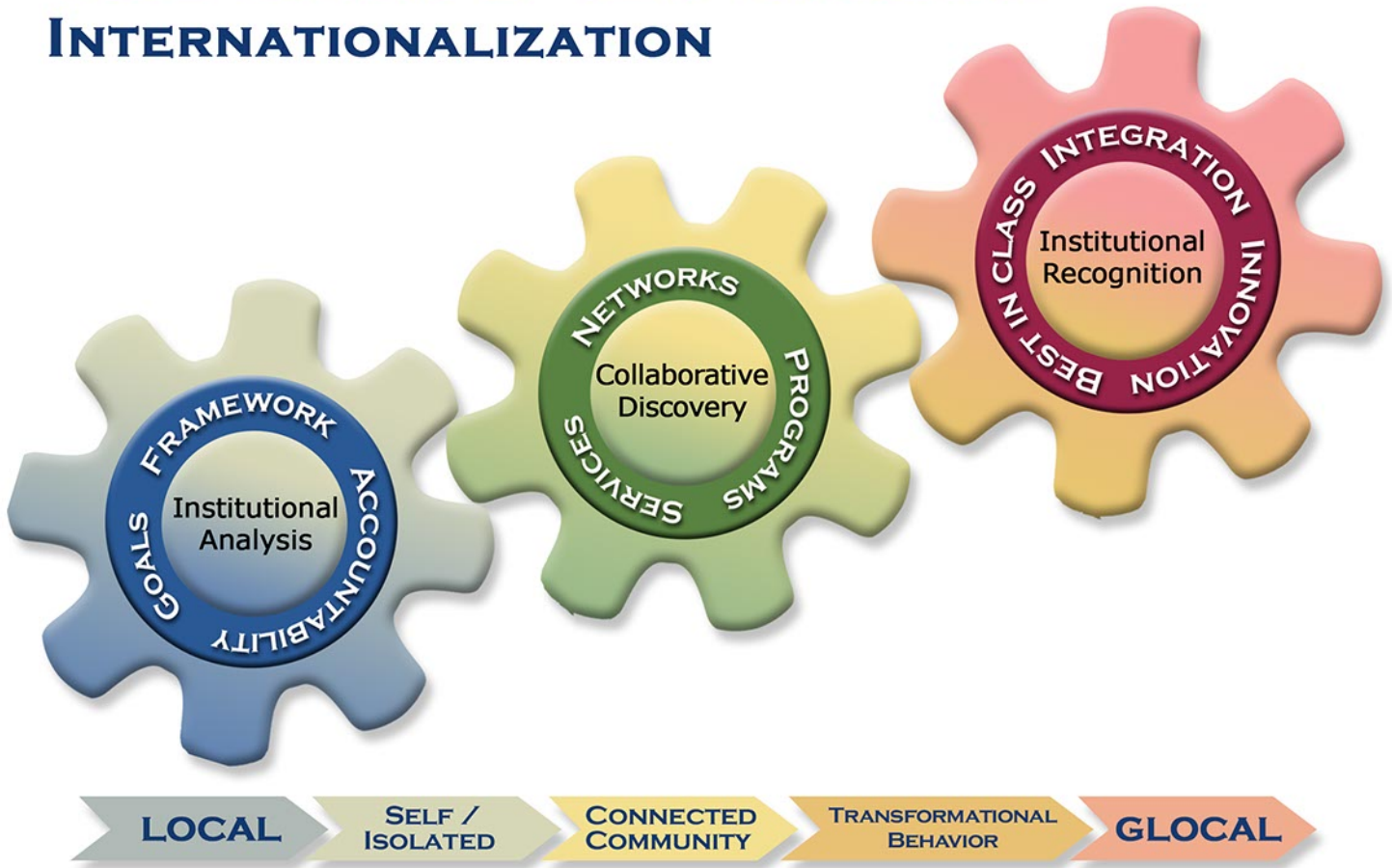




CCID SYSTEM OF COMPREHENSIVE INTERNATIONALIZATION



RAISON D'ÊTRE

Create a framework for comprehensive internationalization specific to community colleges or similarly missioned institutions around the world.

Strengthen knowledge sharing and capacity building among all member institutions.

Recognize excellence, capacity development and specific areas of expertise of member colleges through a systematic, transparent process.

EXECUTIVE SUMMARY OF THE CCID SYSTEM FOR COMPREHENSIVE INTERNATIONALIZATION (SCI)



CCID provides an international network for community colleges to further their internationalization initiatives and to enhance the development of a globally competent workforce for the communities they serve. Colleges that engage with CCID have committed to elevating internationalization on their campuses and to joining a connected community of similarly dedicated institutions. The CCID network provides leadership and opportunities for institutions to better prepare students with the global competencies necessary to excel in the 21st century workplace.

CCID has positioned itself as a movement intent on recognizing the vital role our local institutions play in preparing talent that can support and drive local and global economic development. This vision is represented in CCID's System for Comprehensive Internationalization (SCI), which promotes capacity building, knowledge sharing, benchmarking, and recognition for community and technical colleges worldwide. SCI has three components: Institutional Analysis, Collaborative Discovery, and Recognition. Institutions are encouraged to engage in the program according to local needs and interests. There is no requirement to utilize every component of the system in order to engage in CCID's program and resources.

As the premier community college organization focused on global relationship building, education, and development, CCID is committed to providing mechanisms of accountability that align with those used by governments and educational organizations for accreditation and evaluation. Data will be collectively developed with specific intention to provide institutional flexibility. With this System, CCID will address the dearth of data available on the role our institutions play in preparing globally competent students who support and drive economic development for our local communities.

THE SYSTEM

Institutional Analysis provides an opportunity for institutions to determine what they value in the context of comprehensive internationalization, to establish a baseline set of data, and to create a strategic plan. By assessing prior activity, structures, challenges, goals and aspirations through a self study, the institution creates a foundation upon which to advance its internationalization efforts. CCID's Framework is designed specifically to address community college needs by including such aspects as partnerships, workforce training, continuing education, and community engagement.

Collaborative Discovery taps into internal expertise and allows member colleges to engage in structured improvement through CCID's extensive services, programs, and networks. CCID's Annual Conference, Summer Advance, and Professional Development Programs are key mechanisms in this process. Mentoring towards Comprehensive Internationalization is provided by the Consulting Cadre, which taps into internal expertise of College Presidents, International Education Directors, private sector partners, College Trustees, CCID Personal Associates, as well as faculty and staff. The Consulting Cadre drives capacity building through targeted Improvement Cohorts and associated networks. Based on the self-study and gap analysis, colleges make an institutional commitment to improve a targeted area and provide multiple representatives to the cohort. Curricula will be designed by CCID in cooperation with the assigned consultants around cohort needs and interests, but based on a set of common principles, activities, and metrics.

Institutional Recognition is designed to systematically recognize colleges committed to the journey toward comprehensive internationalization and greater global engagement. Celebrating successes of colleges at all phases creates a sense of excitement, belonging, and sharing that strengthens and sustains the consortium while reenergizing those on the journey to continue improvement. Three forms of recognition are available to colleges: 1) Comprehensive Internationalization: All Categories, 2) Best in Class: One Category, and 3) Break-through Knowledge Award: Something so novel and transformative that we simply didn't see it coming!





Using the Framework for Comprehensive Internationalization A Foundation for the CCID System of Comprehensive Internationalization

CCID is committed to providing its member colleges with tools that can help institutions establish a baseline of activity and goals for improvement. A key tool is the Framework for Comprehensive Internationalization, which has been produced by CCID specifically for community colleges. The FCI Tool is informed by research on comprehensive internationalization and guided by an intention to provide institutions with a process that is both simple and collaborative.

The FCI Tool seeks to establish an institutional profile by providing descriptions of institutional stages of development in broad categories and more specific subcategories. When an institution is finished using the tool it will have a simple profile establishing strengths and opportunities which can be used to easily establish institutional goals.

First and foremost, the FCI Tool is intended to be used by and for individual community college districts. The FCI tool can be used as part of an overall institutional analysis (Self-Study, Accountability, Goal Setting). Some institutions may already be on a journey to increase the level and quality of activity in international education and measuring progress in the form of metrics. In such a case the metrics can be used to inform the FCI Tool at the institution's discretion. However, many institutions are simply beginning conversations. The FCI Tool is ideal for use with institutional teams and groups of decision-makers who are open to having catalytic conversations that will stimulate deep reflection and potential change. CCID recommends the following procedure for institutions in this situation, however the FCI Tool can be used in any way the institution would like to use it. The key is that the institution be committed to openly assessing where its strengths, weaknesses, opportunities, and threats lie, and be prepared to have discussion and debate in order to reach consensus.

While community colleges are encouraged to adapt to their local context and processes, the FCI has been organized with the following procedures in mind:

- 1. Broad stakeholder involvement.** Assemble a group of faculty and staff who have a stake in international education on your campus. This "committee of the whole" should include decision-makers, faculty, student services staff, and may include operations, finance, and other members as determined by the institution. In an ideal situation, teams might assemble as part of a half-day or whole day retreat, and be selected in such a way that several teams of 4 to 6 can be assembled.
- 2. Orientation to the FCI.**
 - a.** As a committee of the whole, the group should be attuned to the importance of the activity, and to the recognition that international education can be advanced either piecemeal or in an integrated fashion. However, an institution cannot be comprehensively internationalized unless the effort is integrated. Conversations about how institution might proceed can occur either prior to or after the institutional conversation using the FCI Tool.

b. CCID recommends that the institution precede the day's activities with some readings. CCID has a bibliography that can provide the basic foundation for teams to use, but even absent such preparatory activities, the FCI Tool can be used to produce robust conversation. Additional resources can be found at www.acenet.edu and www.NAFSA.org

3. **Intentional teambuilding.** The institution is encouraged to intentionally assign teams in one of two fashions:

a. **Disciplinary Teams:** If the decision is made to group teams so that they are from the same area, then the teams should be given responsibility for assigning an institutional stage only for those categories in which the team has expertise. In this case, CCID recommends that a spokesperson for each team provide a 10-minute summary of the team to a committee of the whole. The intent here is that others may have different perspectives as to the stage, and report outs can provide an opportunity for that conversation and debate to occur. Ample time will be needed to allow team consideration, the report out, time for questions, and debate and determination of an ultimate stage.

b. **Cross-Disciplinary Teams:** In the case of cross-disciplinary teams, each team should consider every category. In this case, ample time will be needed for the team itself to debate and explore differences of opinion. CCID expects that the conversations within the teams may at times become passionate, as different perspectives are espoused or advocated. Therefore, it will be important for the institution to have a select group of 3 to 5 facilitators who can monitor tables and facilitate moments of disagreement or lack of consensus. Once each team has established the stages for each category and subcategory, the teams should come together as a committee of the whole and report out where they have assigned various categories.

4. **Consensus building.** Collaboration is a key process to advance an institution in any area, including comprehensive internationalization. The facilitators should seek to build team consensus around which institutional collaboration can develop. For example, if three teams suggest that the institution is innovating in the area of study abroad and another team suggests that the institution is seeking in study abroad, the gap in perceptions must be resolved before a common path forward can be determined. In most cases, one would hope that the teams would find a high degree of congruence and be able to reach consensus quickly.

5. **Gap analysis.** Gaps in institutional performance can occur in two forms, both of which offer opportunities for improvement.

a. *Consensus at a level lower than desired.* When institutional stakeholders agree that the institution is underperforming, the consensus gaps suggest strategic opportunities. Set a goal for improvement and prioritize the goal within the other institutional goals. **High priority goals can be achieved quickly through a CCID Improvement Cohort of collaborative discovery.**

b. *No consensus on institutional performance.* Categories in which there is not high congruence create opportunities for additional discussion and goal setting. The institution may determine that it is performing well on a given category but that there is insufficient communication about what is happening. Alternatively, efforts to reach consensus can uncover deeper organizational differences regarding the value or priority of specific activities that need to be resolved through reflection or facilitation. **CCID can provide mentors with specific expertise as an outside resource to help an institution assess on a particular category if consensus is difficult to reach.**

6. **Goal Setting:** As part of a retreat activity, create a new set of teams that which can be randomly assigned from a committee of the whole to look at the institutional profile, identify priority areas for improvement, and set some specific goals related to those areas. The executive summary should include at least 3 to 5 specific target goals for the institution and time frames for reaching the goal. It is helpful for the institution to define a goal in a way in which attainment can easily be assessed, but the degree of specificity will be highly dependent upon whether the institution sees a broad category as an area for improvement or a subcategory.
7. **Congratulations!** The institution has now completed an institutional profile, assessing where the institution is at with respect to comprehensive internationalization (from the perspective of an internal consensus). CCID encourages the institution to create a formal executive summary of no more than two pages as outlined below. Institutions can consider joining a CCID Improvement Cohort, ask for a formal collaborative discovery exercise with like institutions that can share ideas, champion best practices, and encourage each other in reaching a specific goal in a 12 month period.

Executive Summary (not to exceed 2-3 pages)

1. A summary statement of institutional progress towards comprehensive internationalization.
2. A gap analysis highlighting priority areas for improvement.
3. Prioritize 3-5 goals with action plans, timelines, and outcomes.
4. A completed FCI Tool (example below)



FRAMEWORK FOR COMPREHENSIVE INTERNATIONALIZATION

CCID SYSTEM FOR COMPREHENSIVE INTERNATIONALIZATION

Category	No Activity	Seeking	Building	Reaching	Innovating	Notes
Leadership & Policy						
L.1	Governance	NA	The governing board expresses interest in international activities.	The governing board supports international activities.	The governing board engages in international activities.	The governing board advocates for international activities.
L.2	Executive Leadership	NA	Executive leadership acknowledges international education's relevance for the college.	Executive leadership talks about international goals for domestic students.	Executive leadership supports international education goals.	Executive leadership expects and demands accountability to international goals.
L.3	Mission/ Core Values	NA	No incorporation of international or global in mission.	The mission statement addresses the importance of International education.	The mission statement highlights international education as core to the institution.	International education is specified in a multilayered way.
L.4	Committee Functions	NA	International education emerges within governance structure.	International activities are assigned to specific entities in the governance structure.	An active International Education Committee is in place, consisting of broad stakeholders engaged in international activity.	The International Education Committee has high level decision making capability to engage in international activity.
L.5	Policies	NA	Isolated Policies on CI, such as: risk management.	CI is addressed in policies in topical fashion but gaps exist.	Substantive coverage of CI in policies and procedures.	Integrated coverage of CI in policies with a process of regular review.
Organization Structure						
O.1	Strategic Plan	NA	No indication of internationalization in institutional plan.	Institutional plan recognizes internationalization.	Internationalization is a strategic priority of institution, as evidenced by an internationalization plan.	International outcomes included in accreditation plan. OR International strategic priorities are evident in annual plans at all levels.

Example

Using the Framework for Comprehensive Internationalization A Foundation for the CCID System of Comprehensive Internationalization

Recommended Retreat Agenda Using the FCI Tool.

This agenda can serve as a basis for a retreat or idea generation as to what might work at your institution. Whatever process you choose to engage in, CCID is here to encourage and provide resources as your institution engages in the exciting journey of comprehensive internationalization.



Frequently Asked Questions

- 1. As a multi-campus district, we have institutions in various stages of internationalization. Can we use the FCI Tool?**

Individual colleges and use the FCI alone or in concert. A district consensus might arrive at very different conclusions than a campus consensus, however, so CCID recommends that individual campuses complete the FCI first, before attempting to build district-wide teams.

- 2. At my campus, I am the only person who is responsible for or prioritizes international education. Can I use the FCI Tool individually?**

The FCI is flexible and will prove very valuable, whether completed alone or as part of a team. A team of committed stakeholders, however, accelerates initiating institutional change. CCID recommends such a team be developed, particularly if the results of the FCI will be followed by participation in a CCID Improvement Cohort.

- 3. Some of your terms are unfamiliar to us (i.e. global competency). Other terms simply do not apply. For example, we have a Board of Governors, not a Board of Trustees. What do we do?**

By all means, please substitute terms CCID has used for those used in your institution. Familiarity with terms and activities enhances the quality of the results. If you are unsure what a term means, please contact CCID and we will work with you to explain the meaning.

- 4. There are elements of the FCI that do not apply to my institution. Doesn't that put us at a disadvantage compared to other institutions?**

The FCI has no relationship to comparisons with other institutions. Simply circle Not Applicable (NA) and move to the next category.

CCID's Accountability System, used when institutions submit data for Recognition for Comprehensive Internationalization, will have clearly defined metrics and performance thresholds that will compare institutions. However, institutions who have developed particular categories at a high level will still have opportunity for recognition, even if other categories are not applicable.

- 5. Does the FCI remain a static framework? How often should an institution revisit the process of institutional assessment?**

Each September, CCID will update the FCI based on new research, institutional feedback and emerging issues. Version 1.0, published in September 2012, is the first such framework.

An institution may choose to use the FCI as frequently or infrequently as desired. The FCI is based on principles of continuous improvement, however, and CCID recommends that the updated tool be used as part of annual planning along with the annual reporting requirements for the Accountability System should institutions choose to participate.



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Category	No Activity	Seeking	Building	Reaching	Innovating	Notes
External Communication	NA	Community is not informed of international activity at the college. College is not informed of international activity in the community.	Infrequent distribution of information about international activities between the college and community.	Routine plan for communicating internationalization progress between the college and community.	Regular communications of international activity are shared broadly between the college and community.	
O. Organization Personnel						
Employee Engagement	NA	A core group of committed champions advance international education.	An international education steering committee focuses on strategic internationalization.	Broader institutional engagement supports formal internationalization.	Employees across the college -- including front line workers--display global competencies in their work and are engaged in processes of internationalization on campus.	
Faculty	NA	Isolated faculty express international interest.	Institutionally dedicated faculty support international activity.	The faculty provide significant expertise in a variety of international disciplines.	International criterion considered in hiring, tenure, and promotion of faculty, either formally or informally.	
International Programs Staffing	NA	Part-time coordination responsibility for international education.	Full-time coordination responsibility for international education.	Roles responsible for international education have sufficient clarity, responsibility, and authority to ensure success toward CI. Number of personal dedicated to international programs is able to grow as size and scope of activities increase.	Dedicated administrative position has sufficient span of control, budget and personnel oversight, and institutional influence to ensure success toward CI.	
T. Teaching and Learning						
Global Competency*	NA	No institutional definition of global competence.	Institutional definition for global competence/awareness.	Institutional definition for global competence used for aligning program outcomes.	Institutional definition for global competence is reviewed regularly to reflect local, national, and global contexts.	
Stated Learning Outcomes*	NA	No institutional learning outcomes related to global competence are stated.	Student learning outcomes related to global competence are stated.	Assessment of global competence learning outcomes is occurring with clear metrics.	Students demonstrate global competence through academic assessment.	
Campus Curriculum	NA	Some courses are expected to contain international content.	Programs of study with specific international emphasis are offered.	More complex curricular options exist, including global competency certificates for a variety of majors.	International exposure, through coursework, culturally diverse service learning, or study abroad, are expectations of graduation for all students.	
World Languages	NA	World language conversation classes in continuing education	Multiple world languages offered for credit	Lesser known world languages offered for credit	World language requirement for general education graduation.	





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L. Leadership & Policy						
L.1 Governance	NA	The governing board expresses interest in international activities.	The governing board supports of international activities.	The governing board engages in international activities.	The governing board advocates for international activities.	
L.2 Executive Leadership	NA	Executive leadership acknowledges international education's relevance for the college.	Executive leadership talks about international goals for domestic students.	Executive leadership supports international education goals.	Executive leadership expects and demands accountability to international goals.	
L.3 Mission/ Core Values	NA	No incorporation of international or global in mission	The mission statement addresses the importance of international education.	The mission statement highlights international education as core to the institution.	International education is specified in a multilayered way.	
L.4 Committee Functions	NA	International education emerges within governance structure.	International activities are assigned to specific entities in the governance structure.	An active International Education Committee is in place, consisting of broad stakeholders engaged in international activity.	The International Education Committee has high level decision making capability to engage in international activity.	
L.5 Policies	NA	Isolated Policies on CI, such as: risk management	CI is addressed in policies in topical fashion but gaps	Substantial coverage of CI in policies and procedures.	Integrated coverage of CI in policies with a process of regular review.	
O. Organization Structure						
O.1 Strategic Plan	NA	No indication of internationalization in institutional plan.	Institutional plan recognizes internationalization.	Internationalization is a strategic priority of institution, as evidenced by an internationalization plan.	International outcomes included in accreditation plan. OR International strategic priorities are evident in annual plans at all levels.	
O.2 Memberships	NA	Institutional membership in local organizations associated with global awareness.	Membership in international focused organizations.	Active engagement in international-focused organizations.	Governing board leadership in international focused organizations.	
O.3 Organization of International Activities	NA	Uncoordinated international activities in isolated areas.	Uncoordinated international activities in numerous areas.	Integrated units for international education are evident.	Structures support integration of student services and academic affairs in international efforts.	
O.4 Finance	NA	Nominal funds are available for international activity.	Specific budget lines support international activity.	The institution's international activity is balanced by revenue generation.	International activity is a self-sustaining budgetary activity.	
O.5 Monitoring	NA	Institutional definition for global competence used for evaluating program outcomes	Formal assessment of international activities within past five years	Specific international metrics are collected and tracked.	Recognized metrics monitor all international activities and promote goal setting for improvement.	
O.6 Internal Communication	NA	No internal communication about international activities	Infrequent distribution of information about international activities	Routine plan for communicating internationalization progress	Regular communications of international activity are shared broadly.	





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Category	No Activity	Seeking	Building	Reaching	Innovating	Notes
S.						
Study Abroad						
S.1 International Travel Opportunities for Faculty/Staff	NA	Faculty are encouraged to participate in international travel.	Faculty are supported financially to travel internationally.	Faculty are expected to gain international expertise. Staff participation is encouraged.	Faculty provide international expertise, recognized externally by college partners domestically and abroad. Staff participation is expected.	
S.2 Faculty/Admin Exchanges*	NA	International scholars are encouraged to participate in international travel to the institution.	International scholars are supported financially to travel internationally.	International scholars from the institution are also expected to gain international expertise.	International scholars provide international expertise, recognized externally by college partners domestically and abroad.	
S.3 Health and Safety Infrastructure	NA	College has no staff or support for study abroad	College has part time staff to coordinate study abroad and systems to respond to emergencies	College has strong program of risk management including training of trip leaders, orientation of students, insurance, emergency planning	College International staff, risk management, legal counsel, campus security, and counseling services are integrated into a comprehensive study abroad safety and emergency response system	
S.4 Study Abroad Academic Diversity	NA	Programs are limited to a small number of academic disciplines and/or spearheaded by a small number of engaged faculty	Opportunities for study abroad are included in a variety of academic disciplines	College has strategic plan for integration of study abroad into targeted areas	College has systems to encourage or facilitate development of study abroad in all academic fields of study including internships and other career-relevant learning opportunities abroad	
S.5 Study Abroad Geographic and Cultural Diversity	NA	The college partners to provide study abroad opportunities.	A variety of short and long term study abroad programs are hosted by faculty and culturally varied.	College has programs in multiple countries and areas of the world. OR The colleges contributes to study abroad consortia or uses travel services to provide study abroad.	Programs include diverse mix of urban/rural, world areas, and languages	
S.6 Student Learning During Study Abroad	NA	No formal assessment of student learning outcomes during study abroad	Study abroad does not delay graduation for students in most programs. *S-short (<4 weeks). *L-long (>1 semester)	College has established learning outcomes for study abroad experiences and assesses all programs across the college	Learning outcomes are integrated into learning experience for student self assessment, college assessment, and linked with academic goals	
PD.						
Professional Development						
PD.1 Faculty professional development workshops	NA	College has no formal programs for increasing international/global competencies of faculty	College encourages faculty to participate in conferences speakers, and other learning or other activities related to international education	College has program of workshops, speakers, and other learning in global learning	College has strategic plan for development and faculty global competencies including internal training and opportunities to participate in conferences, workshops and other external opportunities	
PD.2 Professional Development	NA	Individual sessions related to internationalization are offered.	Internationalizing the curriculum workshops routinely offered	A Center for PD programs for cultural competency in and out of the classroom.	A Center devoted to International Professional Development is supported at the institution.	





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PD.3 Faculty/Staff	NA	Opportunities are sought after by faculty and administrators to gain international exposure.	The institution provides professional development seminars related to international development.	The institution provides regular opportunities for faculty and staff to gain international experience and knowledge.	Resources and support, such as release time, are provided for faculty to engage in grants or curriculum development related to international focus.	
P. Partnerships						
P.1 Industry Partnerships	NA	The institution invites globally active businesses to participate in advisory groups on the campus.	The institution provides international students in internships in service learning to work with local businesses. In turn, local businesses accept international students in programs from the institution.	Businesses contribute financial programs at the institution.	Businesses and the institution actively partner & recruit international students for specific programs and strategically designated locations worldwide.	
P.2 International Articulations	NA	Institution accepts credits from partnership institutions abroad.	The institution has created consortial programs that accept credits and provide credits from institutions abroad.	The institution has created specific program articulations for degree completion with partner institutions abroad.	The institution has established joint degree programs, transcribed to designate joint institutional identity, with partner institutions abroad OR The institution has established multiple complex articulations with geographically distributed institutions abroad.	
P.3 Institutional Partnerships	NA	The institution has developed an informal relationship with an institution abroad for purposes of idea sharing and limited activities	The institution has created formal activities, such as short-term study abroad or faculty exchanges.	The institution has developed a broad set of activities, sustained over multiple years.	The institution has established high levels of integration with international partners including activities such as dual degree programs or outreach offices in international locations	
P.4 Community Partnerships	NA	The institution works with local international and immigration advocacy and service agencies to provide services.	The institution develops programming with local international and immigration advocacy and service agencies.	Local international and immigration advocacy and service agencies provide advisory participation related to college international activities.	The institution participates in joint grant activity in partnership with local international and immigration advocacy and service agencies.	
P.5 Workforce Development Partnerships	NA	The institution works with local workforce development agencies to determine global training needs of community.	The institution develops programming with workforce development agencies to support global training needs of community.	Local and state workforce development agencies provide advisory participation related to college international activities.	The institution participates in joint grant activity related to international work in partnership with workforce development agencies	





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C.5	Delegation/ Scholar Support NA	Scholars welcome but no financial support.	Delegations and Scholars are occasionally supported by institution or active grants work.	Delegations and Scholars are regularly supported by institution or active grants work.	Delegations and Scholars are institutionally supported for both outbound and inbound activity on a regular basis.	
I. International Student Support						
I.1	International Student Recruitment NA	The institution is capable of issuing student visas and processing international registrations.	Specific recruitment and information materials target international students.	International enrollments are intentionally supported and enrollment plans developed to increase international student enrollment. College has efficient and timely systems to admit, enroll and provide services to international students including appropriate lines of communication and authority between international office and other offices/staff serving domestic students.	The institution supports and is recognized for large enrollments of international students from geographically diverse areas. International student admissions are fully integrated with existing college enrollment management planning systems and services	
I.2	International Student Admissions NA	Institution lacks ability to integrate international students into student systems	Office has capacity to issue I20s; transcript analysis, and other processes.			
I.3	International Advising NA	No designated international student advisor	Minimum .5 FTE international student advisor.	>1 FTE student advisor	A fully staffed center supports international students.	
I.4	English for Speakers of Other Languages NA	Required assessment of English skills required for admission	Beginner, intermediate, and advanced classes available year round.	ESOL program supports student success and course curriculum	Strategic use of ESOL to support comprehensive internationalization.	
I.5	International Student Support NA	IE staff address specific needs of international students (i.e., Advising, housing, dietary and religious needs).	International Student support is integrated throughout the college (i.e. staff throughout college are welcoming, supportive, and responsive)	International student support includes campus and community including host families and/or student/community mentors and student peer-to-peer engagement programs	Lasting and impactful relationships are developed and sustained at campus and community level that include ongoing communications and activities with international alumni	
I.6	Domestic Articulation International Students NA	Provide assistance to aid international students in transferring credits to/from country of origin or to/from bachelor's degree granting institutions.	Develop specific articulation pathways to guide students to credential completion between institutions.	Develop specific guaranteed transfer agreements that meet international student needs, either with US 4-year or between US CC and international 4-year.	Provide financial assistance or scholarships to encourage continuation between US or US/international institutions.	
I.7	International Student Integration NA	International students are encouraged to participate in activities with domestic students.	Specific programs support international student engagement with domestic students.	International students are fully engaged in college and community activities.	International students are celebrated by community members and domestic students.	





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T.4b World Languages	NA	Content is presented in linguistic and cultural formats (i.e. Medical Spanish)	Second language instruction is an option for programs of study.	Second language instruction is mandated for specific programs of study.	Strategic language proficiency is an expectation of graduation for regular programs of study (i.e. Business Administration taught in English for non English speaking countries).	
T.5 Technology	NA	Technology use facilitates internationalization in isolated pockets. i.e. Foreign language or ESL software/lab is available.	Use of technology to support CI, while isolated, is well developed. i.e. Online language or ESL delivery is international in scope.	Planning for CI includes integration of technology for student recruitment, learning, interaction, etc. i.e. Software systems for international enrollment management, use of synchronous technology in cross-national instruction, etc.	College technology planning and IT systems implementation is integrated with CI planning to expand capacity for internationalization	
T.6 Continuing Education	NA	Some courses are expected to contain international content. Noncredit, workforce development, or community interest focus.	Programs of study with specific international emphasis are offered. Noncredit, workforce development, or community interest focus	More complex curricular options exist, including global competency certificates. Noncredit, workforce development, or community interest focus	Noncredit, workforce development, or community interest focus on international work creates a community engaged in and appreciate of international experience and community international partnerships.	
C						
Co-curricular						
C.1 Diversity Initiatives		Diversity measures focus solely on domestic race and ethnicity	Diversity measures include international and domestic diversity, but are functionally separate	Domestic and international diversity efforts include joint programs and initiatives	International and Domestic diversity programs and efforts are closely aligned with high levels of integration and cooperation	
C.2 Campus Programs	NA	Internationally themed artifacts publicly displayed. International education week programming is offered.	International programs are intentionally and regularly scheduled.	International programs are intentionally and regularly highlighted.	International focus is a mainstay in campus programming; students help direct programs and activities.	
C.3 Campus Activities	NA	Student activities related to international topics are offered occasionally.	International Activities are offered periodically to engage domestic and international students (i.e., local buddy program).	International activities ensure that domestic and international students are interacting on a regular basis.	Student directed international activities are supported and encouraged by the college.	
C.4 Domestic Advising	NA	Academic advisors nominally aware of international programs	Academic student advisors discuss international programs	Academic student advisors advocate international programs to domestic students.	An advisor is dedicated to international academic and study abroad activity for domestic students.	





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International Development Projects						
D.1 Student and Faculty Focused ID	NA	The institution participates in CCID or other international education organization discussions regarding potential ID activities and has created an institutional capability statement.	The institution hosts student and faculty development activity intended to aid in problem-solving upon return to home country.	The institution provides student and faculty development activity intended to aid in problem-solving in host country.	The institution leads student and faculty development activity intended to aid in problem-solving in host country.	
D.2 Institution Focused ID	NA	The institution participates in CCID or other international education organization discussions regarding potential ID activities and has created an institutional capability statement.	The institution hosts institutional groups intended to aid in problem-solving upon return to home country.	The institution provides institutional groups intended to aid in problem-solving in host country.	The institution leads institutional groups intended to aid in problem-solving in host country.	
D.3 Community Focused ID	NA	The institution participates in CCID or other international education organization discussions regarding potential ID activities and has created an institutional capability statement.	The institution participates in community based groups intended to expand awareness, support immigrants, or advance other internationally focused community projects.	The institution leads community based groups intended to expand awareness, support immigrants, or advance other internationally focused community projects.	The institution leads in community based partnerships intended to expand awareness, support immigrants, or advance other internationally focused community projects.	

*Terminology and use of competencies, including global, cultural, and diversity, is contested terrain. CCID does not seek to prescribe such definitions on institutions. Rather, CCID encourages institutions to wrestle with their own definition and results that demonstrate attainment of that definition.



EXECUTIVE SUMMARY OF COLLABORATIVE DISCOVERY THROUGH IMPROVEMENT COHORTS



In the process of completing the SCI Framework, institutions will likely identify specific areas in which they seek to improve e.g. seeking financial support for internationalization of the curriculum or developing study abroad opportunities. The Improvement Cohorts provide opportunity for collaborative discovery, knowledge sharing, and shared improvement efforts under the guidance of an expert facilitator/coach from the Coaching Cadre with demonstrated proficiency in the designated area.

The Improvement Cohort represents a midstream effort on the part of the institution and assumes that the college has already completed a self study and gap analysis and has formally make a institutional commitment to improve in certain area through a [Letter of Intent](#).

These yearlong Collaborative Discovery Forums use a combination of preconference workshops, regular webinars and conference calls, and individualized institutional support to aid an institution in elevating its levels of engagement. Upon completion of the process, the cohort will present at the CCID Annual Conference and their efforts will be promoted throughout the wider community college and higher education international community.

Coaching Cadre

The Coaching Cadre will be comprised of individuals with recognized expertise in a given area and represent all constituents. Coaches will include members of Boards of Trustees, Presidents, executive leadership (from CCID member colleges), private sector leadership, Personal Associates, faculty, and staff. Appropriate coaches will be identified for each cohort to provide Peer-to-Peer support throughout the year.

Cohort Guide

Once a critical number of colleges have submitted a Letter of Intent to improve on a given category, CCID will provide an experienced lead person to ensure program consistency, monitor college communication and progress.

Team Composition

Each institution will be required to commit multiple representatives who have a relationship to the Improvement Cohort focus. We encourage college representatives to participate in one or more "Improvement Cohorts" focused on areas of interest within the Framework categories:

Leadership and Policy, Organization, Teaching and Learning, Co-curricular, Study Abroad, Partnerships, or Development.



Summary of the Curriculum

The Improvement Cohort Curricula will be designed by the assigned coaches/facilitators around cohort needs and interests, but based on a set of common principles and activities.

1. **Development of expertise** related to core competence
2. **Use of cases studies** (either proposed from the cohort or the Coaching Cadre) to produce problem solving
3. **Use of storytelling** and dialogue to produce reflection and generation of new knowledge
4. **Networking and communication** to create inter-institutional partnerships and sharing
5. **Completion of institutional "products"** based on an institutions need and interests.
6. **Statement of need** or interest in Letter of Intent.
7. **Kickoff Session:**
 - a. Discussion of institutional contexts.
 - b. Generalization of needs and interests.
 - c. Specification of institutional products (and partners).
 - d. Coaching Cadre Activity Mapping
8. **MidConference Update**
 - a. Report what's working or not working.
 - b. Modifications or redirects.
9. **Final Report**
 - a. Product submission to CCID
 - b. Product presentation at CCID conference or institute.
 - c. Review of Framework

Overview of Yearlong Improvement Cohort Program



EXECUTIVE SUMMARY OF INSTITUTIONAL RECOGNITION



CCID recognizes colleges that are making the journey of excellence as they seek comprehensive internationalization and greater glocal impact. Celebrating successes of colleges all along that journey creates a sense of excitement, belonging, and sharing that strengthens and sustains the consortium while reenergizing those on the journey to continue improvement. Three forms of recognition are available to colleges who are on journeys of excellence in Comprehensive Internationalization, whether the college is focused on all categories of Comprehensive Internationalization, one category (Best in Class), or is engaged in something so novel and transformative that we simply didn't see it coming (Breakthrough Knowledge Award).

Comprehensive Internationalization recognizes at the Bronze, Silver, Gold, and Platinum levels by external review of accountability data using a transparent point assignment. CCID's recognition will be an important benchmark in institutional improvement efforts and a signal to external partners and prospective students that the institution is serious, competent, and engaged in comprehensive internationalization.

Best in Class Recognition will be granted to institutions that have focused efforts on specific aspects of international work, such as building relationships with international partners, creating study abroad opportunities, or creating specific curricular elements. Best in Class Recognition signals to prospective partners that the institution's focus resulted in an exemplary program and high levels of expertise.

Breakthrough Knowledge Award recognizes institutions that have charted new territory related to creating Local Access and Global Opportunities. The Breakthrough Knowledge Award is granted to institutions engaged in transformational change through programs, development projects, revisioning or other efforts that force us to reconsider what is possible and reaffirm community and technical colleges spirit of innovation, entrepreneurship, educational attainment, and economic development.

The Recognition Program:

- Recognizes specific expertise and capacity development of member colleges through a systematic, transparent process.
- Recognizes both incremental improvement and transformational change.
- Provides a mechanism for both longitudinal and comparative institutional analyses based on a common set of categories and measures, which have been collectively developed with specific intention to provide institutional flexibility.

