

Frontiers: The Interdisciplinary Journal of Study Abroad
© Rosalind Latiner Raby, Melissa Whatley, Sora H. Friedman
The work is licensed under the [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Volume 35, Issue 3, pp. 332-365
DOI: 10.36366/frontiers.v35i3.915
www.frontiersjournal.org



Framework to Explore the Range of Literature on Community College/TVET College Education Abroad

Rosalind Latiner Raby¹, Melissa Whatley², Sora H. Friedman²

Abstract

This article conducts a bibliometric approach to present a macro view of broader themes found in publications on community college/TVET education in the United States and abroad. A total of 340 publications were identified and analyzed to show that international programming thrives in the field of community college and TVET education abroad.

Abstract in Spanish

Este artículo lleva a cabo un proyecto bibliométrico para presentar una perspectiva macro de temas generales en publicaciones que tratan de colegios comunitarios/instituciones de educación técnica y vocacional en Estados Unidos y otros países. Tras identificar y analizar trescientas cuarenta publicaciones en total, se muestra que los programas internacionales prosperan en este sector.

Keywords:

Anti-deficit theory, community college, education abroad, research, TVET

Introduction

The Community College and Technical Vocational Education and Training (TVET) sector, which includes career education, has offered education

¹ CALIFORNIA STATE UNIVERSITY NORTHRIDGE, LOS ANGELES, CA, UNITED STATES OF AMERICA

² SIT GRADUATE INSTITUTE, BRATTLEBORO, VT, UNITED STATES OF AMERICA

Corresponding author: Rosalind Latiner Raby, rabyrl@aol.com

Accepted date: November 6th, 2023

abroad for over 60 years (Raby, 2019). It is now clear that international programming thrives in this context. International educators at these institutions have developed education abroad practices, such as innovative program logistics and admission requirements, in service to this sector's unique open access mission (Raby, 1996; Whatley & Raby, 2022). Contrary to common assertions, there is not a "dearth or lack of literature," a phrase often used in publications in this area that focuses on community college education abroad (Barone, 2021, p. 5; Robertson, 2015, p. 473). Multiple sources inform about practices and outcomes in the sector around the world. This literature has implications for all higher educational institutions because it addresses issues of access, diversity, management, and leadership, among other topics. It has implications for the community college/TVET college sector since it describes best practices and documents case studies from around the world. This article provides a framework for future researchers to use to understand the range of literature that exists on community college/TVET college education abroad.

From the 1960s - 1980s, community colleges challenged exclusionary practices found in universities that focused on year-long education abroad programs and that admitted only students with junior status, modern language proficiencies, and high GPAs. In these decades, community colleges made three important contributions to the field. First, community colleges were the first higher education institutions to allow education abroad admission to students with freshmen and sophomore status, concurrent high school students, and adults, including senior citizens (Hess, 1982; Raby, 1986; 1996, 2008). Remaining true to their open access missions (Cohen et al., 2014), community college education abroad often relaxed or eliminated GPA requirements and modern language proficiencies as criteria for enrollment, which, in turn, increased diversity in participation (Obserstein-Devalle, 1999). In the years following, universities also began to lower their GPA requirements and offer courses without modern language requirements (Hoffa & DePaul, 2010).

Second, community colleges made education abroad programs more accessible for students interested in what university-focused literature calls non-traditional locations, such as Latin America and Eastern Asia, and students interested in non-traditional subjects, e.g., biology, ecology, business, and career, technical, and vocational subjects. While these types of programs were not initially offered at universities (Hess, 1986; Raby, 1996), in this century, they are now common. For example, in the 1980s and 1990s, community colleges offered

programs throughout Latin America and the Caribbean. One of the reasons these programs were so attractive is the close geographic distance that supported a lower cost program (Brenner, 2016; McKee, 2018, Parker, 2015). Today, community colleges offer programs throughout the world with programs in Western Europe and Latin American and the Caribbean being the most popular (Baer, 2019). In a certain sense, what is called “non-traditional” by university literature was, and still is, the norm for community college/TVET sector (Raby, 2023).

Finally, while the university focus had traditionally been on longer-term education abroad programs, community colleges offered a range of program lengths including semester, short-term summer, and shorter-term winter break programs (Hoffa, 2007). In the past decade, a prevailing narrative in the field has been that shorter length programs support access for students of lower socioeconomic status, which intersects often with racial/ethnic identity (Wood & Whatley, 2020) and rural origins (see Wood, 2023, in this issue). Yet, denying students longer-term experiences just because they are community college students is discriminatory (Raby, 2019) and in the post-COVID rejuvenation of education abroad, there is evidence that semester programs remain popular (CCIE, 2023).

Education abroad offered at community college/TVET institutions globally is an emerging focus in the literature. Raby and Valeau (2018) included several chapters that mentioned study abroad, but it was not the sole focus of the book. These chapters show that study abroad is found in The National Institute of Technology (KOSEN) (Japan), which actively promotes international exchanges all over world (Shimodi & Maki, 2018), and is instrumental in Portugal’s Polytechnics (Mesquita & Castihol, 2018) via Erasmus+ mobility programs. In terms of access, in a survey of Brazil Federal Institutes students, approximately 20% of respondents had studied abroad (Shallenberger & Camilo, 2018). In earlier publications, education abroad is reported in the United Kingdom’s Further Education Colleges (Graham, 2006) and in Quebec (Canada) general and vocational colleges (*collèges d’enseignement general et professionnel* - CEGEPs). Bégin-Caouette and colleagues (2015) describe government financial support for student mobility and indicate that in 2013-2014, this funding supported 3.42% of students to study abroad. In this past decade, the European Centre for the Development of Vocational Training (CEDEFOP) measures Erasmus+ mobility within the TVET sector for the European Union (Unger &

Zaussinger, 2018). Finally, current studies on education abroad within national policy are conducted in Tunisia (see Marchionne, 2023, in this issue) and as part of the Australian Colombo plan (Tran, 2017).

A Broad, but Disparate, Literature

It is difficult to conduct research on community college/TVET institutions' roles in the broader realm of education abroad. Most of the journals that publish on international education rarely publish on this sector and even fewer publish on community college/TVET education abroad. The low level of publications could be editorial disinterest or discrimination, but it also could be due to fewer submissions by people researching the community college/TVET college sector. For example, *Frontiers*, prior to this special issue, had published only four articles in this area (Bush et al., 2022; Norris & Dwyer, 2005; Whatley & Raby, 2020; Willis, 2011). An additional four articles will be added to this list that includes those in this Special Issue. Our literature review shows that there are decades of overlooked resources in the field. For example, in 1996, Raby outlined four phases of internationalization development for community colleges in which the second phase was Expansion and Publication: 1980-1990. In this phase, publications proliferated in the form of published reports from national grants, annual reports, and association surveys, including the American Association of Community Colleges and American Council on Education. These and more recent reports and association surveys document the state of the field. In addition, chapters in peer-reviewed books and other forms of publishing have proliferated in the past two decades (Raby & Valeau, 2007, 2016). Yet, these types of publications are not often found in traditional databases and thus are not utilized in publications.

Common search engines often do not acknowledge the range of publications that highlight community colleges. For example, an initial search on SCOPUS undertaken while preparing this special section yielded only 15 articles, which are exactly those articles that are often cited in articles and dissertations. Such a low number of publications in this and similar searches gives the illusion that there is limited research in the field. However, an expanded search that included articles in peer-reviewed journals, chapters in peer-reviewed edited books, booklets, white-papers, dissertations, and other sources, including the articles in this special section, yielded 340 publications. In our search, we found publications that use qualitative survey, interview, and pre/post-design studies (Arden-Ogle, 2009; Brenner, 2016; Drexler & Campbell,

2011; Fischer, 2021; Wilson, 2018) and quantitative studies that explore student enrollment in study abroad and various outcomes (Raby et al., 2014; Whatley & González Canché, 2022; Wood, 2023). The publications also use a range of theoretical constructs including transformative learning (Barone, 2021), career development (Thomas, 2016), intercultural development (Holly & Pearson, 2007), intercultural learning (Gulikers et al., 2021), interculturality (Wood, 2023), and deficit/anti-deficit constructs (Whatley & Raby, 2020). Indeed, the community college education abroad literature runs deeper than an initial literature search would reveal.

This special section of *Frontiers* enables community college/TVET research to claim its role in advancing researcher and practitioner understanding of education abroad in two key areas. First, this research is grounded in a solid foundation and growing presence of sources on community college education abroad. Second, as a result, there is a clear need for future research to consider a range of publications when reviewing the literature. This special section includes articles that counter stereotypes about community colleges and the students they serve, use critical theoretical lenses and approaches to see community college education abroad in different perspectives, build an understanding of education abroad in the community college/ TVET sector worldwide, and offer solid empirical context for understanding assessment and evaluation practices in education abroad at these institutions. This introductory article provides contextual understanding of what has been published to validate community college education abroad as a distinct area of study.

Methodology

To provide this context, this article uses a bibliometric approach to present a macro view of broader themes (Creswell & Poth, 2018) found in publications on community college/TVET education abroad. We explore the time of publication, types of publication, sector, country of focus, methodology used, and topics in titles to assess commonalities and changes over time. In this context, we assess how research communicates power in depictions of which topics are highlighted as relevant and which topics are ignored in different time contexts (Fairclough, 2010; Raby, 2008; Stein, 2021). Specifically, we respond to two research questions: What type of literature exists in the field of community college/TVET college sector education abroad? How have the main themes found in these sources changed over time?

Literature Review Selection Process

We used a systematic literature review structure to filter publications (Raby, 2008). Our initial selection of literature drew from Scopus, Web of Science (WoS), EBSCO-HOST, and Educational Resources Information Clearinghouse (ERIC) academic databases. Using Boolean logics, our initial search terms were *study abroad* or *education abroad* combined with *community college*, *two-year institution*, *associate-granting*, *technical-vocational education*, *TVET*, and *career education*. Publications were first filtered based on English language medium and then according to titles that mentioned the search terms. Publications were categorized into different types such as books, booklets, peer-review articles, peer-review essays, chapters in edited peer-review books, reports, white papers, periodical articles and essays, newspaper articles, website postings, blogs, capstone projects, theses, dissertations, and conference presentations.

In the second step, due to the large number of potential sources that are ignored in a traditional search, we conducted several targeted searches. First, we examined journals that are known to publish community college focused articles. Since this article examines community colleges, we looked at: Community College Journal, Community College Journal of Research & Practice, Community College Review, and New Directions for Community Colleges. For the focus on the community college/TVET sector internationally, we examined journals that publish on that theme: Canadian Journal of Higher Education, Internationalisation of Vocational Education and Training; Journal of Further and Higher Education; and the Journal of Vocational Education and Training. Since education abroad is situated within the field of international education, we examined journals that publish on internationalization of higher education: Journal of International Students, Journal of Studies in International Education, Global Studies Literature Review, and Journal of Comparative and International Higher Education. Finally, we did a targeted search of select general education journals, including but not limited to Diverse Issues in Higher Education, Higher Education, Journal of Higher Education, Journal of Diversity in Higher Education, Research in Higher Education, and Research in Post-Compulsory Education.

To find chapters, newspaper articles, blogs, and website postings, we searched the Chronicle of Higher Education, Gateway International, Global Studies Review, NAFSA Community College Special Interest Group Blogs, the

Institute for International Education's website, and the reference pages of previously found sources. Once viable publications were accessed, we then read through each study's abstract or introduction to ensure that the publication fit this study's inclusion criteria, that is, it included a significant focus on community college/TVET college education abroad, even if couched within broader discussions. At each stage, sources that did not meet the criteria were eliminated.

In the first search round, we found 880 publications. Of these, 372 publications were eliminated as they contained a focus on education/study abroad but not in the community college/TVET sector. An additional 168 articles were eliminated because they had a focus on community college internationalization but not a detailed emphasis on education abroad. A total of 340 publications remained for this research. We also found 111 conference presentations, but with an incomplete search, this category is not included in this article.

Data Analysis

Data analysis is the process through which the raw data are rearranged into meaningful patterns, categories, and themes (Coffey & Atkinson, 1996; Merriam, 1998). For each of these 340 publications, we documented time of publication, sector, country of focus, methodology used, and topics in titles to assess commonalities, changes over time, and, through their absence, topics that are ignored.

Our procedure was cyclical in nature, and "organized chronologically, reviewed repeatedly, and continually coded" (Creswell, 2003, p. 203). We used theme mapping (Thomas, 2016) to identify similarities and differences in how historical, political, and sociocultural contexts influenced content (Patton, 2005). We engaged in inductive coding that involved iterative and ongoing coding and analysis of common themes (Creswell & Creswell, 2018) and in deductive coding that involved applying codes to answer the research questions (Ravitch & Carl, 2016). We sorted the publications into groups and assigned the following codes: (1) time, (2) type of publication, (3) sector focus, (4) country of focus, (5) methodology, (with additional sub-codes: 5.1 quantitative, 5.2 qualitative, 5.3, mixed-methods, and 5.4 essay); and (6) topics (with sub-codes: 6.1 commonalities and 6.2 changes over time).

We then examined these groups to see how they told the story of education abroad in the community college/TVET sector and marked them for historical context (Fairclough, 2010). To place sources in historical context, we recorded year of publication, publisher, and the circumstance of production (McCulloch, 2011, Neuman, 2003). As such, the timeframe, who writes the publication and for whom all influence what messages are found in the publications. By using this process, we built external validity by documenting sources and internal validity through identification of the publication's audience. This approach helped to assess the trustworthiness and reliability of the source by addressing research aims and biases (McCulloch, 2012). For example, association reports will likely present a different narrative than empirical research. We then summarized our codes using descriptive statistics to uncover patterns in each category.

Trust Factors

Creswell and Creswell (2018) identify three areas of trust: generalizability, reliability, and validity. Our literature review is generalizable as it represents a population of literature about community college/TVET education abroad. It is reliable as detailed steps were given to enable others to repeat the methodology process and have consistent results. Finally, it is valid as our findings uncover what we set out to understand through an extensive literature search.

Limitations

Three limitations apply to this study. First, many forms of scholarship were missed in our literature review, especially those that were not in peer-review publications and that did not appear in the different selection sources. Second, publications from other countries were missed due to lack of knowledge of regional publications and the many journals are not published in English. Third, a focus on English-language sources misses important publications in other languages that could illuminate absent voices. Finally, the positionality of the authors as researchers who have studied internationalization for 35 years or more, may have influenced the data's interpretation. Two of the authors publish widely in the field and one is a co-editor of multiple books on the topic. These authors have taught about and given webinars on their research. They have also mentored graduate students resulting in dissertations, thesis, and capstone projects, some of which are featured in this article. The visions and critical voices of these authors have surely influenced others in the field, as

reflected in the numerous citations of our own work in this special section. As professionals in the field, the narratives of the authors included in this special section do not necessarily represent a conflict of interest, but rather indicate that authors have access to literature, especially historical literature, in the field.

Findings

We divide our findings into four sections, all of which describe changing publication patterns over time: 1) publication type, 2) sector and country focus, 3) methodology, and 4) themes found in titles, abstracts, and introductions.

Publication Type

Table (1) summarizes counts of publications by type. Most publications were found in peer-reviewed journals (N=105), followed by peer-reviewed chapters (N=70) and reports (N=81).

Publication Type	N
Peer-reviewed Journal Articles	105
Chapters	70
Periodical Articles/Essay	19
Book/Booklet	22
Capstone/Thesis Dissertation	19
Reports	81
Newspaper/Web/Blogs	24

TABLE (1): CATEGORIZATIONS OF PUBLICATIONS

Figure (1) plots the number of publications of each type over time. This figure shows that community college/TVET education abroad scholarship is not new but rather has steadily grown over the decades. Although the 2020s currently represents only three years, we chose to separate these years here, as they demonstrate a clear trend in the field. That is, while this decade currently comprises only three years, there are already 41 peer-reviewed journal articles published, which is the approximate number of the entire decade before. In the 2020s, we also found three dissertations, an average of a dissertation per year. In examining findings over time, in the last century, the field was mostly defined by reports (21), followed by books and booklets (9), journal articles (8), chapters (7) and newspaper stories (5). In this century, the field is mostly defined by articles (89), chapters (63), and reports (60). Thesis/dissertations continually experience growth over time. In answer to our first research question, the type of literature in the sector is vast, varied, and robust.

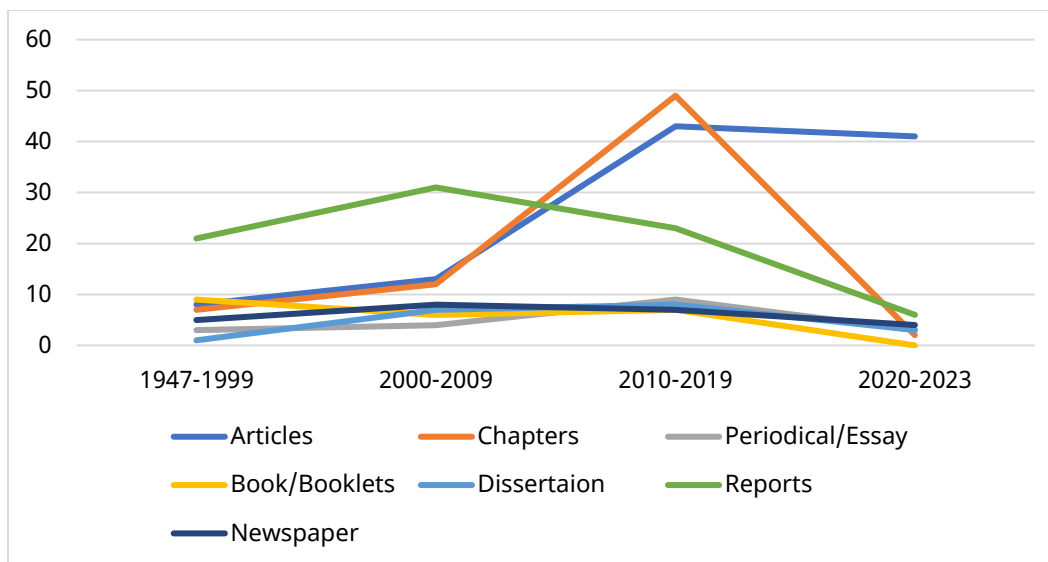


FIGURE (1): PUBLICATIONS OVER TIME

This information about publications over time is also summarized in Table (2).

Publication	1947-1999	2000-2009	2010-2019	2020-2023
Peer-reviewed Journal Articles	8	13	43	41
Chapters	7	12	49	2
Periodical/Essay	3	4	9	3
Book/Booklet	9	6	7	0
Capstone/Thesis Dissertation	1	7	8	3
Reports	21	31	23	6
Newspaper/Web/Blogs	5	8	7	4

TABLE (2): TIMEFRAME FOR PUBLICATIONS

Publishing Source

Tables (3), (4), (5), and (6) share the source of publication, number of publications, and years of publication for several of the items in our review. Figures (2), (3), (4), and (7) plot these publications over time. Our findings demonstrate the importance of including publications from various education fields in our search. That is, publications that focus on community college/TVET education abroad could mostly appear in community-college focused journals while the focus on education abroad could be found mostly in international education-focused journals. Our analysis also highlights the importance of peer-reviewed book chapters in that there is a large concentration of publications in this area. Indeed, our review included four books dedicated to community college/TVET internationalization, and one book devoted exclusively to community college education abroad. Yet, the chapters in these books are rarely cited in the literature. As such, these books and chapters are underused and

their content absent in the field. This section also targets periodicals and capstones, theses, and dissertations, which provide valuable information and are frequently overlooked in traditional searches. Since numbers are relatively low for newspapers/websites/blogs, they are not detailed in this section.

Journals

Table (3) summarizes journals by concentration. The two most prolific journals that publish articles on community college/TVET college education abroad are *New Directions in Community Colleges* and *Community College Journal of Research and Practice*. However, these journals are often underused in most of the publications included in this literature review. With the addition of this special section, *Frontiers: The Interdisciplinary Journal of Education Abroad* can be added to this list. Following Table (3), Figure (2) summarizes changes over time across three broad areas: journals with a community college/TVET focus, those with a comparative and international education focus, and those with a general education focus. Across all three areas, we see an increase in publications focused on the community college/TVET sector over time. Three well-known journals, *Comparative Education Review*, *Compare: A Journal of Comparative and International Education*, and *Research in Post-Compulsory Education* have not published on these themes at all.

TABLE (3): SOURCES FOUND IN JOURNALS

Journals	# of Sources	Years of Publication
Community College & TVET Focused Journals		
Community College Journal of Research & Practice	18	1995; 2007; 2007; 2009; 2011; 2011; 2014; 2014; 2014; 2015; 2015; 2016; 2017; 2017; 2017; 2017; 2021; 2022
New Directions for Community Colleges	16	1979; 1990; 1990; 1990; 2007; 2007; 2007; 2007; 2007; 2013; 2014; 2014; 2017; 2021; 2022; 2022
Internationalization of Vocational Education and Training	4	2019; 2022; 2022; 2022
Journal of Further and Higher Education	5	2006; 2010; 2012; 2017; 2020
Community College Journal	3	1997; 2005; 2007
Journal of Vocational Education and Training	1	2020
Community College Review	2	2021; 2022

Comparative and International Education Focused Journals		
Frontiers	9	2015; 2018; 2020; 2022; 2023; 2023; 2023; 2023; 2023
Global Studies Literature Review	4	2010; 2018; 2020; 2022
Journal of International Students	3	2020; 2021; 2022
Journal of Comparative and International Higher Education	4	2018; 2019; 2020; 2024
College and University	2	1991; 2020;
International Higher Education	2	2009; 2022
Annual Review of Comparative and International Education	1	2022
Chinese Education	1	1991
Education and Society	1	2013
Audem: International Journal of Higher Education & Democracy	1	2012
International Journal of Educational Development	1	2010
College Quarterly	1	2013
Journal of International Education Research	1	2015
Journal of Studies in International Education	1	2017
International Journal of Intercultural Relations	1	2013
British Journal of Nursing	1	2019
General Education Journals		
Research in Higher Education	4	2009; 2009; 2011; 2021
International Journal of Nursing	1	2019
Canadian Journal of Higher Education	1	2020
Diverse Issues in Higher Education	1	2021
Dialogues: Teaching & Learning	1	2018
Higher Education	1	2022
Journal of College Student PsychoTherapy	1	2008
Journal of Community Health Nursing	2	2011; 2011
Journal of Higher Education	2	2015; 2023
Journal of Diversity in Higher Education	1	2022
Journal of Education & Training	1	2020

Resources in Education	1	1997
Teachers College Record	1	2010
Teaching and Teacher Education	1	2022
Teaching Sociology	1	2017
The Successful Registrar	1	2019

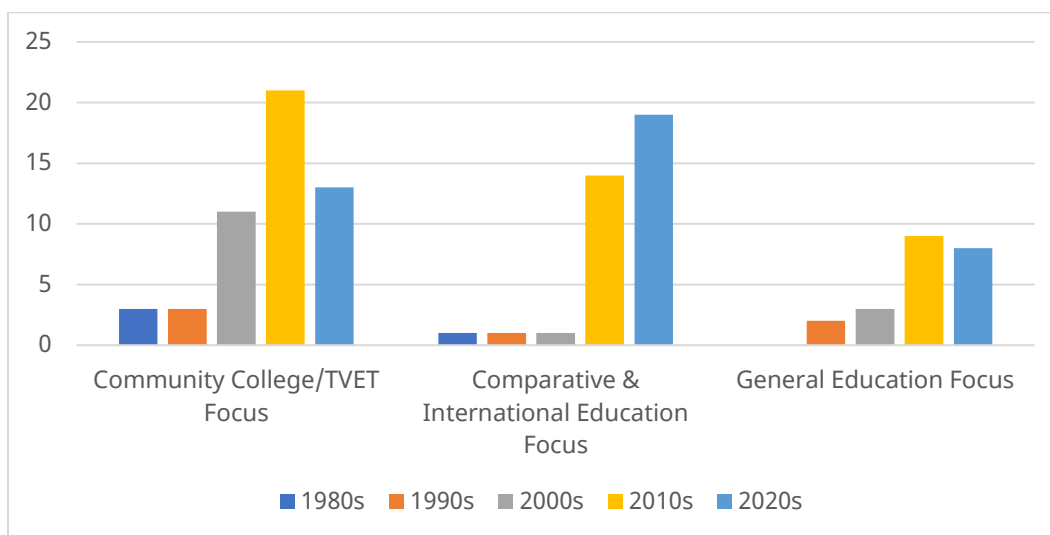


FIGURE (2): JOURNALS

Books, Booklets, and Book Chapters

Table (4) lists the books that included one or more chapters on community college or TVET education abroad. It is important to note that there are only two books on community college study abroad Hess (1967; 1982) and Malveaux and Raby (2019). The rest of the books are on international education with one or more chapters on education abroad. Books are often overlooked because of the stereotype that they are not peer-reviewed. While some of the books listed in Table (5) are editor-reviewed, the following books are all double-masked peer-reviewed and should hold the same relevance as articles: *Dimensions of the Community College: International, Intercultural, and Multicultural Perspectives*; *Community College Models: Globalization and Higher Education Reform*; *The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship*; *Increasing Effectiveness of the Community College Financial Model: A Global Perspective for the Global Economy*; *International Education at Community Colleges: Themes, Practices, Research, and Case Studies*; *Internationalization in VET*; *Promoting Inclusion in*

Education Abroad; Handbook of Comparative Studies on Community Colleges and Global Counterparts; Study Abroad Opportunities for Community College Students and Strategies for Global Learning; Critical Perspectives on Education Abroad: Leveraging the Educational Continuum and Collected CHEI Works.

Year	Title of Book	# of Chapters
1981	Community College and International Education: A Report of Progress	1
1995	Beyond the Classroom: International Education and the Community College. Volume I	2
1995	Beyond the Classroom: International Education and the Community College. Volume II	1
1996	Dimensions of the Community College: International, Intercultural, and Multicultural Perspectives	3
2004	Community College Research: A US-China Comparison	1
2005	Internationalizing the Community College	3
2005	NAFSA's Guide to Education Abroad for Advisers and Administrators (3 rd Edition).	1
2005	Impact of Education Abroad on Career Development: Four Community College Case Studies II	4
2009	Community College Models: Globalization and Higher Education Reform	2
2009	The Handbook of Practice and Research in Study Abroad: Higher Education and the Quest for Global Citizenship	1
2010	Teaching Outside of the Classroom	1
2011	Increasing Effectiveness of the Community College Financial Model: A Global Perspective for the Global Economy	1
2014	International Perspectives on Higher Education Admission Policy	1
2015	Internationalization strategies and policies in second-tier higher education institutions	1
2015	Global Development of Community Colleges, Technical Colleges, and Further Education Programs	1
2016	International Education at Community Colleges: Themes, Practices, Research, and Case Studies	8
2017	Internationalization in VET	7
2018	Promoting Inclusion in Education Abroad	2
2018	Handbook of Comparative Studies on Community Colleges and Global Counterparts	8
2019	Study Abroad Opportunities for Community College Students and Strategies for Global Learning	18
2019	Critical Perspectives on Education Abroad: Leveraging the Educational Continuum	1
2020	NAFSA Research Symposium Series	1
2023	Collected CHEI Works	1

TABLE (4): NUMBER OF CHAPTERS FOUND IN BOOKS

Periodicals and Essays

Table (5) divides periodicals into thematic concentrations. A focus on time shows that the publications in periodicals are relatively consistent, but very small in numbers. The periodicals that publish the most on community college/TVET education abroad are the Community College Week, with articles from 1998-2010, the Chronicle of Higher Education, with articles published from 2005-2012, IIE Network, with articles published from 2004-2014, and International Educator, with articles published from 2005-2015. Figure (3), which summarizes these trends in publication over time, indicates that community college/TVET education abroad has grown in prominence particularly in comparative and international education-focused periodical publications.

Periodicals	# of Sources	Years of Publication
Community College/TVET Focus		
Community College Week	9	1986; 1998; 1999; 2001; 2003; 2004; 2005; 2007; 2010
Community College Enterprise	1	2012
Community College Times	3	2004; 2005; 2006
The News: Community College League of California	3	1992; 1993; 2006
WFCP Dispatch	1	2020
Comparative & International Education Focus		
ACIIE Newsletter	1	1993
Comparative & International Education Society Newsletter	1	1993
CAPA Reports	1	2023
Global Education Network	1	2011
International Educator	8	2005; 2006; 2008; 2008; 2009; 2010; 2012; 2015
IIE Network	4	2004; 2005; 2008; 2014
Terra Dotta Newsletter	1	2014
University World News	2	2019; 2022
General Education Focus		
British Heritage	1	2008
Chronicle of Higher Education	9	2001; 2005; 2008; 2009; 2010; 2011; 2012; 2018; 2023
Connection	1	2006
Diverse Issues in Higher Education	1	2021
ICEF Monitor	1	2015
Times Higher Education	1	2019

TABLE (5): SOURCES FOUND IN PERIODICALS

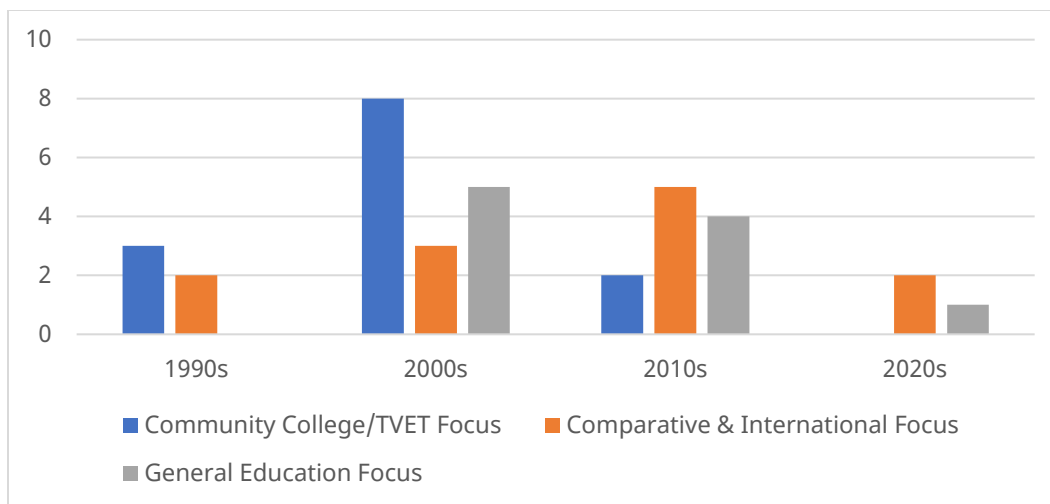


FIGURE (3): CHANGES OVER TIME IN PERIODICAL PUBLICATIONS

Capstones, Theses, and Dissertations

Table (6) summarizes capstone projects, theses, and dissertations that were published on the theme of community college/TVET education abroad. Figure (4) shows these publications over time. Dissertations, which often summarize cutting-edge research in a given field, cover a span of 24 years. These publications are often overlooked when doing a traditional literature search.

Date	Type	Date	Type
1999	Dissertation	2010	Dissertation
2005	Dissertation	2011	Dissertation
2005	Dissertation	2012	Dissertation
2006	Dissertation	2015	Thesis
2007	Dissertation	2018	Capstone
2007	Dissertation	2018	Dissertation
2007	Capstone	2021	Dissertation
2009	Dissertation	2021	Dissertation
2010	Capstone	2023	Dissertation
		2023	Dissertation

TABLE (6): CAPSTONE PROJECTS, THESES, AND DISSERTATIONS OVER TIME

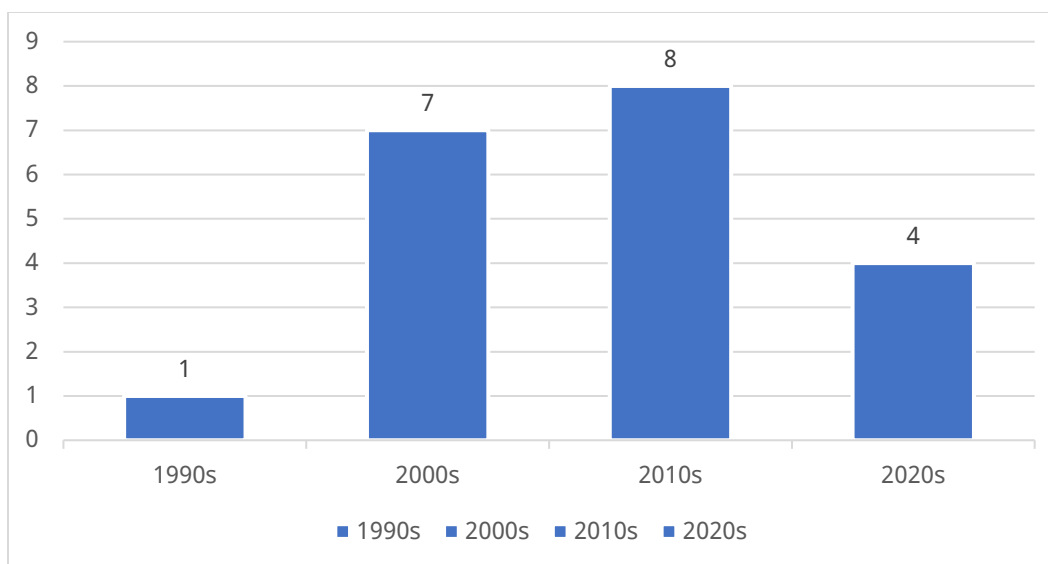


FIGURE (4): NUMBER OF CAPSTONE PROJECTS, THESES, AND DISSERTATIONS

Sector and Country Focus

A range of non-US publications targets community college/TVET education abroad around the world. This international focus is important because it shows that publications about the sector cross geographic boundaries (Raby & Valeau, 2018). More specifically, our literature review includes publications from 16 countries and identifies 13 different institutional types that are often overlooked in traditional searches. Most of these publications include a small discussion on education abroad. Yet, these publications both broaden knowledge about education abroad in the community college/TVET context and show uniqueness of the internationalized sector itself (Raby & Valeau, 2018).

Institutional Types and Country Affiliations

Within the category of community college /TVET colleges, there are numerous institutional types, including community colleges, polytechnics, VET Higher Colleges, and Universities of Applied Sciences. Some of these institutional types are specific to certain geographic regions of the world. Others are found in many countries. Figure (5) shows the different institutional types represented in the literature search, Figure (6) shows which institutional types were represented in specific countries, and Figure (7) charts these publications over time. Publications on community college/TVET college education abroad originate in Canada, Caribbean, India, Tunisia, and Vietnam, among other locations, demonstrating how study abroad in this sector exists worldwide. Most of these publications were published in two books, one in 2017 and one in 2018.

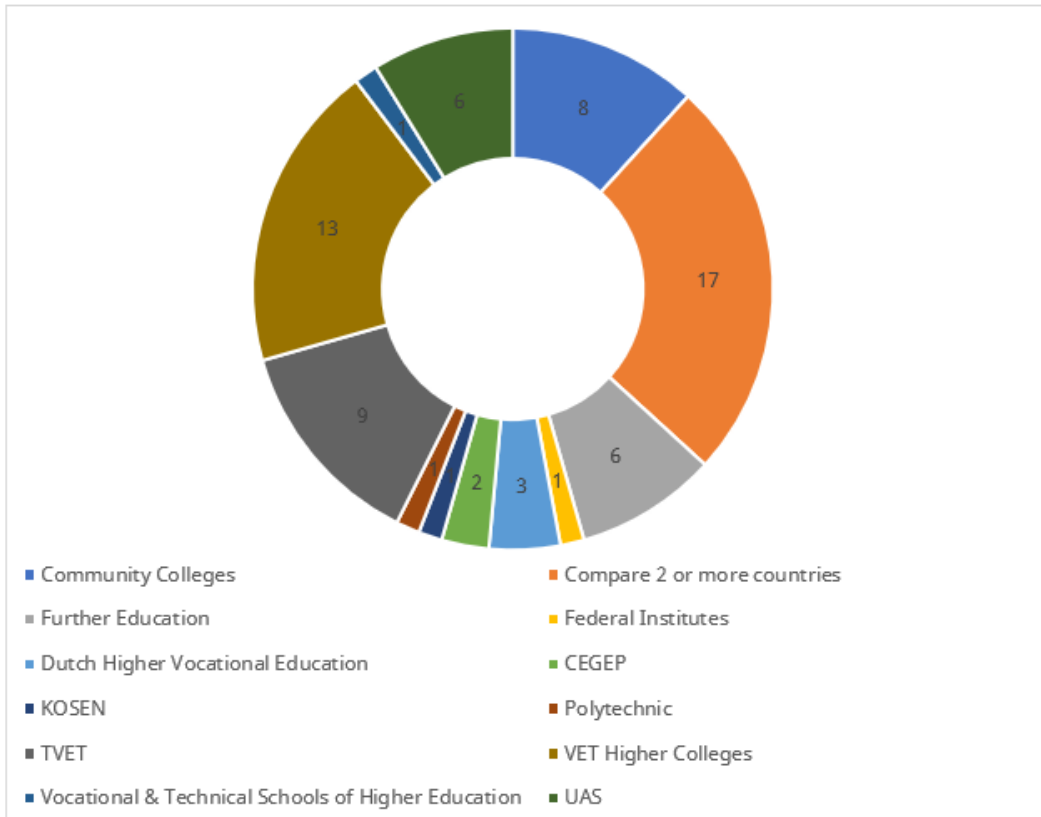


FIGURE (5): DIFFERENT INSTITUTIONAL TYPES

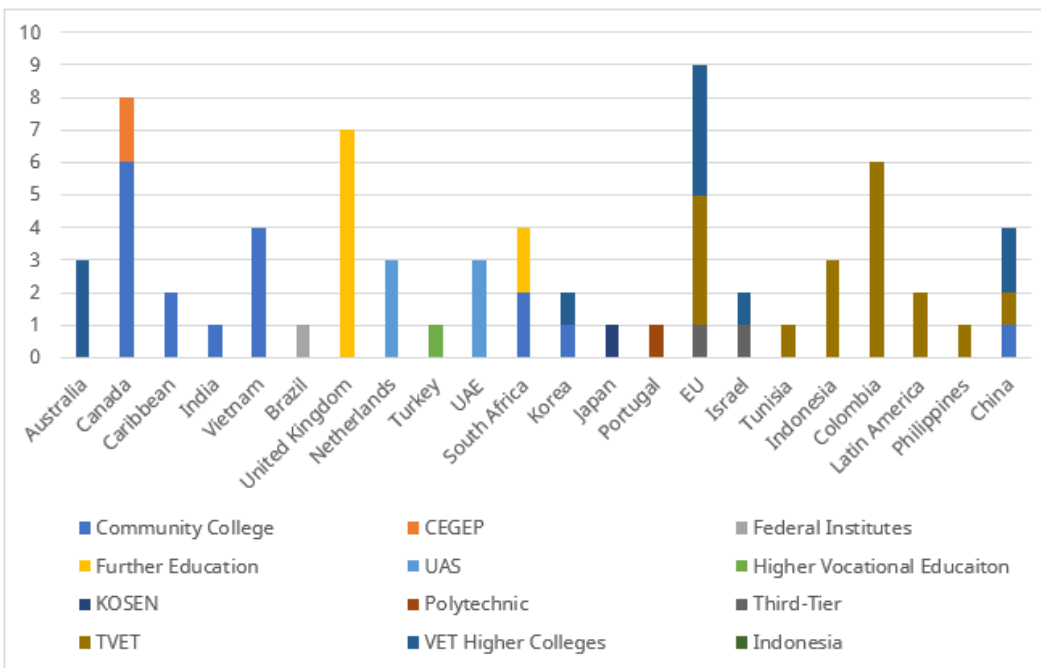


FIGURE (6): INSTITUTIONAL TYPE, SECTOR FOCUS, AND COUNTRY FOCUS

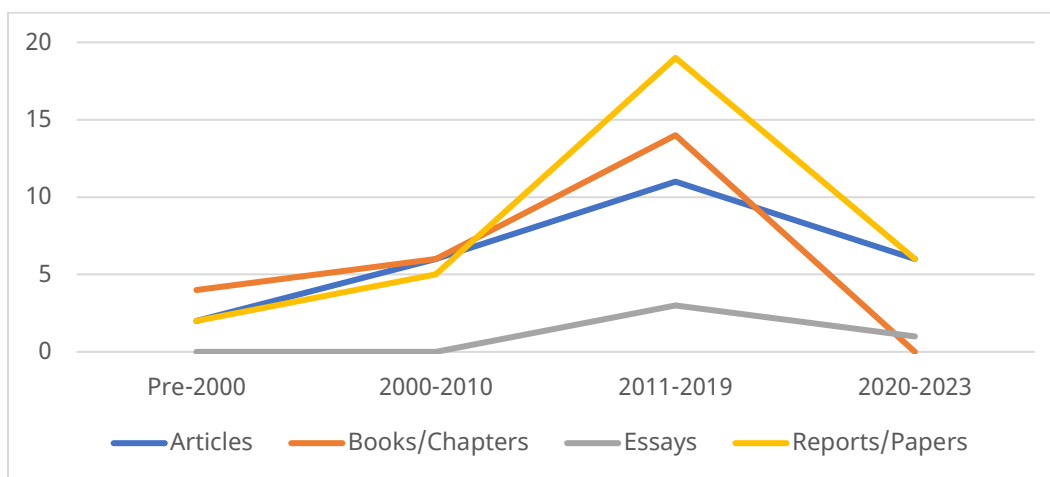


FIGURE (7): PUBLICATIONS THAT FOCUS ON COMMUNITY COLLEGES/TVET COLLEGES IN COUNTRIES OUTSIDE THE UNITED STATES OVER TIME

Methodology

A wide range of methodologies were used in the empirical publications included in this review. Table (7) summarizes these publications by type, methodology, and year. Case studies are the most commonly used, followed by qualitative studies. Figure (9) charts these methodologies over time. Regarding quantitative approaches specifically, two web-sites produced a significant number of publications. The California Colleges for International Education Annual Survey collected data since 1985 and IIE Open Doors collected data from 2000. Both provided annual quantitative findings on community college education abroad, inflating the number of publications in this category. When removing these, there are only 14 publications using quantitative methodology.

Type	Methodology	Dates of Sources
Articles	Descriptive / Case Studies	1979; 1990; 1990; 2006; 2007; 2007; 2007; 2009; 2010; 2011; 2011; 2011; 2011; 2012; 2012; 2013; 2013; 2013; 2013; 2014; 2015; 2017; 2019; 2019; 2019; 2020; 2022; 2022; 2023
	Advocacy-Essay	1995; 1997; 2007; 2007; 2007; 2008; 2009; 2009; 2010; 2011; 2012; 2014; 2014; 2014; 2019; 2020
	Quantitative	2009; 2013; 2015; 2018; 2018; 2021; 2022
	Qualitative	2007; 2015; 2015; 2015; 2017; 2017; 2017; 2017; 2017; 2020; 2020; 2020; 2020; 2020; 2021; 2021; 2021; 2022; 2022; 2022; 2022; 2022. 2022; 2022; 2022; 2022; 2023; 2023; 2023; 2023; 2023; 2023
	Mixed Methods	2010; 2022; 2022; 2023; 2023
Chapters	Descriptive / Case Studies	1981; 1995; 1995; 1996; 1996; 1996; 2004; 2005; 2005; 2009; 2009; 2009; 2011; 2014; 2015; 2016; 2016; 2016; 2017; 2017; 2017; 2017; 2018; 2018; 2018; 2018; 2018; 2019; 2019; 2019; 2019

	Quantitative	2016; 2019
	Qualitative	2015; 2016; 2016; 2016; 2016; 22017; 2017; 2017; 2017; 2018; 2018; 2018; 2018; 2018; 2019; 2019; 2019; 2019; 2018; 2019; 2019; 2019; 2019; 2019; 2019; 2019; 2019; 2019; 2020; 2021
	Mixed Methods	2023
Essay	Advocacy	2006; 2008; 2010; 2014
	Case study	2015; 2021; 2018; 2018; 2020; 2022
Thesis/ Dissertation	Qualitative	1999; 2005; 2005; 2006; 2007; 2007; 2007; 2009; 2010; 2010; 2011; 2012; 2015; 2017; 2018; 2018; 2021; 2021
	Mixed Methods	2021; 2023
Reports	Essay	1947; 1967; 1981; 1986; 2000; 2019
	Case Study	2001; 2002; 2003; 2005; 2005; 2005; 2016; 2016; 2017; 2017; 2019; 2020; 2020; 2020; 2020
	Quantitative	2014; 2020; 2020; 2020
	Qualitative	2012; 2014; 2022
	Mixed Methods	1997; 2001; 2001; 2005; 2007; 2008; 2008; 2010; 2018
Periodical	Essay	1991; 1992; 1993; 1993; 1993; 2004; 2004; 2005; 2005; 2006; 2006; 2007; 2011; 2014; 2019; 2020
	IIE Open Doors	2000; 2001; 2002; 2003; 2004; 2005; 2006; 2007; 2008; 2009; 2010; 2011; 2012; 2013; 2014; 2015; 2016; 2017; 2018; 2019; 2020; 2021; 2022; 2023
	Quantitative	2014
	Essay	2007; 2016
Website/Blog	Quantitative	2022-2023; 2018; 2010; 2020
	Qualitative	2023

TABLE (7): PUBLICATION TYPES AND METHODOLOGIES USED

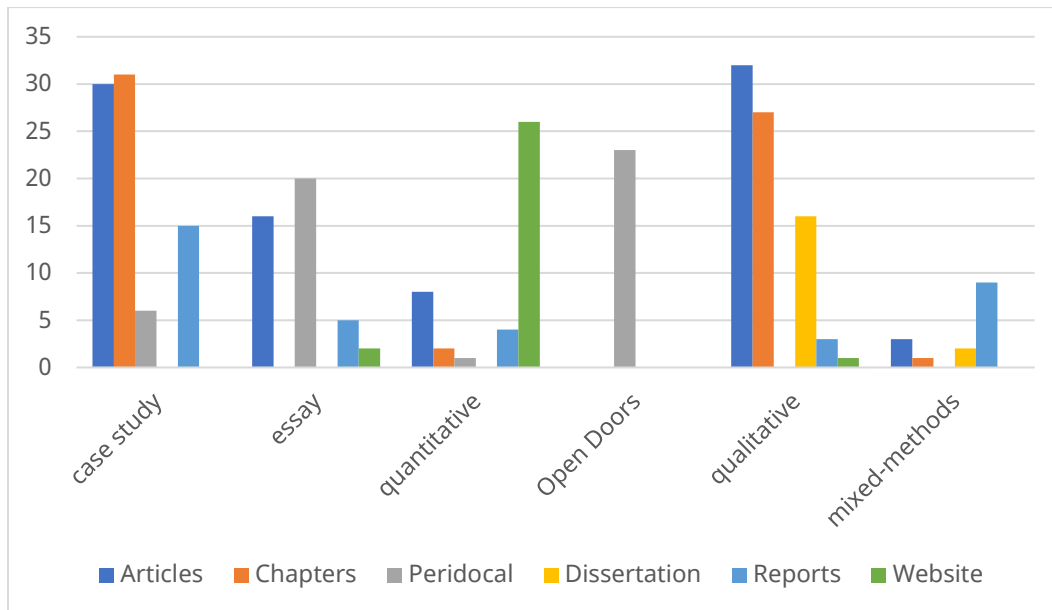


FIGURE (8): METHODOLOGIES USED IN DIFFERENT SOURCES

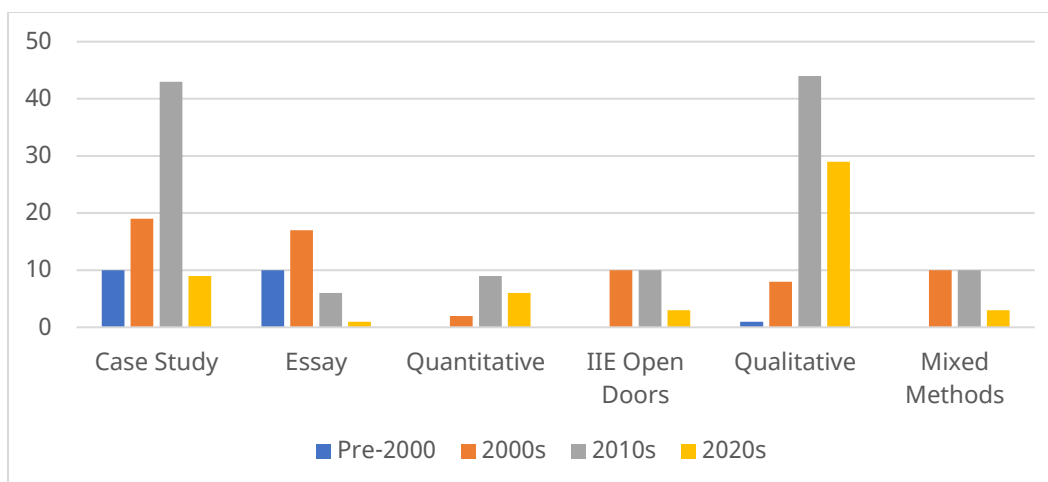


FIGURE (9): METHODOLOGIES OVER TIME

Themes

Table (8) summarizes publication themes over time that were only mentioned in one publication and thereby represent a singular focus. Many of these themes are time-stamped. For example, the terms ‘democracy’, ‘soft power’, and ‘foreign policy’ were mostly found in publications in the 2000s, a period notably influenced by the 9/11 terrorist attacks. Table 9 shows the themes that had multiple mentions over time and across various publication types. These themes include intercultural competency, outcomes, and access. This thematic analysis also uncovers what is missing from literature and where future publications can make the most impact. For example, there are many quantitative studies that look at who is studying abroad in terms of demographics and many qualitative studies that focus on student choice to study abroad. There are emerging publications that examine immediate and long-term student learning outcomes. Fisher and Raby (in this issue) focus on social capital enhancement and attainment as a result of studying abroad. Figure (10) shows a word-mapping of the terms found in Table (9) that represent multiple mentions in the publications found to date. A word-mapping visualizes the frequency, and hence importance, of certain themes. It is interesting to note that the most frequently used terms align with the main missions of the community colleges sector, namely, that of access, diversity, and inclusion. In the word-mapping, the larger the size of the word/phrase, the more that word/phrase was mentioned in various publications over time. The very small font shows topics mentioned in few publications but not repeated across sources. The use of color allows the more important topics to be visualized.

Unique to Time	Topics
pre-2000	depth & variability of offerings (Hawaii); compare British & American comparison; making case for education abroad; international understating through education abroad; overcoming disincentives to education abroad-offer access & opportunity; reduce international illiteracy via education abroad; education abroad for public good; developing
2000s	democratizing; globalization; soft power; foreign policy; culture shock; indigenous students, social work program in China; China/US exchange; out-bound Caribbean education abroad; out-bound Vietnam EA education abroad outbound Philippines TVET education abroad; outbound Latin America/Caribbean TVET education abroad; democratizing education abroad; service learning; impact of education abroad assignment on faculty & staff; student engagement; Canada national survey; international development leads to education abroad; Gilman participation history; learning communities
2010s	learning communities within education abroad; governance; finance; exchanges; re-imagining; faculty-led; service learning; cultural dimensions; urban/suburban/rural; key administrators; higher GPA; role, scope, cost; rising global imaginary; work for companies that are international; pre-departure programs & outcome; Higher Vocational (Netherlands) rubric for intercultural competence development; student fees to support education abroad; policies in second-tier higher education institutional policies; outbound EA in Turkey Vocational & Technical Schools of Higher Education, German UAS due to Bologna, Portugal polytechnic, Vietnam community college (3), Japan KOSEN, Brazil Federal Institutes, Indonesia TVET; Australia VET, China VET, Vietnam VET, Austria UAS; Africa TVET; creating/enhancing global conscience for students of color: innovative approaches to education abroad; calls for accountability: measuring internationalization with education abroad as a strategy; self-authorship builds career readiness for black men who study abroad; competency in communicating, collaborating, critical thinking in business program for students of color; transnational education policy, globally competitive workforce, second-tier higher education institutions & diversity challenge; relationship between institutional profiles & community college education abroad; unique needs of community colleges; adapt university standards to community colleges; risk management; increase access for rural education abroad; strategies to serve rural and small community colleges; social justice; building inclusive support for education abroad programming; hybrid model - as option for small community colleges; strength in numbers, very short-term is prejudicial; double enrollment; advancing faculty-led programs; education abroad profiles; outbound for broadening horizons

2020 Education abroad in South Africa Further Education; India community college, Canada colleges internationalization framework, Netherlands VET providers & competencies for export; African policy including education abroad; learning from COVID-19; using agency to maximize experience; students can find their own resources; transfer in VET cooperation; exchanges German & China VET; critical assessment of initiatives; institutional context & field of study; analyze websites; voices of coordinators; Gilman increase in community college students; global learning

TABLE (8): TOPICS MENTIONED ONLY ONCE OVER TIME

TABLE (9): TOPICS ORGANIZED BY THEMES WITH NUMBER OF TIMES MENTIONED

Advocacy: advancing/expanding/development (4); opportunity of lifetime (9); locally/act globally (3); local is not opposite of global (2); preserving local in light of globalization (2); myths/realities (4); barrier is lack of college programs/offering (3); is education abroad is part of community college mission (6)

What Exists: what exists (10); education abroad has long history (2); growth in number of colleges (6); growth in number of students (3); TVET colleges (3); CEGEP-4; education abroad internships (3); Bologna & German UAS (1); TVET is part of Bologna (2); IIE Open Doors (23); national surveys (6); state/consortia surveys (4); EU mobility survey with TVET impact (5)

Starting/Building EA Programs: organizational policies & practices of education abroad program (5); need to plan ahead (3); timing is important for enrollment (2); long-term planning helps with finance (4); destination choice (3); embed education abroad in campus community (3); quality assurance/program standards (2); internationalizing curriculum is complement to education abroad (3); sustainability (2); well-planned are most effective (4); non-traditional education abroad locations (5); non-traditional disciplines courses (7)

Access: open access (16); access (15); equity (2); equality is not there (2); inclusion (4)

Participation: wide-spread participation (7); students want to study abroad (8); increase participation (10)

Diversity: diversity exists (8); increase diversity strategies (9); diversity leads to access (4)

Enrollment: student choice model-intent to study abroad (7); enroll when choice is given (4)

Who: who studies abroad (4); race; (6); low-income (6); non-traditional students/students of color/Latinx/ethnicity (8); career-technical (4); rural career-technical (4); adult students (3); white vs. minority student intent to study abroad (2); African American males (3); Black women (3)

Deficit Lens: challenges-barriers/strategies (7); deficit/strategies to overcome (7)

Strategies to Overcome Deficit: need national/state consortia as colleges cannot do it on their own (7); address attitudinal barriers (students need to be convinced of education abroad' value) (5); lack of institutional support (9); overcome low #s (4); inclusive practices (3); low cost of programs expands opportunities (5)

sources in other contexts. For example, researchers with a background in international education will need to explore the community college/TVET literature to find additional sources related to their area of inquiry. In this article we examined publications about education abroad in the community college/TVET sector to explore how they unfolded within different historical periods (Fairclough, 2010). Here, we unpack the relevance of the various publications by examining when sources were written, who published them, and the circumstances of their publication as related to themes in literature (McCulloch, 2012, Neuman, 2003)

Themes Over Time

Raby and Valeau (2007) identified four rationales for community college internationalization that can be used to assess the literature on education abroad over time. In the political rationale, the literature from the post-9/11 era identifies issues of democratization, soft power, foreign policy, and the politicization of students as cultural ambassadors (Trilokekar, 2009). United States government initiatives, such as the Abraham Lincoln Commission (2005), targeted democratization of education abroad through access. In the economic rationale, discussed widely in all decades, education abroad remains an outsider to community college neo-liberal policies and academic capitalism, since it was a recipient of funding rather than a promoter, unlike international student programs. Yet, two economic discussions are consistently included in the literature. First, there are frequent discussions about limited institutional funding that resulted in few offices, limited staff, and minimum budgets with a dedicated line-item for education abroad (Boggs & Irwin, 2007). Second, economic discussions focus on low-income students who are stereotyped as being unable to afford to study abroad, which in turn affects access and program design (Raby, 2018). In the humanist rationale, education abroad was defined pre-2000 as a process to help students understand others and in so doing to gain skills that could promote greater tolerance and peace (Raby, 1996). In the 2010s and 2020s, most of the outcome-focused research measured outcomes of studying abroad in terms of intercultural competencies, cross-cultural sensitivities, and appreciation of others (Rieley, 2007; Wood & Raby, 2022). In the 2020s, some dissertations are focusing on capturing alumni who previously studied abroad at a community college and indicate that over time studying abroad has changed worldviews (Fisher, 2022, Wood, 2023). Spencer and Wood (2023, in this issue) explore provider based direct-enrollment programs and the

lack of lower-division courses that align with community college level courses. Finally, in the academic integrity rationale, publications in all decades showed how community college education abroad was integrated into many disciplines, and how studying abroad resulted in academic success, including transfer and graduation success (Raby et al., 2014; Rhodes et al., 2016).

Expanded Research Beyond Journal Article

The identification of publication types outside of peer-reviewed journals is critical to expand knowledge about what exists in the literature. While traditional research is limited to academic peer-reviewed journals, there are many other sources that are also peer-reviewed that are often ignored. Here, there are three takeaways. First, there are far more academic journals that publish articles on community college/TVET education abroad than we found in our initial search. Many of the ignored academic peer-reviewed journals within the community college sector could be used in traditional research if researchers move beyond disciplinary silos. Second, there is a wealth of information in double-masked, peer-reviewed edited books. Each chapter provides new data that can enhance a traditional search. In this literature review, we found four peer-reviewed books on community college/TVET internationalization with numerous chapters that address education abroad specifically. Lack of reference to peer-review books is an issue that needs to be addressed in a comprehensive literature search. Finally, the importance of national, state, and consortia surveys could be used to validate theories and findings. Yet, most of these outside of IIE Open Doors are ignored and are rarely critically assessed.

Publication Circumstances

The circumstance of a publication tells the story of who the intended audience is and what topics are of importance to that audience. Reports and websites document what exists at a moment in time, identify colleges that offer education abroad programs, and provide details on education abroad programs and student populations. The audience aligns with those who provide the data itself, usually a college, members of consortia, associations, or national databases. While detailing moments in time, some of these sources are used to validate a deficit narrative by commenting that there are few community colleges/TVET institutions that offer education abroad. Usually, this validation coincides with comparisons to the university sector that place community college/TVET institutions in a deficit context. Periodical essays focus on

advocacy and are often directed at community college presidents to argue in favor of education abroad for student learning. Six periodicals targeted senior leadership at community colleges, while six others targeted those working in international education. Periodicals convey what the readership, often university readership, should know about community college education abroad. Finally, capstones, theses, and dissertations are primarily for an academic community and are rarely cited, often due to their length. Yet, readers should be aware of this often-cutting-edge research. Indeed, some authors publish articles or chapters based on their dissertations to share their findings with a broader audience.

Conclusion

The articles in this special section advance research in the field and unpack education abroad assessment and evaluation in the community college/TVET sector. This research shows that this sector offers innovations in education abroad. Nonetheless, the deficit narrative continues to claim how few community colleges have education abroad programs, how few students participate, and how skewed the racial/ethnic and socioeconomic status profiles are of the participants. These numbers are based on IIE Open Doors reports. For example, in 2016/2017, 141 community colleges reported robust study abroad programs in IIE Open Doors (IIE, 2018). While this is wonderful for the field, there is no data from the other 1,059 community colleges and their students. It must be noted that just because there is no data does not mean these colleges are not sending students to study abroad. As such, a counter-deficit perspective demands looking at data through new lenses, which is what many more recent publications are doing (Whatley & Raby, 2022). When using a critical lens, the preponderance of low numbers is not unique to community colleges as many bachelor's-granting universities have a similar low-enrollment numbers, and yet no one talks about the deficits of these institutions (Raby, 2017). With the success of the community college education abroad revival in 2022-2023, there will be more community colleges added to the IIE Open Doors list and growth in participation, as already indicated in some community colleges (CCIE, 2023). Finally, the emergence of counter-deficit studies will increase knowledge on the stories of diverse student groups, long-term impact on current students and alumni, increased participation, and improved academic outcomes.

Each publication adds to the knowledge we have of community college/TVET education abroad. Nonetheless, there is so much more that is missing or minimized in the how community colleges/TVET is addressing international education in general, and education abroad in particular. This raises opportunities for future study that are especially relevant in a context where enrollments in many community college/TVET institutions are constantly shifting (Blake & Weissman, 2023). There is a need for research in three key areas. First, in terms of needs assessment, research can examine (a) types of need assessment conducted, (b) role of leadership in the process, (c) how or if education abroad is included in Guided Pathway policies, which streamline students' coursework to better guide them towards degree completion (CCRC, 2023), college mission, vision, values, or other college policies, (d) who makes the decisions about the types of education abroad to offer, and (e) what critical considerations are given when developing education abroad programs and curricula.

Second, in terms of internal program evaluation, research can examine (a) who conducts the evaluations, (b) programmatic components of the evaluation of faculty experiences and student experiences, (c) follow-up examination of these evaluations, (d) role of college leadership in conducting/reviewing these evaluations, (e) how evaluations inform needs assessment practices, (f) outcomes of program evaluation for students who participate/faculty who lead, and support staff who organize, (g) experiences of community members (non-students), (h) how institutional racism is addressed in developing programs and curricula and in program marketing materials, and (i) how are student needs are considered in the development of education abroad programming.

Finally, in terms of external program evaluations, research can examine (a) what students learn, in terms of life experiences, employability, transfer, completion, and well-being, (b) impact of education abroad on communities (both local and abroad), and (c) how other stakeholders, e.g., employers, community organizations, community college partner organizations, view education abroad.

This article reviews the myriad literature that already exists about the community college/TVET sector as it relates to education abroad, showing that there is a wealth of information for future researchers to use and to build upon.

It calls on researchers of community college/TVET education to understand the role of education abroad to their research and for education abroad researchers to consider the diversity of studies that focus on the community college/TVET sector. Finally, we encourage those studying the community college/TVET sector to address comprehensive internationalization within the sector. We thank the authors in this special section for contributing their innovative work to this body of literature.

References

- Arden-Ogle, E. (2009). Study abroad and global competence: Exemplary community college programs which foster elements of achievement. [Doctoral Dissertation, Oregon State University].
- Baer, J. (2019). Opening the door to study abroad at community colleges. In G.F. Malveaux & R.L. Raby. *Study abroad opportunities for community college students and strategies for global learning*. (pp.22-37) IGI-Global.
- Barone, N. I. (2021). Jumping on the opportunity: The study abroad experiences of community college students of color. [Dissertation, Boston College].
- Bégin-Caouette, O., Angers, V. & Niflis, K. (2015). Increasing participation in study abroad programs: Organizational strategies in Quebec CEGEPs. *Community College Journal of Research and Practice* 39(6), OnLine First.
- Blake, J. & Weissman, S. (2023) Modest growth in community colleges. *Inside Higher Education*. <https://www.insidehighered.com/news/institutions/community-colleges/2023/08/21/modest-growth-community-colleges-fall> =cf17b6e6a3&mc_eid=bf658b2795
- Boggs, G. R., & Irwin, J. 2007. What every community college leader needs to know: Building leadership for international education. In E.J. Valeau & R.L. Raby. *International reform efforts and challenges in community colleges. New Directions for Community Colleges*, (pp. 138: 25-30). Jossey-Bass. <https://www.doi.org/10.1002/cc.278>
- Brenner, A. (2016). Transformative learning through education abroad: A case study of a community college program. In R. L. & E. J. Valeau (Eds.), *International education at community colleges: Themes, practices, research, and case studies* (pp. 370–390). Palgrave. https://www.doi.org/10.1057/978-1-137-53336-4_21
- Bush, L., Jeffers-Coly, P., Bush, E., & Lewis, L. (2022). “They Are Coming to Get Something”: A Qualitative Study of African American Male Community College Students’ Education Abroad Experience in Senegal, West Africa. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 34(2), 257–279. <https://doi.org/10.36366/frontiers.v34i2.610>
- California Colleges for International Education (CCIE). (2023). Education abroad. www.ccieworld.org/education_abroad
- CEDEFOP. (2022). *Vocational education and training in Europe 1995-2035. Scenarios for European Vocational Education and Training for the twenty-first century*. European Centre for the Development of Vocational Training.
- Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data: Complimentary research strategies*. Sage.
- Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college* (6th ed.). Jossey-Bass.

- Commission on the Abraham Lincoln Study Abroad Fellowship Program. (2005). *Global competence and national needs: One million Americans studying abroad*. U.S. State Department.
- Community College Research Center (2023). Guided Pathways. <https://ccrc.tc.columbia.edu/research/guided-pathways.html>
- Creswell, J. W. & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*. Sage.
- Creswell, J.W. (2003). *Qualitative, quantitative and mixed methods approaches*. Second Edition. Sage.
- Creswell, W. J., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. 5th edition, Vol. 53. Sage.
- Drexler, D. S., & Campbell, D. F. (2011). Student development among community college participants in study abroad programs. *Community College Journal of Research and Practice*, 35(8), 608-619. <https://www.doi.org/10.1080/10668920801901258>
- Education at Community Colleges: Themes, Practices, Research, and Case Studies*. (pp. 9-23). Palgrave Macmillian.
- Emert, H. A., & Pearson, D. L. (2007). Expanding the vision of international education: Collaboration, assessment, and intercultural development. In Valeau, E.J.& Raby, R. L., *International reform efforts and challenges in community colleges*. New Directions In Community College Series, No. 138: (pp. 67-75). Jossey-Bass. <https://www.doi.org/10.1002/cc.283>
- Fairclough, N. (2010). *Critical discourse analysis the critical study of language*. (2nd ed.). Routledge.
- Fischer, H. (2021). A narrative inquiry of long-term learning outcomes of community college education abroad. [Dissertation Old Dominion University, United States].
- Fischer, H., & Whatley, M. (2020). COVID-19 impact research brief: International students at community colleges. *NAFSA: Association for International Educators*. <https://www.nafsa.org/sites/default/files/media/document/covid-19-impact-research.pdf>
- Graham, B. (2006). Reporting study Abroad. *Journal of Further & Higher Education* 15(3) online.
- Gulikers, J., Brinkman, D. & Runhaar, P. (2019). Using a rubric to grasp intercultural competence development in vocational education. *Internationalization of Vocational Education & Training* 73(4), 47-70. <https://www.doi.org/10.1080/13636820.2019.1688854>
- Hess, G. (1967). *Freshmen and sophomores abroad: Community colleges and overseas academic programs*. Teachers College Press.
- Hess, G. (1982). *Freshmen and sophomores abroad: Community colleges and overseas academic Programs*. Teachers College Press.
- Hoffa, W.W., & DePaul, S.C. (2010). A history of U.S. study abroad: 1965-Present. *Frontiers: The Interdisciplinary Journal of Study Abroad: Special Publication*.
- Hoffa, William. W. (2007). A history of US study abroad: Beginnings to 1965. *Frontiers: The Interdisciplinary Journal of Study Abroad and The Forum on Education Abroad*.
- Institute for International Education (IIE). (2023). Community college education abroad data Tables. www.iie.org/en/Research-and-Insights/Open-Doors/Data/Community-College-Data-Resource
- McCulloch, G. (2012). Documentary methods. In J. Arthur, M. Waring, R. Coe (Editor), & L. V. Hedges. *Research methods and methodologies in education*. Sage.
- McKee, A-M. (2019). A case study exploring ways to increase access to education abroad for career and technical students with limited availability. In G. Malveaux, & R.L. Raby.

- Study abroad opportunities for community college students and strategies for global learning* (pp. 242-255). IGI Global.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. Jossey-Bass.
- Mesquita, A., & Castihol, O. (2018). Enablers and constrainers of internationalisation of higher education institutions: A case study from Portugal. In R.L. Raby & E. J. Valeau, *Handbook on comparative issues of community colleges and global counterparts*, (pp. 481-507). Springer.
- National Institute of Technology (KOSEN), Japan. In R.L. Raby & E. J. Valeau. *Handbook on comparative issues of community colleges and global counterparts*. (pp. 719-745). Springer.
- Neuman, W.L. (2003). *Social research methods: Qualitative and quantitative approaches*. Allyn and Bacon.
- Norris, N. E, & Dwyer, M. (2005). Testing assumptions: The impact of two study abroad program models. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 11(1), 121-142. <https://doi.org/10.36366/frontiers.v11i1.154>
- Oberstein-Delvalle, E. (1999). Study abroad programs in three California community colleges. [Dissertation, Pepperdine University].
- Parker, C. (2015). A thematic analysis of study abroad programs in community college institutions in the U.S. [Thesis, Loyola University, United States].
- Patton, R. (2005). Chapter 3: Analysis, interpretation, and reporting. In R. Patton. *Qualitative research and evaluation methods* (3rd ed.), (pp. 434-481). Sage.
- Raby, R. L. & Valeau, E. J. (2007). International reform efforts and challenges in community colleges. In E.J. Valeau & Raby, R. L., *International reform efforts and challenges in community colleges*. New Directions In Community College Series, No. 138: (pp. 5-15). Jossey-Bass.
- Raby, R. L. (1996). Introduction. In R. L. Raby & N. Tarrow *Dimensions of the community college: International, intercultural, and multicultural perspectives*. Garland.
- Raby, R. L. (2003). *Myths About community college study abroad*. In ACIIE, A Manual of Best Practices in Global Education for Community Colleges. ACIIE, (Print and CD versions).
- Raby, R. L. (2008a). *Meeting America's global education challenge: Expanding education abroad at U.S. community colleges*. Institute of International Education Study Abroad White Paper Series 3.
- Raby, R. L. (2019). Changing the conversation: Measures that contribute to community college education abroad success. In G. Malveaux and R. Latiner Raby. *Study abroad opportunities for community college students and strategies for global learning*, (pp. 1-21). IGI Global. <http://www.doi.org/10.4018/978-1-5225-6252-8.ch001>
- Raby, R. L., & E. J. Valeau, Eds. 2016. *International education at community colleges: Themes, practices, research, and case studies*. Palgrave Macmillan.
- Raby, R. L., & Valeau, E. J. (Eds). (2016). *International education at community colleges: Theme, practices, research, and case studies*. Palgrave.
- Raby, R. L., G. M. Rhodes, & Biscarra, A. (2014). Community college study abroad: Implications for student success. *Community College Journal of Research and Practice*, 38(2-3): 174-83. <https://doi.org/10.1080/10668926.2014.851961>
- Raby, R.L. (1986). *California colleges for international education annual report*. Los Angeles Community College District Office.
- Raby, R.L. (2007). Internationalizing the curriculum: On- and off-campus strategies. In E.J. Raby, R.L. (2008b). The globalization of journals. *Comparative Education Review*, 51(3), 461-475.

- Raby, R.L. (2023). Foundational Readings for Education Abroad. Gatewayinternational.org. www.Foundational-Reading-for-Education-Abroad-7.7.20.pdf.
- Raby, R.L., & Valeau, E.J. (2016). Global is not the Opposite of Local: Advocacy for Community College International Education. In R.L. Raby & E.J. Valeau, *International*
- Raby, R.L., & Valeau, E.J. (2018). *Handbook on comparative issues of community colleges and global counterparts*. Springer.
- Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Sage.
- Rhodes, G. M., Thomas, J. M., Raby, R. L., Coddling, A. G., & Lynch, A. (2016). Community college study abroad and implications for student success: Comparing California and New Jersey community colleges. In R. L. Raby & E. J. Valeau (Eds.), *International education at community colleges: Themes, practices, research, and case studies* (pp. 263-280). Palgrave. [https://doi.org/10.1016/S2213-8587\(18\)30147-5](https://doi.org/10.1016/S2213-8587(18)30147-5)
- Riley, R. (2007). Student engagement and intercultural competence in the North Harris Montgomery community college district. [Dissertation, Oregon State University, United States].
- Robertson, J. J. (2015). Student interest in international education at the community college. *Community College Journal of Research and Practice* 39 (5): 473-484. www.doi.org/10.1080/10668926.2013.879377
- Shallenberger, D., & Carneiro Camilo, M. H. (2018). The internationalization of vocational education in Brazil's Federal Institutes: Another model. In R.L. Raby & E. J. Valeau. *Handbook on comparative issues of community colleges and global counterparts*. Springer.
- Shimoda, A., & Maki, T. 2018. Fostering creative, practical, and professional engineers:
- Stein, S. (2021). Critical internationalization studies at an impasse: Making space for complexity, uncertainty, and complicity in a time of global challenges. *Studies in Higher Education*, 46(9), 1771-1784. <https://doi.org/10.1080/03075079.2019.1704722>
- Thomas, T. (2016). Community college education abroad and business internship programs cultivation of competency in communicating, collaborating, and critical thinking. In R.L. Raby & E. J. Valeau. *International education at community colleges: Themes, practices, research, and case studies*. Palgrave Macmillian.
- Tran, L. (2017). *Internationalization in vocational education and training*. Springer.
- Trilokekar, D. (2009) International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education. *Higher Education* 59(2):131-147. <https://www.doi.org/10.1007/s10734-009-9240-y>
- Unger, M., & Zaussinger, S. 2018. The new student: Flexible learning paths and future learning environments. Conference Background Paper. Vienna, Institute for Advanced Studies (IHS).
- Valeau & R.L. Raby, *International reform efforts and challenges in community colleges*. New Directions In Community College Series, No. 138: (pp. 57-65). Jossey-Bass.
- Whatley, M. & González Canché, M. S (2021). A robust estimation of the relationship between study abroad and academic outcomes among community college students. *Research in Higher Education* (2022) 63:271–308. OnlineFirst. <https://doi.org/10.1007/s11162-021-09647-7>
- Whatley, M. (2023). Quasi-experimental approach to understanding study abroad impact on academic success among community college students. *Journal of Higher Education* 94(4), 498-525.

- Whatley, M., & Raby, R. L. (2020). Understanding inclusion and equity in community college education abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 32(1), 80-103. <https://doi.org/10.36366/frontiers.v32i1.435>
- Willis, T. Y. (2012). Rare but there: An intersectional exploration of the experiences and outcomes of black women who studied abroad through community college programs [Dissertation, California State University, Dominguez Hills, United States].
- Wilson, K. B. (2018). Examining the impact of study abroad for community college students: Five case studies. [Capstone project, CUNY, USA].
- Wood, D. R., & Whatley, M. (2020). Community college study abroad: Institutional context, geography, and field of study. In S. Saubert (Ed.), *NAFSA Research Symposium Series*. (pp. 4: 102-117). NAFSA: Association of International Educators.
- Wood, D.R., (2023). Exploring interculturality in low-income first-generation technical and rural (LIFTER) populations: Lessons learned from community college students. [Dissertation, Università Cattolica del Sacro Cuore, Milan].

Articles in this Issue

- Fischer, H., & Raby, R. (2023). Social Capital Development in Community College Alumni Who Studied Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(3), 303–331. <https://doi.org/10.36366/frontiers.v35i3.828>
- Marchionne, S. (2023). Vocational Educational Training (VET) in Tunisia: Barriers and Challenges to its Internationalization and Possible Solutions to Boost Socio-Economic Development of the Country. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(3), 208–237. <https://doi.org/10.36366/frontiers.v35i3.837>
- Spencer, S. E., & Wood, A. (2023). The Curriculum is the Culprit: Debunking Deficit Myths and Improving Access to Study Abroad for Community College/Technical and Vocational Students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(3), 274–302. <https://doi.org/10.36366/frontiers.v35i3.830>
- Wood, D. (2023). Lessons Learned from Low-Income, First-Generation, Technical, and Rural Students (LIFTRs) Who Participate in Education Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(3), 238–273. <https://doi.org/10.36366/frontiers.v35i3.833>

Author Biography

Rosalind Latiner Raby, PhD, is a Senior Lecturer at California State University, Northridge in the Educational Leadership and Policy Studies Department of the College of Education. Dr. Raby is Editor-in-Chief of the *Journal of Comparative and International Higher Education* and Director of California Colleges for International Education, a non-profit consortium of California community colleges. Since 1984, Dr. Raby has worked with and studied community college internationalization. Dr. Raby is highly published in over 50 academic journals and has published 15 books.

Melissa Whatley, PhD, is an assistant professor of international and global education at the School for International Training's Graduate Institute. Her research uses quantitative and mixed-methods approaches to improve understanding of policies and practices that impact access and equity in U.S. international education, particularly in the community college context. She is the 2023 recipient of NAFSA's Innovative Research in International Education award.

Sora H. Friedman, PhD, started working in International Education in 1984, focusing on study abroad, program administration, public diplomacy/advocacy, and training. At SIT, she supports graduate students seeking new professional skills and awareness, and chairs two master's programs. She is a columnist with GlobalEd; current research explores women's leadership. Previously, Sora served in NAFSA regional and national leadership positions, authored *How High the Ceiling: Gender and Leadership in International Higher Education*, and coauthored *Careers in International Education: A Guide for New Professionals*.