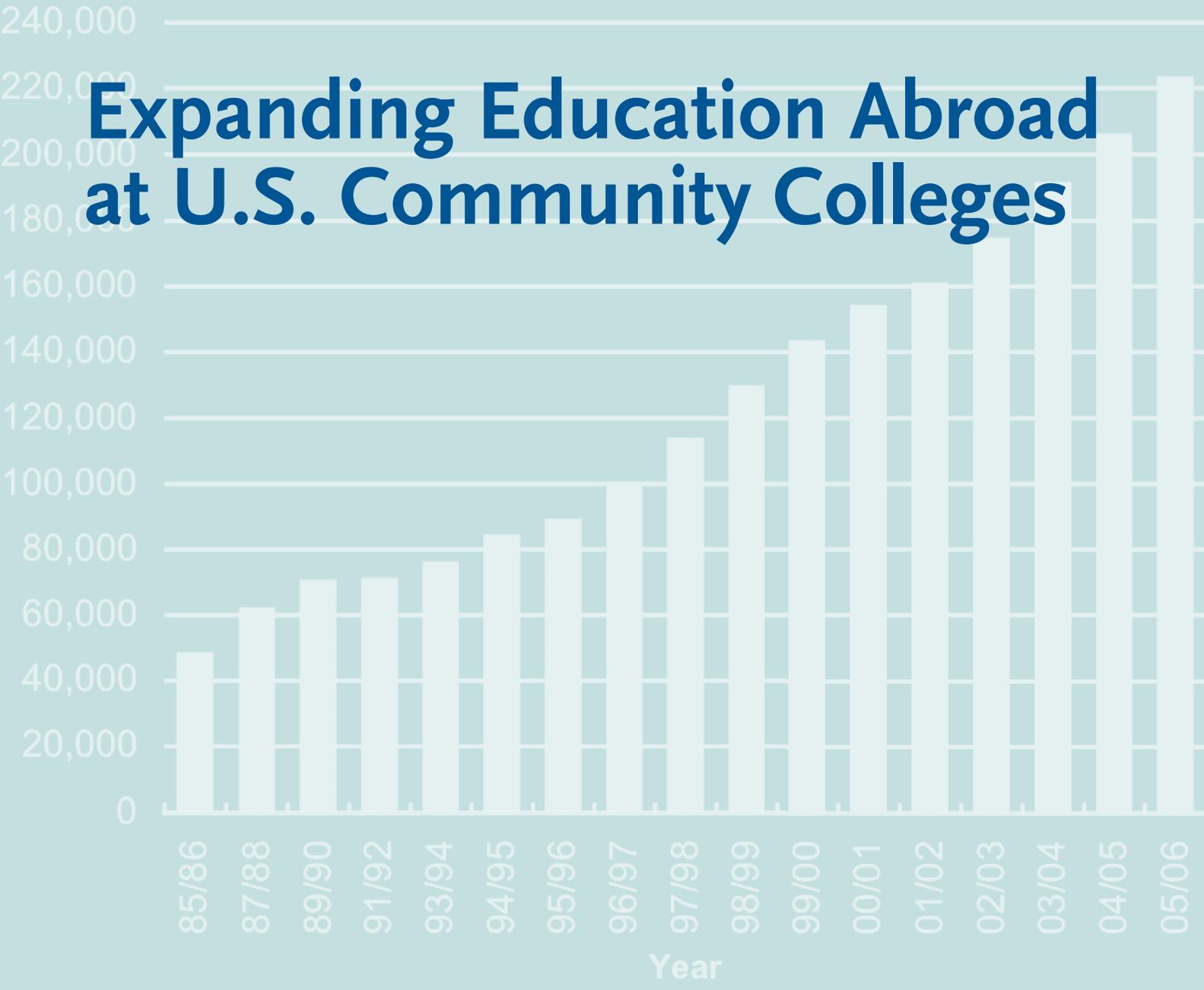


MEETING AMERICA'S GLOBAL EDUCATION CHALLENGE

Expanding Education Abroad at U.S. Community Colleges



Institute of International Education

An independent 501(c)(3) nonprofit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations.

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Expanding Education Abroad at U.S. Community Colleges

**Third in a Series of White Papers on
Expanding Capacity and Diversity in Study Abroad**

**Institute of International Education
September 2008**

By Rosalind Latiner Raby
Director, California Colleges for International Education

With a Foreword by Allan E. Goodman
President and CEO, Institute of International Education

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Foreword

Expanding Study Abroad at U.S. Community Colleges

By Allan E. Goodman, President and CEO, Institute of International Education

If the next generation of students fails to experience and understand foreign cultures and languages, the complexities of U.S. relationships with other nations, and the leadership qualities that are required in cross-cultural contexts, this failure may extend to crucial aspects of America's national security, economic competitiveness, and global leadership. Public officials, academic and corporate leaders, and members of the public are increasingly aware of these risks. Federal agencies are struggling to find employees who have the cross-cultural and foreign language capabilities to effectively meet our nation's security and diplomatic needs. Corporations face a similar challenge, as managers must function effectively across cultures and gain an international perspective on their jobs in order to survive. Careers in health, education and welfare, even within the U.S. domestic context, will increasingly require a wider range of linguistic and cross-cultural skills.

Study abroad helps meet these challenges. The experience of living and learning abroad provides U.S. undergraduate students with the opportunity to develop cross-cultural competency and international expertise. It also fosters self-confidence, independence, and leadership qualities.

Study abroad is also becoming increasingly popular, especially at the undergraduate level. According to IIE's annual *Open Doors Report on International Educational Exchange*, the number of students participating in study abroad for academic credit has grown substantially in recent years. In 2005/06, over 223,000 students studied abroad for credit – a 150 percent increase over the past ten years. This growth can be attributed to various factors, including increased study abroad program offerings by U.S. campuses; a wide range of scholarship programs offered by the U.S. government, private foundations, and corporations; and increased recognition by students and parents of the value of study abroad in preparing students for leadership in the global economy and an increasingly interconnected world.

Despite all of these efforts, only a small percentage of all students enrolled in U.S. higher education study abroad each year. With a total enrollment of over 15 million, America's higher education institutions confront a huge unmet need to expand their students' international experience. An even greater challenge for U.S. colleges and universities is to ensure that access to study abroad is available to all, including students of diverse economic and social backgrounds.

Students from America's community colleges continue to be underrepresented in study abroad. While the number of students at community colleges participating in study abroad for academic credit has grown substantially in recent years – over 6,000 community college students studied abroad in 2005/06 – less than 3 percent of those who study abroad are community college students.

Considering that community colleges enroll almost half of all undergraduate students in the U.S., their students' low participation in study abroad reveals a significant unmet need. Community college populations are historically comprised of non-traditional students, including minority students, those with high financial need, and first-generation college students, all populations that currently are largely underrepresented in study abroad. If this trend is allowed to continue, these underrepresented groups will remain on the sidelines and will not have equal access to the life-changing oppor-

tunities that will prepare them for today's global society. Making a substantial change will require institutional commitment. It will require recognition by college presidents and trustees that international experience is important for their students, and it will require a commitment to create specific opportunities tailored to the unique needs of community college students.

The Institute of International Education (IIE), one of the world's largest and most experienced international education and training organizations, is working to increase the number and diversity of American students who go abroad, and is specifically helping to address the needs of community colleges. For example, this year more than 700 American students with financial need will have the opportunity to study abroad through the Benjamin A. Gilman International Scholarship program, funded by the U.S. Department of State and administered by IIE. Nearly 500 students received scholarships to study in Asia this past year through our Freeman-ASIA program, supported by the Freeman Foundation. Several of these grants went to community college students.

In March 2008, the Institute hosted a workshop on "Education Abroad at the Community College," in cooperation with the American Association of Community Colleges (AACC) and California Colleges for International Education (CCIE). Over 80 individuals from 45 community colleges in 27 states took part in the event. The Lumina Foundation on Education and the FIPSE-funded Project for Learning Abroad, Training, and Outreach (PLATO) generously supported this workshop with travel grants for workshop participants. For many participants, this was their first opportunity to participate in a workshop specifically focused on study abroad. The goals of the workshop were to educate faculty and administrators on ways to advocate for and support education abroad at their institutions and to assist them in providing study abroad opportunities for their students. The workshop helped to equip a new group of dedicated individuals with the tools they need to institutionalize study abroad at their colleges, and provided a unique opportunity to reach out to community college professionals and ensure that students from all segments of American higher education have access to study abroad to enhance their academic lives and professional competence as global citizens.

This white paper grew out of the March 2008 workshop and the results of a survey that IIE, together with AACC and CCIE, conducted among workshop participants and other community college professionals. It is the third in a series of IIE White Papers on *Meeting America's Global Education Challenge*, which explores the challenge of substantially expanding the numbers and destinations of U.S. students studying overseas, in order to help guide public policy and academic planning in this area. We are pleased to share the results of this third white paper, including survey findings and an excellent analysis by Rosalind Raby, Director of CCIE, on the unique challenges of expanding study abroad at America's community colleges.

Increasing the number and diversity of American students going abroad and encouraging them to study in places of growing strategic importance for the future of the United States are among IIE's core objectives. This white paper and the contributions of all those working to increase study abroad participation by community college students bring us another step closer to achieving these goals.

Allan E. Goodman
August 2008
New York City

Executive Summary

U.S. students and teachers are going abroad in growing numbers, gaining the international exposure and cross-cultural knowledge that will prepare them for their future role in an interconnected world. According to the *Open Doors 2007 Report on International Educational Exchange*, 223,534 U.S. students studied abroad for academic credit in 2005/06, an increase of 8.5 percent over the previous year, and a 150 percent increase over the past decade. Still, only a small percentage of U.S. students study abroad during their college years. The late Senator Paul Simon urged that America send abroad as many of our students as those coming to the U.S. from abroad, currently 583,000 and rising. IIE shares this goal of doubling the number of U.S. students abroad. It is imperative that efforts to expand the number of students studying abroad make efficient use of existing resources and insure that access to education abroad is available to all, including students of underrepresented economic and social groups.

To address these challenges, the Institute of International Education (IIE) launched *Meeting America's Global Education Challenge*, a focused policy research initiative which explores the challenge of substantially expanding the numbers and destinations of U.S. students studying overseas. In May 2007, IIE published its first White Paper in this series, *Current Trends in U.S. Study Abroad & the Impact of Strategic Diversity Initiatives*, which examines the current state of study abroad in the U.S., providing a benchmark for future expansion. Analysis of strategic funding initiatives – such as the Gilman International Scholarship Program, the National Security Education Program Boren Scholarships and Fellowships and the Freeman Awards for Study in Asia – showed that resource allocation can influence diversity of participants, geographic destinations and length of study.

The second White Paper, *Exploring Host Country Capacity for Increasing U.S. Study Abroad* (published in May 2008), focuses on the capacity of higher education institutions abroad to absorb a significantly expanded number of U.S. students, as well as the challenges they face and their motivations and strategic plans to undertake this effort. The “capacity” to host more U.S. students was defined broadly to include not just physical capacity and infrastructure (e.g., classroom and dormitory space) in host institutions, but also other, equally important, aspects of institutional capacity such as the availability of courses taught in English, availability of programs of varying and suitable duration, and existing challenges and effective strategies associated with hosting more U.S. students.

In this third White Paper, we turn our attention back toward U.S. institutions, and focus on an institutional type unique to the U.S. higher education system: the community college. Education abroad at community colleges has several key characteristics that distinguish it from education abroad at four-year institutions, and these differences necessitate a distinct approach to expanding study abroad opportunities for community college students. This report provides an overview of education abroad at community colleges, including current trends in study abroad, addresses the challenges in expanding study abroad, and provides recommendations for institutional reform.

This White Paper draws on a special analysis of data from IIE's *Open Doors Report* and on findings from a new survey, conducted in spring 2008, on expanding study abroad at community colleges, conducted by IIE and California Colleges for International Education (CCIE). Key findings include:

- Student interest in study abroad is growing rapidly at community colleges, as demonstrated by the 60 percent increase in the total number of students studying abroad since 2001.

However, community college study abroad currently accounts for less than 3 percent of the U.S. total, whereas community colleges enroll close to 50 percent of all undergraduates in the U.S.

- Program cost remains one of the greatest difficulties in expanding community college education abroad. Eighty-three percent of respondents to the IIE/CCIE survey cited costs and fees to students as a leading challenge to expanding education abroad.
- The perception is that few college trustees and presidents support education abroad in their action items and budgets. Fifty-two percent of respondents to the IIE/CCIE survey cited that more leadership from the administration is a critical necessity for growth of education abroad programs.
- Growth in the number of community colleges offering education abroad exists despite a noted lack of a commitment to internationalization as shown by the American Council on Education (ACE) publication. This publication, *Mapping Internationalization on U.S. Campuses: 2008 Edition*, shows that 73 percent of community colleges did not include a commitment to internationalization in their mission statements in 2006, and 80 percent did not include internationalization as a top priority in their strategic plans.
- Dedicated education abroad office staff are needed, as the workload often exceeds the hours provided by partial release time. Over 80 percent of respondents to the IIE/CCIE survey noted that even one additional part-time or full-time employee would help their programs grow.

Expanding Education Abroad at U.S. Community Colleges

By *Rosalind Latiner Raby*

I. U.S. Community Colleges at a Crossroads

A. Overview of the U.S. Community College System

The U.S. community college system is composed of nearly 1,200 regionally-accredited two-year colleges and technical institutions that enroll over 11 million students annually. In 2007, community colleges enrolled 46 percent of all undergraduate students and 52 percent of the continuing education students in the U.S.¹ Fifty-one percent of students attending four-year institutions transferred from community colleges.²

Community colleges are accredited to award associate degrees and to grant short-cycle certificates and licenses. A limited number of community colleges also offer four-year bachelor's degrees. Community colleges often provide vocational training, but such training is also sometimes provided through vocational schools, adult education centers, and/or proprietary businesses and trade colleges that are not considered part of the community college system. While the vast majority of community colleges are state-funded public institutions, there are also nearly 200 private community colleges.

The curriculum at community colleges is designed to meet the needs of a diverse student body, whose average age is 29. This student body includes those who intend to transfer to four-year institutions, those who seek to directly apply vocational, technical, and professional skills in the job market, and those community members who seek personal enrichment. Thus, community colleges have three separate aims: a) to provide academic liberal arts and science preparation for transfer to a four-year institution; b) to prepare school-to-work training in vocational, technical, and occupational subjects for mid-level labor markets; and c) to promote life-long education through community service, remedial education and English as a second language/acclturation for recent immigrants.

B. Education Abroad and the Community College Mission

Community colleges are at a crossroads as they examine their role and function in preparing the next generation of students to live and work locally, but within a global economy. The community college mission emphasizes direct learning experiences to teach cognitive and social skills. Few educational opportunities offer as direct and immersive a learning experience as education abroad. Thus, education abroad is directly aligned with the community college mission; contributes to credit transfer, career and technical preparation and community education; and is student-focused.

Policymakers have long drawn a direct link between international education and the community college mission. Most recently, the *AACC and ACCT 2006 Joint Statement* reiterated this connection: “rededication to global education is required that will inspire and shape new educational strategies initiated to promote the shared goals of global connectedness and understanding.”³ Furthermore, in

2007, George Boggs, President of the American Association of Community Colleges (AACC), issued a direct challenge for “community college governing boards and chief executives, as well as their administrators, faculty, and staff who oversee programs and services [to] not only embrace global education but also [to] challenge their communities to understand its importance.”⁴

Community colleges that do not offer education abroad are not meeting their mandate of preparing students for their future roles in a global economy, where international literacy is a basic skill needed in the workplace.

C. The Value of Education Abroad to Community College Students

Education abroad is a pragmatic tool that ensures national security, encourages the development of politically active citizens who can contribute towards participatory democracy and social service, and provides career skills needed for work in the global economy. Students who participate in education abroad experience a significant growth in interpersonal skills, academic performance, cultural proficiency, and personal growth. For first-generation or immigrant students, many of whom study at community colleges, education abroad provides an opportunity to re-learn their own cultures and histories. For students who have not traveled beyond their own neighborhoods, studying abroad is a life-altering experience that can have significant impact on their careers. The 2006 Lincoln Commission Report, one of the most widely-discussed documents concerning study abroad published in recent years, recognized the importance of equipping all American students with international skills.⁵

Educating the individual, be it student, teacher, staff, administrator or trustee, is the foundation upon which international competency is built. It is this competency that heightens the cross-cultural communication skills through which the individual can reconcile conflicting ideologies, perceive multiple perspectives, and respect a relativity of differences. There is no better environment than a different culture to learn how to think about the world in unique ways.

D. Supporting Organizations

There are several national organizations that support education abroad at community colleges and that have developed specific activities or resources that support these colleges in their efforts to expand study abroad. These organizations include:

- **American Association of Community Colleges (AACC).** AACC represents over 1,200 U.S. community colleges serving more than 11 million students. AACC has included education abroad in its international policy since 1980, and in March 2008 co-sponsored with IIE the first workshop on *Promoting Education Abroad at Community Colleges: What Works Best*.⁶ AACC disseminates information, works with government agencies, and encourages and assists members to form partnerships for exchanges. www.aacc.nche.edu
- **Community Colleges for International Development (CCID).** The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs and promote economic development. The CCID network is composed of over 100 colleges with similar interests in international education and development issues. www.ccid.cc

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- **Institute of International Education (IIE).** IIE designs and implements programs of study and training for students, educators and professionals; administers study abroad scholarship programs for the U.S. government and other sponsors (including the Fulbright Program, the Benjamin A. Gilman International Scholarship Program, the Freeman Awards for Study in Asia, etc.); and publishes both print and online study abroad funding resources and program listings (including *IIEPassport.org* and *StudyAbroadFunding.org*). IIE, with support from the U.S. Department of State’s Bureau of Educational and Cultural Affairs, has been collecting data on study abroad since 1985 and publishes this data annually in the form of the *Open Doors Report on International Educational Exchange*. IIE Network is IIE’s membership association with nearly 1,000 member institutions, including nearly 100 community colleges. www.iie.org
 - **NAFSA: Association of International Educators** is a member organization promoting international education and providing professional development opportunities to the field. The NAFSA Knowledge Community on Education Abroad authorized a community college working group in 2001 (EA-KC-CC) to emphasize the unique needs of community college education abroad in terms of increasing program and student numbers and identifying unique support services for program development. Members of the online discussion group (SECUSSA-CC) gather annually at the NAFSA national conference.⁷ www.nafsa.org

II. Characteristics of Education Abroad Programs at Community Colleges

Although programs for sending community college students abroad vary as widely as the backgrounds and motivations of community college students, such programs share five common characteristics:

A. Open Access Compliance

All education abroad classes must meet the same requirements as classes offered on-campus, although they may be modified to take full advantage of the location(s) in which they are offered. Thus, admission must remain open to all, regardless of educational attainment, socioeconomic status, or disability status.

B. Specific Course Credit Transfer Criteria

Credit-bearing coursework distinguishes education abroad from non-credit community education study tours. Since credit transfer is an important element of the community college mission, many education abroad courses include an accredited academic curriculum that meets transfer requirements. Furthermore, credit-bearing courses allow cross-campus collaborations to take place through campus curriculum committees and faculty senates.

C. Flexible Program Length

Education abroad program lengths at community colleges are specifically tailored to best fit the needs and lifestyles of community college students, many of whom are older and have work or family obligations. At some community colleges, the most effective program models may be single-subject one to four-week courses bearing minimal academic credit, while at others, multi-subject programs carrying full academic loads and lasting from six weeks to a full semester may be more popular.

D. Faculty-led Programs

Faculty-led programs dominate community college education abroad. Faculty-led programs are designed and coordinated in one of three ways: a) by individual faculty without a campus connection (and sometimes without official sanction); b) by campus-based international education initiatives; or c) in consort with accredited third-party providers. To support best practices, campus committees should review and authorize programs and keep track of any local or international faculty who teach related courses.

Direct-enrollment, academic year abroad, work/study abroad, internships and service/volunteering abroad, and other alternative programming are less common at community colleges due to the limited number of community college staff available to counsel students, coordinate financing, and secure college credit.

E. The Consortia Model

Consortia allow colleges to work together (nationally, state-wide, and locally) to coordinate and market programs, share costs, and accept the transfer of credits while keeping individual college costs low. Korbel (2007) profiles the successes and challenges that consortia face.⁸ In one model, a “lead college” designs the program, sends its own faculty to lead the program, and receives all of the student tuition and state apportionment. A similar model rotates the “lead” college annually to allow each consortium member an opportunity to send its own faculty abroad, to build brand loyalty within the college, and to receive tuition money.

A major benefit of joining a consortium is the ability to promote education abroad with minimal logistical costs. Consortia also make it easier for programs to achieve the necessary critical mass, as individual colleges may be able to send only one student. Disadvantages include accreditation issues, financial aid sharing, restrictions on types of programs, and lack of institutionalization when colleges do not “own” their programs.

Numerous state and multi-state consortia help support community college education abroad. The profiles below represent consortia that responded to a request for information by the author are profiled below.⁹

- **California Colleges for International Education (CCIE)**, www.ccieworld.org, first program: 1977. CCIE is a non-profit consortium of 84 California community colleges. Through advocacy, collaboration, and communication, CCIE supports community colleges to send students on study abroad either through

their own programs, mini-consortia programs, or self-directed programs. For the past three years, IIE's *Open Doors Report* has confirmed that California community college students account more than half of the nation's total community college study abroad students. CCIE sends 3,500 students abroad annually.

- **College Consortium for International Studies (CCIS)**, www.ccisabroad.org, 1st program: 1975. CCIS is a partnership of more than 100 two- and four-year colleges and universities, both domestic and international, whose members sponsor over 85 study abroad programs in 31 countries, as well as professional development seminars for faculty and administrators.
- **Community Colleges for International Development (CCID)**, www.ccidinc.org, 1st program: 2001. CCID's Troika model combines at least three colleges who jointly offer a 17-day or shorter program. College Presidents agree to: a) award four student scholarships of \$750 each; b) create an on-campus credit course and rotate faculty; c) sign transferability of financial aid, and d) allow CCID to coordinate all logistics and evaluation. Past program areas have included nursing, agriculture, sustainable energy, and international marketing. The Troika program sends over 100 students abroad on four programs from 11 colleges annually.
- **Illinois Consortium for International Studies and Program (ICISP)**, www.icisp.org, 1st program: 1986. ICISP provides leadership in international education and cultural diversity in Illinois and contiguous states for 36 colleges. The consortium facilitates nearly 600 faculty and administrator professional exchanges in nine countries, as well as semester and summer study abroad programs in ten countries. ICISP sends 2,000 students abroad annually.
- **Washington Consortium of Community Colleges for Study Abroad (WCCCSA)**, www.wcccsa.com, 1st program: 2001. WCCCSA is a collaboration of 15 Washington State community colleges that offer quarter- or semester-long study abroad programs that combine one to two classes (usually on life/culture and/or language) taught by local faculty through providers with one to two classes taught by WCCCSA member college faculty. Programs are offered in four countries.
- **Other State Consortia**
Other state consortia include: Colorado Consortium for International Programming (CCIP); Education for Global Learning: A Consortium for Minnesota Colleges (EGL); Florida Collegiate Consortium for International/Intercultural Education (FCIE); Iowa Community College Consortium for Study Abroad (ICCCSA); Maricopa Community College District (Arizona); Maryland Community College International Education Consortium (MCCIEC); Massachusetts Council for International Education (MaCIE); Michigan Community Colleges for Global Education; Mid-West Institute for International/Intercultural Education; Missouri Consortium for Global Education (MCGE); New Jersey Collegiate Consortium for International/Intercultural Education; North Carolina Community College System; North Texas Community and Junior College Consortium; Ohio Community College Consortium for Global Education; Oklahoma Global Education Consortium; Oregon International Education Consortium (OIEC); South Carolina International Education Consortium (SCIEC); Virginia Community College System International Education Peer Group; West Virginia Consortium for Faculty and Course Development in International Studies; and the Wisconsin Technical College System International Education Committee.

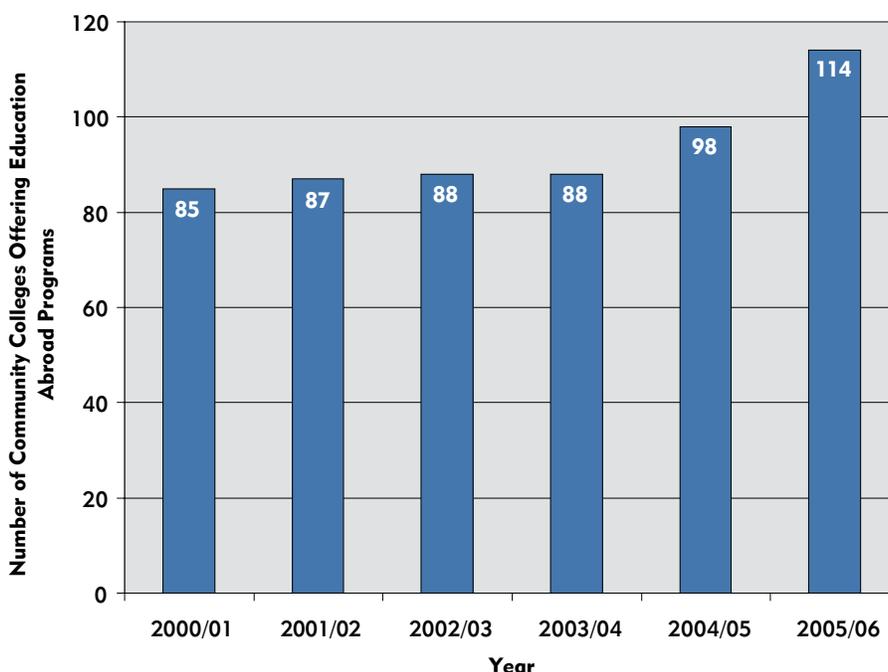
III. Current Trends in Education Abroad at Community Colleges

This section presents an overview of study abroad trends at community colleges, and highlights examples of unique community college program offerings. Data for all figures and tables in this section is drawn from Rajika Bhandari and Patricia Chow, *Open Doors 2007: Report on International Educational Exchange* (New York: Institute of International Education, 2007).

A. Enrollment Trends

IIE's *Open Doors 2001* report established a baseline for trends in education abroad at community colleges, in which 85 community colleges reported offering programs that sent a total of 3,941 students abroad during the 2000/01 academic year (Fig. 1). According to *Open Doors 2007*, in the academic year 2005/06 (the most recent year for which data is available), 114 community colleges reported offering credit-bearing study abroad programs to 6,321 students. Since 2000/01, the number of community colleges that reported offering education abroad programs has increased 34 percent.

Figure 1: Number of Community Colleges Reporting Sending Students Abroad, 2000-2006



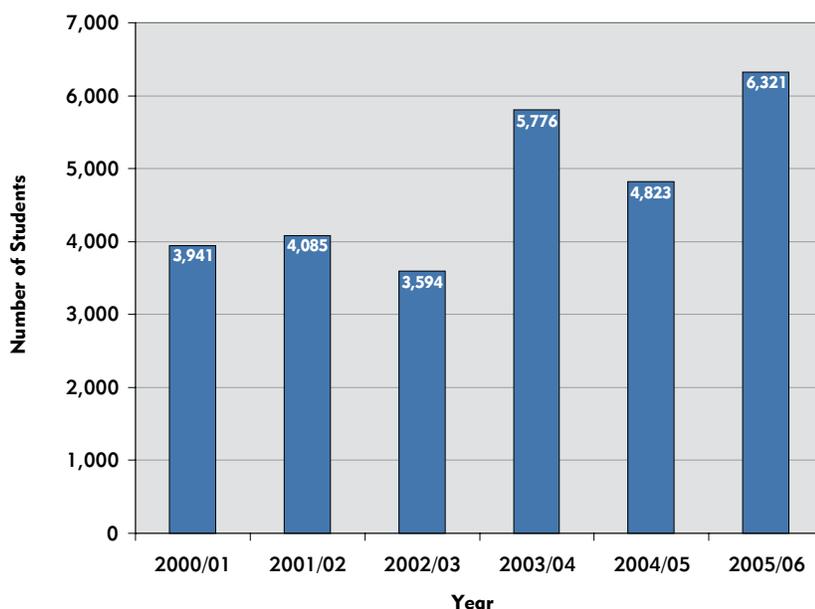
The 18 community colleges which sent 100 or more students on education abroad in 2005/06 are listed in Table 1.

Table 1: Associate's Institutions which Reported Sending 100 or More Education Abroad Students, 2005/06¹⁰

Institution	State	Total
College of DuPage	IL	256
Cabrillo College	CA	229
St. Louis Community College	MO	203
SUNY Broome Community College	NY	200
Santa Barbara City College	CA	196
Citrus College	CA	180
Sierra College	CA	175
Chaffey College	CA	171
Glendale Community College	CA	164
City College of San Francisco	CA	142
Santa Monica College	CA	128
Napa Valley College	CA	118
Pasadena City College	CA	118
Riverside Community College	CA	114
Mesa Community College	AZ	107
Brookdale Community College	NJ	107
Kirkwood Community College	IA	106
Ann Arundel Community College	MD	100

Student interest in study abroad is growing rapidly, as demonstrated by the 60 percent increase in the total number of community college students reported studying abroad since 2001 (Fig. 2). However, community college study abroad still accounts for less than 3 percent of the U.S. total, clearly indicating that community college students face particular challenges when it comes to studying abroad. These challenges are discussed in Section IV.

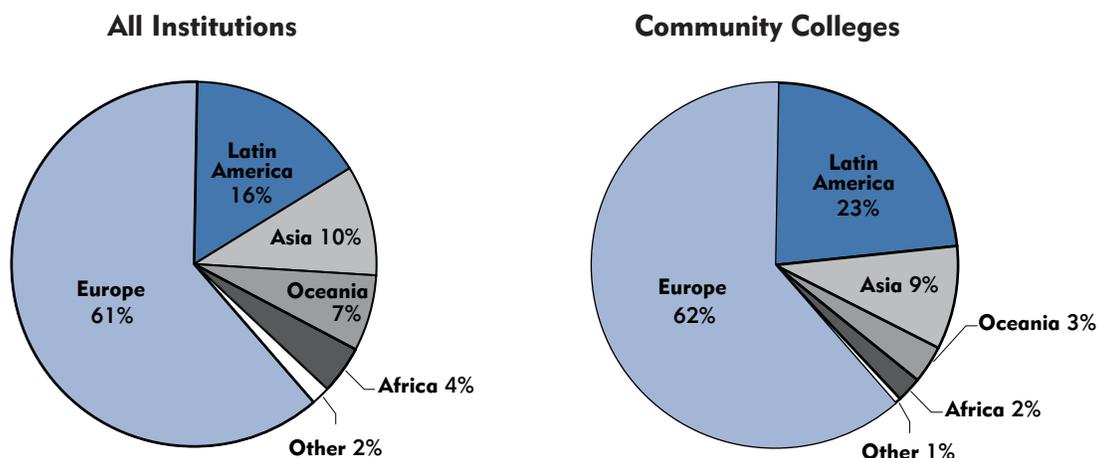
Figure 2: Number of Community College Study Abroad Students, 2000-2006



B. Diversity of Destinations

Community colleges offer programs throughout the world, but are particularly strong in Western Europe, East Asia and Latin America. The most popular destination region is Europe (62 percent), followed by Latin America (23 percent), Asia (9 percent), Oceania (3 percent), and Africa (2 percent). Compared to education abroad at four-year institutions, a higher percentage of community college students studied in Latin America and fewer chose to study in Oceania (Fig. 3).

Figure 3: Host Regions of Community College Education Abroad Students, 2005/06



The most popular destination country for community college study abroad students is Italy, followed by Spain, Mexico, the United Kingdom, and France. However, in line with national trends, an increasing number of community college students are choosing to study abroad in non-traditional destinations, such as China, Costa Rica, the Czech Republic, and Japan. It is important to note that many community colleges do not offer the same program annually, but rather offer it every few years so as to increase the number of participating students.

Table 2: Top 10 Destinations of Community College Education Abroad Students, 2005/06

	Destination	2004/05	2005/06	% Change
1	Italy	893	750	-16.0
2	Spain	420	705	67.9
3	Mexico	348	561	61.2
4	United Kingdom	575	518	-9.9
5	France	224	464	107.1
6	Costa Rica	228	297	30.3
7	Greece	30	209	596.7
8	China	136	185	36.0
9	Japan	82	117	42.7
10	Czech Republic	31	94	203.2

C. Duration of Programs

More than seventy-five percent of all community college study abroad students studied on short-term programs (summer programs or programs of 8 weeks or less), while less than one quarter studied abroad on mid-length programs (programs lasting one semester, one quarter or two quarters), and less than one percent participated in long-term programs (academic or calendar year programs). Community colleges send a much higher percentage of students on short-term programs than other types of institutions (Table 3) due to a variety of factors.

Table 3: Duration of Study Abroad by Institutional Type, 2005/06

Institutional Type	Short-term	Mid-length	Long-term	Number of Study Abroad Students
Doctoral/Research	52.5%	41.8%	5.7%	132,600
Master's	58.7%	36.8%	4.5%	47,952
Baccalaureate	43.4%	49.9%	6.7%	34,839
Associate's	76.1%	23.5%	0.4%	6,321
Specialized	55.4%	35.8%	8.8%	1,822
All Institutional Types	52.8%	41.7%	5.5%	223,534

D. Fields of Study

Community college study abroad students are more likely to be studying foreign languages or health sciences than their counterparts at four-year institutions, and are much less likely to be pursuing degrees in the social sciences (Table 4). Many community college study abroad students are undeclared majors,¹¹ reflecting the community college student body which is largely composed of career, transfer, and non-transfer students. Education abroad programs at community colleges often cater to these students, reflecting the twin community college goals of vocational and occupational training for local workforce development and academic coursework for transfer.

Table 4: Fields of Study of Study Abroad Students, 2005/06

Field of Study	% of Community College Students	% of Students at All Institutions
Business & Management	15.6	17.7
Humanities	12.7	14.2
Foreign Languages	10.5	7.8
Health Sciences	9.8	3.8
Fine or Applied Arts	7.6	7.5
Social Sciences	7.1	21.7
Education	4.9	4.1
Physical/Life Sciences	4.8	6.9
Engineering	0.9	2.9
Math or Computer Science	0.3	1.5
Other	4.4	8.5
Undeclared	21.3	3.4

E. Student Demographics

Since the general student body demographics at community colleges often reflect the multiethnic and multicultural character of the communities they serve, it is not surprising that this diversity carries over into study abroad at community colleges. Community colleges tend to send a greater percentage of Hispanic/Latino(a), multiracial, and African-American students abroad than other institutional types. Furthermore, the percentage of minority students studying abroad at community colleges has been increasing faster than the national average. While the proportion of Caucasian students studying abroad at all institutional types increased 3 percent between 2000/01 and 2005/06, the proportion of Caucasian students at community colleges who studied abroad actually decreased by over 10 percent during the same time period, accompanied by a large growth in the number of multiracial students participating in study abroad (Table 5).

Table 5: Student Demographics in Study Abroad, 2000/01 vs. 2005/06

Race/Ethnicity	Community Colleges		National Average	
	2000/01	2005/06	2000/01	2005/06
White/Caucasian	79.1%	69.0%	80.0%	83.0%
Hispanic/Latino(a)	11.5%	13.1%	5.3%	5.4%
Multiracial	0.8%	9.1%	3.5%	1.2%
African-American	4.3%	5.0%	3.4%	3.5%
Asian-American/Pacific Islander	4.3%	3.4%	5.3%	6.3%
Native American/Alaskan Native	0.1%	0.5%	0.5%	0.6%

F. Community College Program Offerings

Many community colleges have launched a variety of programs in non-traditional destinations and/or under-represented fields of study. Below is a list of such programs from an informal, online poll conducted in April 2008 among community colleges subscribed to a community college study abroad listserv (SECUSSA-CC). Responses were received from twelve community colleges and four state consortia. This list below provides examples of some of the programs offered by community colleges. Profiles of individual colleges that provided data are found in Appendix B.

- Aborigine Culture in Australia & New Zealand (Maricopa Community College District)
- Culture/Business in Vietnam (City College of San Francisco)
- Culture in Cambodia (City College of San Francisco)
- Culture in Laos (City College of San Francisco)
- Culture in Morocco (Joliet Junior College, ISISP)
- Culture in Turkey (Howard Community College)

-
- Horticulture in Germany (Joliet Junior College & ISISP)
 - Hospitality in Ireland (Howard Community College)
 - Latin American Culture in Argentina (San Diego City College)
 - Peace Studies in Costa Rica (Butte College)
 - Political Science in South Africa (City College of San Francisco)

IV. Challenges in Expanding Education Abroad at Community Colleges

This section draws on research from the *Barriers to Study Abroad* (BSA) project,¹² funded by a California Chancellor's Office Fund for Instructional Improvement Grant to the Coast Community College District. The research specifically addressed concerns by community college administrators, faculty and staff regarding barriers to study abroad that were both personal and institutional in origin.

This section also presents findings from a new IIE/CCIE snapshot survey on education abroad at community colleges, conducted in Spring and Summer 2008.¹³ The survey was completed by 60 community colleges. While the number of responses to this poll is relatively small, the findings add to the knowledge and understanding of current study abroad activities at the community colleges and of the challenges faced by two-year institutions in creating and expanding international education programs. The executive summary can be found in Appendix A, and a complete report of the survey is available at www.iie.org/studyabroadcapacity. The poll findings suggest possibilities for future targeted research.

Community colleges face unique challenges in expanding study abroad. Three major challenge areas have been identified: serving the diverse community college student body; institutional constraints; and the need for further professionalization.

A. Diverse Community College Student Body

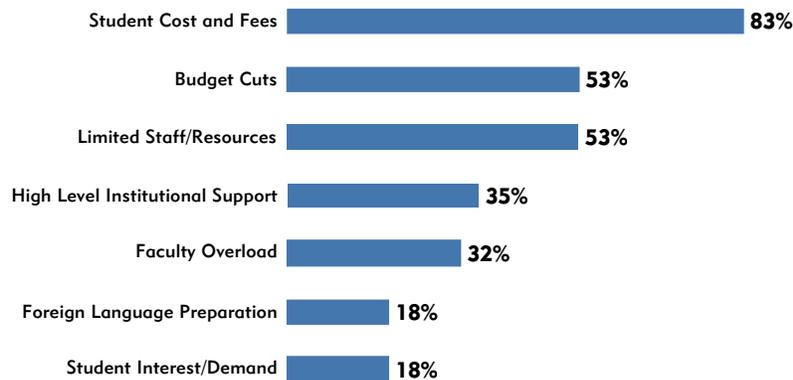
Community colleges enroll high numbers of non-traditional students, with part-time students making up 59 percent of all community college students.¹⁴ There is a mistaken perception that these students are not ideal candidates for study abroad due to their student profile. The personal characteristics listed below, both real and perceived, are sometimes used by community college stakeholders to justify minimal institutional support for education abroad. These examples illustrate that all community college students, regardless of their profile, can and should be seen as potential candidates for study abroad.

1. *Work and family obligations.* Most community college students have full- or part-time jobs and may be supporting a family as well. However, colleges should not assume that students are unable to study abroad because of these commitments. Instead, it is necessary to better serve working students and students with families by offering program options which can accommodate their needs, including short-term programs, alternative semester programs and work/internship abroad programs.

2. *Lack of funds.* Program cost remains one of the greatest difficulties in expanding community college education abroad. Eighty-three percent of respondents to the IIE/CCIE survey cited costs and fees to students as a leading challenge to expanding education abroad (Fig. 4). While some study abroad scholarships are available to community college students, funding remains a critical issue. Ninety-two percent of respondents to the IIE/CCIE survey cited the need for sufficient financial aid as being a critical necessity for increasing participation in study abroad (Fig. 5).

However, while education abroad may appear to cost more than community college tuition, when housing and food costs are included, overall education abroad costs may in fact be quite similar to living locally. The key is to ensure low costs to keep education abroad from becoming exclusionary. This naturally limits for-profit endeavors. It goes without saying that the lower the program cost, the more students will participate, and this will ensure compliance with community college open access policies. Furthermore, advising and college staff need to have a thorough understanding of federal financial aid regulations.

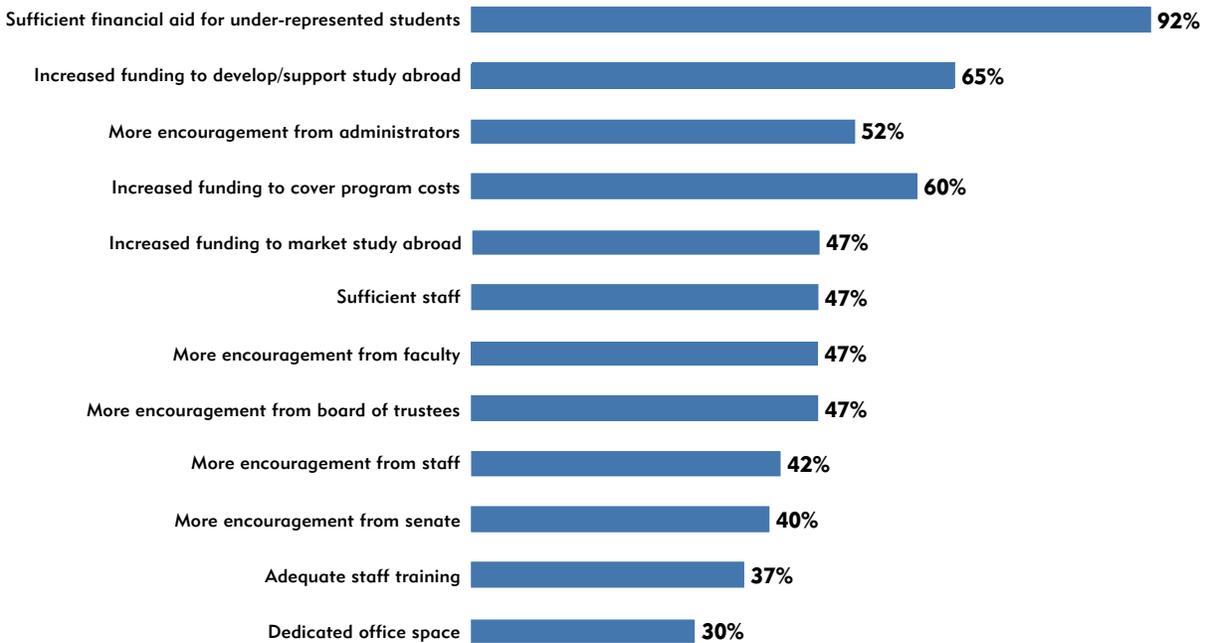
Figure 4: Most Significant Challenges to Expanding Education Abroad at Community Colleges



*Survey respondents were asked to select among “a critical necessity”, “somewhat necessary” and “not needed”.
This chart represents survey respondents who selected “a critical necessity”.*

Source: IIE/CCIE poll; completed by attendees at “Education Abroad and the Community College,” March 14, 2008 and completed online in spring 2008.

Figure 5: Critical Necessities for Expanding Education Abroad at Community Colleges



Survey respondents were asked to select among “a critical necessity”, “somewhat necessary” and “not needed”. This chart represents survey respondents who selected “a critical necessity”.

Source: See Figure 4.

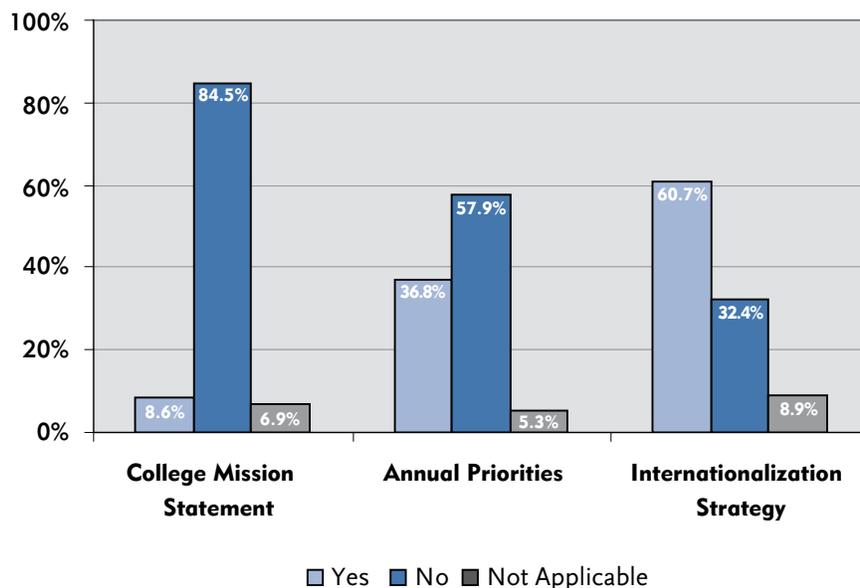
B. Institutional Constraints

Several institutional constraints can negatively affect budgets, staffing, and services for study abroad that are essential for reaching a critical mass of study abroad students:

1. *Stakeholder support.* Fifty-two percent of respondents to the IIE/CCIE survey cited that more encouragement from the administration is a critical necessity for growth of education abroad programs (Fig. 5). Only nine percent of respondents reported that education abroad was specifically included in their college mission statement (Fig. 6). According to the American Council on Education (ACE) publication, *Mapping Internationalization on U.S. Campuses: 2008 Edition*, 73 percent of community colleges did not include a commitment to internationalization in their mission statements in 2006, and 80 percent did not include internationalization as a top priority in their strategic plans.¹⁵ The IIE/CCIE survey indicates that even those colleges with internationalization strategies may not always include education abroad as a central component of the internationalization process (Fig. 6).

Furthermore, there are still many who question how education abroad serves the local mandate of the community college mission which prepares students to transfer to four-year institutions or for employment at local businesses. A philosophical shift toward acceptance of international literacy as an integral component of understanding the changing local community is needed. This philosophical change is a key task for future community college trustees and all levels of leadership, and should stand at the core of all new college initiatives.

Figure 6: Is education abroad specifically mentioned as a priority?



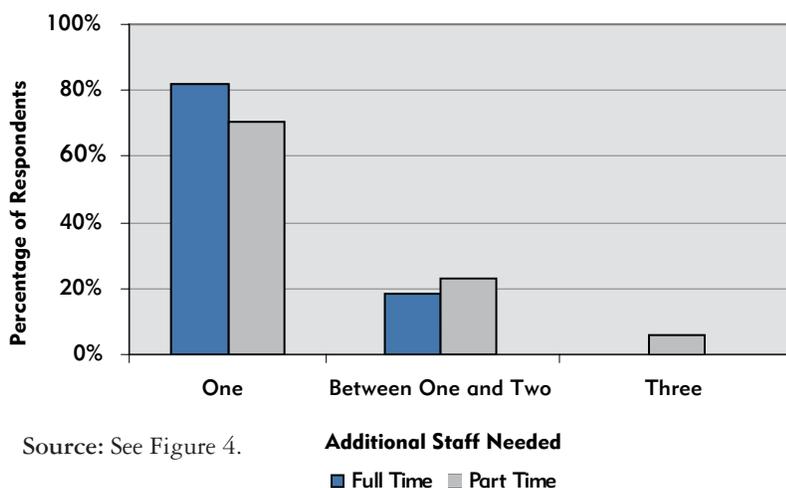
Source: See Figure 4.

2. *Institutional funding.* Funding for education abroad programs is critical for success. Colleges should support a transparent budget that shows line items in a long-term, multi-year plan to support a staffed office and to develop and implement programs. Budgets should cover staffing to develop and oversee program implementation; staffing for student counseling, orientation, and re-entry; staffing for faculty program development, orientation, and evaluation; site visits; program evaluation; professional development; faculty projects to link curricula at home and abroad; and a scholarship fund to increase student access.

Nearly two-thirds of IIE/CCIE survey respondents reported that increased funding to expand and develop/support new study abroad programs was a critical necessity of study abroad, and nearly half reported a critical need for increased funding to market their existing and future programs (Fig. 5). Over half of the respondents described budget cuts and limited staff and resources as significant challenges (Fig. 4).

3. *Dedicated office staff.* Community college study abroad offices are often understaffed, and in many cases coordination responsibilities are given to a single faculty member, executive assistant, or administrator, with an assignment load based on limited free time. Dedicated education abroad office staff are needed, as the workload often exceeds the hours provided by partial release time. Over 80 percent of respondents to the IIE/CCIE survey noted that even one additional part-time or full-time employee would help their programs grow (Fig. 7). Many indicated that it would be ideal to hire one full-time coordinator for policy and advising and one part-time employee for administrative work. A central office is important as students need to know where to go for information. It is equally important to consider that when education abroad is the sole domain of a single department or individual, programs are directly connected to a single source and are not integrated into the overall campus.

Figure 7: Additional Staff Needed to Expand Study Abroad Programs



Source: See Figure 4.

4. *Peripheral status.* Education abroad is not considered a core priority at many community colleges.¹⁶ According to the 2005 ACE report “Measuring Internationalization at Community Colleges,”¹⁷ 61 percent of community colleges have a “low” level of internationalization. Without a context in mission statements, policy guides, college budgets, hiring initiatives, or college profiles, there will be a continued lack of a critical mass of students and education abroad programs. It is not the size of the college, its location, or the students served that are important, but rather the institutional commitment to educational reform. Integrating education abroad into the wider campus community can be supported by: a) stakeholder collaboration to build a campus-wide connective web between the student government, the faculty senate, curriculum committees, the registrar’s office, financial aid staff, counseling staff, the webmaster, and senior administration and trustees, and b) honoring faculty and staff who serve on international education committees, who lead a study abroad programs, and who spread their international knowledge in the classroom and throughout the college.

C. Professionalization

Professionalization of the field will be an important element in enhancing the role that study abroad plays on the campus. This includes faculty in-service training through staff development for initiating, evaluating, and understanding legal, health, safety and ethical issues in the field. Administrative professionalization includes knowledge of how to: integrate education abroad with college policy, define faculty selection, market new programs, develop a risk management program, understand legal issues and ethics, and engage in long-range planning. Professionalization increases program quality, and will support program development, student advising and, consequently, enrollment in study abroad programs. Three major areas requiring professionalization are:

1. *Risk management, legal issues and ethics.* In addition to the issues that four-year institutions face, education abroad risk management, legal issues and ethics at community colleges include additional issues, such as high school student concurrent enrollment and obtaining personal insurance for

senior citizen students. While various consortia have their own guidelines (e.g., CCIE Study Abroad Bylaws, 1984), colleges may wish to adhere to NAFSA's *The Guide* (2005) and the Forum's *Code of Ethics* (2008),¹⁸ which define best practices for the field in the supervision and administration of programs (i.e., faculty selection, legal contracts, registration, applications, class size, board approval, etc.); curriculum (pre-departure instruction, class evaluation, attendance, re-entry, etc.); fiscal issues (financial assistance for students, provider selection, logistical details, pricing, etc.); legal issues (liability insurance, student insurance, instructors' responsibilities, health and safety guidelines, etc.); marketing (brochures, promotion, student selection, etc.); and ethics (truth and transparency, student responsibility, observing host country laws, avoiding conflicts of interest, etc.).

2. **Evaluation.** Evaluation of education abroad programs begins with abiding by the dictates of open access and credit transferability to ensure that no student can gain credit for a class that another student cannot take. Education abroad adheres to the strict accreditation oversight that standardizes course curriculum with on-campus course offerings. Such centralization supports utilizing existing campus evaluation constructs. Most programs include pre- and post-trip satisfaction surveys, and some include a variety of written and on-line reflections. In the field, specific evaluation tools include the Forum's *Standards of Best Practice* (2007) and *Code of Ethics* (2008), the *ACE Assessing Learning Outcomes* project on course integration, and the *Intercultural Development Inventory (IDI)* and *Global Perspectives Inventory (GPI)* student proficiency assessment models.¹⁹ Effective evaluation links college instructional practices and policy with formal and transparent forms of assessment.

3. **Pre-departure orientation and re-entry programs.** These programs reinforce student learning and help students get the most out of their study abroad experience. Limited staffing, budget, and professionalization may push many community colleges to rely solely on third-party providers to offer what should be basic program elements. Consortia programs have additional difficulties since not all students are local. Evaluation and re-entry is made even more difficult because not all community college students continue at the college upon their return. However, web-based tutorials, such as the FIPSE-funded Project for Learning Abroad, Training, and Outreach (PLATO),²⁰ are now able to accommodate student mobility and lack of staff.

Success in the field is largely dependent on the presence of an education abroad director who can consult with an in-house legal office, college foundation, curriculum and accreditation committees. Professionalization enables colleges to develop broad-based coalitions with regional, state and national consortia to help support and provide resources for this important academic experience. Finally, consistency over time helps to bring in new voices from faculty, administrators and staff to ensure growth and sustainability over time. Above all, colleges should recognize the need to create job descriptions and protocols to support the professionalization of the field.

V. Recommendations for Expanding Education Abroad at Community Colleges

Without a holistically defined international outlook that is linked to the entire college community, expansion of student access to education abroad is limited. Success in expanding study abroad is built from the bottom up, through faculty-led initiatives that link the education abroad experience to existing course content. Without committed faculty, faculty-led programs (the most common education abroad program type at community colleges) are at risk. Success also comes from the top down, stemming from chancellors, presidents, and trustees, by weaving education abroad as a critical component into all college policies, budgets, and committees.

The following four major changes can help advance comprehensive reform:

1. *Philosophical change.* Support needs to be articulated in college mission statements, strategic plans, budgets, and through stakeholder actions with trustees, administrators and faculty who support policy and practice by initiating and sustaining reforms. These efforts need to be linked throughout the campus through internationalization of the curriculum, the recruitment of international students who bring the global to the local, and development outreach through work or volunteer opportunities.
2. *Economic change.* Similar to other small academic programs that are labor-intensive, the benefits of study abroad outweigh the costs of implementation. A line-item in the college general funds should be secured in order to support staffing a study abroad office, which is the foundation for any reform. As costs escalate due to the economic situation and high travel costs, traditional programs may see a reduced number of participants, while opportunities will emerge to develop non-traditional programs that utilize cost-effective designs.
3. *Programmatic change.* A centrally-located office where students, faculty and the community can obtain information is a key element in successfully expanding study abroad. A staff with professional expertise and an operating budget should be in place to support this office and to secure links with college counseling services, student advising and financial aid. College policy should identify how to establish programs, define faculty selection, advertise programs, define a risk management program that emphasizes best practices and ethics, and secure long-range planning. A lack of infrastructure negatively affects student access to study abroad.
4. *Recognizing the real barriers to success.* The predominant issue preventing college students from studying abroad is not student interest. Rather, it is the lack of institutionalization of study abroad. Institutionalization will help colleges recognize and address the real barriers. The following factors can overcome these barriers:
 - *Institutional synergy* used to integrate across disciplines and stakeholders to reform the campus;
 - *Professional development* through support for office staff to attend workshops and conferences;

-
- *Student outreach* that includes publicity, through various media and use of former study abroad students;
 - *Networking and collaboration* with national, state, and professional consortia to raise awareness and advocacy.

Finally, the following ten elements, defined by Frost and Raby (forthcoming, 2009)²¹ may help support colleges that seek to integrate education abroad into their institutions:

1. *Philosophical support* for the college mission to provide open access to a diversity of higher education global learning opportunities.
2. *Support from all stakeholders* to reinterpret the study abroad experience to extend to global career and technical preparation.
3. *Institutionalization of education abroad* as part of the global college experience that can happen alongside or through classroom, distance, service, experiential, individualized, and other modes of learning.
4. *Budgeting* that weaves networks across general education curriculum, faculty professional development, student enrichment, department outreach, trustee orientation, and college-industry partnerships.
5. *Staff with dedicated positions*, with influence in administrative circles, diverse skill sets to build instructional networks, and office support to address all student needs in the application process.
6. *Consistent emphasis* to bring in new faculty, staff and administrators to ensure growth, diverse skill sets, and to provide sustainability over time and identify international activities as criteria for promotion, tenure, salary increase, and release time.
7. *Define education abroad as neither profit-making nor financial loss*, but rather as a way to link the college to a series of knowledge communities.
8. *Coalition-building* with national and state-wide consortia to reduce costs and expand academic resources.
9. *Assessment and evaluation* components to ensure comprehensive and complete learning experiences (including orientations, pre-departure training, multiple learning experiences connected with intercultural and reflective activities, and re-entry components on campus) that are based on the Forum's *Standards of Best Practice* (2007), which include health, safety, risk management and ethics.
10. *Accept that results are similar to other small, yet labor intensive academic programs*; education abroad is "life-changing" and thus a cost-effective strategy for the knowledge and experience that later result in high-value community contributions.

VI. Conclusion

For many community college students, the only opportunity to study abroad is through their community college. However, while more and more community colleges offer study abroad programs, widespread implementation of education abroad programs still remains relatively rare. The lack of institutionalization of internationalization goals is especially challenging at a time when community colleges are being cited as the answer to the workforce needs of the country. Education abroad will remain at the periphery until it becomes an integral component of the mission and vision of each institution, and a central component of the institution's internationalization strategy. All stakeholders should embrace the knowledge that there are few intensive learning experiences that provide the type of transformative learning that education abroad can achieve. In order for community colleges to serve a world that demands international literacy, we all must do a better job of educating our own constituencies about the benefits of education abroad and how it supports our own multicultural community, and leads to employment opportunities in a global economy.

Feedback Welcome:

As part of IIE's policy research initiative and with ongoing input from study abroad experts, IIE plans to expand the dialogue on these and other issues, in the context of assessing the overall capacity for increasing the number of American students who study abroad each year. We welcome your feedback on this third White Paper and your input on future research efforts. Please contact us at policyresearch@iie.org. Additional copies of this report can be downloaded at www.iie.org/StudyAbroadCapacity or ordered at www.iiebooks.org.

Appendix A

Key Findings from the IIE/CCIE Snapshot Survey on Education Abroad at the Community College

The “Education Abroad at the Community College” snapshot survey, which reports on study abroad programs offered at community colleges in the United States, was conducted in person at a workshop on “Education Abroad at Community Colleges.” This workshop took place at the Institute of International Education (IIE) in New York on March 14, 2008, and was organized in collaboration with IIE, the American Association of Community Colleges (AACC), and California Colleges for International Education (CCIE). The survey was also completed online by several other community colleges. In total, responses were received from 61 colleges.

The workshop was developed for community college representatives who are working to grow their international programs and to promote international education on their campus and in their community. At the workshop, key issues that were addressed included how to build support for education abroad, strategies to engage the administration and involve faculty in study abroad activities, and how to increase participation in study abroad, including working with consortia, increasing diversity, and financing study abroad. The survey tool was developed by CCIE and IIE.

The key findings from this snapshot survey include:

- The majority of respondents (75 percent) offer faculty-led study abroad programs at the college level and 53 percent indicated that they had an education abroad office that offers study abroad programs.
- Virtually all responding institutions expect to grow the number of their students who participate in study abroad in the short, medium and long-term. However, growth projections tend to be somewhat conservative and generally less than 25 percent.
- The costs and fees to students seem to be the leading challenge to growing study abroad participation, cited by 83 percent of the respondents as a significant challenge. Over half of respondents also described budget cuts and limited staff and resources as significant challenges (53 percent each).
- Funding and financial aid are the key to increasing study abroad activities at the community college campus. Over 90 percent of respondents cited sufficient financial aid for underrepresented students as critically necessary to increase study abroad participation, followed by increased funding to develop and support study abroad (cited by 65 percent), increasing funds to cover program costs (cited by 60 percent), and more encouragement from administrators (cited by 52 percent).
- Over 80 percent of respondents indicated that even one additional full-time or part-time employee who would help programs grow.

The complete report is available for download at www.iie.org/studyabroadcapacity.

Appendix B

Examples of Individual College Profiles (from the April 2008 SECUSSA-CC poll)

The following 13 individual profiles of community colleges active in study abroad were collected through a poll on the SECUSSA-CC listserv, a listserv for study abroad professionals at community colleges. The programs profiled below provide a few examples of community college study abroad program offerings.

PROFILE	FIRST PROGRAM	ANNUAL STUDENTS
<ul style="list-style-type: none"> Bellevue College, WA (Member of WCCCSA) Offers faculty-led programs of 2-4 weeks. Some are part of a regular course (e.g., Advanced Studies in International Business), while others are 25-day stand-alone programs (e.g., the China language program). Some courses are non-credit. 	Late 1980's	50-60
<ul style="list-style-type: none"> Butte College, CA (Member of CCIE) Special semester program in Costa Rica focuses on Spanish language immersion, Peace Studies, and biology / ecology sustainability. In 2006, funding was received for a new Study Abroad Coordinator position and operating expenses for promotion and development, as well as a centralized, visible office, and a Dean overseeing the programs and that conducted a professional public awareness campaign with a dynamic website and working with news media outlets on radio and in print. Offers summer Italy program and will offer new programs to Ireland, Mexico and Costa Rica. Also partnered with the Northern California Study Abroad Consortium (14 colleges). 	Re-focused since 2004	45-60
<ul style="list-style-type: none"> City College of San Francisco, CA (Member of CCIE) All study abroad programs are organized solely by CCSF and all academic credit is offered through CCSF. CCSF has one of the longest running programs in France (1985) and longest partnerships with a single study abroad provider which offers the Paris program each year. Created a Florence program in 1989 that has run continuously since. Offers programs in non-traditional locations, including Cambodia, Cuba, Laos, South Africa and Vietnam. 	1985	150
<ul style="list-style-type: none"> College of DuPage, IL (Member of ICISP) The Liberal Arts Division has developed a model for five-week language immersion programs in Germany, Japan, Italy, Costa Rica and Spain, where students receive 80 hours of intensive language instruction. About 100 students a year attend these programs. The largest enrollments are in short-term field studies programs which are typically 9-18 days in length. 150-200 students a year participate in these programs, and they are offered in about 20 different international sites each year. The semester-long programs are consortially sponsored by CCIS and ICISP. College of DuPage enrolls 5-10 students in these programs each year. 	1987	250-300
<ul style="list-style-type: none"> Howard Community College, MD (Member of MCCIEC) HCC has study abroad programs in Mexico, Denmark, China, France, Greece, Italy, Costa Rica and Turkey. For the last three-years, HCC has offered a summer Turkey CCID-Troika program, done in partnership with Delaware Tech and Northampton Community College (Pennsylvania). HCC sends eleven students on this program. 	1999	97-110
<ul style="list-style-type: none"> Joliet Junior College, IL (Member of ICISP) The Morocco program is the first study abroad program offered by an Illinois community college in an Arabic-speaking country. The Culinary Arts Department offers a study abroad program in a different country every year. The Horticulture Department has on-going internship opportunities for students in Germany. 	2001	20

- **Lake Tahoe Community College, CA (Member of CCIE)** 2001 75

LTCC offers Spanish language courses in six locations in Spain and two in Mexico, which can begin on any Monday. Enrolling through LTCC is \$500 less expensive than enrolling directly through a partner school. In addition, LTCC offers one quarter-length program and two two-week summer enrichment programs led by LTCC faculty in various locations including Cusco, Peru (Biology, Environmental Sciences, Ecology, Spanish and Peruvian life and culture), Italy, and Austria/Germany (Culture and Fitness).
- **Maricopa Community College District, AZ** 1986 250-300

Maricopa District includes ten Arizona community colleges. All study abroad programs are 2-4 week, faculty-led programs and all courses taught are approved Maricopa courses. Costs are kept low as third-party providers are not involved. Some programs were developed as a result of previous faculty development programs (e.g., Prague, Czech Republic; Jaén, Spain; and Wuyi, China). All Maricopa education abroad programs aim to increase global awareness, cultural understanding, self-awareness, connectivity, communication skills and the ability to learn experientially.
- **Mission College, CA (Member of CCIE)** 2000 40

Since most Mission College students cannot afford or take time off from work for semester length courses, the college has focused on attaching study abroad components to courses, with most coursework completed during the fall semester and the study abroad portion during January winter session. The Tropical Ecology course in Costa Rica is popular, as it meets the lab requirement through laboratory facilities at the edge of the Monteverde Cloud Forest. Humanities and foreign language instructors work with a provider to tailor the abroad portion as much to the class's needs as possible, utilizing transit time to give mini-lectures, etc.
- **Northcentral Technical College, WI** 1994 10-20

NTC study abroad programs are short-term (12-14 days) and involve hands-on, experiential, program-relevant experiences. For example, the Residential Building Systems students spend two weeks in Bavaria working side-by-side on a building project that they complete in that time. The experience is international and career-relevant. The short-term programs meet the students' needs for a cost-effective study abroad option.
- **San Diego City College, CA (Member of CCIE)** 2000 35-84

Offers study abroad opportunities through two regional consortia, the local San Diego/Imperial Counties Regional Consortium (SDICCA) and the Southern California Foothills Consortium based at Citrus College in Glendora, CA. Through these consortia, SDCC offers two semester-length programs every semester. Also offers three college-based summer programs each summer: Spanish immersion in Mexico; EuroFoto and Art and Graphic Design in San Miguel de Allende. SDCC will offer its first semester program Buenos Aires, Argentina in fall 2008.
- **Scottsdale Community College, AZ** n/a n/a

Offers a program in Australia and New Zealand. The program alternates each year between Australia and New Zealand. This program allows groups of Native and non-Native Americans to live with Australian Aborigines or the Maori of New Zealand for two weeks, comparing indigenous arts, completing community service projects, and sharing similarities in traditions, creation stories, and other sociological issues.
- **State Center Community College District, CA (Member of CCIE)** 1989 50

SCCCD is a two-college district which offers affordable programs with broad appeal to both students and the public. There is an emphasis on transferable coursework, especially GE courses and faculty from various disciplines are encouraged and supported in their efforts to lead programs.

Endnotes

- 1 For more information and other community college statistics, visit: <http://www2.aacc.nche.edu/research/index.htm>.
- 2 For further information, see Sara McPhee, *En Route to the Baccalaureate: Community College Student Outcomes* (Washington, DC: AACC Research Brief Series, 2006). Download at: http://www.aacc.nche.edu/Content/ContentGroups/Research_Briefs2/B_B_Brief_Final.pdf.
- 3 American Association of Community Colleges (AACC) and Association of Community College Trustees (ACCT), *Building the Global Community: Joint Statement on the Role of Community Colleges in International Education* (Washington, DC: AACC and ACCT, 2006). Download at: http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Services/International/AACCACT_Joint_Statement.pdf.
- 4 George R. Boggs and Judith T. Irwin. "What Every Community College Leader Needs to Know: Building Leadership for International Education," in Valeau, Edward J. and Raby, Rosalind Latiner, ed. *International Reform Efforts and Challenges in Community Colleges: New Directions for Community Colleges* 138 (Summer 2007).
- 5 Commission on the Abraham Lincoln Study Abroad Fellowship Program, *Global Competence & National Needs*. Download at: http://www.nafsa.org/_/Document/_/lincoln_commission_report.pdf.
- 6 Presentations from the IIE/AACC Workshop, "Promoting Study Abroad at Community Colleges: What Works Best," are available for viewing and download at: <http://www.iienetwork.org/page/102232>. Best practices in internationalization at community colleges and *Open Doors* statistics on community colleges are also available: <http://opendoors.iienetwork.org/?p=25122>.
- 7 To join the listserv, send a message to secussacc-request@umich.edu with the word SUBSCRIBE as the subject of the message. The body of the message should be blank.
- 8 Linda A. Korbel. "In Union There is Strength: The Role of State Global Education Consortia in Expanding Community College Involvement in Global Education." in Valeau, Edward J. and Raby, Rosalind Latiner, ed. *International Reform Efforts and Challenges in Community Colleges: New Directions for Community Colleges* 138 (Summer 2007).
- 9 The consortia detailed in text are those that responded to a request for information by the author. Thanks go to Peg Mauzy (Frederick Community College) for helping to compile this list.
- 10 *Open Doors* reports data at the campus level. Districts that are unable to break out their numbers by individual college are not listed even if an individual college may have sent over a hundred students.
- 11 See "Study Abroad at Community Colleges," in Rajika Bhandari and Patricia Chow, *Open Doors 2007: Report on International Educational Exchange* (New York: Institute of International Education, 2007), 20.
- 12 Principal researchers of the *Barriers to Study Abroad* (2002-2004) project were Dr. Rosalind Latiner Raby (CCIE) and Dr. Gary Rhodes (Center for Global Education, Loyola Marymount University).
- 13 The Institute of International Education (IIE) in collaboration with the American Association of Community Colleges (AACC), held a workshop in New York on March 14, 2008, "Education Abroad at the Community College." A poll developed by California Colleges for International Education (CCIE) and IIE was completed by attendees in person and distributed online to other community colleges from across the country.

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- 14 AACC, "Community College Enrollment." Visit: http://www2.aacc.nche.edu/research/index_students.htm.
- 15 Madeleine F. Green and others, *Mapping Internationalization on U.S. Campuses: Final Report* (Washington, DC: American Council on Education, 2008). Visit www.acenet.edu.
- 16 Periphery status has been discussed in numerous publications including: King and Breuder (1979), Icochea, 1984; Edwards and Tonkin, 1990; Scanlon, 1990, Greenfield, 1990, Guidepost, 1991, Smithee 1991, King and Fersh (1992), Fersh 1993; Sjoquist, 1993; Green, 1993; Cohen, 1993, ACIIE/Stanley Foundation (1994); Elsner, Tsunoda and Korbel, 1994; Tsunoda 1994; ACIIE/Stanley 1996; Elsner, Tsunoda, Korbel 1996; Raby, 1996; Building Communities, 1998; AACC, 1998; Raby, 2000; Levin, 2002; Forde, 2003; Siaya & Hayward, 2003; Gerhart, 2004; Romano, 2004; Green & Siaya, 2005, Raby & Swadago, 2005; Raby 2007, Frost & Raby, 2009.
- 17 American Council on Education, *Measuring Internationalization at Community Colleges* (Washington, DC: American Council on Education, 2005). Visit www.acenet.edu.
- 18 California Colleges for International Education (CCIE) bylaws are available at: <http://ccieworld.org/bylaws.htm>; Joseph L. Brockington, William W. Hoffa, Patricia C. Martin, Eds., *NAFSA's Guide to Education Abroad for Advisers and Administrators, Third Edition* (Washington, DC: NAFSA: Association of International Educators, 2005), www.nafsa.org/publication.sec/education_abroad_materials; The Forum on Education Abroad, *Code of Ethics for Education Abroad* (Carlisle, PA: The Forum on Education Abroad, 2008), www.forumea.org/standards-index.cfm.
- 19 The Intercultural Development Inventory (IDI) is an instrument of MDB Group, Inc. which measures how a person or a group of people tend to think and feel about cultural difference. It can be accessed at www.mdbgroupinc.com/idi_background.htm. The Global Perspectives Inventory (GPI) measures a person's global perspective, with an emphasis on the importance of cultural influences. It can be accessed at www.gpinv.org.
- 20 The Project for Learning Abroad, Training and Outreach (PLATO) is an integrated study abroad training, certification, and diversity program. It is supported through a grant from the US Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) Comprehensive program. More information is available at www.globaled.us/plato/about.htm.
- 21 Robert A. Frost and Rosalind Latiner Raby. "Democratizing Study Abroad: Challenges of Open Access, Local Commitments, and Global Competence in Community Colleges" forthcoming in *Global Citizens*. (APD: 2009).

About the Author

Rosalind Latiner Raby is a Senior Lecturer at California State University, Northridge in the Educational Leadership and Policy Studies Department of the Michael D. Eisner College of Education. She also serves as the Director of California Colleges for International Education (CCIE), a consortium whose membership includes 84 California community colleges. Dr. Raby is also the Liaison to Education Abroad Professionals at Two-Year Institutions of the NAFSA Education Abroad Knowledge Community and is the Community College Representative for NAFSA Region XII. Dr. Raby received her Ph.D. in the field of Comparative and International Education from UCLA. Since, 1984, Dr. Raby has worked with community college and secondary school faculty and administrators to help them internationalize and multiculturalize their curriculum, programs and mission statements. Among her many publications on international education and community colleges are: *Community College Models: Globalization and Higher Education Reform* (APD 2008); *International Reform Efforts and Challenges in Community Colleges and Study Abroad* in NAFSA's *Guide to Education Abroad for Advisers and Administrators*, 3rd ed. (2005); *Internationalizing the Community College Curriculum: Theoretical and Pragmatic Discourses*, NAFSA Monograph (2000); and *Looking to the Future: Report on International and Global Education in California Community Colleges*, Sacramento: State Chancellor of the California Community Colleges (1999).

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