



# The Scholar of Global Distinction Program:

Academic and Career Outcomes Among Global Distinction Students

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# Scholar of Global Distinction Campuses





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# Introduction

Community colleges have a broad mission that is focused on offering academic and skills training that prepares students for careers or to transfer to four-year academic institutions. The North Carolina Community College System, which consists of 58 community colleges, is the third largest community college system of higher education in the United States. The mission of the North Carolina community college system is “to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals” (North Carolina Community College System, 2023). The North Carolina Community College system office indicates that 40 percent of North Carolina wage earners have received education or training at a North Carolina community college during the last 10 years. These institutions play an important role in providing academic and career pathways for all North Carolina students, which often leads to local economic development by helping attract new businesses to the state. According to the Department of Commerce, North Carolina has successfully announced more than 73,000 new jobs since 2018 and has attracted over \$19 billion in private business investment, \$6.3 billion of which was announced in 2020, despite the COVID-19 pandemic (North Carolina Department of Commerce, 2023). Many global businesses are considering North Carolina home partly because of its robust community colleges that prepare students to meet the needs of the workforce. Simultaneously, institutions of higher learning are evolving to meet the needs of tomorrow’s workforce as global learning becomes a priority in North Carolina and beyond. This report provides insights into how the Scholar of Global Distinction program, offered at 33 of North Carolina community colleges, supports the academic and career pathways of participating students and into how the program addresses the global and multi-cultural competencies referenced in the North Carolina Community College System’s mission statement.

Since 2013, the Scholar of Global Distinction Program, a program through which community college students can earn a global distinction credential after fulfilling a series of internationally-focused requirements, has provided unique global experiences to participating students. Thirty-four community colleges currently participate in the program, which is a partnership between community colleges and the University of North Carolina World View (UNC World View). UNC World View is a public service program at the University of North Carolina at Chapel Hill that equips K-12 and community college educators with global knowledge, best practices, and resources to prepare students to engage in our interconnected and diverse world. As part of the Scholar of Global Distinction program, educators at community colleges collaborate with UNC World View to enhance global efforts on their campus by attending UNC World View professional development programs, globalizing their courses using UNC resources, and participating in the Scholar of Global Distinction annual meeting held on campus at UNC Chapel Hill.

Participating community colleges autonomously implement the Scholar of Global Distinction Program on their respective campuses. Administrators at community colleges (Scholar of Global Distinction Program liaisons) provide guidance and information about applicable programs and resources to participating students. These Scholar of Global Distinction liaisons guide students as they fulfill the program requirements, which include completion of 15 credit hours of globally-intensive courses, participation in eight international activities and dialogues, completion of 30 hours of a global experience in an international study abroad or a domestic global experience, and delivery of a capstone presentation or e-portfolio related to this global learning experience. By completing the program,

students engage in unique global learning experiences at their respective community colleges and obtain a credential from UNC World View.

There are several student outcomes tied to the Scholar of Global Distinction Program. Specifically, students:

- Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research
- Recognize perspectives, (others' and their own), articulating and explaining such perspectives thoughtfully and respectfully
- Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers
- Reflect critically on their role as a member of the global community and pursue ways to create positive change

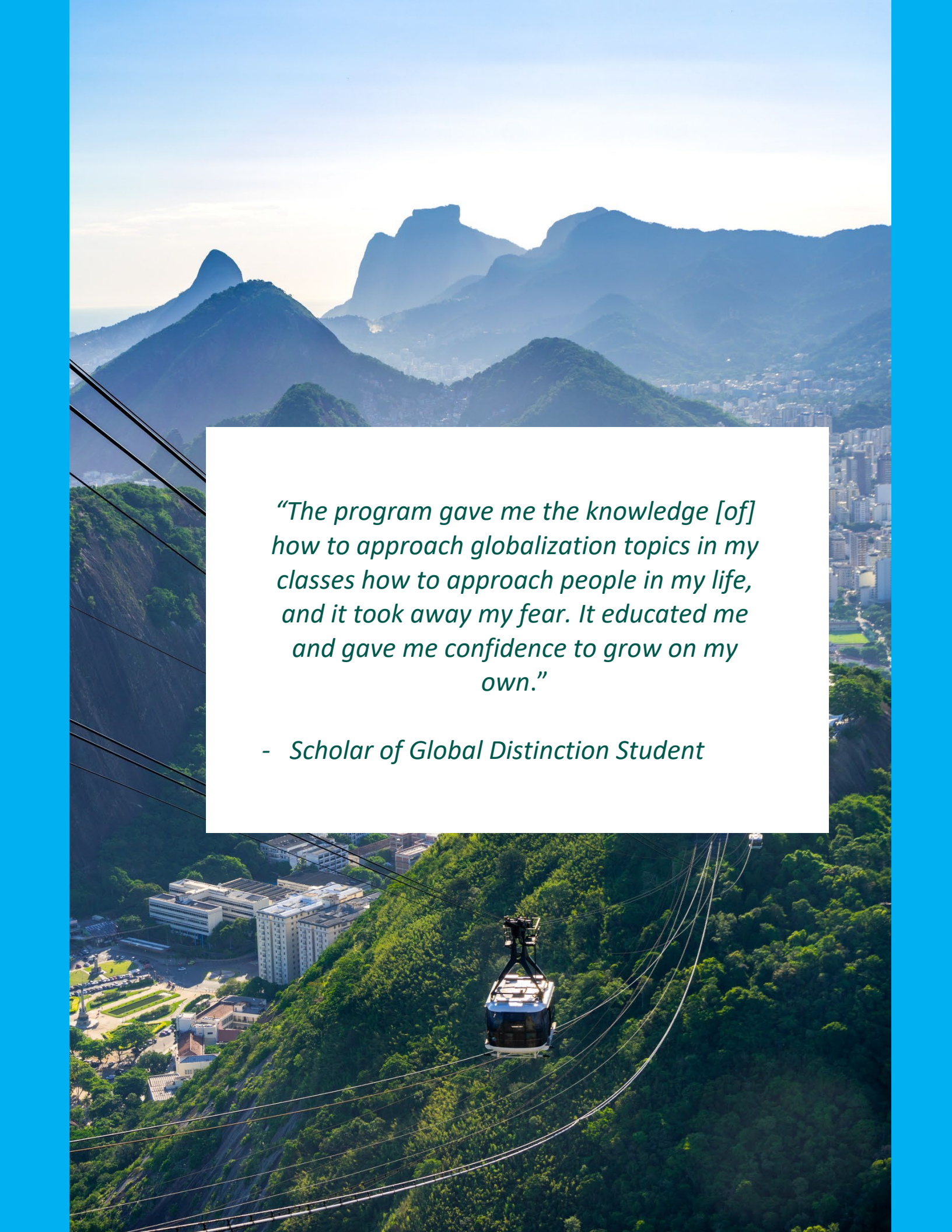
The Scholar of Global Distinction program continues to receive positive feedback among administrators and staff at participating community colleges and students report that the program provides them with global experience that they otherwise would not be able to access. Furthermore, the popularity of the program among community colleges has grown significantly, with the number of students participating in and graduating from the Scholar of Global Distinction program steadily increasing since the program's inception at Davidson-Davie Community College in 2013. Most recently, Central Carolina Community College, Western Piedmont Community College, and Wake Technical Community College have joined the Scholar of Global Distinction program, and the spring 2023 semester boasted the program's largest graduation class with 124 graduates. UNC World View is currently working with its partners to welcome Scholar of Global Distinction alumni attending UNC Chapel Hill in the 2023-2024 academic year. The purpose of this report is to explore the extent to which the Scholar of Global Distinction program provides access to global learning opportunities for students enrolled at participating community colleges.

To evaluate this impact, we analyze survey and focus group data collected in the spring of 2021 from program alumni. We first provide context from the literature on diversity, equity, and inclusion in community college international education before explaining our data collection strategy. We then present information about the backgrounds and demographic profiles of the program alumni who completed our survey, along with information about their global learning experiences, disaggregated by gender identity, racial/ethnic identity, and Pell recipient status. We then highlight responses participants shared about the Scholar of Global Distinction program in focus group discussions, attending particularly to students' ability to access global learning opportunities. We conclude this report by sharing the implications for both the Scholar of Global Distinction program and North Carolina community colleges that participate in the program.

# Data Collection

The purpose of the data collection that informs this report was to explore how the Scholar of Global Distinction program influenced participating students' academic and career options. Scholar of Global Distinction liaisons at participating community colleges were advised that a study, consisting of both survey and focus group data collection, would be conducted to further explore how the Scholar of Global Distinction program impacts students' educational experiences. The digital survey was designed to gather data on program participants, their program experiences, and the learning outcomes achieved by participating in the program. Over the course of designing both the survey and focus group questions, feedback and guidance were provided by Scholar of Global Distinction liaisons from five community colleges. After the digital survey questions were finalized, a web link was shared with all Scholar of Global Distinction liaisons, who, in turn, were asked to share the survey with program alumni from their respective community colleges. The survey was open from February 1, 2021 to March 31, 2021. The last question of the survey asked participants if they would be willing to participate in follow-up focus groups. Out of a total of 36 survey respondents, 11 elected to participate in a focus group. A total of four focus groups were conducted to learn more about the experiences of students who graduated from the Scholar of Global Distinction program. Information about the community colleges study participants attended alongside information about their demographics can be found in the [first report in this series](#), which focused on access to international education among North Carolina community college students.





*“The program gave me the knowledge [of] how to approach globalization topics in my classes how to approach people in my life, and it took away my fear. It educated me and gave me confidence to grow on my own.”*

*- Scholar of Global Distinction Student*

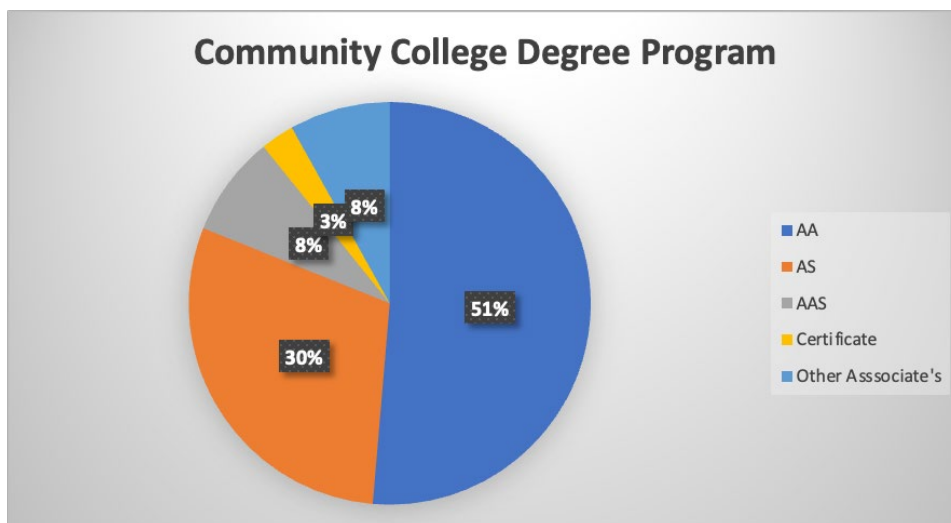
# Results

In this section, we present results from both our survey and focus group data with regard to Scholar of Global Distinction program participants' academic and career outcomes. We organize this information in roughly chronological order from the student perspective, starting with a description of participants' community college trajectories, followed by information about what program participants did after they left the community college. We then provide information about participants' current plans and their impressions of how the Scholar of Global Distinction program impacted their academic and career outcomes in general. Throughout the section, we weave survey and focus group data together to provide a complete picture of participants' trajectories and outcomes.

## Community College Trajectories

When asked about their community college degree program, approximately 51% of survey participants responded that they had been enrolled in an Associate in Arts program, while around 30% of participants indicated that their degree program had been an Associate in Science. Applied Associate in Science and other Associate degree programs each comprised 8% of survey respondents, while 3% indicated that they had been enrolled in a Certificate program (see Figure 1).

Table 1: Number and Percentage of Survey Respondents Representing NCCCS Institutions



Survey participants were asked a fill-in-the-blank question about their academic and career goal(s) when they first enrolled at their community college. Table 1 summarizes participants' responses, which are ordered according to the frequency with which survey respondents mentioned each goal. The most frequent goal, with 12 mentions, was to transfer to a four-year institution and/or earn a bachelor's degree, while earning an associate's degree and entering a specific occupation, such as physical therapy or teaching, were also common responses, with nine mentions each. Focus group participants indicated that the Scholar of Global Distinction program helped them prepare for eventual transfer to a four-year institution. As one participant, Rachel, explained:

*It didn't necessarily change my major but it definitely gave me the tools and the language from [an] intersectionality perspective so in terms of how race, gender, class influence things. Being able to have*

*the vocabulary to have those conversations, especially going on to [a four-year institution] where it was a little bit more in depth and you kind of have to have a concept of understanding of these things.”*

Another participant, Carlos, indicated:

*“I feel like the global distinction [program] prepared me to transfer [to the] four-year [institution], and for me, I was moving out of state, so that was kind of a big step. [...] It [...] did give me independence, but it did teach me, as well, what do I want and [...] also not second guessing myself, not doubting myself, and self-doubting.”*

Participants also mentioned that they were motivated to achieve academically (N=5) or study a particular field (N=2), such as film studies or foreign languages, when they first enrolled at their community college. Two respondents indicated that they did not know their career or academic goals when they first enrolled. One of the focus group participants, Amanda, highlighted how the Scholar of Global Distinction program helped her explore career options and ultimately decide to go into public health:

*“I didn't really have a clear direction, but I wanted to be a teacher in the beginning of my academic endeavors and I'm now studying to get my PhD in public health [...]. What happened that shifted it for me was the global distinction program gave me the chance to learn and while I was learning academically, I realized that there were ways that I could make a difference, culturally [...]. In my studies it just made me take classes I would never have taken.”*

**Table 1: Survey respondents' academic and career goals at the time of community college**

<b>Goal</b>	<b>N</b>
To transfer/earn a bachelor's degree	12
To earn an associate's degree	9
To enter a specific occupation (e.g., physical therapy, history teacher)	9
To achieve academically (e.g., earning a high GPA, graduating with honors)	5
To study a specific field (e.g., film studies, foreign languages)	2
Didn't know	2
To further my education	1
To study abroad	1
To gain volunteer experience	1
To learn about the US education system (an international student)	1

#### **enrollment**

*Some survey participants indicated multiple goals, and thus are represented multiple times in this table.*

Regarding academic achievement, out of a total of 35 survey respondents, 32 indicated that their final GPA at their community college was within the 3.1-4.0 range (along a four-point scale), while three additional students indicated that their final GPA was between 2.1-3.0. Focus group

participants highlighted how program participation motivated them to achieve academically. As Amanda indicated:

*“[The program] made me care about what I was learning. I remember specifically a public speaking class was required for my Associate’s, and [...] I [didn’t] want to take it. But during the class every single day, we had a world news quiz, [because] it was globalized public speaking. [...] You had to read from different sources, because our teacher would give us quizzes on global news, [...] so it [was] really stressful as a student, but it really caused me to care about that class.”*

The information gathered from both our survey and focus group sessions suggests that the group of students participating in the Scholars of Global Distinction program demonstrated high academic achievement and were motivated to succeed not only at their community college, but also after they left the community college, whether at a four-year higher education institution or in their chosen career. Our focus group participants in particular indicated specific ways in which the Scholar of Global Distinction had a positive impact on their academics while they were enrolled at the community college.



## After Community College

Approximately 78% of our survey participants indicated that after they left their community college, they transferred to a four-year institution. We asked all transfer students what four-year institution they attended, and these institutions are listed in Table 2. Many Scholar of Global Distinction program alumni stayed in North Carolina to attend a four-year public institution, and schools such as the University of North Carolina-Greensboro, the University of North Carolina-Chapel Hill, and Appalachian State University were popular choices. Other participants indicated that they studied at private institutions in North Carolina, such as Duke University and Guilford College, while some transferred out of state to attend institutions such as George Mason University, Johns Hopkins University, and Houghton College.

**Table 2: Transfer participants' four-year institutions**

Institution	N
Appalachian State University	4
Duke	1
George Mason University	1
Guilford College	1
Houghton College	1
Johns Hopkins University	1
NC A&T	1
UNC Asheville	1
UNC Chapel Hill	4
UNC Charlotte	2
UNC Greensboro	7
UNC Wilmington	1
Weber State University	1
Western Carolina University	1
Winston-Salem State University	1

*Note that some participants attended more than one four-year institution.*

We again asked survey participants a fill-in-the-blank question about their career and academic goals, this time regarding the time after they left their community college. Table 3 organizes these responses and, like Table 1, is sorted in order of frequency of mention. Perhaps unsurprisingly, the greatest number of survey respondents indicated that their goal was to complete a bachelor's degree at this point in their lives (N=21) while others mentioned joining a specific occupation, such as dental hygiene or physical therapy (N=8). Other respondents indicated that they transferred to their four-year institution with the goal of studying abroad again (N=2) or to study a specific field, such as international social work or recreational therapy (N=2).

Focus group participants highlighted how their experiences as a scholar of global distinction helped them consider the international elements of specific career paths as they made the transition from community college to a four-year institution, regardless of whether they stuck with the same field of study.

As Lindsey indicated:

*“I left [the] community college on the track for going into retail and clothing design and now I'm in healthcare. [...] The program showed that you can be in one area of anything and it is also interconnected with other cultures and the world around you, whether you're in retail and you know this fabric comes from this place and or you're in healthcare, everything is just really interconnected so now that I'm in school I definitely think about that bigger perspective.”*

**Table 3: Survey respondents' academic and career goals after leaving their community colleges**

Goal	N
To complete a bachelor's degree	21
To enter a specific occupation (e.g., dental hygiene, physical therapy, teaching)	8
To study abroad again at a four-year institution	2
To study a specific field (e.g., international social work, recreational therapy)	2
To continue education in another way (e.g., short-term credential)	1
To further my education	1
To continue participating in (inter)cultural education	1
To continue excelling academically	1
Undecided	1
To earn a graduate-level degree	1

*Some survey participants indicated multiple goals, and thus are represented multiple times in this table.*

We also asked transfer survey participants about their major and minor fields of study at their four-year institutions. This information is organized in Tables 4 and 5 respectively. As Table 4 indicates, program alumni majored in a variety of fields of study after they transferred to a four-year institution. Although Psychology is the most popular major among these individuals (N=3), participants also majored in fields as diverse as Chemistry (N=2), Film and Video Studies (N=2), and Political Science (N=2). A similar statement could be made about participants' minor fields of study, as Table 5 lists fields as diverse as Sociology (N=2), Quaker Studies (N=1), and Business (N=1). However, a common trend concerning participants' minor fields of study is that many decided to study a foreign language. As Table 5 indicates, participants studied minors in Spanish (N=5), French (N=1), Japanese (N=1), and American Sign Language (N=1). Focus group participants underscored the importance of these fields of study in their academic trajectories. As Jillian indicated:

*“When I came to [my four-year institution] and especially taking the courses for my minor. It's really amazing how when you take Spanish you don't learn just about the Latin Community you learn about everyone. [...] Just realizing that people that are just like me are having my problems and that people that don't look like me also have the same problems so just because I have a problem doesn't mean that it's just me, others have that same problem and my story, my experience might help other people.”*  
*Carlos concurred: “I guess the Scholar of the Global Distinction [program] kind of changed my trajectory for even my academic goals and my career goals, I would say I probably never intended on studying this many languages.”*

**Table 4: Survey participants' major fields of study at their four-year institution**

<b>Major</b>	<b>N</b>
Psychology	3
Chemistry	2
Biology	2
Accounting	2
Film and Video Studies	2
English	2
Political Science	2
Exercise Science	1
Intercultural Studies	1
Computer Engineering	1
Entrepreneurship	1
Spanish	1
Comparative Literature	1
Environmental Health Engineering	1
Recreation and Parks Management	1
Sociology	1
Information Technology	1
Mathematics	1
Nutrition	1
Kinesiology	1
Nursing	1
Social Work	1
History	1
Electronic Media Broadcasting	1
Recreational Therapy	1
Business Administration/Management	1

*Students with more than one major were counted multiple times.*

**Table 5: Survey participants' minor fields of study at their four-year institution**

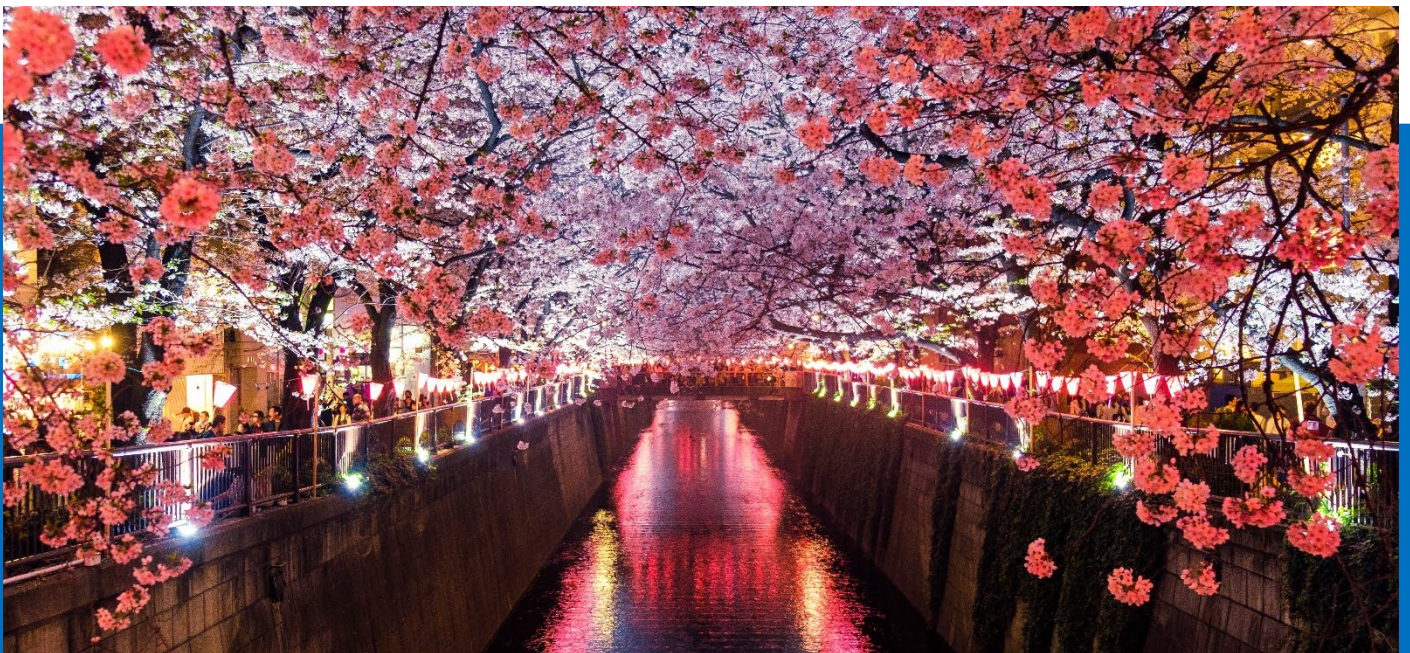
<b>Minor</b>	<b>N</b>
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Spanish	5
Sociology	2
Political Science	1
Social Justice	1
Biochemistry	1
French	1
Psychology	1
Business	1
History	1
Education	1
Japanese	1
Anthropology	1
American Sign Language	1
Quaker Studies	1
English	1

*Students with more than one minor were counted multiple times.*

Finally, we asked survey participants who transferred to a four-year institution to report their final GPA (or current GPA in the case of students who had not yet graduated) at their four-year institution. In total, all 26 students who self-reported a GPA indicated a GPA between 3.1 and 4.0 (on a four-point scale). GPAs lower than this were not reported. Focus group participants, such as Rachel, emphasized how the Scholar of Global Distinction program helped prepare them for the academic rigor of a four-year institution:

*“The global distinction program, there were extra assignments that we had to turn in and a presentation we had to do. And [these assignments] kind of [took] it beyond what the maybe average community college experience is, so I think it was a good preparation for a four-year [school] and knowing the demand that that takes.”*





## Current Plans

Regarding their current academic and career plans, 62% of our survey respondents indicated that they were still enrolled in school at some level. When asked about their current career and academic goals, again using a fill-in-the-blank response option, most participants (N=18) focused their responses on entering a specific occupation or building a career in a specific field, such as computer engineering or the film/television industry (see Table 6 for a summary of responses). Other common responses to this question included earning a graduate-level degree (N=8), graduating with an undergraduate degree (N=7), attending medical school (N=3), and spending time abroad (N=3). In our focus group data, Amanda highlighted how her participation in the Scholar of Global Distinction program prepared her for future graduate study:

*“I think academically it gave me the tools to take classes that actually fuel where I’m going. I will be getting my master’s and from a place in Oregon that’s very global.”*

Meanwhile, Lindsey focused on how the program helped her prepare for her future career:

*“I feel I’m more knowledgeable about some things like being a social worker. I learned that to be respectful of a person means to respect their views, and so I feel that just knowing different ways that people do things helps. Knowing their beliefs or how they grew up and respecting those opinions instead of [projecting] my own onto them. I learned to just accept that and be open and know what questions to ask, instead of just making assumptions and instead of just making them feel weird [...] whenever they do something that may be different than what I believe.”*

**Table 6: Survey respondents’ current academic and career goals**

Goal	N
To enter a specific occupation/build a career (e.g., computer engineering, film/television industry)	18
To earn a graduate-level degree	8
To graduate with an undergraduate degree (e.g., environmental health engineering)	7
To go to medical school	3
To spend time abroad (e.g., internship, Peace Corps)	3
To start a business	1
To go to dental school	1
To work for social justice	1
To continue studies	1
To learn a language	1

*Some survey participants indicated multiple goals, and thus are represented multiple times in this table.*

In addition to supporting academic and career plans regarding future graduate study or career goals, focus group participants highlighted how their involvement in the Scholar of Global Distinction program continued to impact their professional trajectories in other ways. Amanda highlighted how her

participation gave her confidence to interact with others in academic spaces, particularly concerning the rural area where she grew up:

*“The program gave me the knowledge to know how to approach globalization topics in my classes, how to approach people in my life and it took away my fear. It educated me and gave me confidence to grow on my own and not be afraid to ask someone something or talk to someone and not be afraid to look dumb either [...]. I think I was always afraid before being [a] global scholar. [I always] had a lot more fear about looking incompetent and looking like I was stupid and from the mountains.”*

Lindsey underscored how the program helped her figure out how to combine a passion for social work with a love for learning about other cultures through the discovery of international social work as a field of study:

*“A lot of people in social work that's not even something that's on their radar.”*



# Scholar of Global Distinction Program General Influence

To close our survey, we asked participants for written responses regarding the relationship between their participation in the Scholar of Global Distinction program and both their academic and career pathways. Themes from these responses are summarized in Tables 7 and 8, respectively, alongside example quotes from survey respondents. Regarding their academic pathways (Table 7), survey participants noted the development of intercultural competency and communications skills as a common benefit of program participation. Other ways in which participants noted the program's influence on their academic pathways included inspiration for future international academic travel and the ways in which they continued to challenge themselves through intercultural learning.

**Table 7: Survey participants' responses about program influence on academic pathways**

Theme	N	Example(s)
Preparation for transfer	3	"Having a global mindset and experiences allowed me to become more resilient and understanding once I transferred to UNC. I felt the experience allowed me to continue to foster my curiosity and embrace new experiences."
Inspired international academic travel	4	"This program did give me more purpose and a bit of a 'push' to find a way to go abroad."  "I found myself taking a greater interest in finding things abroad. For example, I now plan to pursue my master's degree outside of the US."
No relationship noted	3	"It was about the same. I already had a strong interest in international relations. This was just an amazing hobby meeting amazing people."
Continued challenge to self, particularly regarding intercultural learning	4	"I definitely became more focused in expanding my knowledge of the world and pursuing my love of culture."
Inspired language learning	2	"If I had never studied abroad, I wouldn't be currently studying multiple languages including Spanish, French, and Portuguese."
Intercultural competency/communication	11	"Because I learned about different cultures, it has also made it easier to befriend and work in groups with students of diverse backgrounds from mine."  "I believe I am more understanding and accepting of other cultures, languages, and traditions. I genuinely enjoy learning about others and especially hearing their stories."

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Professional skills	1	“It became easier for me to give presentations”
Diversity in course taking	1	“It has given me the chance to study more and different subjects than I would have otherwise
Motivation to explore other international academic opportunities	1	“There is a strong relationship between the program and my academic path. I have taken quite a few Global and International courses on my way to completing my degree and I would say the program helped me a lot with those courses.”
Greater interest in the world	2	“I have been drawn to taking courses that focus on global issues and have been drawn to the academic discipline of political science from an international politics perspective alongside the American political emphasis as the United States continues to be a "cultural melting pot" due to the great diversity of people living in this country.”

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Regarding their career pathways (Table 8), participants noted the program's influence on their learning about other cultures, which they indicated as important to their future and/or current career success. Survey participants also noted how the program helped them navigate interpersonal interaction in the workplace and inspired changes in their degree programs or future career goals.

**Table 8: Survey participants' responses about program influence on career pathways**

Theme	N	Example(s)
Learning about other cultures important for future/current career success	13	<p>"Since I am going into a form of healthcare, I think it is very important I learned other cultures and some Spanish, since the U.S is the melting pot."</p> <p>"My career goal is to work in dentistry, and this program helped prepare me for future interactions with patients of diverse backgrounds."</p> <p>"Knowing customs and traditions of various cultures will help me to pinpoint and diagnose possible mental illnesses. It will also help me differentiate between a mental disorder and a difference in cultural norms."</p>
Change in degree program and/or subsequent career	4	<p>"My experience in the Scholar of Global Distinction program allowed me to deepen and grow my interest in various peoples and cultures around the world. Ultimately the experience gave me the opportunity to expand my learning, spring-boarding me toward my degree in intercultural studies at Houghton College and gain skills which prepared me for the field I am in at World Relief today."</p> <p>"My experiences as a Scholar of Global Distinction changed my future professional perspectives including wanting to make international cinema, attending and working film festivals in other countries, and making me consider employment in other countries besides the U.S. I am in anticipation to be making and producing a short documentary in Amazon Jungle whenever the pandemic allows and I had no idea I would be doing anything like this while studying at [college] and before becoming a Scholar of Global Distinction."</p>
Interpersonal interaction in the work environment	6	<p>"In building my own business I want to be able to hire people from all kinds of backgrounds and make it as diverse as possible."</p> <p>"I am more aware of others. I ask more questions and engage in conversations about others."</p>

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Greater sense of career possibilities	2	<p>“I am now much more eager to look for employment outside of the US.”</p> <p>“The program helped open my eyes that anything was possible. I realized that I could live in other countries and that the world is waiting for me.”</p> <p>“It helped to identify pathways into international social work. I didn’t know that this was a field until meeting with the organization that was going to coordinate our study abroad service-learning trip.”</p>
Shift towards social justice	2	<p>“I have been drawn to work with organizations that have a global focus or organizations that work with minority groups in elevating the knowledge and recognition of these groups in many realms such as in social justice initiatives or in learning more about the histories of these groups.”</p>
Don’t know/no impact	3	<p>“I don’t know yet, I’m still in school.”</p> <p>“Unfortunately, at this time none. I do plan to travel abroad for nursing at some point though. However, student loan debt hinders those plans.”</p>

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The Scholar of Global Distinction Program has grown steadily since its inception at Davidson-Davie Community College in 2013, and now approximately 55% of North Carolina community colleges are represented in the program. This growth is directly connected to the success of the program on community college campuses across the state and beyond and to the positive feedback indicated by Scholar of Global Distinction alumni and program liaisons ([Scholars of Global Distinction Report Diversity Equity and Inclusion](#)). The data represented in this report suggests that graduates of the Scholar of Global Distinction program are impacted in several areas regarding academic and career trajectory. Community colleges can use this information to better meet the needs of students who are interested in expanding their knowledge of cultural competence, which will positively impact them in the workplace and in diverse academic environments beyond the community college.

As evidenced in this report, completing the Scholar of Global Distinction program has not only influenced students' post-community college academic decision-making, such as incorporating a foreign language minor or an international perspective into their academic experiences, but also better prepared them for university-level coursework. These individuals' exceptional four-year institution grade point averages support this claim. Because the primary goals of the community college are to prepare students for the global workforce and/or for lateral transfer, and because the success of the Scholar of Global Distinction program indicates that it assists individual community colleges with meeting these goals, a logical next step would be the expansion of the Scholar of Global Distinction program into more community colleges and, within colleges that already support a program, to larger and more diverse student populations.

Over the last decade, North Carolina has become a hub for international companies in the areas of technology, manufacturing, and aviation. These global companies, often located in the Research Triangle and Piedmont Triad areas of the state, look to community colleges to meet the needs of their workforce and bring employment opportunities to the local community. For this reason, it is imperative that community colleges not only prepare students with the skill sets necessary to complete the tasks required of these jobs, but it is also vital for the students to have a level of cultural competence to be successful in diverse work environments. For example, Guilford Technical Community College (GTCC)

trains more than two thirds of its 27,000 students for technical careers in global companies, like Honda Jet, Haeco, and now, Toyota, and has recently developed a global partnership with the Federation for Advanced Manufacturing Education (FAME) to provide training and employment opportunities to students. Because these companies are internationally based, but maintain local sites, community college students who become employed at these companies are likely to encounter cultural differences for which they should be prepared. This is significant because it is not uncommon for North Carolina students to have minimal global interactions in their personal lives, and the Scholar of Global Distinction program provides them with the opportunity for these interactions in the classroom.

With the expansion of global employment opportunities in North Carolina and the continued goal of preparing students for life after community college, incorporating more globally focused curriculums and programs for students while simultaneously preparing them for their respective fields of study will only assist in the development of culturally competent global citizens. As such, as more North Carolina community colleges collaborate with UNC World View and implement the Scholar of Global Distinction program, we can expect more positive student experiences beyond the community college and a more culturally aware global workforce.

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