

ASSESSING GLOBAL LEARNING

Considering critical thinking, intercultural capacities, and civic engagement through engaged global learning at home and abroad

GLOBAL ENGAGEMENT SURVEY

globalstl.org

This institutional report was written by Nora Pillard Reynolds and Eric Hartman, as a component of a larger Global Engagement Survey (GES) research project coordinated through globalsl.org.

The Global Engagement Survey (GES) is a multi-institutional effort to share tools and analysis, while advancing research and understanding, regarding global learning and high impact practices.

GES Director of Evaluation	Nora P. Reynolds	Globalsl.org
GES Quantitative Research Director	Benjamin J. Lough	University of Illinois at Urbana - Champaign
GES Qualitative Research Director	Cynthia Toms	Westmont College
GES Co-founder	Eric Hartman	Haverford College

The GES Researchers would like to thank the institutional sponsors of globalsl.org; their support made this reporting possible. Sponsoring institutions include:

Amizade Global Service-Learning
Azusa Pacific University
Child Family Health International
Cornell University
Duke University
Elon College
Kansas State University
Northwestern University
Rutgers University
University of Kentucky
Washington University in St. Louis

Please cite this individual report as:

Global Engagement Survey (2016). globalsl.org.

Executive Summary

The **Global Engagement Survey (GES)** is a multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning, specifically in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014). The GES is composed of seven scales to assess: intercultural competence, civic engagement, and critical reflection.

Scale	
Intercultural competence – Communication	ICC
Intercultural competence – Self-awareness	ICSA
Civic engagement – Efficacy	CEE
Civic engagement – Political Voice	CEPV
Civic engagement – Conscious consumption	CECC
Civic engagement – Values	CEV
Critical reflection	CR

Further articulation of the scales appears on page 7. Actual scales appear in Appendix A. The data consisted of: (1) participant background information, (2) program factors, and (3) responses to closed and open-ended questions. For the analyses that follow, only the sample of matched cases ($n=107$) was utilized to examine significant differences between the pre- and post-test surveys.

Findings: Quantitative Analysis

Participants: The participants were majority female (62%), born in the United States (68%), grew up in a suburban area (53%), and had not participated in volunteer service before (59%). The highest percentage of participants reported their race/ ethnicity as White (35%); however, the participants were more diverse than past years (with 15% Asian/ Pacific Islander, 18% other/ multiracial, and 10% Latino).

Demographic data and program factors: The analysis illustrates bivariate associations between learning outcomes and select demographic and program variables. As bivariate analyses, these associations do not control for any third variables that may mediate or moderate these relationships. Nonetheless, we report on these associations hoping to raise questions about potential programming options. As the GES population grows moving forward, we will include multivariate analyses in our analyses.

The following **demographic categories** were correlated with significant differences on participants' scores on at least one of the scales in the post-survey ($n=107$): gender, country of birth, prior volunteer experience, mother's education level, and father's education level (See page 13 for further discussion).

The following **program factors** were correlated with significant effect on at least one of the scales in the post-survey: program leader relationship with the host community, program location, presence of program leader on the site with the students, program time horizon, and components of community engagement (service-learning or non-service-learning) (See page 14 for further discussion).

Scales: For the total data set ($n=107$), there was significant change from pre- to post-survey for the following scales:

- ✓ Intercultural competence – communication
- ✓ Intercultural competence – self-awareness
- ✓ Civic engagement – efficacy
- ✓ Civic engagement – conscious consumption

Findings: Qualitative Analysis

While there were similar patterns across the whole data set, there were also quantitative and qualitative differences between institutions.

- One institution's students considered structural and systemic factors in their comments relating to cultural differences to a greater extent than was true for students from other campuses.
- At one institution, students included comments on politics and religion in their diversity comments to a much greater extent than was the case for other institutions or the total data set.
- Participants from one institution shared increased feelings of cynicism regarding political participation in a manner that was not paralleled on other campuses.
- When asked about adapting communication and behavior in different cultural settings, the participants from one institution described not only their program experiences, but also many examples about transitioning to the cultural context of their university.

In addition, the current political context in the U.S. surfaced throughout comments much more during this iteration of the GES than in the past.

Intercultural competence

When asked about **discomfort discussing diversity**, participant comments described: (1) a fear of offending someone, (2) acknowledgement of their limited or lack of knowledge or experiences, and (3) awareness about the social identifiers of the group with whom they were interacting. Across the total data set, the majority of respondents focused on the group composition and social identifiers of the group members when describing their discomfort discussing diversity. Students responded in ways that suggested the challenge with intercultural communication **often resided with the other person**, without considering their own role in the communication equation.

Students' responses described **difference** attributed to either: (1) individual background/ personality traits or (2) structural factors. Most commonly, students recognized less structural and historical context. Their responses tended to attribute cultural differences to individual background experiences or personality traits, arguably displaying an incomplete view of structural factors and global context. At some institutions, students were more likely to name and discuss structural, historical, and cultural determinants of difference.

Civic engagement

When asked about **ethical decisions when spending money**, participants across institutions described their efforts as: (1) charitable, (2) weighing needs vs. wants, or (3) connecting individual decisions to larger systems or structures. Across institutions, the pre-survey responses focused more heavily on charity and needs vs. wants; however, the post-survey responses reflected a shift to ideas about how individual spending decisions connect to larger systems or structures.

Many respondents reported increased civic engagement interests after the program experience, particularly increased likelihood of voting or in some cases no change because they already were

civically involved. The majority of students in the total data set and at every individual institution reported increased likelihood to follow current events and vote after their summer experience. One interesting pattern that emerged across institutions was increased awareness about the **role of the U.S. in the world** and the link between current events/ voting and how the U.S. affects other countries.

When asked about how the program influenced their personal sense of their **ability to make a difference**, locally or globally, the majority of participants expressed an increased motivation or sense of possibility. One institution in particular seemed to expose students to contexts and coursework that highlighted the inadequacies of the political system for addressing problems, which appeared to spark **increasing cynicism or apathy among participants**. A number of students expressed an increased awareness about the **complexity inherent in making a change**. Among participants who reflected on their increased awareness of the complexity of change, they focused on **who drives change** and **connecting global and local** issues and efforts.

Critical reflection

Across institutions, the pre-survey responses described their process of learning about themselves as a cultural being as heavily influenced by their **coursework**. However, in the post-surveys, the majority of students described their **immersion experiences or opportunities for direct interaction** outside of the university as the factors contributing the most to their learning process.

Next Steps

The GES uniquely brings institutions and organizations into a common dataset in an effort to better understand the impact of specific program factors on broadly shared global learning goals. As a community of practice, globalsl is able support efforts to look across programs and consider possible differences stemming from variations in student population, institutional cultures, and specific programming choices and opportunities.

In order to **better inform program planning for globalsl partners and the field of global learning**, we plan to:

- ✓ Expand the GES during the 2017-2018 academic year
- ✓ Create additional opportunities to customize the GES for partners, and
- ✓ More explicitly cultivate peer-to-peer learning opportunities among GES participants.

Report overview

- ✓ The **Introduction (pg. 6)** and **Survey overview (pgs. 7-9)** provide additional background information about the GES.
- ✓ The **Participants** section (**pgs. 10-12**) displays graphs to show the background of the participants in the total data set.
- ✓ The **Findings: Quantitative Analysis** section (**pgs. 13-16**) shares the quantitative analyses related to demographics, program factors, and the seven competency scales.
- ✓ The **Findings: Qualitative Analysis** section (**pgs. 17-27**) describes the analysis of the open-ended items alongside the closed items in each of the three competency areas.
- ✓ The **Next Steps** section (**pg. 28**) describes globalsl's plans and goals for this coming academic year.
- ✓ The **Appendices (pgs. 29-38)** provide specific details about the scales and associated survey items, open-ended questions, program factors, and demographic data.

Global Engagement Survey 2016

Intercultural Competence, Civic Engagement, & Critical Reflection

The Global Engagement Survey (GES) is a multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning, specifically in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014). Several established surveys and conceptual frameworks (Bennett, 1993; Braskamp, 2014; Hovland, 2014; Lough, McBride, & Sherraden, 2009; Morais & Ogden, 2011) that examine growth in intercultural learning, global civic engagement, and critical thinking informed the creation and testing of the Global Engagement Survey (GES). In addition to drawing on the strengths of existing scales, it adds opportunities for open-ended responses for evidence of behavioral choices and demonstrable student learning that support self-report assertions.

The GES was developed to address several specific challenges:

- While intercultural learning and civic engagement scholars have made significant strides in tracking student development in these areas, they have rarely integrated their insights.¹
- When scholars have integrated the insights of these separate fields, they have called for more multi-institutional research, ideally with control populations, with attention to the relationships among program factors, populations, and specified learning outcomes.²
- Numerous institutional representatives have expressed interest in gaining access to a survey tool of this kind that would permit them to understand their own programs in comparison with other institutions.

The survey was organized to assess:

- *Intercultural competence.* Ten items measuring intercultural competence were initially taken from the International Volunteering Impacts Survey or IVIS (Lough, McBride, & Sherraden, 2012).
- *Civic Engagement.* Morais and Ogden (2011) designed and validated a survey designed to measure global citizenship. Factors analyses revealed a number of different sub-constructs within global citizenship. We included a number of survey items from key sub-constructs of global citizenship including efficacy, political voice, conscious consumption, and values.
- *Critical thinking.* Ten items measuring critical thinking were developed through use of AAC&U's *Assessing Global Learning* (McTighe Musil, 2009), combined with consideration of Kiely's transformational learning model (2005) and emphasis on the critical tradition in global

¹ See: Bringle, R., Hatcher, J. & Jones, S. (2011). *International service learning: Conceptual frameworks and research*. Sterling, VA: Stylus.

² See: Morais & Ogden (2011) and Sherraden, Lough, & Bopp (2013)

service-learning (GSL) (Green & Johnson, 2014; Hartman & Kiely, 2014; Porfolio & Hickman, 2010).

In 2014, the researchers carried out a pilot of the GES with ten institutions and thirty different high impact programs³ taking place in the United States and abroad. Findings from the 2014 pilot informed the revision of the GES for the second iteration during the summer of 2015. Eight different institutions and organizations facilitating 60 different programs participated in the 2016 GES.

In the pages that follow we share a survey overview and findings from the total data set. For further elaboration on the conceptual rationale for the GES, see Hartman, Lough, Toms, and Reynolds (2015). This report is shared with the hope that it facilitates stakeholder conversation and continuous improvement. Each institution’s participation also supports broad, anonymous data gathering for the field as a whole.

Survey Overview

The data consisted of participant background information, program factors, and both closed and open-ended questions. The table below provides a breakdown of the items and the competencies assessed.

Global Learning Outcome	Closed items	Closed items (post-only)	Open items	Open items (post-only)
Intercultural competence				
<i>Communication (ICC)</i>	8		3	1
<i>Self-awareness (ICSA)</i>	7		6	
Civic Engagement				
<i>Values (CEV)</i>	8			
<i>Efficacy (CEE)</i>	9			1
<i>Political voice (CEPV)</i>	8			2
<i>Advocacy & activism</i>		3		2
<i>Conscious consumption (CECC)</i>	10		1	
Critical reflection (CR)	8		3	

³ See: Kuh (2008)

Mixed methods

The survey used a mixed methods approach that incorporated open-ended questions to delve more deeply into students' responses to the closed items. If a student responded "strongly agree" (SA) or "agree" to a survey item or "strongly disagree" (SD) or "disagree", then that student would be prompted with a follow-up open-ended question specific to their response [see **Appendix B** for full list of open-ended questions].

Example: Closed survey item (part of the intercultural competence – communication scale):

I am very comfortable talking about diversity with people of different cultures.

If SA or A, could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?

If SD or D, Can you indicate why you are uncomfortable discussing diversity with people of different cultures?

Multi-institutional

8 institutions offering 60 programs

In the 2016 GES, eight different institutions participated. The institutions (listed below) represent a wide variety of small and liberal arts colleges; large, state flagship, and Ivy League universities; and minority serving- and predominantly first generation-serving institutions.

Participating institutions: *California State University – Monterey Bay, Cornell University, Kansas State University, Northwestern University, Rice University, Rutgers University, Temple University, & University of Kentucky.*

The participating institutions facilitated 60 different summer programs intended to support global learning.

Program factors

The GES collects data on variables for each of the programs, which enables further analysis to connect specific programming decisions to global learning outcomes and competencies (see **Appendix C** for full list of program variables, including the percentages and frequencies from the total data set).

Survey completion rates

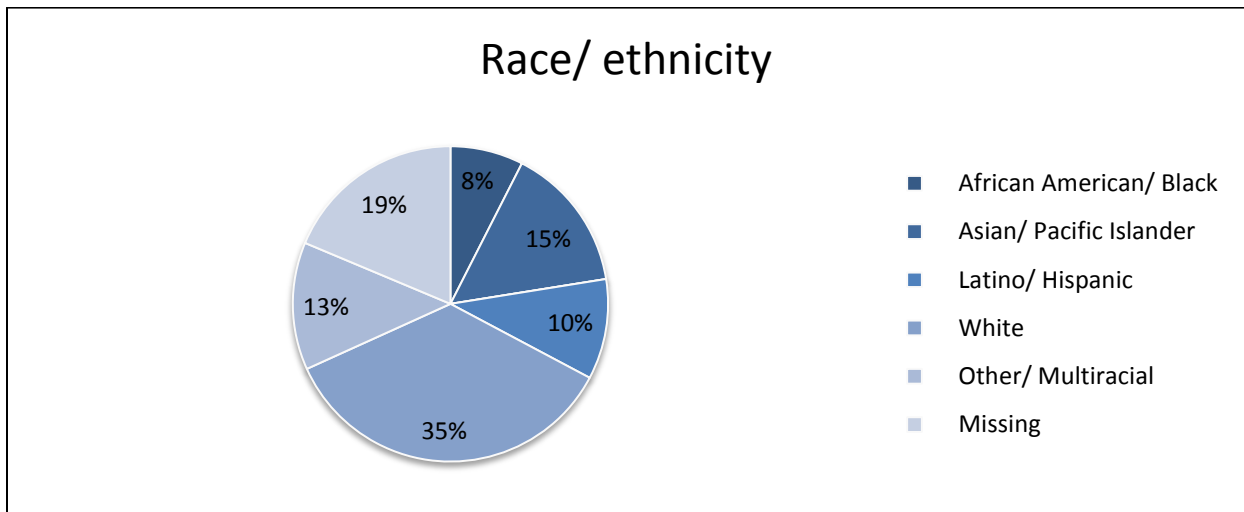
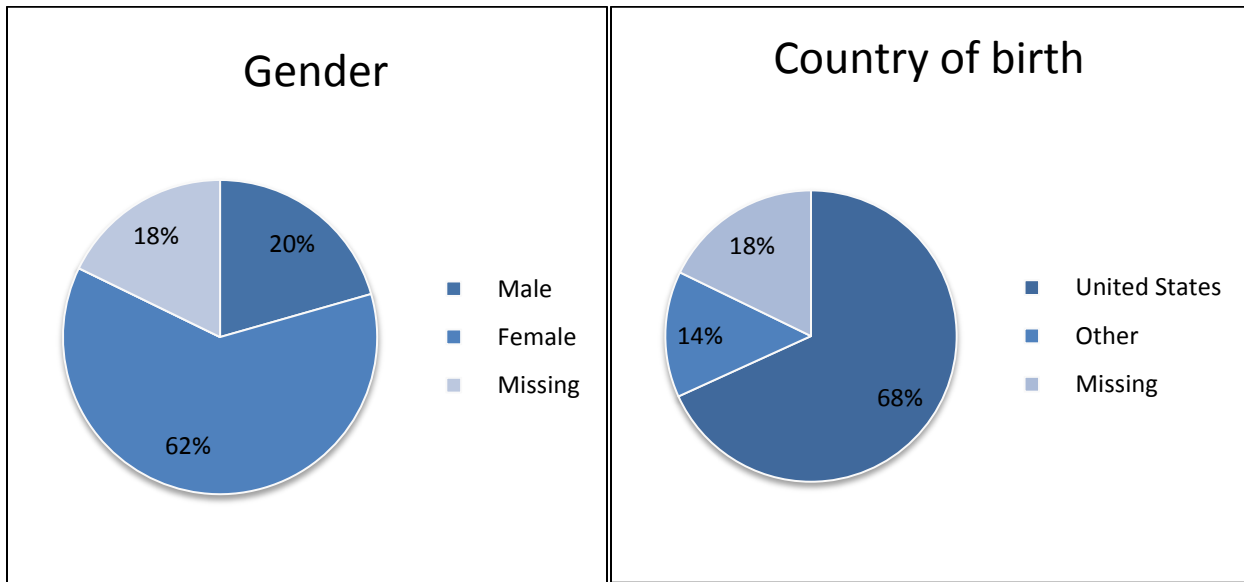
The survey completion rates for this year are represented as follows:



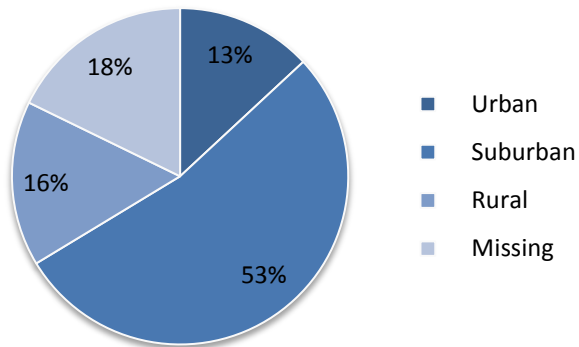
For the statistical analyses that follow, only the sample of matched cases ($n=107$) was utilized to examine significant differences between the pre- and post-test surveys. The survey overview describes initial findings related to the scales and individual items for the overall matched sample. All closed survey items asked participants to respond with the following options: strongly agree, agree, neutral, disagree, and strongly disagree.

Participants

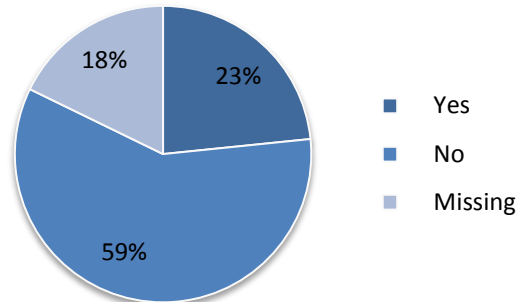
The participants (matched cases in the total data set, $n=107$) were majority female (62%), born in the United States (68%), grew up in a suburban area (53%), and had not participated in volunteer service before (59%). The highest percentage of participants reported their race/ ethnicity as White (35%); however, the participants were more diverse than past years (with 15% Asian/ Pacific Islander, 18% other/ multiracial, and 10% Latino). See **Appendix D** for demographic data for the total data set.



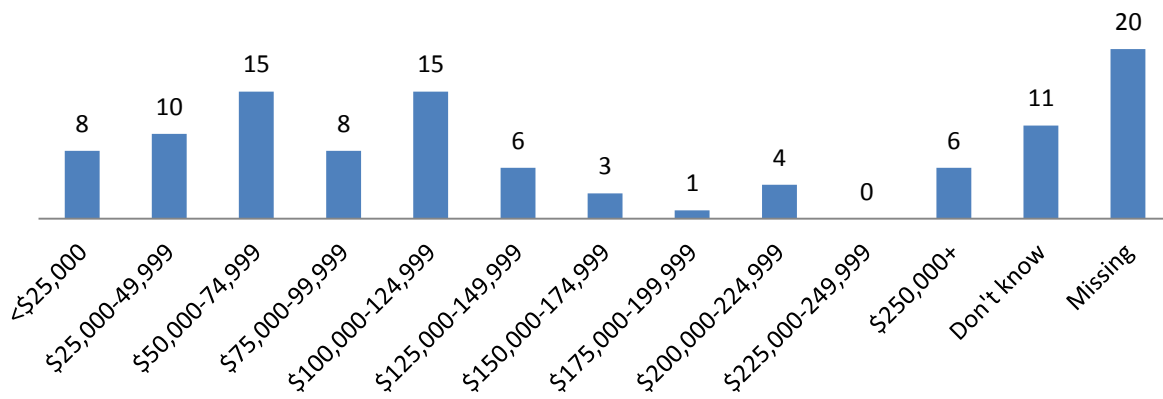
Area where you grew up



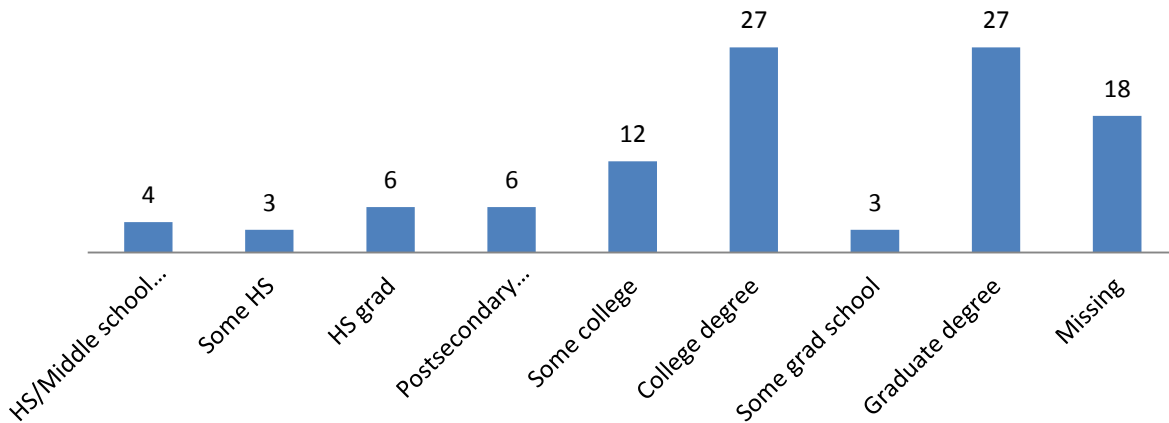
Participated in volunteer service before

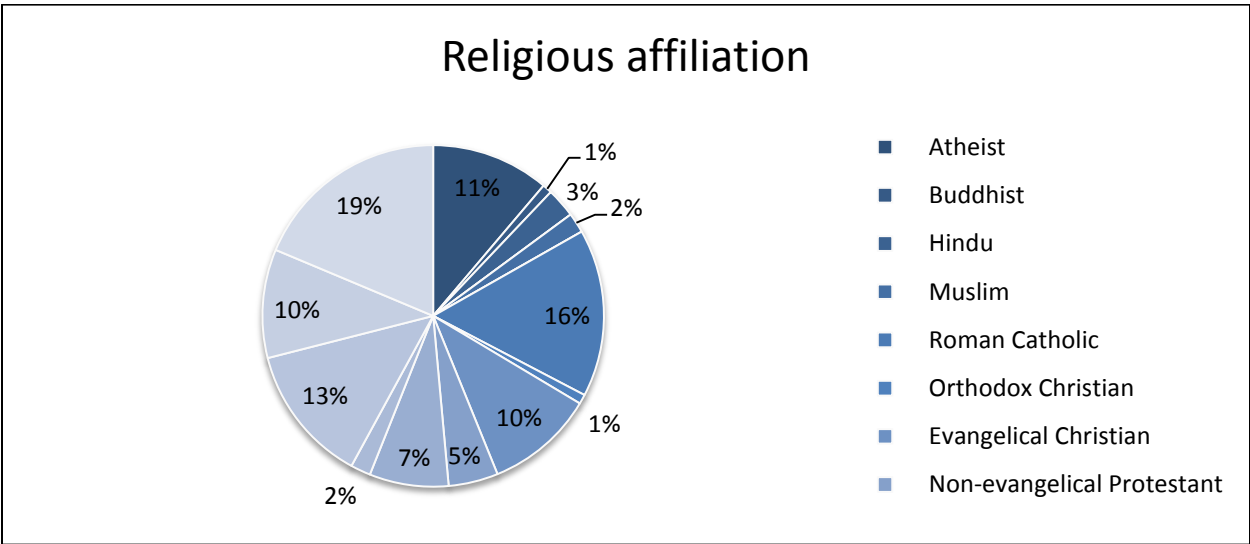
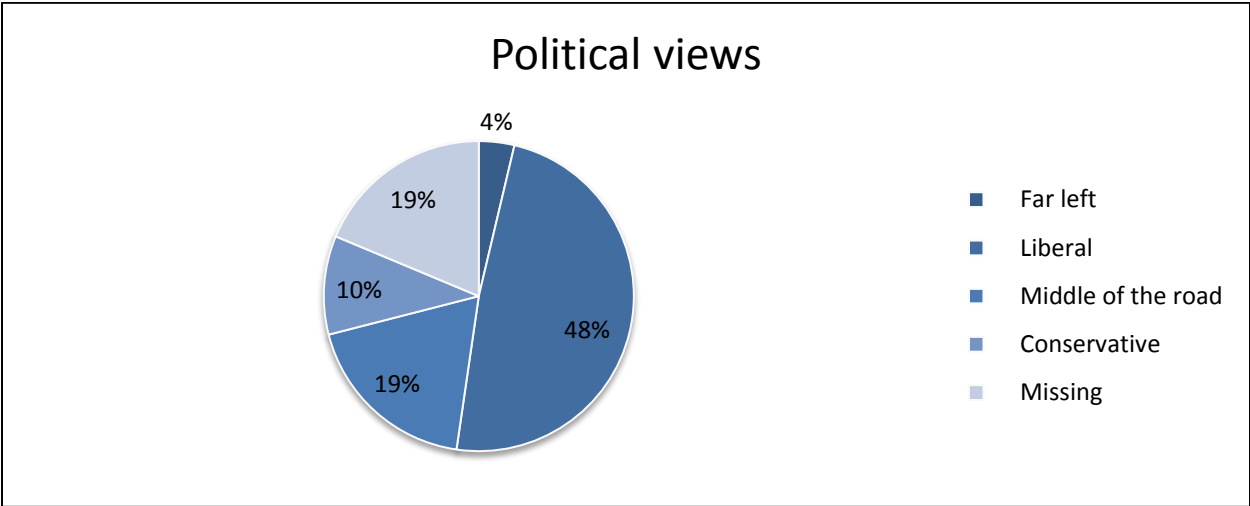
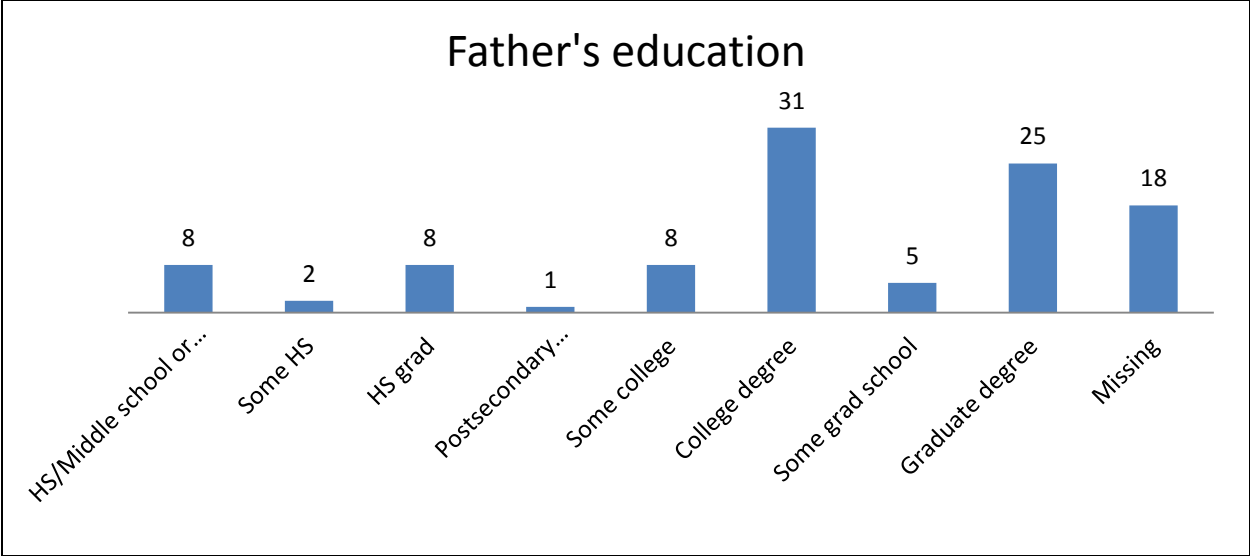


Parental income



Mother's education





Findings: Quantitative Analysis

The analysis of demographic categories and program factors illustrates bivariate associations between learning outcomes and select demographic categories and program variables. As bivariate analyses, these associations do not control for any third variables that may mediate or moderate these relationships. In other words, significant correlations may indicate a spurious relationship because we do not know what other factors might influence these associations. Nonetheless, we report on these associations hoping to raise questions about potential programming options. As the GES population grows moving forward, we will include multivariate analyses in our analyses.

Demographic data: Total data set

The following demographic categories showed significant differences on participants' scores on at least one scale in the post-survey ($n=107$):

- **Gender:** Males reported significantly higher scores than females on the Civic Engagement – Efficacy (CEE) scale.
- **Country of birth:** Participants born in the US reported significantly lower scores on Civic Engagement – Political Voice (CEPV) than participants born somewhere else. Participants born elsewhere reported significantly higher scores on Intercultural Competence - Communication (ICC) than participants born in the US.
- **Prior volunteer service:** Participants who reported prior volunteer experience scored significantly higher on Civic Engagement – Conscious Consumption (CECC) than participants without prior volunteer experience.
- **Mother's education:** Participants who reported that their mother had completed a college degree had significantly lower scores on Civic Engagement – Political Voice (CEPV) than participants who reported that their mother had completed less than college degree.
- **Father's education:** Participants who reported that their father had completed a college degree scored significantly lower on the Critical Reflection (CR) scale than participants who reported that their father had completed more than a college degree.

Other demographic categories (see **Appendix D** for full list of categories) did not show significant effect on the scales in the post-survey.

Program factors: Total data set

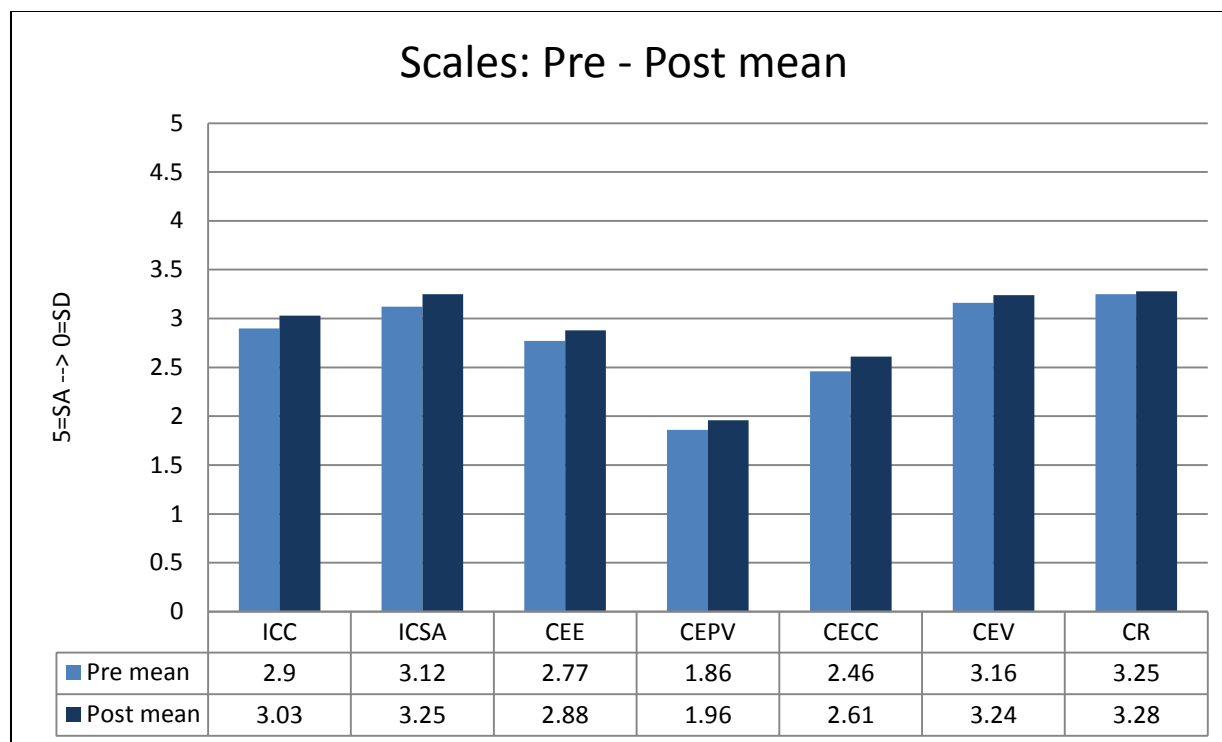
PF	Program factor (n=325)
PF8	Program leader relationship with host community <i>Lower student scores on Civic Engagement – Efficacy (CEE) & Civic Engagement – Political Voice (CEPV) were more likely in programs where the program leader was visiting the host community for the first time.</i>
PF10	Location <i>The students who had experience where the entire experience was outside the US without pre or post coursework in the U.S. scored lower on Intercultural Competence – Communication (ICC), Civic Engagement – Political Voice (CEPV), Civic Engagement- Value (CEV), & Critical Reflection (CR).</i>
PF11	Leader on site with students <i>Higher student scores on Civic Engagement – Political Voice (CEPV) and Critical Reflection (CR) scales when the program leader does not travel to the site with students.</i>
PF14	Time horizon <i>Summer course with pre and post coursework (vs. only summer course) was significantly higher on Civic Engagement – Political Voice (CEPV), Critical Reflection (CR), and Intercultural Competence - Communication (ICC) scales.</i>
PF18	Community engagement <i>SL vs non-SL showed significant effect on Civic Engagement – Conscious Consumption (CECC), Civic Engagement – Political Voice (CEPV), Civic Engagement – Values (CEV), Critical Reflection (CR), and Intercultural Competence – Communication (ICC). SL was higher on all five scales than non-SL.</i>

See **Appendix C** for a full list of program factors. The factors not listed here did not show significant effect on the post-survey scales.

Scales: Total data set

The GES is composed of seven scales. See **Appendix A** for tables that provide additional information on each of the competency scales including the associated closed survey items.

Scale	
Intercultural competence – Communication	ICC
Intercultural competence – Self-awareness	ICSA
Civic engagement – Efficacy	CEE
Civic engagement – Political Voice	CEPV
Civic engagement – Conscious consumption	CECC
Civic engagement – Values	CEV
Critical reflection	CR



Higher scores indicate stronger agreement with each statement (strongly agree = 5; strongly disagree = 1).

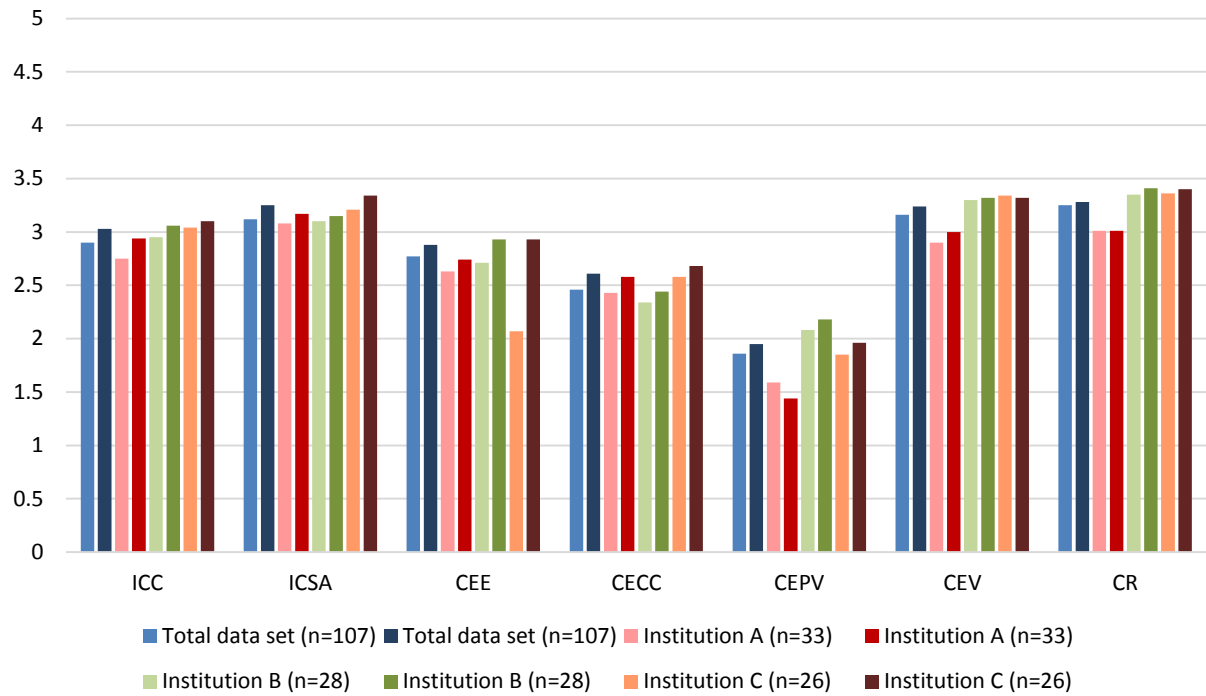
For the total data set ($n=107$), there was significant change from pre- to post survey for the following scales:

1. Intercultural competence – communication
2. Intercultural competence – self-awareness
3. Civic engagement – efficacy
4. Civic engagement – conscious consumption

Because multiple institutions participate in the GES, it enables multi-institutional comparison to identify interesting patterns. The graph below displays the pre- and post-survey means on the seven scales for the total data set and for three individual institutions. The graph demonstrates some differences between institutions on the scales that specific institutional reports examine further.

For example, on the Civic Engagement – Efficacy Scale (CEE) the total data set and all three institutions grew between the pre- and post-survey; however, although Institution C was much lower in the pre-survey it showed much larger growth between the pre- and post-survey than the other two institutions. Another interesting difference is evident in the means for the Civic Engagement – Political Voice Scale (CEPV). The total data set shows increase between the pre- and the post-survey means; however, although both Institution B and C increase between the pre- and post-survey, Institution A actually decreases on the post-survey mean. While Institution B and C do not have enough matched cases to conduct statistical analyses to claim significant changes, the descriptive data displayed below reflects interesting patterns and questions to explore.

Total data set & Institutions:
Pre- and post-survey means on scales



	Total data set (n=107)		Institution A (n=33)		Institution B (n=28)		Institution C (n=26)	
	Pre mean	Post mean	Pre mean	Post mean	Pre mean	Post mean	Pre mean	Post mean
ICC	2.9	3.03	2.75	2.94	2.95	3.06	3.04	3.1
ICSA	3.12	3.25	3.08	3.17	3.1	3.15	3.21	3.34
CEE	2.77	2.88	2.63	2.74	2.71	2.93	2.07	2.93
CECC	2.46	2.61	2.43	2.58	2.34	2.44	2.58	2.68
CEPV	1.86	1.95	1.59	1.44	2.08	2.18	1.85	1.96
CEV	3.16	3.24	2.9	3	3.3	3.32	3.34	3.32
CR	3.25	3.28	3.01	3.01	3.35	3.41	3.36	3.4

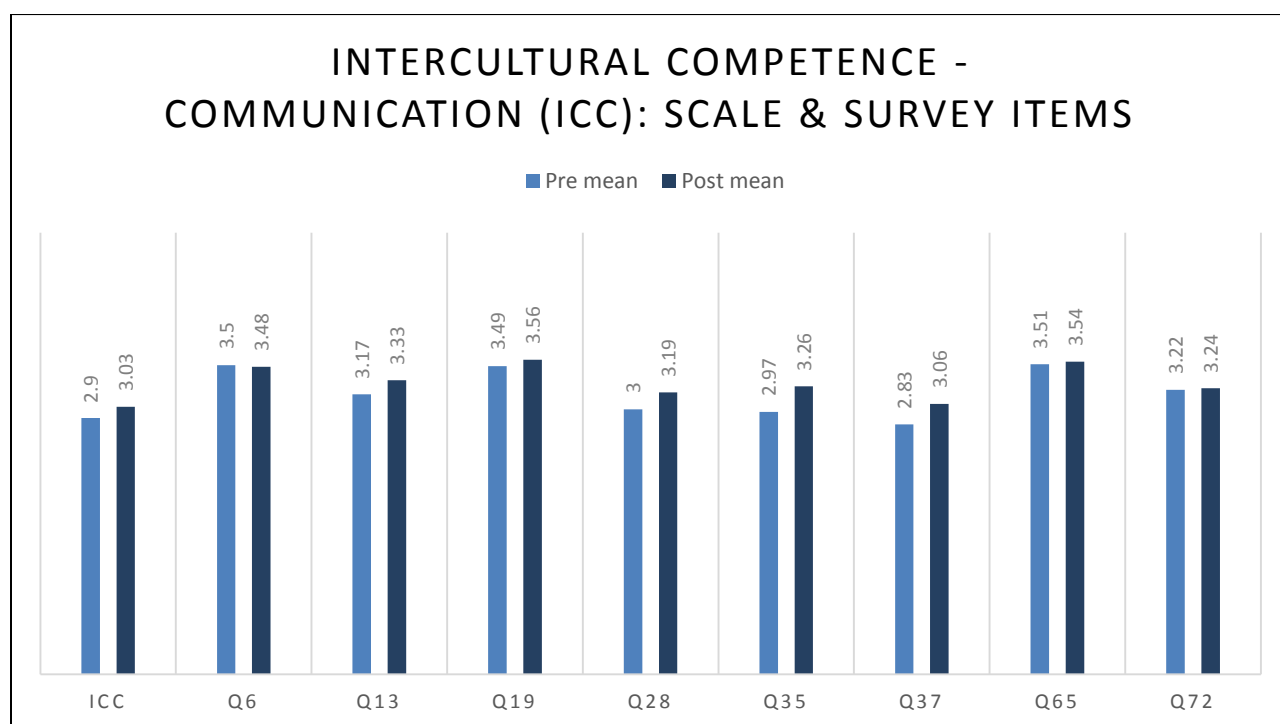
**Note - red text indicates significant change from pre- to post-survey*

Findings: Qualitative Analysis

The mixed methods approach allowed the research team to analyze the scores on the scales and individual survey items alongside the open-ended responses in each area. Across the dataset, the qualitative questions led to several interesting insights about intercultural competence, civic engagement, and critical reflection.

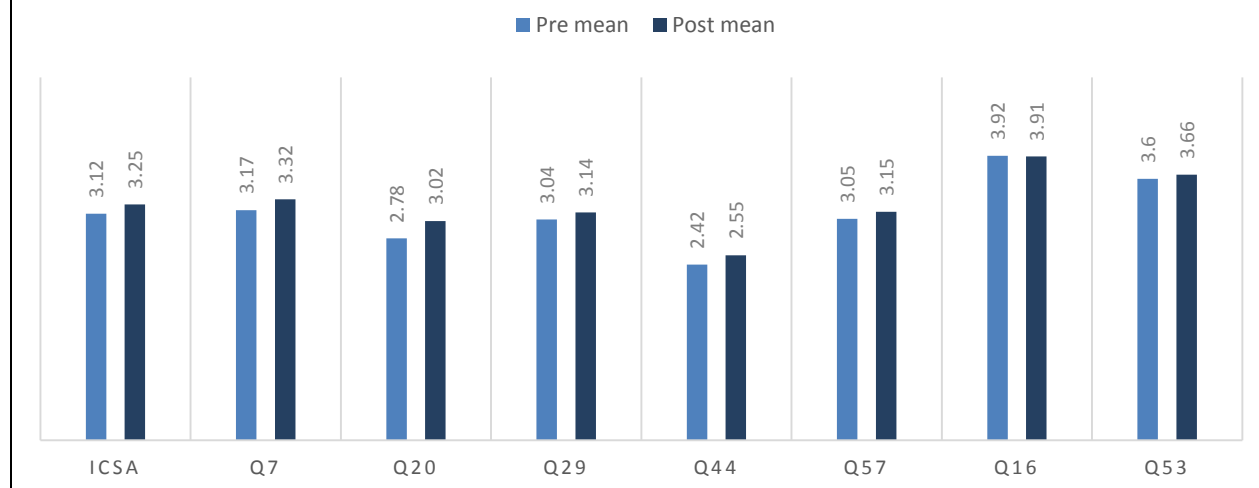
Intercultural competence: Communication & Self awareness

When asked about **diversity**, participants described diversity as related to: race/ ethnicity, class/ SES, sexuality/ LGBTQ, religion, and politics. Interestingly, we noted some patterns in how participants from different institutions understood diversity.



Intercultural competence – Communication	
Q6	By interacting with people who are different from me, I have learned that I am flexible in my thinking and ideas.
Q13	I am very comfortable talking about diversity with people of different cultures.
Q19	I have a very strong appreciation of other nations, cultures, and customs.
Q28	I am able to communicate in different ways with people from different cultures.
Q35	When I am in a cultural space that is different from my home culture, I make efforts to adapt my language to include local language, sayings, or speech patterns.
Q37	When I am in a cultural space that is different from my home culture, I adjust my expectation and defense of personal space.
Q65	I enjoy when my friends from other cultures teach me about our cultural differences.
Q72	I am open to people who strive to live lives very different from my own lifestyle.

INTERCULTURAL COMPETENCE - SELF AWARENESS (ICSA): SCALE & SURVEY ITEMS



Intercultural competence – Self-awareness	
Q7	I adapt my behavior and mannerisms when I am interacting with people of other cultures.
Q20	I have a hard time working with people who are different from me.
Q29	I often adapt my communication style to other people’s cultural background.
Q44	I can easily adapt my actions in response to changing circumstances.
Q57	I can easily resolve misunderstandings with people from other cultures.
Q16	I have a hard time understanding the feelings of people from other cultures well.
Q53	I work to develop and maintain relationships with people of backgrounds different from my own.

When asked about **feeling uncomfortable discussing diversity**, participant comments described: (1) a fear of offending someone, (2) acknowledgement of their limited or lack of knowledge or experiences, and (3) awareness about the social identifiers of the group with whom they were interacting.

In both pre- and post-survey responses across all institutions, students described feeling uncomfortable discussing diversity with people of different cultures because they did not want to offend anyone. Comments included,

I've worried with discussing diversity with others that I'll unintentionally insult somebody.

I sometimes struggle to find the right words to explain what I am trying to say, without using terms that are insensitive.

Across institutions, many students looked inward and articulated awareness about their own lack of knowledge or experience as reasons for their discomfort discussing diversity. Students described their own gaps in knowledge,

I get uncomfortable discussing diversity with people of different cultures when I am not educated enough about their culture.

In responses about students' awareness of their own lack of knowledge or experience, they often identified their own social identities (of privilege) as reasons for this gap in knowledge or experience:

I get uncomfortable discussing diversity with people of different cultures when I don't feel that I have enough education or experience to speak intelligently. Unfortunately, as a straight white woman, I am not as educated in diversity issues as I would need to be to have an intelligent discussion.

Across the total data set, the majority of respondents focused on the group composition and social identifiers of the group members when describing their discomfort discussing diversity. Interestingly, the discomfort resulting from different group composition described both:

- (1) Being a member of a privileged group discussing diversity with a group that primarily identifies as members of underrepresented groups.

In many class discussions, I have felt it difficult to discuss issues of white privilege as a white female. I often feel as if my voice is considered less because I am a white woman of privilege.

As a white male, I sometimes fear how it would be perceived to talk about diversity with people of different cultures because I myself do not represent a targeted group of people.

- (2) Being a member of an underrepresented group in a discussion where the rest of the group are members of the majority or more privileged group.

When I'm discussing LGBTQ issues because my opinion belongs to the minority.

A point where I would get uncomfortable would be if I was the only colored person in a room filled with white people.

When asked to "describe a point at which you get uncomfortable / discussing diversity with people of different cultures," students mirrored much of the data set by responding in ways that suggested the **challenge with intercultural communication often resided with the other person, without considering their own role in the communication equation**. The comments below are from three different institutions; however, they all describe the communication challenge as residing in the other person.

If they are very closed minded about certain beliefs and do a lot of things that contradict most of my beliefs without being considerate or respectful of my opinions.

When people have different opinions than I do and try to convert me to their beliefs aggressively by simply trying to make me see something wrong in my own beliefs.

I have a hard time working with people who are different than me when the other person does not take into account my perspective, ideas or opinions.

In their answers to open-ended questions about encountering communication challenges, responses described **difference** attributed to either: (1) individual background/ personality traits or (2) structural factors. Across institutions, students recognized less structural and historical context. Their responses

tended to attribute cultural differences to individual background experiences or personality traits, arguably displaying an incomplete view of their own role of broader global context.

The majority of respondents attributed difference to individual background/ personality traits and most frequently these differences were described as related to "work ethic." The comments below represent four different institutions.

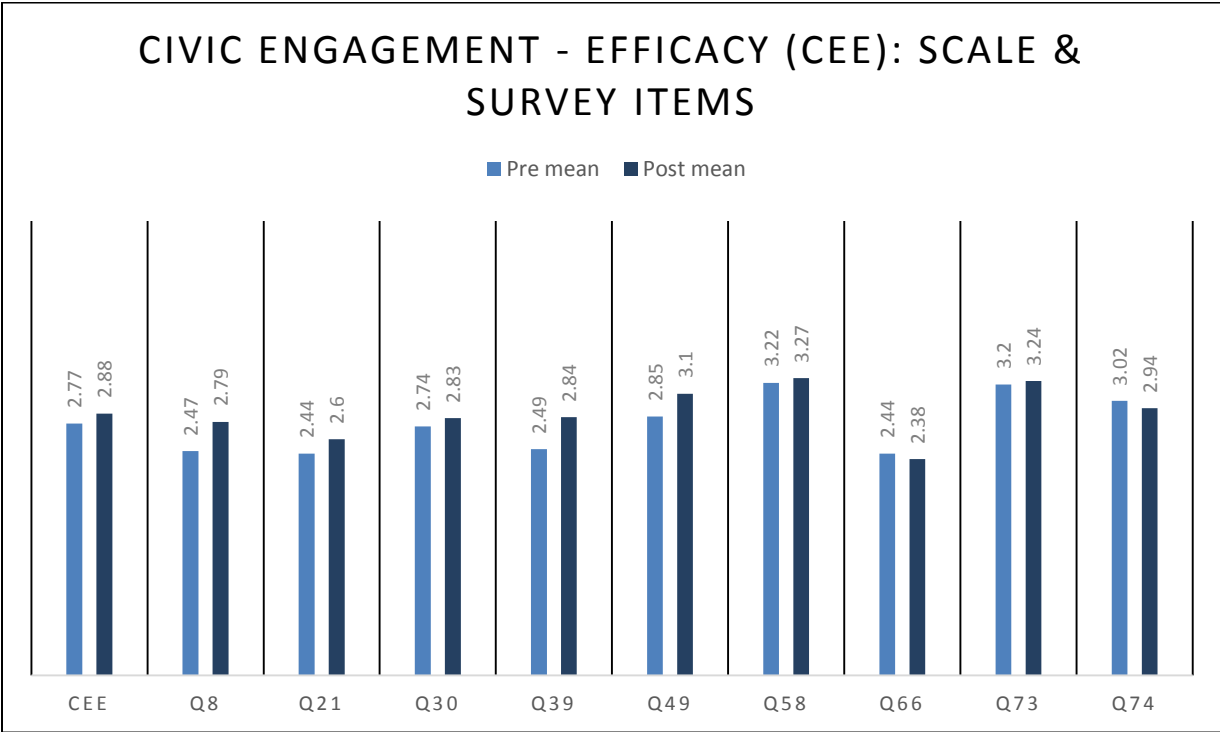
*I have a hard time working with people who are different from me when we have different **work ethics**.*

*In India, working with people who had a different **work ethic** and hectic schedules was challenging.*

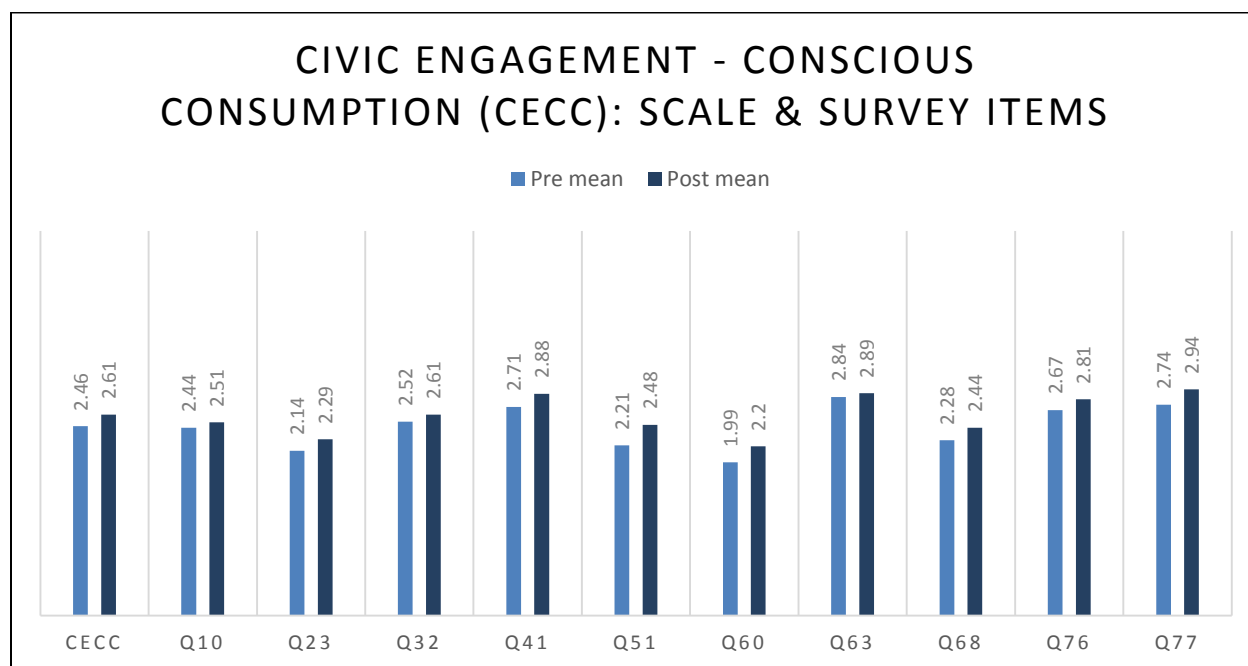
These issues were not because the people were different from me in ethnicity, background, race, sex, gender, etc. I had a hard time simply because of their personal habits such as unwilling to do their designed work.

*As an RA at [Institution], it can be difficult to get along with people who have different **work ethics**.*

Civic engagement: Efficacy, Conscious consumption, Political voice, & Values



Civic Engagement – Efficacy	
Q8	I know how to develop a plan to help address an environmental or social problem.
Q21	I know several ways in which I can make a difference on some of society’s most worrisome problems.
Q30	I am able to get other people to care about social or environmental problems that concern me.
Q39	I am informed of current issues that impact international relationships.
Q49	I feel comfortable expressing my views of important social issues.
Q58	I enjoy listening to others views regarding an important social issue.
Q66	I am able to write an opinion letter to a local media source expressing my concerns over policy issues.
Q73	I feel I have the ability to make a difference in my local community.
Q74	I feel I have the ability to make a difference in the global community.



Civic Engagement – Conscious Consumption	
Q10	If at all possible, I will always buy fair-trade or locally grown products and brands.
Q23	I deliberately buy products that support marginalized people and places.
Q32	I will boycott brands or products that are known to harm marginalized people and places.
Q41	I try to reduce my consumption of natural resources.
Q51	I try to buy only from companies that provide good conditions for employees in their factories.
Q60	I intentionally, “vote with my dollars” when spending money.
Q63	I try to spend money ethically.
Q68	Sometimes I choose not to purchase goods because I believe they cannot be produced ethically.
Q76	To purchase coffee that carries the Fairtrade or Crop to Cup Label, I am willing to pay a dollar more per pound when contrasted with other coffee in the store.
Q77	I would be willing to spend \$5 more on a \$20 sweater if that guaranteed that the sweater was made under safe working conditions.

When asked about decisions to make **ethical decisions when spending money**, participants across institutions described efforts as: (1) charitable, (2) weighing what they need against what they want, or (3) connecting individual decisions to larger systems or structures.

Comments reflecting the notion of ethical spending connected to charity included:

I always give money to charity when I have the opportunity.

Donating to a charity to help homeless children.

Numerous participants across institutions also described awareness about the difference in their “needs” and their “wants”:

I try to balance what I need with what I want. I am aware of the price of items, and the value, even if based on my situation I would not always have to do so.

I try not to overspend or overindulge when I spend money. I always remember to appreciate the value of my money.

I only spend my money on what I need; It's often tempting to buy extra things.

Across institutions, the pre-survey responses focused more heavily on charity and needs vs. wants; however, the post-survey responses reflected a shift to ideas about how individual spending decisions connect to larger systems or structures. Within this category, responses demonstrated varying levels of analysis.

I chose to buy local honey to support the repopulation of bees in my hometown

In the DR, I spent a bit more than usual for Larimar, a gem unique only to the DR. Oftentimes, undocumented Haitian workers are exploited and underpaid for mining Larimar. However, I bought from a vendor who makes sure to pay Haitian miners a reasonable wage.

While the majority of these responses reported and overall idea of "buying local," a minority of responses did delve into deeper analysis about how companies make ethical choices (i.e. animal testing, employee conditions, etc.) and how their individual decisions and actions contribute to or work against those systems.

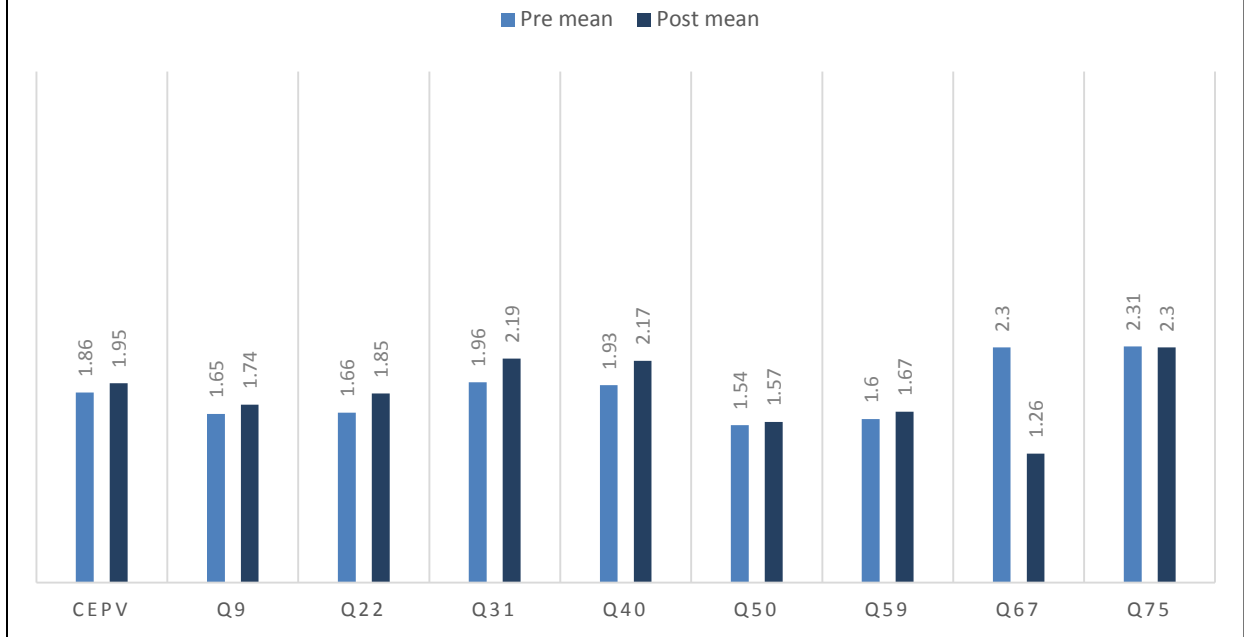
When people started boycotting Target over the bathroom issues, I started shopping at Target more because I support what they're doing.

I buy from companies that support ethical practices. For example, I bought a recent pair of shoes from vita Shoes Co. instead of from Nike. Vita Shoes donates a portion of purchases to children in Austin, TX but Nike runs sweatshops in developing countries.

Of the participants reporting this thinking process, some did provide specific examples including actions and strategies that they employ in their daily lives.

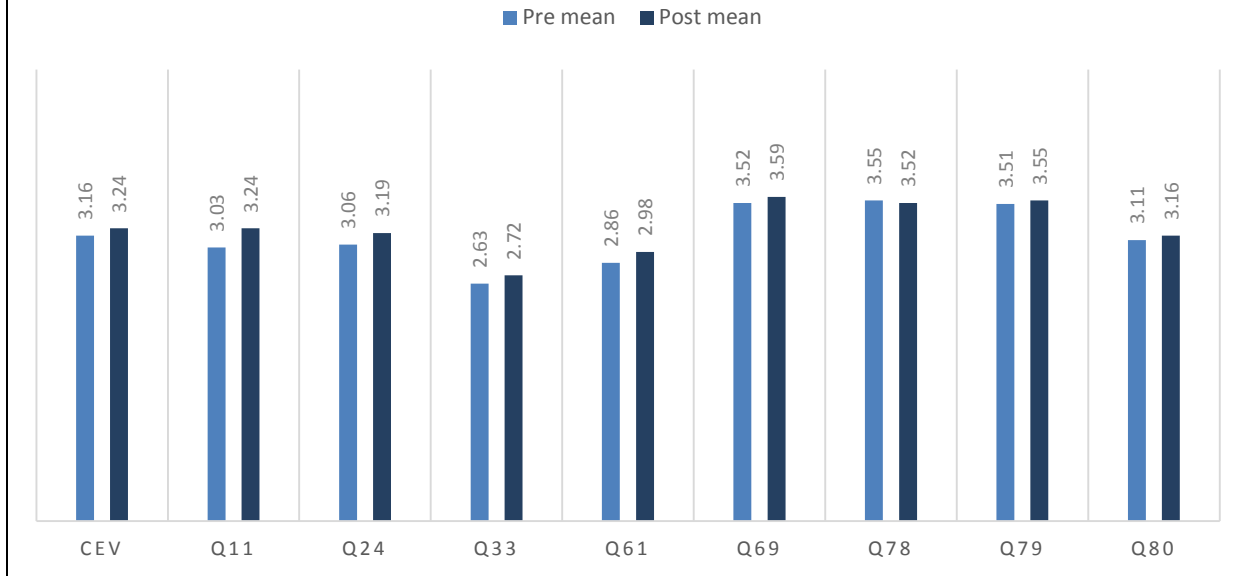
I use buycott app before purchasing my groceries, especially my fruit. When it comes to clothing I research for months before I purchase to make sure that I know that I am getting goods from responsible companies.

CIVIC ENGAGEMENT - POLITICAL VOICE (CEPV): SCALE & SURVEY ITEMS



Civic Engagement – Political Voice	
Q9	Over the next 6 months, I will contact media to express my concerns about an international problem.
Q22	Over the next 6 months, I will contact media to express my concerns about a domestic problem.
Q31	Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.
Q40	Over the next 6 months, I will express my views about domestic politics on a website, blog, or chat room.
Q50	Over the next 6 months, I will contact or visit someone in government to seek public action on international issues and concerns.
Q59	Over the next 6 months, I will contact or visit someone in government to seek public action on domestic actions or concerns.
Q67	Over the next 6 months, I will participate in an event where young people express their views about international problems.
Q75	Over the next 6 months, I will participate in an event where young people express their views about domestic problems.

CIVIC ENGAGEMENT - VALUES (CEV): SCALE & SURVEY ITEMS



Civic Engagement – Values	
Q11	I feel a responsibility to people in my country in need.
Q24	I feel a responsibility to people in need globally.
Q33	My responsibility to people of other countries is as great as my responsibility to people of my own country.
Q61	I identify as a “global citizen”.
Q69	I believe every person in the world is born with certain inalienable rights.
Q78	I believe that governments have a responsibility to ensure that all of their citizens have basic human rights.
Q79	I believe that one responsibility of governments is ensuring that every child receives the opportunity for a quality education.
Q80	If governments are not providing basic rights and opportunities for their citizens, it is up to people like me to work for positive change to support everyone’s rights.

In response to prompts about **civic engagement**, many respondents reported **increased engagement** interests through experience, particularly increased likelihood of voting or in some cases no change because they already were civically involved. The majority of students in the total data set and at every individual institution reported increased likelihood to follow current events and vote after their summer experience. The responses below represent three different institutions.

My experiences in this program have affected my future voting behaviors in being more proactive about the leaders that we elect into office and the types of legislative change they can influence.

This program has encouraged me to keep up with political news more and to take a more active role in expressing my political opinion.

I definitely am more interested in political news because I understand much more how connected we are as countries and I understand the importance of a well-functioning government.

One interesting pattern that emerged across institutions was increased awareness about the **role of the U.S. in the world** and the link between current events/ voting and how U.S. influence affected other countries (where students spent time during their summer programs).

I am highly encouraged to keep up with how US policy affects other countries, just as I noticed historically how US policies had affected Bolivia and other Latin American countries.

I think I will become a voter who is more reflective of how my vote will not just affect me but will affect the global community.

When asked about how the program experience influenced their personal sense of the **ability to make a difference**, locally or globally, the majority of participants across institutions expressed an increased motivation or sense of possibility.

I learned that if I want to make a difference in another country, I should partner up with locals because they are the experts and residents. My confidence in my ability increased.

This program showed me that I can make an impact in my local and global community because it introduced me to people who are currently doing just that.

This program has allowed me to realize the problems that we have in our global community and has inspired me to do something to fix them.

While the majority of participants across institutions expressed an increased sense of their ability to make a change, a number of students expressed an increased awareness about the **complexity inherent in making a change**.

I think the optimistic side of me was encouraged, because people of other cultures also care about global issues, just like I do. But the pessimistic side of me just saw a bigger world with more problems that will be very hard to fix.

I have now understood how much more complex many world issues are, and understand that it must be a collaborative group effort that will produce the most change.

Among participants who reflected on their increased awareness of the complexity of how change happens, there was a pattern reflected in **who drives change** and **connecting global and local issues** and efforts.

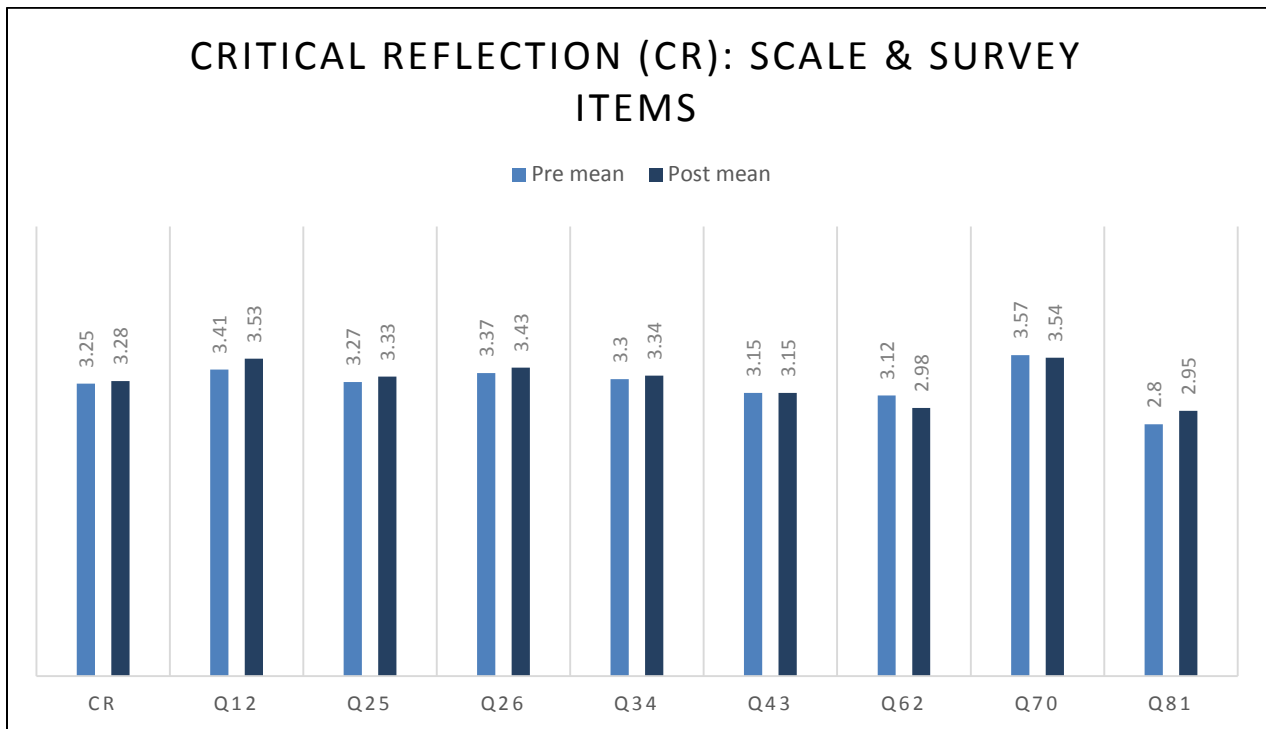
I feel I can make a difference in a local area, but I've realized the importance of having a strong team to do it. You really have to get at the grassroots level and start there before growing. It is so important to hear the voices of the community, and each community is different so you can't just transfer a program from one village to another.

To be honest, my time in Peru made me feel as though my efforts and my time are better spent making a difference locally or domestically, as opposed to internationally. I find a lot of ethical and logistical issues with international work, especially in the realm of "making a difference".

I am now very hesitant of my ability to make any global change. I don't feel capable of enacting change in a culture so far from my own. Local knowledge is much more powerful for enacting change.

I think it has encouraged me to recognize that locally, I have a huge ability to make a difference because I am more culturally competent. Globally, I think that I have less of an ability to make a difference because as a foreigner, I may not understand the issues pertinent to citizens.

Critical reflection



Critical Reflection	
Q12	I think a lot about the influence that society has on other people.
Q25	I think a lot about the influence that society has on my own behavior.
Q26	I enjoy analyzing the reasons for people's behavior.
Q34	I carefully consider how privilege affects people's opportunities.
Q43	I carefully consider how dominant cultural assumptions reinforce inequalities.
Q62	When I stop to consider what I know about the world, I realize that even my strongest "truths" are open to change.
Q70	I believe it is important to analyze and understand our own thinking processes.
Q81	I tend to "see" people that otherwise often remain "invisible".

Across institutions, in the pre-survey responses students described their process of learning as heavily influenced by their **coursework** and many provided specific examples of courses or subjects that contributed to their learning about themselves as a cultural being. Comments included:

I took [course name] last semester, with my particular group discussing race. We came across misunderstandings, but openly discussed reasons/ causes for certain behaviors in order to rationalize and come to terms with why there was a disagreement.

Given the topics of my courses, I am always thinking about marginalized communities and the impact of social hierarchies on the perpetuation of social divides.

A certain class I had this past semester has opened my mind to the ways in which I may hold onto some biases that I never acknowledged especially when it comes to non-English speaking residents of the US. Now I am much more cautious of this and have been able to identify other biases.

However, in the post-surveys, the majority of students described their **immersion experiences or opportunities for direct interaction** outside of the university as the factors contributing the most to their learning process. Comments included:

While in Uganda, I became hyperaware of the ways in which I approached situations and whether or not my preconceived notions about instances were impacting my thinking process/ decision-making.

Because I am living in a different country and experiencing a different culture, I can easily see the differences between my way of thinking and those of others.

I have become more aware of my own thinking process in the past few months when talking about privilege and questioning my life style choices while in the DR. I have expanded my view on international issues and have seen major issues that this country faces.

Next Steps

The GES uniquely brings institutions and organizations into a common dataset to better understand the impact of specific program factors on broadly shared global learning goals. Through globalSI's role as a hub, we are able to look across programs and consider possible differences stemming from variations in student population, institutional cultures, and specific programming choices and opportunities.

In order to better inform program planning for institutional partners and the field of global learning, we plan to expand the GES during the 2017-2018 academic year. Our goals include:

- ✓ Increase the sample size through additional institutional partners in order to enable more sophisticated statistical analyses
- ✓ Assess programs throughout the academic calendar (in addition to summer programs) in order to increase the sample size and incorporate additional program factors for analysis
- ✓ Compile data over multiple years to enable additional analyses now and in the future
- ✓ Secure additional institutional partners in order to improve multi-institutional comparisons with particular attention to peer institution comparisons

We will create additional opportunities to customize the GES for our institutional partners. Through the use of program-specific questions, the GES research team can serve as a resource for program administrators to assess their programs based on their specific program goals and institutional context. In addition, by using the GES with multiple programs at the same institution, we can create the opportunity for intra-institution comparisons.

We will utilize the GES in order to intentionally cultivate peer-to-peer learning opportunities for globalSI partners. The GES findings can inform peer- to- peer learning and shape professional development opportunities between institutional partners and to share more broadly with the globalSI community of practice. We will coordinate this through GES participant webinar discussions.

Appendix A: Scales & items

Intercultural competence – Communication	
Q6	By interacting with people who are different from me, I have learned that I am flexible in my thinking and ideas.
Q13	I am very comfortable talking about diversity with people of different cultures.
Q19	I have a very strong appreciation of other nations, cultures, and customs.
Q28	I am able to communicate in different ways with people from different cultures.
Q35	When I am in a cultural space that is different from my home culture, I make efforts to adapt my language to include local language, sayings, or speech patterns.
Q37	When I am in a cultural space that is different from my home culture, I adjust my expectation and defense of personal space.
Q65	I enjoy when my friends from other cultures teach me about our cultural differences.
Q72	I am open to people who strive to live lives very different from my own lifestyle.

Intercultural competence – Self-awareness	
Q7	I adapt my behavior and mannerisms when I am interacting with people of other cultures.
Q20	I have a hard time working with people who are different from me.
Q29	I often adapt my communication style to other people's cultural background.
Q44	I can easily adapt my actions in response to changing circumstances.
Q57	I can easily resolve misunderstandings with people from other cultures.
Q16	I have a hard time understanding the feelings of people from other cultures well.
Q53	I work to develop and maintain relationships with people of backgrounds different from my own.

Civic Engagement – Efficacy	
Q8	I know how to develop a plan to help address an environmental or social problem.
Q21	I know several ways in which I can make a difference on some of society's most worrisome problems.
Q30	I am able to get other people to care about social or environmental problems that concern me.
Q39	I am informed of current issues that impact international relationships.
Q49	I feel comfortable expressing my views of important social issues.
Q58	I enjoy listening to others views regarding an important social issue.
Q66	I am able to write an opinion letter to a local media source expressing my concerns over policy issues.
Q73	I feel I have the ability to make a difference in my local community.
Q74	I feel I have the ability to make a difference in the global community.

Civic Engagement – Political Voice	
Q9	Over the next 6 months, I will contact media to express my concerns about an international problem.
Q22	Over the next 6 months, I will contact media to express my concerns about a domestic problem.
Q31	Over the next 6 months, I will express my views about international politics on a website, blog, or chat room.
Q40	Over the next 6 months, I will express my views about domestic politics on a website, blog, or chat room.
Q50	Over the next 6 months, I will contact or visit someone in government to seek public action on international issues and concerns.
Q59	Over the next 6 months, I will contact or visit someone in government to seek public action on domestic actions or concerns.
Q67	Over the next 6 months, I will participate in an event where young people express their views about international problems.
Q75	Over the next 6 months, I will participate in an event where young people express their views about domestic problems.

Civic Engagement – Conscious Consumption	
Q10	If at all possible, I will always buy fair-trade or locally grown products and brands.
Q23	I deliberately buy products that support marginalized people and places.
Q32	I will boycott brands or products that are known to harm marginalized people and places.
Q41	I try to reduce my consumption of natural resources.
Q51	I try to buy only from companies that provide good conditions for employees in their factories.
Q60	I intentionally, “vote with my dollars” when spending money.
Q63	I try to spend money ethically.
Q68	Sometimes I choose not to purchase goods because I believe they cannot be produced ethically.
Q76	To purchase coffee that carries the Fairtrade or Crop to Cup Label, I am willing to pay a dollar more per pound when contrasted with other coffee in the store.
Q77	I would be willing to spend \$5 more on a \$20 sweater if that guaranteed that the sweater was made under safe working conditions.

Civic Engagement – Values	
Q11	I feel a responsibility to people in my country in need.
Q24	I feel a responsibility to people in need globally.
Q33	My responsibility to people of other countries is as great as my responsibility to people of my own country.
Q61	I identify as a “global citizen”.
Q69	I believe every person in the world is born with certain inalienable rights.
Q78	I believe that governments have a responsibility to ensure that all of their citizens have basic human rights.
Q79	I believe that one responsibility of governments is ensuring that every child receives the opportunity for a quality education.
Q80	If governments are not providing basic rights and opportunities for their citizens, it is up to people like me to work for positive change to support everyone’s rights.

Critical Reflection	
Q12	I think a lot about the influence that society has on other people.
Q25	I think a lot about the influence that society has on my own behavior.
Q26	I enjoy analyzing the reasons for people’s behavior.
Q34	I carefully consider how privilege affects people’s opportunities.
Q43	I carefully consider how dominant cultural assumptions reinforce inequalities.
Q62	When I stop to consider what I know about the world, I realize that even my strongest “truths” are open to change.
Q70	I believe it is important to analyze and understand our own thinking processes.
Q81	I tend to “see” people that otherwise often remain “invisible”.

Appendix B: Open-ended questions

Intercultural Competence: Communication

1. I am very comfortable talking about diversity with people of different cultures.
 - If SA or A, could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?
 - If SD or D, Can you indicate why you are uncomfortable discussing diversity with people of different cultures?
2. When I am in a cultural space that is different from my home culture, I make efforts to adapt my language to include local language, sayings, or speech patterns.
 - If SA or A, what is an example of a time you have adapted your language or speech patterns to improve your culturally appropriate communication?
3. **(Post only)** At some point during the program, I had to adapt my behaviors in order to behave in a culturally appropriate manner.
 - If SA or A, Please provide a specific example of what prompted you to adjust your behaviors, and how you did so.

Intercultural Competence: Self-Awareness

1. I can easily resolve misunderstandings with people from other cultures.
 - If SD or D - Can you briefly explain how you know that you are challenged to easily resolve misunderstandings with people from other cultures?
 - If SA or A - Can you provide a brief example of a time you satisfactorily resolved a misunderstanding with a person from another culture?
2. I have a hard time working with people who are different from me.
 - If SA or A, could you describe a point when you had a hard time working with someone who was different than you?
 - If SD or D, can you describe when you have a hard time working with people who are different from you?
3. I have a hard time understanding the feelings of people from other cultures well.
 - If SA or A, could you describe a point at which you have had a hard time understanding different cultures well?
 - If SD or D, Can you indicate how you have become aware that you have a hard time understanding the feelings of people from other cultures well?

Civic Engagement: Efficacy

1. **(Post only)** How have your program experiences influenced your personal sense of your ability to make a difference, locally or globally?

Civic Engagement: Political Voice

1. **(Post Only)** How, if at all, do you think your program experiences have affected your interests in keeping up with political news?
2. **(Post Only)** How, if at all, do you think your program experiences have affected your future voting behavior?

Civic Engagement: Advocacy and Activism *(Post only)*

1. I plan to engage in advocacy less than I did before my program experiences.
 - If SA or A, what has caused you to lessen your advocacy commitments?

2. I plan to engage in advocacy about the same as I did before my program experiences.
3. I plan to engage in advocacy more than I did before my program experiences.
 - If SA or A to #2 or #3 above, Around what primary issue do you plan to engage in advocacy in the future?
 - If SA or A to #2 or #3 above, How do your plans to engage in advocacy in the future compare to your advocacy activities prior to your program experiences?

Civic Engagement: Conscious Consumption

1. I try to spend money ethically.
 - If SA or A, Please provide an example of the last time you made an ethical decision when spending your money.

Critical Reflection

1. I enjoy analyzing the reasons for people's behavior.
 - If SA or A, Can you provide a brief example of how you have analyzed the reasons or causes of people's behavior in the past few months?
2. I believe it is important to analyze and understand our own thinking processes.
 - If SA or A, How, specifically, How, specifically, have you become more aware of your own thinking process in the past few months?
3. I tend to "see" people that otherwise often remain "invisible".
 - If SA or A, can you provide an example of how your education or applied experiences have helped you see communities that might otherwise remain unseen?

Appendix C: Program factors (n=325)

Program factor		Frequency	%
PF1	STEM		
	No	278	85.5
	Yes	39	12.0
	Missing	8	2.5
PF2	Student cohort		
	All levels, including graduate and undergraduate students	25	7.7
	Graduate students only	3	0.9
	Undergraduate students at all levels	254	78.2
	4 th year undergraduates	5	1.5
	3 rd year undergraduates	10	3.1
	Only 3 rd or 4 th year undergraduates	17	5.2
	Only 1 st year undergraduates (including summer orientation programming)	3	0.9
Missing	8	2.5	
PF3	Credits		
	Zero	48	14.8
	One	4	1.2
	Two	85	26.2
	Three	13	4.0
	Four	69	21.2
	Five	4	1.2
	Six	49	15.1
	Seven	33	10.2
	Eight	4	1.2
	Ten	8	2.5
	Missing	8	2.5
PF4	Required/ elective nature of program		
	Completely elective	268	82.5
	Not precisely required, but very strongly encouraged	5	1.5
	Several students are here for requirements, but at least half are not	40	12.3
	All students here must take this topic (e.g. English Comp) or experience this kind of intervention (e.g. study abroad)	4	1.2
Missing	8	2.5	
PF5	Student selection		
	Students are admitted if they are students in good academic standing at the institution	148	45.5
	Students must apply, but have never been rejected	61	18.8
	Less than 75% of applicants to the program are admitted	98	30.2
	Less than 50% of applicants to the program are admitted	10	3.1
Missing	8	2.5	

PF6	Student- community language relationship		
	Students are engaged in the community and the dominant language is English.	65	20.0
	The dominant language is not English. Students are not required to have local language skills.	196	60.3
	The dominant language is not English. Students are required to have introductory local language skills to participate.	56	17.2
	Missing	8	2.5
PF7	Student-community socioeconomic status (SES) relationship		
	Students generally represent the same SES as community members.	107	32.9
	Some overlap between students and community members' SES; students mostly higher SES	62	19.1
	Some overlap between students and community members' SES; students mostly lower SES	10	3.1
	Students clearly higher SES than community members	107	32.9
	Missing	39	12.0
PF8	Faculty/ program leader's relationship with host community/ community partner organization		
	This is the program leader's first visit to host community.	22	6.8
	The program leader has been to the host community once before.	22	6.8
	The program leader has been to the host community at least twice before.	59	18.2
	The program leader has developed relationships with community members and community partners over several years.	75	23.1
	The program leader is from the host community and has numerous ongoing relationships there.	106	32.6
	Missing	39	12.0
PF9	Length of immersion experience		
	Two weeks	37	11.4
	Three weeks	81	24.9
	Four weeks	52	16.0
	Five weeks	36	11.1
	Six weeks	47	14.5
	Seven weeks	4	1.2
	Eight weeks	48	14.8
	Nine weeks	8	2.5
	Ten weeks	4	1.2
	Missing	8	2.5
PF14	Time horizon of intervention		
	1 course during a summer	169	52.0
	Entire semester design	44	13.5
	Summer with coursework before	17	5.2
	Summer with coursework after	87	26.8
	Missing	8	2.5

PF17	Facilitated through another organization (Amizade, FSD, etc.)		
	No	98	30.2
	Yes	144	44.3
	Missing	83	25.5
PF18	Components of community engagement		
	SL	165	50.8
	non-SL	46	14.2
	Missing	114	35.1
PF19	Living arrangements		
	Students stay in home-stays with host community families	80	24.6
	Students stay independently in apartments or other housing	8	2.5
	Students live in a house with other students	68	20.9
	Combination of arrangements	60	18.5
	Missing	109	33.5
PF10	Locations of this program (If “no immersion experience away from campus”, skip this question)		
	Whole program is on home campus in the US	0	0.0
	Home campus and local community experience, in the US	0	0.0
	In the US, mostly involving extended stay away from campus	0	0.0
	Pre- in the US, immersion experience outside the US	24	7.4
	Pre- and post- in the US, immersion experience outside the US	39	12.0
	Entire experience outside the US	154	47.4
	International experience coming to the US	0	0.0
	Missing	8	2.5
PF12	Program leader present with students on site (If “no immersion experience away from campus”, skip this question)		
	The experience is all on-campus	0	0.0
	Yes, the program leader travels and stays on site during student immersion.	222	68.3
	No, the program leader does not travel to the site with students. Students travel and stay on site independently.	95	29.2
	Missing	8	2.5

Appendix D: Demographic data

Demographic category	Total data set (n=107)	
	Frequency	%
Gender		
Male	22	20.6
Female	66	61.7
Transgender	0	0.0
Missing	19	17.8
Racial/ ethnic identity		
African American/ Black	8	7.5
Asian/ Pacific Islander	16	15.0
Arab/ Arab American	0	0.0
Latino/ Hispanic	11	10.3
White	38	35.5
Other/ Multiracial	14	13.1
Missing	20	18.7
Country of birth		
United States	73	68.2
Other	15	14.0
Missing	19	17.8
Country of residence		
United States	85	79.4
Other	3	2.8
Missing	19	17.8
Area where you grew up		
Urban	14	13.1
Suburban	57	53.3
Rural	17	15.9
Missing	19	17.8
Participated in voluntary service before		
Yes	25	23.4
No	63	58.9
Missing	19	17.8
Parental income		
<\$25,000	8	7.5
\$25,000-49,999	10	9.3
\$50,000-74,999	15	14.0
\$75,000-99,999	8	7.5
\$100,000-124,999	15	14.0
\$125,000-149,999	6	5.6
\$150,000-174,999	3	2.8

\$175,000-199,999	1	0.9
\$200,000-224,999	4	3.7
\$225,000-249,999	0	0.0
\$250,000+	6	5.6
Don't know	11	10.3
Missing	20	18.7
Mother's education		
HS/Middle school or less	4	3.7
Some HS	3	2.8
HS grad	6	5.6
Postsecondary school other than college	6	5.6
Some college	12	11.2
College degree	27	25.2
Some grad school	3	2.8
Graduate degree	27	25.2
Missing	18	16.8
Father's education		
HS/Middle school or less	8	7.48
Some HS	2	1.87
HS grad	8	7.48
Postsecondary school other than college	1	0.93
Some college	8	7.48
College degree	31	28.97
Some grad school	5	4.67
Graduate degree	25	23.36
Missing	18	16.82
Political views		
Far left	4	3.74
Liberal	52	48.60
Middle of the road	20	18.69
Conservative	11	10.28
Far right	0	0.00
Missing	20	18.69
Religious affiliation		
Atheist	12	11.21
Buddhist	1	0.93
Hindu	3	2.80
Jewish	0	0.00
Muslim	2	1.87
LDS/Mormon	0	0.00
Roman Catholic	17	15.89

Orthodox Christian	1	0.93
Evangelical Christian	11	10.28
Non-evangelical Protestant	5	4.67
Other Christian	8	7.48
Other non-Christian	2	1.87
Spiritual, not religious	14	13.08
None	11	10.28
Missing	20	18.69
Age	18-44 (3.57)	
Times travelled internationally	0-50 (7.44)	

References

- Bennett, Milton J. (1993). Towards a developmental model of intercultural sensitivity In R. Michael Paige, ed. *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.
- Braskamp, L., Braskamp, D., & Engberg, M. (2014). Global perspective inventory (GPI): Its purpose, construction, potential uses, & psychometric characteristics. Global Perspective Institute, Inc. www.gpi.central.edu
- Bringle, R., Hatcher, J. & Jones, S. (2011). *International service learning: Conceptual frameworks and research*. Sterling, VA: Stylus.
- Hartman, E. & Kiely, R. (2014). Pushing boundaries: Introduction to the global service-learning special section. *Michigan Journal of Community Service Learning, 21(1)*.
- Hartman, E., Lough, B., Toms, C., & Reynolds, N. (2015). The beauty of global citizenship; The problem of measurement. In B. Oomen, E. Park, M. Sklad, J. Friedman (Eds.), *Going Global: The theory, practice, evaluation, and experience of education for global citizenship*. Amsterdam: Drukkerij Publishing.
- Hovland, K. (2014). Global learning: Defining, designing, demonstrating. American Association of Colleges and Universities.
- Kuh, G. D. (2008). High-Impact Educational Practices: What they are, who has access to them, and why they matter. American Association of Colleges and Universities.
- Lough, B. J., McBride, A. M., & Sherraden, M. S. (2009). *Measuring volunteer outcomes: Development of the International Volunteer Impacts Survey* (CSD Working Paper 09-31). St Louis, MO: Center for Social Development. Washington University.
- Morais, D.B., & Ogden A.C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education, 15(5)*, 445-466.
- Musil, C. M. (2006). *Assessing global learning: Matching good intentions with good practice*. American Association of Colleges and University. Downloaded from http://www.aacu.org/SharedFutures/documents/Global_Learning.pdf on October 20, 2013.
- Nussbaum, M. (1997). *Cultivating humanity: A classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press.
- Reilly, D., & Senders, S. (2009, Fall). Becoming the change we want to see: Critical study abroad for a tumultuous world. *Frontiers: The Interdisciplinary Journal of Study Abroad, XVIII*, 241–267.
- Shealy, C. (2010). *About the BEVI*. BEVI. Downloaded from <http://www.thebevi.com/aboutbevi.php> on October 20, 2014.
- Sherraden, M., Bopp, A., & Lough, B. J. (2013). Students serving abroad: A framework for inquiry. *Journal of Higher Education Outreach and Engagement, 17 (2)*, 7-42.