is supposedly on the horizon in the newly restructured Dallas College."

"As the Director for International Programs, I'm the international leader on our campus. While it's not possible to be completely objective, I feel that my work (and those who support our unit of the college) has done good work to grow international enrollment during my time at the college - as data shows."

"Received sufficient budget for recruitment and marketing."

"We have had a steady number of international students."

"Our college campus only has director level international leader position although our district and our sister college have a higher position. Our director is very supportive of our international enrollment, however, the seeming lack of support from our President has hindered our international recruitment activities and therefore enrollment."

"Knowledgeable immigration helps encourage students and establishes a supportive reputation. Good reputation and good communication with personalized approach has been very key with the attraction of international students to our institution."

"I don't think it has affected the enrollment much at all. I don't think this population gets much attention. It was gap in support after students were accepted and attended orientation that I saw as an issue and asked if I could try to fill the gap (at least a little)."

"Our International Leaders have been very engaged and heavily involved in enrollment and recruitment efforts. Our Leaders have often traveled abroad to connect with students, agents, and schools to establish connections and build interest in our institution. I feel that support has had a positive effect."

"Very little to none."

"Poor. Impact on enrollment and retention."

"We do not have an International Leaders. Therefore, I don't have any support for enrollment."

"When the former International Leader left, the college gave me the responsibility of this position without a proper training. I'm one of the Admissions/Counselor Advisor for 'regular students' trying to do my best for the international population."

"I am the international leader and with minimal administrative support, we have managed to keep international enrollment steady."

"We do not accept international student."

"International enrollment at our college is dependent on our athletic recruitment from other countries. Very few of our international students are non-athletes."

"Our international leader has attempted to sway the college administration to be more excited about recruiting international students but has not been very successful. They also do not have a strong background in the field of international education and are not particularly connected to national networks."

"As the Director of Admissions, I am the person who has the most international student enrollment experience despite having DSOs at all of our locations. We do not actively recruit international students and they generally find us due to a connection in the area. Minimal supports are provided due to the structure, but I do also serve as their academic advisor.

The funding model for Community Colleges in NC does not allow schools to keep tuition. Therefore, there is NO financial incentive to recruit international students. We apply for international students to come through sponsored programs on J visas."

"The support is necessary however enrollment still depends largely on outside factors (visa approvals, world issues like COVID) and personal recruitment efforts such as word of mouth

At my school, the focus has been more on study abroad and globalization for local students. There has not been as much effort for international students. The funding for international students does not go much beyond paying for SEVIS and maintaining some training for the PDSO/DSO. Most of the students we recruit are here because they have family/friends in the local area and that is how they found our school. We don't even truly have an individual "international leader". "

"I am the only person in my department and have a minimal budget."

"We welcome students that contact us but we do not recruit (other than locally for international students.)"

"I feel that keeping contact with them has allowed them to feel secure and to be successful."

"Zero to nil investment and interest prior to leadership change that occurred a month ago."

"The lack of support has kept enrollments to a minimum. We are not even close to competitive and have no incentives for international students."

"They support international student enrollment, but the lack of dorms and public transportation really hurts us. Now, due to the pandemic, there's a lack of housing near the college. Since numbers are down domestically, they're more concerned about getting that turned around before concentrating on international recruitment."

"Yes, we do have students from Mexico we have coordinators and directors in place to help acclimate those students to the college environment."

"I have not seen an increase in enrollment."

"She has a strong focus on international enrollment and tries her best to get support and resources from the college."

"We do not have a specific person to help guide international students. International students use the same resources and personnel that resident students utilize."

"We don't have an international leader. The responsibility for this population is diffused throughout the institution."

"We do not have an international leader"

"Support=growth in program and that support is both monetary in operating costs as well as positions devoted to ISS goals as well as professional development support."

"With COVID and budget issues prior our team has been reduced to 4 FTE to 2.5FTE"

"Leadership above our international administrative position has cut funding critical to recruitment and retention of international students. Enrollment has gone down as a result."

"At my current institution, we do not have a specific international department or leader. The PDSO role is housed with the associate dean of enrollment management. We are working to cross train a DSO and attain additional resources like a NAFSA membership and a NAFSA Advisor Manual to improve international enrollment experiences."

"Yes"

"Pre-COVID, it was pretty steady. Now that we've lost about a third of our usual population, there's talk of putting in some more time and money into recruitment activities, but not much action on that front yet."

"The concern and support about student life and academy."

"Well supported."

"Support has come in waves and lulls over the years, somewhat limiting enrollment."

"The strong commitment of our leadership has increased international student enrollment."

"We have greatly lacked support from our International Leaders which has contributed to declining F1 enrollment and engagement."

"With past leadership, there was basically no support and enrollment were not a concern or consideration. More recently, with leadership changes, there is much more interested and of course with enrollment down, there is much more interest and support in increasing and diversifying enrollment."

"Our administration has chosen not to use agents, and we have our subscription to an overseas recruiting agency. Our office lost one position in 2008 which has never been filled. Our enrollments have dramatically decreased since this time."

"The international leaders travel to other countries to recruit, place employees on the ground in other countries, and this has created additional partnerships and student enrollments."

"I am an academic advisor and am the International Leader. I have no budget and train myself. "I advise 400 students and also do international admissions. I don't have time to learn new technology and service strategies which prevents us from focusing on recruitment."

"International leaders need to be open to change and technology. Allowing us the resources to use new platforms and ways of connecting with students is critical."

"The college's overall leadership/executive cabinet (President, Vice Presidents, Board, etc.) do not seem to be invested in internationalization and do not commit time, money, or resources to internationalization or global programming. The PDSO/Director of International Student Services is committed to international access and success, but he does not seem to have much support (financial or otherwise) from the higher up administration. Our college does not have anyone in the upper administration who is an international leader therefore I have answered the questions as if the "international leader" is the Vice President for Student Affairs and Enrollment Management"

"Our previous international leader retired 4 months ago. He was extremely knowledgeable and helpful in guiding students through the admissions process as well as finding housing, setting up a bank account, etc. A replacement was hired for a few weeks and was not knowledgeable and officially resigned a few days ago."

"Funding during good years. Encouragement and permission to travel internationally; Permission to contract internationally."

"Our CEO's have not fully supported F1 student recruitment."

"We have adequate support for staff, and resources on campus, except for recruitment funds."

"I am new to this position, so am unable to answer at this time."

"There has been no support, therefore no growth. Our numbers have declined significantly."

"XXX is strategy leader and driver of enrollment action."

"Limited recruitment."

"The International Leader is responsible for assembling a team of professionals with the skills and experience needed to successfully recruit and retain students. They also provide guidance on "big picture" strategies for marketing, recruitment, and student services."

"Unsure."

"I am a one-person office, therefore the "international leader" doesn't really exist. My superiors are leaders of student affairs in general. It's not that they are not supportive in theory, but in practice, there are little funding opportunities and most of the effort goes to enrollment and retention of domestic students, whom are a diverse student body with a lot of needs in terms of resources and assistance. We have a large effort as staff to create an anti-racist campus culture, so it's internationalization but exists more from a lens of equity and inclusion. I have an annual budget of $900, and we do very little intentional recruitment. We mostly rely on word of mouth, which has worked. COVID has greatly affected our enrollment but that is a trend nationwide and it is slowly getting better."

"It is not a priority and never really has been. I doubt this will change in the near future."

"We are trending up in enrollment but have a way to go."

"Support from our leadership has helped funnel more resources toward our international education work - having this support has helped us build a team/process to increase our enrollment."

"It greatly affects the enrollment."

"Our international leader has positively affected our international enrollment. Her constant dedication towards our students will definitely see an increase in enrollment in years to come."

"It's been horrible. During the pandemic it was even particularly worse because the leaders would not even allow international students to take classes from their home countries when they were unable to travel. They said it was a violation of SEVP policies which to this day makes no sense, if they were not looking to enter the United States. It just seems like this was a senseless act that only harmed students and harmed the college from receiving any sort of revenue. Very illogical."

"The leader directly supports students and staff but has limited power. Effects on enrollment are hard to assess."

"We are losing international students each semester due to the COVID-19, situation, wrong government policies, and the bad news about shooting in US schools. International leaders need to change the way to attract potential students."

"I am the International Leader, the Coordinator of International Student Services, but requests for comprehensive internationalization, reviving the DEI committee, and other concrete requests for budget, programming, staff, have been unsuccessful."

Appendix L: The Reasons International Students Attend Your College

The Reasons International Students Attend Your College (n=247)

Rank	Reasons	Frequency	Percentage	Themes
1	Affordability	50	20.24%	Idea
2	2+2 University transfer program	33	13.36%	Idea
3	Location	29	11.74%	External
4	Top major programs	17	6.88%	Idea
5	Family/friends live in area	16	6.48%	External
6	Athletic programs	15	6.07%	Idea
7	Word of mouth	14	5.67%	Action
8	Student support	9	3.64%	Support
9	ESL/ Intensive Language Program	7	2.83%	Idea
10	Reputation	7	2.83%	Action
11	Campus housing	5	2.02%	Support
12	ISP	4	1.62%	Idea
13	Workforce program	4	1.62%	Idea
14	Special program	4	1.62%	Idea
15	Easy admission requirements	3	1.21%	Action
16	Relationships	3	1.21%	Action
17	Athletic scholarships	2	0.81%	Action
18	Safety	2	0.81%	Action
19	Program satisfaction	2	0.81%	Idea
20	Degree option	2	0.81%	Idea
21	Small class sizes	2	0.81%	Idea
22	Accessibility	1	0.40%	Action
23	TCCSP (scholarship)	1	0.40%	Action
24	Cultural experience	1	0.40%	Idea
25	Individualized support	1	0.40%	Idea
26	Network	1	0.40%	Idea
27	Welcoming campus	1	0.40%	Idea
28	Feasibility	1	0.40%	Characteristics
29	Language	1	0.40%	Characteristics
30	Homestay	1	0.40%	Support
31	Aspen Award Winner	1	0.40%	External
32	Small size college	1	0.40%	External
33	Campus jobs	1	0.40%	Support
34	OPT	1	0.40%	Support
35	Marketing efforts	1	0.40%	Action
36	Transfer students	1	0.40%	Action
37	CBYX (SA)	1	0.40%	Action
38	CCI	1	0.40%	Action

Appendix M: The Reasons International Students Do Not Attend Your College

The Reasons International Students Do Not Attend Your College (n=209)

Rank	Reasons	Frequency	Percentage	Themes
1	Lack of housing	31	14.83%	Support
2	Location disadvantage	21	10.05%	External
3	The model of a community college is unfamiliar	14	6.70%	External
4	Lack of scholarships for international student	13	6.22%	Action
5	Visas can be difficult to obtain	13	6.22%	External
6	Cost of living is too high	10	4.78%	External
7	No active recruitment	9	4.31%	Action
8	Complicated admissions requirements	8	3.83%	Action
9	Overpriced tuition	7	3.35%	Idea
10	Lack of name value	6	2.87%	Action
11	Lack of student support	6	2.87%	Support
12	Transportation	6	2.87%	External
13	Lack of funding	5	2.39%	Action
14	Limited academic programs	5	2.39%	Idea
15	Directly enter a university	4	1.91%	External
16	Long admission processing time	4	1.91%	Action
17	Lack of administrative support	3	1.44%	Action
18	Lack of awareness	3	1.44%	Idea
19	No International Student Program	3	1.44%	Idea
20	Options for degrees are limited	3	1.44%	Idea
21	COVID concerns	2	0.96%	External
22	Family and friends are not nearby	2	0.96%	External
23	Financial issues	2	0.96%	External
24	Lack of ESL program	2	0.96%	Idea
25	Size	2	0.96%	External
26	Attend another local community college	1	0.48%	External
27	Family concerns	1	0.48%	External
28	Few exchange programs for faculty and staff	1	0.48%	Action
29	Giving up SEVIS Certification	1	0.48%	Idea
30	Government clearance	1	0.48%	External
31	Lack marketing	1	0.48%	Action
32	Lack of athletic programs	1	0.48%	Idea
33	Lack of brand identity	1	0.48%	Action
34	Lack of campus life	1	0.48%	Support
35	Lack of prestige	1	0.48%	Action
36	Lack of program choice	1	0.48%	Idea
37	Lack of recruiting budget	1	0.48%	Action
38	Lack of resources and assistance	1	0.48%	Action
39	Lack of vision	1	0.48%	Idea
40	No On-campus Jobs	1	0.48%	Support

41	Not welcoming	1	0.48%	Idea
42	Online courses and programs options	1	0.48%	Idea
43	Service barriers for students	1	0.48%	Action
44	Small campus	1	0.48%	External
45	Small international student population	1	0.48%	Action
46	Staff shortage	1	0.48%	Action
47	Time variety	1	0.48%	Action
48	Too much choice when it comes to colleges	1	0.48%	External
49	Undetermined	1	0.48%	Idea
50	Access	1	0.48%	Action

Appendix N: Interview Questions and Responses

Interview Questions and Responses (n=4)

Q1. Does your college's mission support internationalization on campus? In what ways has the internationalization initiative been implemented?

- Our department's mission is closely aligned with the college mission statement. They don't use the word internationalization, but the mission is always social justice, diversity, and communication. The goals are educating all students, preparing them to think independently, and become leaders at the local, state, national and international levels. ~ A

- In my opinion, yes. At my institution, many changes have had a second side effect of benefiting international students and causing internationalization. There's a lot of diversity and inclusion and multicultural efforts college-wide, and that's everywhere, and it's, I mean, it's in the process still of being done. A massive restructuring took place in my organization recently. While the way it's been done and its division, it is set up to be more internationalized, multicultural, and interconnected. ~ B

- Our college's mission and vision are more likely to emphasize diversity, equity, and inclusion. We focus on diversity, equity, and inclusion for all students, not just international students. A diverse student body with various learning styles is our top priority. Besides assisting them with their job search, career path, and community engagement, we respect internationalization on campus and promote globalization. Furthermore, the college is in a liberal state where many international companies hire foreign nationals. In the state's environment, internationalization can thrive easily. The state education department and the college support efforts to promote equity, diversity, and inclusion. ~ C

- Like many mission statements, it appears based on the writing that they support internationalization. If they're using terms like we're trying to prepare students to be global citizens and whatnot. So, the language, if you read it, it sounds like they are trying to support this, but in practice, it's not happening. ~ D

Q2. Do you believe your institution has maximized the benefits and resources international students can offer?

- I would be lying if I said yes, because no institution has maximized resources and benefits for international students. Apart from international students, most programs are funded by the government. It is a blessing to have such a large number of international students on our campus. Still, our staff is working tirelessly to maximize their benefits and resources. Most of the time, we work out of our way to learn about other campus resources that can help students. I've been in this position for over 20 years. Faculty and other offices are slowly changing their attitudes toward international students. They do not label them because they are paying high tuition, and then we must bow to them, but they're here to contribute their talents. In answer to that question, I do not believe our institution is maximizing the benefits, or maybe they do not know how, but they are working on it. ~ A

- I don't think they have maximized it. It is still far from being maximized. As a result of our major reorganization, we had to tear down many things and rebuild them from scratch. There is much vision for how we can maximize that. We are still a long way from it, and if things get crazy and a pin appears, COVID shuts everything down. You get caught up in the busyness of the work due to the high demand and flood of applications. It is sometimes necessary to put off projects when you are overwhelmed. In the last few months, we have been working on many projects to make the institution more welcoming to

international students and provide them with resources and opportunities. Due to our busy schedules and lack of staff, those have been pushed back, but they will be completed eventually. ~B

- Absolutely. We have just over 1,000 students at our college, but we once had 1300 international students. That's a large percentage of our student body. As a first benefit, the department can generate a lot of revenue that can be used to fund other departments, support other students, provide scholarships, maintain buildings, and build new ones. In addition, it is a useful resource for utilizing budgets. International students also offer the advantage of bringing a variety of cultural norms and perspectives to the classroom. Thus, I believe the college has benefitted from their good norms. ~ C

- It is still very bizarre, and it puzzles me why they don't do this. For some reason, I often turned away international students when I worked there. For example, I proposed accepting Duolingo as a measure of English proficiency. During the pandemic, there were few options for taking exams like TOEFL and IELTS, and Duolingo was considerably more affordable than most English exams. It's not accepted at many four-year institutions, but many community colleges have started taking it. If Duolingo had been included as a form of English proficiency, we could have maximized it very quickly. It was impossible to get anyone to listen to me. The institute wanted to stick with the old methods, TOFFL and IELTS, which I think are acceptable for a four-year institute or graduate program. If students do not meet those standards, we have many resources on campus to help them improve their English, so I do not believe community colleges should only accept these types of exams. ~ D

Q3. What do you think of the international leader's characteristics and global competencies? How do they affect the number of international students at your college?

- As a leader in this capacity, I believe it is imperative to understand international students thoroughly. How does international student education work? Flexible, intellectually curious, and culturally aware people benefit from these characteristics, not only from immigration and visas. I believe that leadership will be beneficial if the leader has a bicultural or multicultural background, multilingual skills, and cultural knowledge. I was once an international student, so I understand why they say certain things, do certain things, and act a certain way, which is a lifelong education for me and for me to educate other professionals in the field. ~ A

- For my leadership, it's not necessarily about their current competencies. It's a desire to have it. The vision is the most important thing because those under them, like myself, are able to support that vision. In the beginning, it is essential that we develop a vision of globalization or internationalization at our institution and create a more welcoming environment for international students. Additionally, you have a competent team under you. There can be a lot accomplished in a short time. It will only get better if we do that, or if we strive toward it. We can reestablish and rebuild our basic processes with the vision there. ~ B

- Who you work for and with is very important. Leadership and understanding of internationalization at an institution play an important role. The number of international students can be increased or decreased. Some leaders at other institutions oppose having international students on campus, for example. They believe they are stealing jobs from domestic students. The idea of international students applying and being accepted does not sit well with them since they think international students will compete with our domestic students. As a result, that part of the allocation could be reduced. Consequently, marketing and retaining students and student engagement have a smaller budget. If the leadership does not support international students, they do not give happy budgets. The minimal budget will have an impact on the number of students. Being a recruiter, I am very concerned about the budget. My primary concern is enrollment and project numbers. Numbers are projected every quarter and every year. Staffing is the second issue. We don't need a lot of staff if enrollment drops. Leaders who support internationalization on campus provide full support. Layoffs and hiring freezes will not be necessary. Consequently, enrollment can benefit from a wide range of resources. ~ C

- I don't know how each community college handles international programs differently. Ours was moved under admissions and records, and the leaders under these programs did not seem to know much about international students. They don't know much about SEVP policies either. They seem to be very ignorant of them. It didn't often feel like they were stretched too thin because they were trying to manage the domestic population. No one was competent in that area, so sometimes, the international department fell through the cracks. As a Designated School Official (DSO), the Dean of Admissions and Records didn't seem to know much about the policies. International students are affected by it. We had about 60 international students before I left, which is very low for an urban community college. ~ D

Q4. How well does your supervisor support and guide your international student program?

- There is a lot of growth that needs to be done here. This is where competency comes in because at some point you do need guidance that goes beyond vision alone. We need guidance to support our programs, programs that can be implemented quickly and with the right people. There is still a lot of compartmentalization at my institution that needs to be eliminated, and I think communication needs to be improved. In my opinion, there is still a lot of growth to be done because we are still setting up our programs. It does seem slower than it could be. ~ B

- I have been fortunate enough to have had good supervisors and leaders. Number one is the support. There is a robust international student program at the college. When enrollment drops, we focus on the traditional market and select the top five to ten countries where students want to study in the northern United States. Once we reach a certain quota, we will explore non-traditional markets for diversification. We make a strategic plan depending on our enrollment and how much we have left or how much we will get. As a result, we manage those budgets and numbers very rarely, but I learned that from my supervisors. So, we balanced numbers for diversification while we had a difficult time. ~ C

- I had a director who was not even a Primary Designated School Official (PDSO). Unsure why she didn't become one since I thought that was important. She was nervous about confronting a colleague who had been there for a long time but tended to provide incorrect or unsubstantiated information about SEVP policies. In my opinion, being a leader requires certification. There is a lot of confusion going on when it comes to students taking classes from abroad. As a result of SEVP policies during pandemics, things became more complicated. There was a lot of back and forth, and it seemed she was always nervous about deciding, perhaps because a colleague with a more assertive personality was pressing her. Maybe the staff had been there for a long time and had the union's support. My impression was that she wasn't very supportive. It almost seemed like she was annoyed to be managing a program she wasn't familiar with. In 2012, I guessed that many community colleges faced funding issues. At the time, the college's president had a very hostile attitude toward international students. International students were not wanted, period. The manager position in the international department was eliminated. As a result, the program suffered because no one had the necessary expertise, including SEVP policies. ~ D

Q5. Does your supervisor have strategies for retaining and recruiting international students?

- Our college is now part of a district. Recruitment strategies and activities are managed by the recruitment team at the district. Over there, they run the show. In addition to attending conferences, recruiting events, and fairs overseas, they often travel overseas as well. We also hire independent contractors in different regions to assist with recruitment. It is a regional strategy. Every person manages a certain assignment and their own region, such as Asia, Middle East, Europe, South America, etc... That's, that's the recruitment strategy. The international student office is independently operated by the college and belongs to the district office. ~ A

- Our institutional policies have been adjusted here and there because, in regulation, there is a lot of gray area, and it is up to the institution to create their own policies. There are discussions around that depending on what your institution can handle, but a lot of effort in the last few years also has been to

create more welcoming policies that open up those doors a little more and help retain those students. Most community colleges do not have active international student recruitment or maybe very little in terms of active recruitment, because in the past it was primarily word of mouth for community colleges, certain populations coming to community colleges. The way that community colleges recruit domestic students is almost non-existent, at least at my college. I'm pretty sure it's the same at a lot of community colleges. ~ B

- My school follows a strategy of not putting all eggs in one basket. As opposed to other schools that are more likely to focus on 60% to 70% of the traditional market and 30% only on the non-traditional market. My college has been targeting a non-traditional market, which is mostly Africa and the Middle East countries. Recruiting students there has been our constant practice for over ten years. We lost a lot of Chinese students, which are at the top of the market. As the top two markets were going down in India and China, those non-transitional market students are picking up and filling the numbers gap. As opposed to other schools, we focused on non-traditional markets such as South Africa, Latin America, the Middle East, and some remote islands. We visit them once a year, so when we lose the last student from the traditional market due to pandemics, recessions, or social unrest, these non-racial market students step up. That was a very good recruiting strategy. Retaining is another factor I find impressive. The office has 20 employees. In our office, there is no shorthand due to the number of staffs. In the absence of enough staff, our students do not receive enough support, which makes them unhappy. Consequently, they look for a school where they can be properly addressed. It is rare for our students to transfer out of our school within their duration of status time of any unhappy issues. That's a great strategy, isn't it? Neither my boss nor our VP has to fight to keep our staff. The team was expanded when necessary. ~ C

- As negative as I sound, this is what I experienced there. Several suggestions I made did not require any money, like maybe opening up for more exams, like Duolingo, or allowing students to take classes online from abroad. As a result of travel restrictions during the epidemic, many students could not leave their countries. There were many countries on lockdowns where you couldn't leave the country. Not allowing them to take these classes from abroad was disheartening for me. If we give students that opportunity to continue education online, it will enable them to come to our college when things improve during the pandemic. There was no way they would allow it. As a result, there was no recruitment plan. ~ D

Q6. How do you market your college to international students? Or is it just a department effort?

- There's some department effort because we provide the data and facts about each college, but the main strategies and marketing are done by the district office. So, they take in everything we give them, and then they put it out there in the world to market college. We mainly do digital marketing in our department. During the pandemic of the past two years, we used many digital platforms, including Facebook, Instagram, TikTok, and others. Mirroring what many community colleges and universities use and sharing information with other schools. ~ A

- It's mostly a departmental effort. Without understanding what international students need, it is difficult to have a large vision for recruiting students and marketing to them. There is still a long way to go as far as informing the full institution and the recruitment side of it about how to recruit international students and what an international student is. The effort is mostly departmental, and even that is limited. We don't partner with agencies or anything like that and we're careful about that. However, there's a great deal of room to grow when it comes to active marketing toward international students. ~ B

- My selling points are location and the high rate of transfer. As my college is in a state with many top global companies, the state itself is well-known and very attractive. We are located like 30 minutes away from the downtown area. The location is a very safe and quiet residential area. The transfer rate of our students is also high. Ninety-nine percent of our students are smoothly transferred to a four-year university after two years. The result would not have been possible without college support and help. To

make transferring students to a good place, our academic advisors need to work closely with the enormous service faculties and even the instruction department. That means the whole college is supporting our students to go to good universities and get a high rate of transfer. Rather than just one-person dancing, we all dance together. ~ C

- While there, I tried to help market it by partnering with local language schools. When I was traveling on my own, I visited some EducationUSA offices to drop off some brochures. On my travels, I even visited the Tokyo and Singapore offices. I just thought they'd do it when I arrived in 2015, and there was some marketing effort at the beginning. When they restructured the program and moved it to Admissions and Records, there was absolutely no effort to market it, not even to improve the website. Although I tried my best to use social media, the website is essential, especially regarding searches. They wouldn't even be interested do it. The situation is highly bizarre. That's all I have to say. It felt as if I was going crazy. I'm like, "what's going on here?" It's like, "do they hate international students?" It seems that way to me. That's all I have to say. It felt as if I was going crazy. I'm like, "what's going on here?" It's like, "do they hate international students?" It seems that way to me. ~ D

Q7. Have student services at your college positively impacted international enrollment and retention?

- We offer a full range of services to international students. We have an all-in-one office format. International admissions, immigration, advising, and academic counseling events are all under one roof. Health insurance is also under the international student programs. Everything is under the International Students Program for student services. We are under a big umbrella of enrollment services which is the admissions office. The transcript evaluation and all that assessment and everything. In a way, yes. We are so closely working together that it has a positive impact. In the office, we bounce ideas off each other easily. As a result, we minimize student traffic by bouncing students between offices. ~ A

- We used to have seven community colleges in our district, but we merged them into one accredited college that is extremely popular with international students. It helps international students and attracts them to our college since they can be a part of it. Since F1 regulations restrict enrollment and where students end up, they're not tied to a single campus. One side effect is that students have access to a variety of resources at multiple locations, while each location is trying to replicate student services. ~ B

- It is not uncommon for departments to have some issues or misunderstandings. They did their best to follow their beliefs. Understandably, we need to respect other people's opinions. The VP will step in when issues cannot be resolved. It seems to me that this is one of the most incredible things at my school. Leaders try to figure out what we cannot. Although we love each other, we disagree for the sake of disagreement. Problems will be discussed between the leaders, and things are rolling because of these efforts. Leaders' actions and the environment positively impact us and our student services. ~ C

- I can at least say that when the students were here, those who were involved, I think they had a positive impact, at least on the retention front. One Nigerian student became very involved on campus and did very well. In fact, she was accepted into the nursing program at CSULB. As a result, I think that our student services offered to international students involved in these clubs, as well as tutoring options, can be helpful to them. Due to all the other factors, those students ended up doing very well in the retention efforts, but not necessarily on the enrollment side. This retention can actually be attributed to student services, which is a separate department. ~ D

Q8. Could you please share some elements that make your program successful?

- The best thing that has happened to us is that we are able to retain most of the student services components in our office. From matriculating to meeting the student to transferring the student, we do it all under one roof. This is the biggest element of making our program successful. We make students comfortable enough. We tell students during orientation; that the goal is to make us their home away

from their homes. So that's the biggest successful element for us is to put every possible service under one roof. ~ A

- I think the transition to having such a large physical geographical area yet having unified processes so that we all can assist those students and participate in admissions, regardless of location, has been extremely successful. It doesn't matter where the students are located; we have excelled in the efficiency of helping these students, the tightness of our team, and the communication we have. Courses are available at all our campuses, and there are many courses to choose from. We also offer a large ESOL program and many degrees, and we have good connections with four-year universities. This contributes to attracting many international students. Lastly, I would say that most of our success has been due to the competence of the international admissions and compliance team. ~ B

- Our academic advisors are tenured and earn a higher salary than their counterparts at other schools. The system is well-created. Academic advisors are not just exempt advisors. A tenured advisor can take three months off after working nine months. They follow the contract. The non-contracted hours and time are paid overtime or extra stipends if they are worked. The tenure position makes the academic advisor very happy. They don't look or go to other schools. Since they are satisfied with what they are getting, they put 100% of their energy into helping students succeed. Aside from that, there are also internal promotions. If you work hard, they will respect your efforts and promote you internally, rather than hiring from outside. Other schools where I have worked don't like to promote. They would instead employ someone from outside. They believe that new employees will bring new ideas in or something of value. There are so many ideas we can share internally. Using NAFSA or other resources, we can access everything we need. The successful element of our program is that the leader admires our hard work and provides reasonable salaries. ~ C

- The other departments on campus contributed to its success. As an example, I had a student from Japan in the ESL department who struggled with her English at the beginning. Her communication skills with professors improved. As a result of these programs and support services on campus, she made Dean's list after working with her English for a long time. Students tend to report positive feedback about their professors on campus. In addition to that aspect, they also enjoyed some of the other activities. Students who were there and got enrolled in the department were there. Most of them had a positive experience with those other departments. It is essential to maintain student retention in general, regardless of whether it is domestic or international. International students did pretty well, a lot of them, because they already had a connection before they came here, integrating with domestic students. But that could be because they're what that connection existed prior to their arrival. It does not appear that they are isolated. ~ D

Q9. Could you please tell me if there is anything you would like to share?

- This job is not for you if you do not have the heart to deal with changes in policy every four years. Change of administration, white house administration, a crazy policy like the last four years under Mr. Trump's administration is tough on everyone mentally as well as on policy since we have to stay on our toes constantly. You should also treat international students differently, not in a way that makes them feel intimidated or threatened. Many times, I see other department faculty saying, "I don't know how to handle international students." With this campus being so diverse, it's impossible to tell who an international student is. I want to say that you should treat everyone the same, whether they're international or not, because much of the questions they face, much of the problems they face, are our daily struggles as well. ~A

- For community colleges in general, we may have to rethink how we recruit international students and attract them to specific programs that are workforce ready. Specific programs could be the subject of several fascinating studies. One of our programs, for example, is automotive technology at my college. We have a lot of Vietnamese students coming specifically for the automotive technology program, which is a two-year degree. Following the degree, they work in dealerships through OPTs and other

employment opportunities. Therefore, students have the opportunity to earn a BA degree in the US, gain work visas (H-1), and become permanent residents. Additionally, students may return to their home countries to give back to their communities. It has been a successful program that prepared these students with these trade skills. They were able to get what they needed to get to work quickly. There is a common misconception that all international students want to study here for a bachelor's degree and master's degree. That is rarely advertised to international students. ~ B

- It is common for community colleges to be run by the state. They rely on government funding and financial aid through students and all of this. No matter how loudly you yell, these international students bring in cash, four times what domestic students pay. These additional funds also help domestic students, but they aren't appreciated. The numbers alone show the amount of tuition brought in is real cash. Its value is incredible. ~ B

- One of the instructors looked at the Chinese students and said, "How dare you do not know about peanut butter jelly sandwiches?", making them feel very uncomfortable. First, I personally don't like peanut butter sandwiches. Even though I have lived in the United States for a long time, there are many things I still don't know about American culture, so I'm still asking my husband what that means. Things might have a history. There are many instructors who do not understand cultures other than the American culture. Secondly, some instructors shared that they hadn't seen this information internet or that they had never been to another place because they were afraid of flying. Therefore, their ideas are limited to media or books. Other resources are unknown to them, nor have different studied other culture simply haven't traveled or experienced other customs or tried food that is not American. For faculties, I held a workshop about international students, the student visa regulations, and the benefits and their contributions to the campus. In fact, their tuition is three times higher than domestic students. In addition, we provide opportunities to understand the cultural differences in Asia, Africa, and other countries. To experience different foods, they attended a potluck. Faculty training is necessary. ~ C

- Trying to advocate for international students was very difficult because there is this feeling that you can't really speak to people about it. Many of my emails would get ignored by the Dean or the director. To have my voice heard by other campus stakeholders was really impossible. That was one of the challenges I faced. It was really hard for me to advocate on behalf of these students and why we need internationalization on campus, especially on an urban campus. ~ D

Q10. What do you think we need to make internationalization work on campus?

- It is ongoing lifelong education for others. Department on your campus that does not deal with international students every day, especially academic departments. Although they teach their own subject, they do not necessarily understand how international students learn things, how they adapt to lectures, etc. Since I became the supervisor, my goal has been to try to make other people understand what we do here, why it's important to do a certain thing and say a certain thing. There is a reason behind everything we do. We're passionate about it, of course. It is our hope that people will understand our point of view and put down their colleague glasses and look at how we see things rather than listening to the news and saying, "Oh, this is what the news told me yesterday." Everyone believes in what they read and see, but after you deal with a person, your perspective changes. ~ A

- It is our responsibility as an international student program to educate our fellow college colleagues about international students. International students tend to be stigmatized for being rich, which is why they are here. All the space is taken up by them. Statistically, our number is large as a program in the area. We may make up 1% or 2% of the population of a college as a whole. It is impossible for 2% of the population to fill all the spaces and drive away all the domestic students. It is something we have to change now to change people's minds about international students. Taking things away is not what we're here to do. We're here to add value to the college, to the community. Their contributions to us are very, very deep, and hard. ~ B

- It is essential to educate instructors. The office staff is the caregiver because we provide the service. Most students interact with our instructors throughout the entire quarter or semester. They spent more time with the instructors; however, Internationalization and globalization aren't in the instructor's minds. It affects students' satisfaction and creates misunderstandings. There are instructors who get frustrated when Korean students don't make direct eye contact. In Korean culture, eye contact is seen as a sign of confrontation. Korean people always look at the neck or chest to prevent misunderstanding. Educating instructors is therefore essential to boosting internationalization and globalization on campus. ~C

- I definitely think there needs to be a committee on the campus of different campus stakeholders, including professors. Departments have various committees, but internationalization did not have one. That's probably the key. Several community colleges, such as Orange Coast College and Santa Monica College, have dedicated committees to promote and support internationalization under the DEI umbrella. It's easy to overlook them if you don't have that. It would also include some student stakeholders who might be interested in supporting international students on campus and studying abroad. Study abroad opportunities is rare at many community colleges. Having various stakeholders involved in the internationalization process is what I would suggest. ~ D