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**The role of cultural capital influencing minority students' optimism, motivation, and perception for education abroad at two-year higher education institutions: A case study of Santa Monica Community College – Associate's Degree(A.A.) Program in Global Studies**

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### LIST OF ABBREVIATIONS AND ACRONYMS

<b>Abbreviations/Acronyms</b>	<b>Definition</b>
A.A.	Associate's Degree
AACC	American Association of Community Colleges
AACU	Association of American Colleges and Universities
AUCC	Association of Universities and Colleges in Canada
AIEA	Association of International Education Administrators
CCID	Community Colleges for International Development
CCCS	California Community Colleges System
CSU	California State University
DEA	Development Education Association
IIE	Institute of International Education
IPEDS	Integrated Postsecondary Data System
NCES	National Center for Education Statistics
P.	Page
SMC	Santa Monica College
THE	<i>Times Higher Education</i>
UC	University of California
US	United States
USAID	United States Agency for International Development
YR	Year

## **Executive Summary**

This policy report is to describe and analyze the recent trends of global citizenship and education abroad in U.S. community colleges; highlight lessons learned in assessing global citizenship at two year institutions; discuss key research findings on study abroad motivation among minority students' at Santa Monica College; and explore future implications for international educators in addressing international education within an institutional context. It is important to note that this policy report does not contribute to new empirical data. Rather it relies on and refers to past studies that have been conducted on two-year community colleges, with special attention to the lessons learned from the Associate's Degree (A.A.) program in Global Studies at Santa Monica Community College. In the end, this paper offers five innovative approaches that have been developed for two-year community colleges planning to universalize "global learning" in the 21<sup>st</sup> century: 1) Expand Programs and Initiatives to Promote Global Awareness, Training, and Development, 2) Encourage and Promote Inclusiveness Cross-cultural Workshops and Programs to all Groups, 3) Strengthen and Expand Student Support Services and Student Life Programming, 4) Establish an International Advisory Committee to Universalize "Global Learning" into Curriculum and Co-curriculum, and 5) Join Professional Associations, such as, Association of International Education Administrators (AIEA) and Community Colleges for International Development (CCID).

## **Statement of Issue and Question**

- What are the social and historical forces that have shaped global citizenship and study abroad programs within two-year U.S. community colleges?
- In what ways does the role of cultural capital influence minority students' optimism, motivation, and perception for education abroad at Santa Monica College?
- How can Santa Monica College better prepare low-income minority students to become global citizens? What is the role of the faculty in education abroad at community colleges?

- To what extent does the Associate's Degree(A.A.) program in Global Studies strengthen Santa Monica College role of "global learning" within comprehensive internationalization?
- Do study abroad programs reduce, maintain, or exacerbate social inequalities in higher education? How do demographics inform and predict minority students' intent to pursue international education at two-year community colleges?

## LITERATURE REVIEW

### *Global Citizenship and the University*

#### a) Context: Past and present

In the past few decades, internationalization of higher education and the focus on global citizenship and study abroad have changed drastically as a consequence of rapid globalization and regionalization of our modern societies (Hans de Wit, 2009, p. 226). Higher education institutions worldwide are under fierce pressure to expand; to become more efficient and effective; and to become more accountable and assessable in order to prepare ordinary citizens for the global realities (Moja, 2008; Reimers, 2009). These realities consist of multiple factors, such as, climate change, human environmental interactions, terrorism, world trade, and population growth. As a result of these global realities, young citizens are now required to become more knowledgeable about the changing world and how it works on multiple levels (Harth, 2009). Citizens must be technologically savvy and willing to experiment with new tools for learning, communing, and information processing.

Furthermore, young graduates must be willing to apply new insights that challenge their cultural values, beliefs, attitudes, and behaviors (Bennett, 2008). Despite recent attempts to prepare more college graduates to become globally responsible citizens, several past studies have concluded that most American colleges and universities have failed to prepare undergraduates to become a part of our globally competitive workforce (Hunter, White, & Godbey, 2006; Green, 2012; Stohl, 2007).

According to the National Geographic Society, young Americans sit next to last in their knowledge of geography compared with peers in other countries (Levine & Wojcicki, 2010).

Statistically, after nearly two decades of internationalization, only about 3 percent of U.S. college-aged students in four-year bachelor's degree programs partake in study abroad programs annually (Stohl, 2007, p. 364). Sutton (1999) argues that the low number of U.S. students going abroad has subsequently led to a larger number of graduates with low level of knowledge and interest in international affairs. Similarly, Green (2012) argue that there are often too few American citizens who are competent to function in different cultures, speak another language, and/or possess any significant understanding of the world beyond the U.S. borders. According to Ben Feinberg in a *Chronicle of Higher Education* article, he claims that international educators often forget to remind undergraduates why they are studying abroad (Gore, 2009). Stohl (2007) outlines two primary reasons: 1) most institutions exhibit low level of commitment to internationalization and 2) the majority of students and faculty support international activities but often fail to participate in these activities (p. 365). In other words, most colleges and universities are often hesitant to prepare graduates for the global realities of which, quite unfortunately, has contributed to growing conflict and undermining of the U.S. economy competitiveness (Reimers, 2009).

Generally, students who did not participate in study abroad often blame their faculty and advisors for offering too little encouragement about international exchange opportunities (Booker, 2001; Washington, 1998). Nowadays, most faculty members view education abroad experience as being "trivial" and "insignificant" because it is mostly pursued by women (Gore, 2009, p. 284). Though many stakeholders are trying to change this ill-conceived notion, any campus inability to promote study abroad can likely retard overall progress toward goals of global awareness and competence (Egginton & Alsup, 2005, p. 51). The Commission on International Education (1998) once stressed: "America's future depends upon our ability to develop a citizen base that is globally competent" (Hunter, White, & Godbey, 2006, p. vii). In other words, the more young citizens we can develop before adulthood, the better off we will be in the future (Harth, 2009, p. 10). International

educators must convince faculty members that their scholarship will benefit not only with better scholarship but also with great value beyond their own campuses and peers (Stohl, 2007, p. 369).

### b) Global Citizenship and Global Responsibility

So the question arises: what is global citizenship? What does a successful global citizen look like? And how will colleges and universities know if students have been successful in becoming global citizens (Deardoff, 2009, p. 351). Historically, Hunter et al. (2006) claims that the concept of 'global citizenship' has been an essentially contested issue (Gallie, 1956), one of which has multiple definitions (Rollins, 2009). Typically, the concept of global citizenship has been used interchangeably to describe multiple areas, such as, global competence, international competence, cross-cultural competence, and multicultural skills (Deardoff, 2009, p. 348). Deardoff (2009) emphasizes that there is no way for us to know if we are graduating intercultural competent global citizens (p. 363). Specifically, Trilokekar and Shubert (2009) suggest that the idea of global citizenship is completely flawed given that there is no global state or global polity (p. 192). Hudzik (2003) once stated, "American higher education has failed to meet the challenges and opportunities of globalization, and the American public is ill-prepared" (Stohl, 2007, p. 364). In other words, most colleges and universities fail to promote global citizenship on-campus because stakeholders often lack the awareness and talent to push graduates to become global citizens (Stearns, 2008, p. 150).

So how does one become a responsible or global citizen in today's modern world? Generally, numerous past studies have explored the relationship between global citizenship and liberal learning (Cornwell & Stoddard, 1999, 2001; Deardoff, 2005, 2006; Hovland, 2006; Meacham & Gaff, 2006; Stoddard & Cornwell, 2003) and have concluded that "culture" matters (Bennett, 2008, p. 14). Usually, intercultural competence is intertwined to describe "global competence" (Bird & Osland, 2004), "global learning" (Hovland, 2006; McTighe Musil, 2006), "culture learning" (Paige et al., 2002), "education for democracy" (Cornwell & Stoddard, 2001), "cosmopolitan citizenship" (Cornwell & Stoddard, 2003), and "globalizing knowledge" (Cornwell & Stoddard, 1999), among

others (Bennett, 2008, p.15). Rhoads and Szelenyi (2011) suggests that being a 'responsible citizenship' requires being globally informed and adopting a collectivist orientation in which the individual can incorporate both local and national awareness to global rights and responsibilities (p. 26). Deardoff (2009) highlights four dimensions of global citizenship: 1) global knowledge, 2) understanding the interconnectedness of the world, 3) intercultural competence, and 4) engagement on the local and global levels (p. 348). Similarly, Green (2012) highlights five primary characteristics of global citizenship: 1) global citizenship as a choice and a way of thinking, 2) global citizenship as self-awareness and awareness of others, 3) global citizenship as they practice cultural empathy, 4) global citizenship as the cultivation of principled decision making, and 5) global citizenship as participation in the social and political life of one's community. The Association of Universities and Colleges in Canada (AUCC) defines global citizenship as "a continuum going from being aware of the interdependent nature of our world, to understanding how local and global issues affect the well-being of people around the world, to committing or taking actions to help create a more equitable world, or at least avoid actions that would generate inequity" (Trilokekar & Shubert, 2009, p. 193). Nevertheless, the process of becoming a global citizen can be viewed and described as an "integrative experience" (Hovland, 2009, p. 471) in which student approaches the world from multiple lens and wrestle with the ethical implications of differential power and privilege between different ethnic groups (AACU, 2011; Hovland et al., 2009).

It is important to note that the concept of 'citizenship' often refers to the political or civic dimension of social life in terms of civic responsibilities. Rhoads and Szelenyi (2011) define the term citizenship as a "facet of identity that relates that relates to sets of rights and responsibilities linked to one's geographic locale" (p. 16). In other words, while courses and study abroad are critical components of becoming a global citizen, it is the curricular design that will allow students to make claims for citizenship that are grounded in intercultural competences (Hovland et al., 2009, p. 483). Bennett (2008) highlights five principles for developing intercultural competence on-campus: 1)



cultural knowledge, 2) language learning, 3) cultural learning, 4) cultural contact, and 5) contact hypothesis (p. 17). He argues that one of the most important requisites of being inter-culturally competent is to be "curious" in terms of wandering and to accept rules that are beyond normality (p. 19). Hence, a 21<sup>st</sup> century academy must be able to adopt strategic goals for integrating curricular and co-curricular learning along with internationalizing institutional commitments and programming.

### c) Global Competence in Higher Education

In this new century, young graduates must develop the skills they need to see beyond themselves, to recognize their connections and obligations to others, and to chart a responsible course of action that will serve themselves, their families, and their future communities (Harth, 2009, p. 7-8). Hunter, White, and Godbey (2006) describes a 'globally competent learner' as one who is "able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes and, indeed, to celebrate the richness and benefits of this diversity" (p. 274). Despite the pressure to prepare more students to become globally competent citizens, there has been limited research that examines the purpose of 'global competence' and of identifying the dispositions that are necessary to become a 'globally competent learner' (Hunter, White, & Godbey, 2006, p. 271). Historically, Lambert (1996), the father of global competence initiative, defined a globally competent individual as "one who has the knowledge to empathize with others, demonstrate approval, and experience another foreign language" (Hunter, White, & Godbey, 2006, p. 273). Comparatively, Hunter (2004) views global competence as "one having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate, and work effectively outside one's environment" (p. 130-131). Likewise, Brustein (2009) defines global competence as "the ability to work effectively in international settings; awareness of and adaptability to diverse cultures, perceptions, and approaches; familiarity with major currents of global change;

and the capacity for effective communication across cultural and linguistic barriers" (p. 249). In other words, numerous past scholars emphasize that assessing global competency in higher education requires students to develop deep knowledge and understanding of world history, geography, and a capacity to think critically and creatively about our global challenges (Reimers, 2009).

The American Association of Community Colleges (AACC) recent *21st-Century Commission Report* outlined: "It is important that community college graduates, whatever their location, be not just globally competitive but also globally competent, understanding their roles as citizens and workers in an international context" (AACC, 2012, p. 6). Nevertheless, the AACC believes that developing global competence is relevant because it "informs the ways in which we encourage people to interact with, and open themselves to, other cultures and to build the relationship capital that makes the exercise of sharp power less likely" (Hunter, White, & Godbey, 2006, p. 269). Despite the added value to integrate global competency and global learning frameworks into the missions of higher education, many colleges and universities still often lack the capacity to prepare students to become global citizens against the backdrop of globalization. Deardoff (2009) offers five main challenges of implementing global competence in higher education: 1) education abroad professionals often lack knowledge of assessment, 2) obtaining and validating actual evidence of learning, 3) moving students beyond surface learning, 4) students inability to articulate their education abroad experiences, and 5) faculty and student resistance. Furthermore, Stearns (2008a) outline three main issues of integrating global competency frameworks into higher education: 1) faculty interests in study abroad are functionally divided, 2) the model for global education are often inadequate and mixed, and 3) organizational and planning arrangements for global education are confused. (p. 165). In other words, most study abroad programs in higher education are poorly aligned into disciplinary majors (Rollins, 2009). Developing clear programs that foster global learning among college students will continue to be a challenge in American higher education, especially at two-year community colleges where funding and resources are often scarce.

## *U.S. Community College System*

### a) Context: Past and present

Historically, the American community college, once referred to as "junior college" or "general college", was viewed as an "upward extension" of high school (Brubacher & Rudy, 1997, p. 256). Previously coined by President William Rainey Harper of the University of Chicago, a "junior college" would provide secondary education for non-traditional students in American society. Ernest Boyer and R. Eugene Rice once described community college as institutions that provided "the integration of knowledge, the application of knowledge, and the transmission of knowledge" (Brubacher & Rudy, 1997, p. 420). To clarify, the University of Minnesota saw community colleges as an institution for those "individuals who had some distance to go in their knowledge" (Brubacher & Rudy, 1997, p. 260). Because of the large number of students attending community colleges at that time, several junior colleges would be forced to expand quickly as a result of the Carnegie Commission on Higher Education proposal for an "open door" policy (Brubacher & Rudy, 1997, p. 260). The "open admission" policy during the "open admissions" movement of the 1970s would transform junior colleges from once a privilege to a right for all high school graduates in American society (Brubacher & Rudy, 1997, p. 261). By 1991, the total number of community colleges would reach more than 1,300 in the United States (Brubacher & Rudy, 1997, p. 419). Eventually, the demand for community colleges would force mass expansions at several adult education programs in order to meet the diverse needs of the American people. Despite the merits of the "open door" policy, higher education stakeholders would often criticize two-year community colleges for being "an elaborate self-perpetuating system of social and economic class that systematically grants advantages to those of privilege" students' in American society (Zusman, 2005, p. 130).

To enumerate, Zusman (2005) highlights that the financial burden, misaligned academic goals, and lower expectations in two-year community colleges has contributed to high negative outcomes for several minority groups, particularly Black and Hispanic/Latino students (p. 150). The

complexity in higher education, once described by William Baumol as the "cost disease" (Johnstone, 2005, p. 377), would force federal and state governments to shift the financial burden from taxpayers to now students and families. For instance, community colleges in California would experience sharp rise in tuition that had affected public and student attitudes about higher education (Mingle & Epper, 1997, p. 523). Similarly, the increasing cost at two-year community colleges and four-year institutions would force higher education into greater centralization and decentralization, or as Riesman suggest, a "meandering procession" (Altbach, 2005, p. 296). Consequently, the financial constraints and budget cuts in American society would result to vast increases in college tuition, enrollment uncertainties, and confusion about academic goals (Altbach, 2005, p. 287).

As of today, both the federal and state government have poured heavy investments on developing and strengthening college readiness and remediation programs in an effort to foster low-income minority students' completion within the community college system. During the speech of the "2010 White House Summit on Community Colleges," U.S. President Barack Obama envisions that community colleges will play a vital role in training American workers to compete in the global knowledge economy. He asserts that assisting and mentoring underprepared college students at two-year community colleges will continue to become an urgent priority for our country as we aspire to generate more than 5 million community college degree holders by the year 2020 (White House, 2012). Nonetheless, two-year higher education institutions will continue to chart a vital path towards increasing our global competitiveness and our nation's higher education attainment rates.

#### b) California Community Colleges and Education Abroad

California community college currently represents the largest system of higher education in the United States. With more than 2.4 million students on 112 campuses, many experts have claimed that the large number of students enrolled in community colleges will continue to outpace the number of traditional four-year bachelor's degree students. Despite the fact that more and more students are now entering higher education, specifically at two-year community colleges, a large number of

students still often lack access to global topics (e.g., foreign languages, world economics, global management, etc.) that are usually taught at four-year institutions (Levine & Wojcicki, 2010).

Statistically, nearly three-fourths of the general public agreed that institution of higher learning must educate the public about international issues regardless of race, age, income, or educational level (Egginton & Alsup, 2005, p. 49). Martinez, Ranjeet, and Marx (2009) claims that most colleges and universities often fail at providing equal access to collegiate activities and programs that are essential to America's democracy (p. 528). To enumerate, the Institute of International Education(IIE) recent *2012 Open Door's* report claims that less than 1 percent of associate's degree students pursue education abroad during the 2010-2011 academic year (see Appendix A). Typically, most study abroad participants come from four-year undergraduate students; however, the demand to provide all students equal access to education abroad should not only occur in the bachelor's degree level but also in associate's degree. Egginton and Alsup (2005) argues that by improving the number of minority student's going abroad, American colleges and universities can contribute to a larger role in internationalization, especially in the community college system where more than 60 percent are people of diverse ethnic backgrounds (CCCCO, 2013) (see Appendix B).

So how can community colleges produce globally competent students? And if they do, how would they know that their students are globally competent? Historically, community colleges have sent American students overseas since the establishment of the 1947 *Truman Commission Report*; however, it was not until 2002 when the Institute of International Education(IIE) - *Open Door's* first reported community college students studying abroad. One of the main criticisms today is that higher education institutions, especially at two-year institutions, are particularly isolated from the communities within their city, otherwise referred as 'ivory-towerism' (Moja, 2008, p. 164). A commonly used African proverb once quoted: "It takes a village or raise a child." Unfortunately, our village borders hardly ever exist within community college districts, where more than 12-14 million students are enrolled nationwide (AACC, 2012). Despite the rapid growth of enrollment in two-year

community colleges, the study participation rates among low-income, first-generation minority students have remained disproportionately low (Martinez, Ranjeet, & Marx, 2009). Hall (2010) once emphasized that higher education institutions must send more than one million American students abroad each year within the next 10 years. Though much of this request has been posed by the force of globalization and localization for more highly skilled competitive workers in American society (Moja 2008), current research on the barriers to study abroad among low-income and first generation students has still remained quite limited to almost non-existence (Martinez, Ranjeet, & Marx, 2009).

Often, the challenge for two-year higher education institution is to find an appropriate balance between economic development and their role in human and social development (Moja, 2008, p. 161). To clarify, most graduates from U.S. community colleges are less likely to be given any chance to study abroad, to learn with international peers, and to test their own intercultural abilities at their completion of their associate's degree (Frost & Raby, 2009). With California's population continue to increase at a staggering 38 million people, Harth (2009) advocates that we must better prepare all students regardless of their background the essential skills they need to succeed and lead in multiple communities, or as Bennett (2008) coined as the "global souls" – allowing youths to become members of a world community, knowing that they share the future with others (p. 13). Philip G. Altbach, Monan University Professor and director of the Center for International Higher Education at Boston College, earlier quoted at Rivier University 78th Commencement on May 11, 2013: "The great universities of the 21st century will be those that have a global vision. The challenge for us, as graduates and citizens, is to understand the globalized world and to engage with it... we need, in a democracy, to have informed global citizens." In other words, to become a true global institution, colleges and universities must implement policies that build upon global competence and in the surrounding community (Egginton & Alsup, 2005). Martha Nussbaum (2002) outlines three capacities that are essential to the cultivation of humanity: 1) capacity for critical examination of oneself and one's traditions, 2) ability to see themselves not simply as citizens

of some local region or group but also as human beings bound to all other human beings, 3) narrative imagination (Hovland et al., 2009, p. 470). As such, a new long-term vision within our academy is greatly needed to articulate the changing landscape of higher education and to foster a sustainable and balanced economic, human, and social development in the 21<sup>st</sup> century (Moja, 2008, p. 165).

### *Study Abroad Participation and Minority Students*

#### Cultural capital

The role of cultural capital and social capital is increasingly seen as an integral part to understand student's motivation and perception for study abroad in higher education. Historically, many cultural capital theorists have argued that education serves as a means for production, transmission, and accumulation of various forms of cultural capital. The French sociologist Pierre Bourdieu (1983) held a strong notion that individuals are socialized differently and shaped by different forms of life. Bourdieu (1983) defines cultural capital as "widely shared high-status cultural signals (e.g. attitudes, preferences, formal knowledge, behaviors, goods, and credentials) used for social and cultural exclusion" (Lamont & Lareau, 1988, p. 156). In other words, the concept of cultural capital suggests that unequal educational outcomes among children are attributable to the unequal distribution of cultural capital among social classes (Bourdieu, 1977; 1997). Students from more affluent and wealthy classes are more likely than those from the lower classes to participate in study abroad programs and to partake in extracurricular activities because the school system reward students with higher cultural capital (Simon & Ainsworth, 2012).

Usually, past studies have claimed that low-income minority students often lacked the support from school personnel to encourage their students to participate in study abroad (Booker, 2001; Chieffo, 2000; Surrige, 2000). Fordham (2002) found that the process of choosing study abroad was culturally biased in favor of White middle-class students. Similarly, Dessoif (2006) and Washington (1998) claims that African-Americans are less likely to pursue study abroad because school personnel often view them for "typical" American college student. In other words, one can

argue that race and socio-economic status matter. Lower income minority students are less likely to understand the value of education abroad that is often privileged by White elites (Carter, 2005; Lareau & Horvat, 1999; Lewis, 2003; McDonough, 1997). As a result, students with high cultural resources are often described as "normal" or "typical" individuals while students with low cultural resources are often viewed as "untypical" (Carter, 2001). Though cultural resources have little intrinsic value because higher education differs tremendously for students of different social backgrounds, Coleman (1988) argued that the availability of resources and parents' ability to help their child grow makes a drastic difference to the younger generation's educational success.

Generally, resource-wealthy schools and cultural resources are closely linked with families' educational attainment (Bourdieu, 1977; Calarco, 2011; Lareau, 2003). Often, there are two forms of cultural capital: 1) parental objectified cultural capital and 2) children's embodied cultural capital. *Parental objectified cultural capital* is defined as high-culture possessions at home (e.g., number of art works at home, musical instruments played at home, etc.) while *children's embodied cultural capital* is defined as students' participation in high culture (e.g., number of concerts attended, number of museums visited, etc.) (Byun, Schofer, & Kim, 2012). In other words, the distribution of cultural capital reproduces social inequalities and distorts personal development. It is often viewed an element of cultural dispositions inherited from the family milieu (Youn, Arnold, & Shang, 2013). As a result, poor and minority students often contribute to the disparities in study abroad participation.

A recent study by Simon and Ainsworth (2012) claims that race and class significantly contributes to the process leading to study abroad participation. They conclude that high socio-economic students often saw study abroad as a way to "find themselves", while more disadvantaged students considered it a "luxury to obtain." Thus, low-income minority students are less likely to participate in study abroad than privileged White students. Dr. Nick J. Gozik, director of the Office of International Programs at Boston College, once wrote on the *New York Times*: "For students who come from less privileged backgrounds, getting to university is already a hurdle. Getting abroad feels



like extra" (Wilner, 2013). In other words, regardless of higher education sectors, numerous past literatures have suggested that students from less privileged backgrounds are more likely to view study abroad as something "extra" than students from privileged backgrounds.

## **Santa Monica College**

### *Background*

Founded in 1929, Santa Monica College is the premier community college in the heart of Southern California. Santa Monica College offers over 100 academic programs, well over 100 student organizations/groups, and several world-class facilities, such as, a brand new state-of-the-art library, football stadium, and performing arts facility. Santa Monica College mission statement is:

To provide a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the *global community* as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments (College Navigator, 2013).

Today, Santa Monica College is ranked number one for successful two-year students transferring into four-year bachelor's degree program within the CSU and UC system. In addition, Santa Monica College enrolls the largest number of international students in the state of California. According to the Institute of International Education(IIE) – *2012 Open Door's Report*, Santa Monica College is ranked number two for the highest number of international students enrolled at the associate's degree level (see Appendix B). With a large enrollment of international students, several faculty and staff members from a wide-range of disciplines decided to establish a Global Studies program to prepare community college students for the harsh global realities as a result of globalization.

Established in 2007, Santa Monica College – Associate's Degree(A.A.) program in Global Studies seeks "to develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social and

technological systems of the contemporary world" (Santa Monica College, 2013). The institution defines the concept of global citizenship as "one that is knowledgeable of peoples, customs and cultures in regions of the world beyond one's own; understands the interdependence that holds both promise and peril for the future of the global community; and is committed to combining one's learning with a dedication to foster a livable, sustainable world (Santa Monica College, 2013). In other words, the primary goal of the program seeks to prepare students to become a responsible global citizen at the completion of their two-year academic study.

In general, the A.A. degree program in Global Studies requires all students to complete four courses: 1) International Political Economy, 2) Global Studies, 3) World Geography, and 4) Global Los Angeles. Students are required to complete multiple assignments and projects, including the annual 'Student Research Symposium' on their country of interest. Furthermore, students are invited to participate in a two-week summer study abroad program to Beijing, China. In collaboration between Santa Monica College and The Beijing Center for Chinese Studies, the study abroad program cost approximately \$4,800 of which includes six-unit tuition, roundtrip airfare, accommodation, meals, and local travel expenses. To ensure sufficient enrollment, a small scholarship of \$500 to \$2,000 is provided to low-income minority students. Students enrolled in the program will take two classes: 1) East Asian History to 1600 and 2) China's Music Appreciation. Aside from those courses, the Global Studies program also provides small grants for faculty members, students, and staff to conduct small scale research projects on various global topics.

### *Demographics*

As of today, Santa Monica College student population is approximately 30,000. According to the National Center for Education Statistics(NCES) – Integrated Postsecondary Education Data System(IPEDS), there were approximately 30,358 students enrolled during the Fall 2012 semester at Santa Monica College (see Appendix C). Of these students, the ethnic demographics is roughly about 32 percent White, 25 percent Hispanic, 19 percent Asian, and 11 percent Black. Moreover, there

were 66 percent part-time students and 34 percent full-time students of which the total consisted of 10,055 Hispanics, 8,534 Whites, 3,453 Asians, 3,107 Internationals, and 2,878 Blacks (see Appendix D). Despite the large number of Hispanics/Latinos enrolled at Santa Monica College, the graduation rate has remained proportionately low for all ethnic groups. According to the National Center for Education Statistics (NCES) – Integrated Postsecondary Education Data System (IPEDS), the total graduation rate within 150 percent of normal time to program completion during the year 2011 was 26 percent. Specifically, Hispanics/Latinos had graduated at an all-time low of just 14 percent among the 10,055 students enrolled in Fall 2012 (see Appendix E). In addition, the price of tuition per year at Santa Monica College continues to increase 10 percent annually, with the 2012-2013 academic year now at \$1,140 (see Appendix F). As a result of the sharp tuition increase, persuading less privileged minority students to pursue education abroad or to complete an Associate's Degree(A.A.) in Global Studies will be a daunting task for community college leaders at Santa Monica College.

## **Discussion**

From the data generated, the National Center for Education Statistics (NCES) – Integrated Postsecondary Education Data System (IPEDS) reveal that demographics are one of the most important indicators to understand student's optimism, motivation, and perception for study abroad. This confirms with earlier research conducted by Simon and Ainsworth (2012) that race and class are strong predictors of student's intent to pursue education abroad opportunities. Furthermore, this research adds to their prior study of which the levels of cultural capital - *parental objectified cultural capital* and *children's embodied cultural capital* - plays a vital role on students' decision-making for study abroad at two-year community colleges. Aside from the levels of cultural capital, the data also suggests that privileged two-year students would find the Associate's Degree (A.A.) degree program in Global Studies to be highly beneficial for easy transfer into a four-year institution, particularly those who are on track to graduate on-time and to pursue a career in the field of International Studies and/or Global Studies. Moreover, the findings indicate that certain pro-school attributes and

behaviors may influence minority student's perception to become global citizens. This all may imply that student's educational experiences and dispositions are closely linked to class and socio-economic status and ultimately their social mobility into higher education.

All in all, the demographics data found in the Appendix sections illustrate how levels of cultural capital contribute to disparities in study abroad, and that the reproduction on inequality is shaped in the community college setting. In other words, the cultural disparities can be the result of various institutional factors, such as, lack of access to information and peer networks, lack of finances to fund study abroad, and/or limited family support. Although this study preliminary focus how demographics predict study abroad participation at two-year community colleges, this study does shed new information into how cultural capital as well as social capital contribute to the low participation rate among minority students in study abroad programs. With more than 60 percent of non-traditional students enrolled at Santa Monica College, encouraging minority students to pursue an A.A. degree in Global Studies will be a challenge for many educators in the upcoming decade.

#### *Implications for Further Research*

Further research is greatly needed to understand the emerging role of U.S. community colleges in the field of international education. Future studies should examine what lessons have been learned from other U.S. community colleges that are setting up Associate's Degree(A.A.) program in Global Studies and whether such program has enhanced student's awareness and sensibilities for education abroad. Additional research should also examine the levels of habitus and social networks influencing student attitudes, behaviors, and decision to pursue study abroad opportunities at two-year community college. Furthermore, studies should highlight the role of the faculty at community colleges and how education abroad at those two-year institution changes as a result of globalization.

Aside from study abroad, future research should assess how U.S. community colleges can implement an expanded global learning program for all students and whether such program would serve the needs of their institution. The Development Education Association (DEA) defines global

learning as "an education that puts learning in a global context, fostering: critical and creative thinking; self-awareness and open-mindedness towards difference; understanding of global issues and power relationships; and optimism and action for a better world." (p. 2). In other words, globalizing an institution requires a multidimensional approach that requires both a top-down (e.g., globalization across the curriculum) and bottom-up (e.g., student-run global studies society) projects. Community college leaders must envision, build, and sustain the infrastructures needed to make such learning a central mode of global engagement. Additional research should highlight what conditions are required for sustaining a robust global engagement in two-year community colleges.

### **Policy Recommendations**

There are several ways Santa Monica College can better prepare its students to become well-educated informed global citizens in the 21<sup>st</sup> century. In this section, I propose five innovative approaches that I believe community college leaders should consider when promoting global awareness and intercultural competency at two-year higher education institutions:

#### **1) Expand Programs and Initiatives to Promote Global Awareness, Training, and Development**

Expanding programs and initiatives that fosters global awareness and global citizenship within two-year higher education institutions is drastically vital to produce highly skilled workers and citizens in the United States. Nowadays, most community colleges often lack the funding and support from faculty to build and create programs that prepare graduates for the global realities. Faculty members in community colleges must find meaningful ways to establish sustainable partnerships around the world that is supported by funding from the U.S. Department of State, U.S. Department of Education, USAID, and other international source. Stohl (2007) once stated, "If we want to internalize our faculty, we must consider not only how to do what needs to be done but also what needs to be done affects the faculty and how we can mobilize their power over the process" (p. 367). In other words, gaining faculty support to promote global awareness and global citizenship on-campus should not only be self-interest for local communities but also for the nation as a whole.

Nevertheless, expanding such initiatives into our nation's community college system would allow our country to produce more global citizens and highly skilled workers that is long cherished at four-year institutions today (White House, 2010). As Orkin (2000) once stated, "If you've got global skills, you're definitely seen as a hot ticket" (Hunter, White, & Godbey, 2006, p. 273).

## 2) Encourage and Promote Inclusiveness Cross-cultural Workshops and Programs to all Groups

Encouraging, organizing, and promoting inclusive cross-cultural workshops and immersion programs to all ethnic groups are crucial for students in U.S. community colleges. With a large proportion of minority students enrolled in two-year institutions, building a safe inclusive learning environment that engage students to create their own worldview while encouraging them to get involved in thinking and acting more globally will make a drastic difference to the college environment. Two-year higher education institutions must find ways that promote "total cultural immersion" where students are able to "act like the locals," "be a resident," and "become a member" of the host community (Zemach-Bersin, 2008). A good conceptual model U.S. community colleges should consider is the Bridging Cultures Project (BCP) at Middlesex Community College and the INSPIRES Global Perspectives program at Howard Community College. Both innovative programs allow the students to cultivate an awareness of the dynamic multi-cultural, multi-dimensional globally-oriented terrain that lies ahead, or as Harth (2009) refer to as "glocal" citizens (p. 10).

## 3) Strengthen and Expand Student Support Services and Student Life Programming

Strengthening student support services in two-year community colleges, such as, financial aid, tutoring, peer mentoring, child care, and counseling are greatly needed to increase the number of low-income students' enrolling in global study courses. Gilozzo (2002) once stated, "Americans still lack the most elementary knowledge and skills necessary to function effectively in multilingual and multicultural situations" (p. 17). To overcome this issue, community college counselors and mentors should invest more time matching and tutoring poor and minority students to understand the value of becoming a global citizen. Furthermore, community colleges should provide meaningful student life

opportunities that focus on building intercultural competency on-campus. This can be done through setting up an international studies certificate program, hosting cross-cultural and peace-building workshops, organize multicultural student center activities, as well inviting international speakers' series. Increasing these activities within two-year higher education institutions is critical to engage students in international experiences and increase minority students study abroad participation.

#### 4) Establish an International Advisory Committee to Universalize "Global Learning" into Curriculum

Long-term institutional planning and innovative programming at two-year community colleges is vastly needed across the United States. Generally, most academic goals at two-year higher education institutions are often misaligned or irrelevant. Numerous past scholars have strongly urged for more 'transformational leadership' at the top to help resolve complex institutional problems in higher education. Transformational leadership is defined as "leadership that provides vision of the future that followers are persuaded to follow" (Moja, 2008, p. 167). Stearns (2008b) once stated, "Any university with serious interests in global education must have the involvement from top leadership" (p. 153). In other words, integrating transformational leadership and gaining approval from community college leaders is best possible when there isn't a highly rationalized administrative structure. This can be best achieved through a creation of an International Advisory Committee that would guide stakeholders to understand the relevance of global citizenship in two-year community colleges. A few examples are setting up a major college-wide task force on internalizing the curriculum, developing global application to programs of various types, creating a centralized international office across the institution, implementing the institution international strategic plan, aiding the expansion of agreements with foreign institutions, as well as encouraging study abroad and faculty exchanges (Stearns, 2008b). Senator J. William Fulbright (1945) once stated 60 years ago that: "We must try to expand the boundaries of human wisdom, empathy, and perception, and there is no way of doing that except through education and the promotion of international goodwill through the exchange of students in the fields of education, culture, and science" (Stohl, 2007, p. 363).

## 5) Join Professional Associations, such as Association of International Education Administrators (AIEA) and Community Colleges for International Development (CCID)

Joining professional associations or business organizations that promote positive communication and collaboration between higher education stakeholders is greatly needed to enhance community college leader awareness of the emerging role of international education. Becoming an active member of either the Association of International Education Administrators (AIEA) or Community Colleges for International Development (CCID) would highly add value to any two-year higher education institution seeking to enhance an internationalize strategy within their campus culture. Generally, the importance to create meaningful dialogue between higher education stakeholders is vital for the sustainable development of American democracy, especially at two-year community colleges where the concept of internationalization is relatively undeveloped and new.

To enumerate, AIEA seeks to provide all higher education sectors the opportunity to integrate internationalization activities into their campus. The AIEA primary mission is "to give members opportunities to join forces, exchange ideas, share institutional strategies, and provide an effective voice on matters of public policy" (p. 1). Founded in 1982, AIEA has four main objective: "1) provide an effective voice on significant issues within international education at all levels, 2) improve and promote international education programming and administration within institutions of higher education, 3) establish and maintain a professional network among international education institutional leaders, and 4) cooperate in appropriate ways with other national and international groups having similar interests" (AIEA, 2013, p. 1). As of today, AIEA has more than 200 active members from various sectors in higher education; however, of those 200 members, only 7 are community colleges. Increasing the number of two year institutions into AIEA is vastly needed.

Similarly to AIEA, the CCID primary mission is "to serve our member colleges by assisting them achieve their goals in internationalizing their classrooms, campuses, districts or communities" (p. 1). Founded in 1976, CCID has four main objectives: 1) provide opportunities for



internationalizing the College, 2) sponsor programs of international studies and exchanges, 3) develop linkages among institutions of the world, and 4) provide technical educational assistance to other countries. As of today, CCID has well over 150 active members, of which 100 are from the United States and 50 are international institutions. CCID host annual conferences, summer institutes, and professional development seminars for community college leaders. As such, the benefits to join associations is highly critical for developing a "global" community college, and more importantly, to create institutions as agents of social change for the socioeconomic transformation of U.S. society. Nonetheless, the road to global citizenship requires a combination of resources and a will to reform, requiring innovative approaches that would address issues within the community college system.

## **Conclusion**

In closing, the role of global citizenship on study abroad programs in two-year community colleges has vast implications for the future of American democracy. The mission of today's two-year higher education institutions must at best make global learning a central feature of a curriculum that is necessary in a global information age. Global learning should invite all students to learn how to be a responsible citizen and encourage them to question the world's most pressing problems. In addition, leaders of community colleges must begin to re-conceptualize their understanding of higher education in a way that will serve both national and global needs and bring about sustainable development in American society (Granados-Sanchez, 2012, p. 201). Furthermore, faculty members within two-year institutions must take a larger role to create and establish faculty-wide support on international programs and initiatives that promotes global citizenship and global responsibility. By doing so, institutions of higher learning can closely align their academic goals and priorities that prepares students to think critically about complex, interdependent systems and to become "Socratic citizen capable of thinking for themselves, arguing with tradition, and understanding the lives different from their own" (Nussbaum, 2002, p. 302). As classical Greek philosopher Socrates once quoted: "I am a citizen, not of Athens or Greece, but of the world."

## APPENDIX

### Appendix A: Profile of U.S. Study Abroad Students from 2000 to 2011

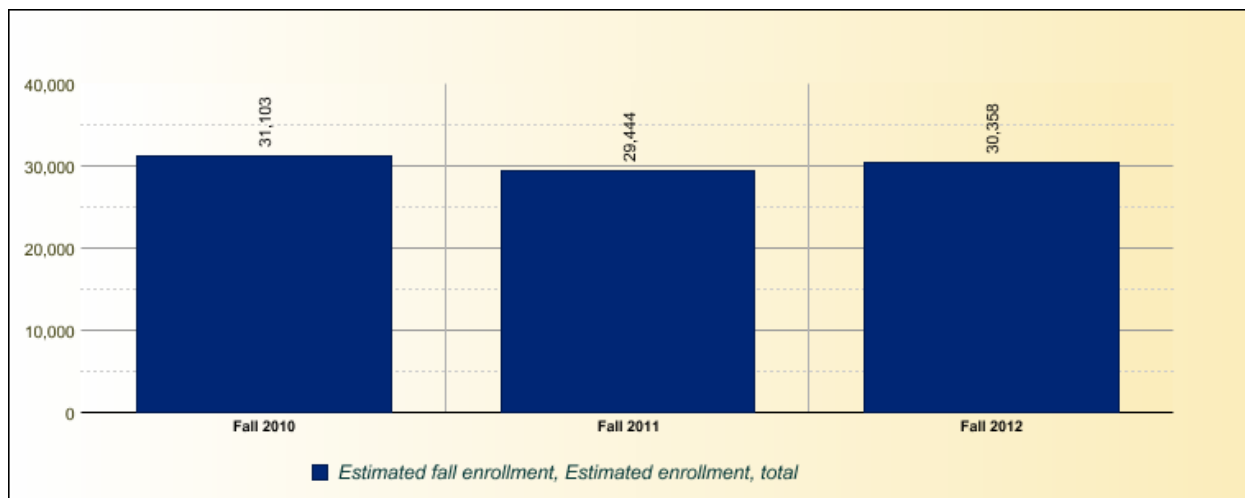
<b>PROFILE OF U.S. STUDY ABROAD STUDENTS, 2000/01 - 2010/11</b>											
<b>PERCENT OF U.S. STUDY ABROAD STUDENTS</b>											
<b>Characteristic</b>	<b>2000/01</b>	<b>2001/02</b>	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>
<b>Academic level</b>											
Junior	38.9	40.7	38.0	34.7	35.8	34.2	36.6	35.9	36.8	35.8	35.8
Senior	20.0	20.4	20.2	19.3	19.6	19.8	21.3	21.3	21.6	21.8	23.4
Sophomore	14.0	13.6	11.8	12.0	12.2	12.8	12.9	13.1	13.9	13.2	12.6
Bachelor's, Unspecified	13.5	11.0	15.3	16.3	15.2	14.9	12.5	13.4	11.3	11.0	10.3
Master's Students	4.5	4.7	4.8	4.1	3.4	4.8	5.9	6.3	6.6	8.1	8.5
Freshman	3.1	3.2	2.9	3.0	3.1	3.7	3.3	3.5	3.4	3.5	3.3
Graduate, Unspecified	3.1	3.3	3.4	2.4	3.4	3.0	2.6	2.0	2.6	2.5	2.1
Graduate, Professional*	-	-	-	1.6	1.7	1.8	1.6	1.9	2.2	2.4	2.3
Doctoral Students	0.7	0.7	0.9	0.5	0.4	0.4	0.4	0.3	0.4	0.6	0.6
Associate's Students	0.9	1.5	2.1	1.6	2.7	2.7	2.7	2.2	1.1	0.1	0.2
Other Academic Level	1.1	0.8	0.7	4.2	2.5	1.9	0.0	0.1	0.0	1.0	0.9

Chan, R. (2013). "The role of cultural capital influencing minority students' optimism, motivation, and perception for education abroad at two-year higher educations." Paper to be presented at the Forum on Education Abroad Tenth Annual Conference, San Diego, CA April 2, 2014.

Appendix B: Total Number of International Students Enrolled during the 2011-2012 Academic  
Year: Top 40 Associate's Institutions

INTERNATIONAL STUDENTS BY INSTITUTIONAL TYPE: TOP 40 ASSOCIATE'S INSTITUTIONS*, 2011/12				
Rank	Institution	City	State	Total Int'l Students
1	Houston Community College	Houston	TX	5,829
2	Santa Monica College	Santa Monica	CA	3,296
3	De Anza College	Cupertino	CA	2,551
4	Lone Star College	The Woodlands	TX	1,957
5	Montgomery College	Rockville	MD	1,787
6	Miami-Dade College	Miami	FL	1,649
7	Diablo Valley College	Pleasant Hill	CA	1,556
8	Northern Virginia Community College	Annandale	VA	1,446
9	City College of San Francisco	San Francisco	CA	1,433
10	Green River Community College	Auburn	WA	1,407

### Appendix C: Total Number of Students Enrolled at Santa Monica College – Fall 2010, Fall 2011, and Fall 2012



### Appendix D: Total Number of Students Enrolled at Santa Monica College by Ethnicity and Degree Seeking – Fall 2012

Undergraduate student enrollment	Part-time	Full-time	Total
American Indian or Alaska Native	56	18	74
Asian	2,235	1,218	3,453
Black or African American	2,033	845	2,878
Hispanic	6,736	3,319	10,055
Native Hawaiian or Other Pacific Islander	72	30	102
White	5,876	2,658	8,534
Two or more races	652	349	1,001
Race/ethnicity unknown	560	207	767
Nonresident alien	393	2,714	3,107
Degree/Certificate Seeking	16,376	11,157	27,533
First-time	3,063	3,227	6,290
Transfer-In	1,324	366	1,690
Other Continuing	11,989	7,564	19,553
Non-Degree/Certificate Seeking	2,237	201	2,438

## Appendix E: Graduation Rates at Santa Monica College within 150% of Normal Time

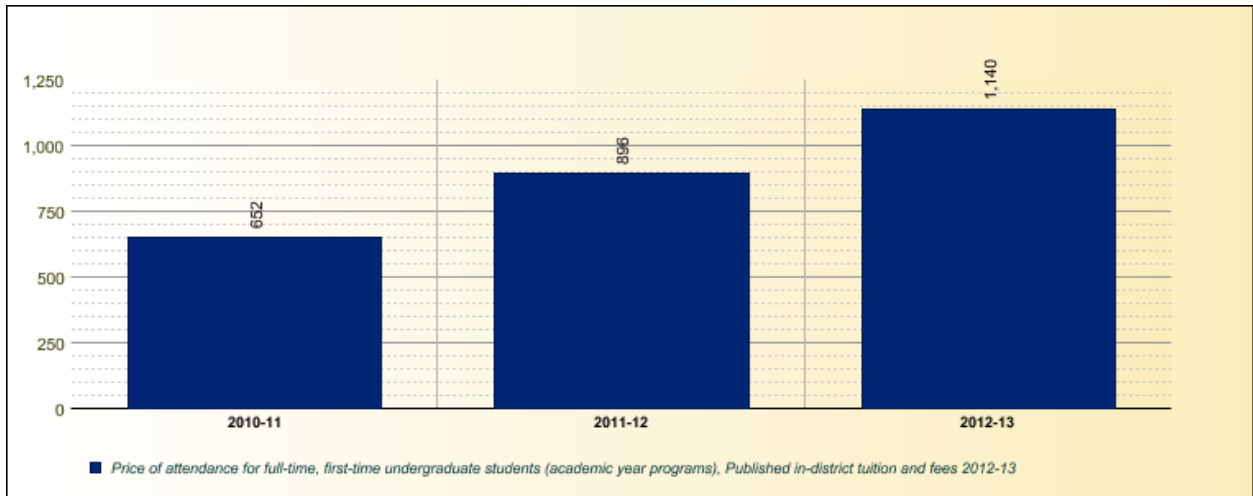
Completion in 2011

*Overall graduate rate: 26%*

### **Graduation rates within 150% of normal time to program completion: 2011**

Men	24
Women	27
American Indian or Alaska Native	30
Asian	35
Black or African American	7
Hispanic	14
Native Hawaiian or Other Pacific Islander	10
White	30
Two or more races	
Race/ethnicity unknown	25
Nonresident alien	42

## Appendix F: Price of Attendance/Tuition for Full-Time Undergraduate Students at Santa Monica College between 2010 to 2013



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