# Chapter 2
# Community Colleges and Global Counterparts:
## Institutional Changes to Support Massification of Higher Education

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## ABSTRACT

*Higher education massification has broadened access to universities throughout the world. However, admission remains highly competitive. Alternative institutions emerged in each country to provide opportunities that would otherwise not exist. These institutions share specific commonalities and are seen as a unique higher educational sector. The Community College and global counterpart sector exists alongside the university sector and shares similarities in mission, philosophy, and institutional design.*

## INTRODUCTION

Around the world, students are completing secondary education in increasing numbers and yet the pathways to the university remains highly competitive. In countries around the world alongside the university are a different higher education sector called community colleges and global counterparts. In some countries, these institutions are an alternative to the university and in other countries, these institutions are seen as a consolation prize (Raby & Valeau, 2018).

Throughout the world, the institutions in this sector help to expand massification of higher education, especially for non-traditional students. Although researches have explored the shared commonalities of this sector since 1971, there still remains a lack of a concise term by which these institutions are called. The generic terms "post-secondary" and "tertiary" fail to distinguish these institutions from universities. The specific term "short-cycle" does not take into consideration the two to four-year certificates and degree programs that are commonly found within these institutions in this century. The disciplinary focus of vocational, technical, occupational, all of which offer a practical emphasis, is commonly offered at these institutions. Moreover, increasingly, these institutions also offer a practical oriented curriculum

combined with a liberal arts or theoretical emphasis (Raby & Valeau, 2009). At the same time, the term "community college" is often seen as a North American prototype and as a symbol of westernization is not deemed to be applicable worldwide. Nonetheless, since 1970, numerous institutions around the world call themselves "community colleges." Despite the lack of a term for these institutions, comparative research documents that community colleges and global counterparts exist, that they are growing in number, and that their outreach to students has positive outcomes. This chapter explores institutions within the community college and global counterpart sector in terms of similarities, distinctions, process of educational borrowing and massification.

## SECTOR DISTINCTIONS

Community Colleges and Global Counterparts share four specific characteristics (Raby & Valeau, 2009). These institutions have a mission in which professional and academic programs are responsive to the educational needs of local communities and industries and whose curricular programs are likewise defined by local needs. In that these institutions are purposefully located in communities where students live, there is an ease of access that increases enrollment for non-traditional students. Secondly, this sector offers options for university overflow and a "second chance" for non-traditional students who have long been excluded from higher education. Thirdly, this sector offers short-term and sometimes longer multi-purpose curricula to meet regional medium-term labor requirements in high demand occupations in changing economies. Finally, these institutions support a mission that views educational access as necessary for providing economic and social capital that is needed to ensure social prosperity.

Institutions in this sector are mostly divided according to institutional type (Applied Sectors of Higher Education College of Further Education; Community College; Higher Colleges of Technology; Junior College; Polytechnic; Technical University; Technical and Further Education College; and University Colleges), academic level (upper-secondary, post-secondary; sub-degree; pre-baccalaureate); length of study (short cycle; short-term; two-year; three-year); type of study (post-compulsory; tertiary); curricular context (lifelong education, transfer education, vocational education), regional distinctions (American or European models), and status (non-university, second-tier). Even within the same institution, multiple emphasis can be offered, such as pre-baccalaureate and baccalaureate degrees, and/or vocational and further education curriculum. The multi-purpose is a result of these institutions responding to changing local and national needs by redefining purpose, institutional structure, and even names of these institutions. In a review of 1,500 publications, evidence shows that institutions in this sector are referred to by many different names. Table 1 lists the most common terms given to these institutions and the counties that were in focus in the publications (Raby &Valeau, 2018).

There are three reasons why there remains a lack of a common nomenclature. The first reason is that the names given to these institutions do not translate precisely cross-culturally. For example, in most countries, colleges are stand-alone institutions. However, in Nepal, the term college denotes a satellite campus affiliated with Tribhuvan University. In China, the Higher Professional and Technical Colleges (HPTC) are compared to US community colleges even though they do not hold the name "community college." In contrast, institutions with an actual title of "community college" that were built upon Radio and Television Universities and play a major role in China's online and adult higher education, do serve the function of a community college. The second reason is that multiple institutions within the same country can share a common mission. In Colombia, Technical Institutions, Technological Institutions,

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