

Program Evaluation of an International University-Sponsored Service-Learning Experience

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Abstract

Service-learning is a high-impact practice that fosters civic responsibility by providing opportunities to connect student learning in the classroom with real-world experiences in the community. Studying abroad provides students with opportunities to learn how to navigate different cultures, work with diverse peers, and gain new perspectives and global awareness. The Mercer on Mission (MOM) program at Mercer University in Macon, GA bridges service-learning with short-term, faculty-led study abroad opportunities to provide transformative experiences for students through academic instruction, cultural immersion, applied research, meaningful service, and personal reflection. In this study, the MOM program was evaluated for its impact on student participants. Program evaluation included a holistic assessment of the program. Research goals included evaluation of effectiveness in program preparedness, global competency, and knowledge transfer. A series of survey questions were developed to evaluate the research goals. Pre- and post-program surveys were administered anonymously to student participants. Both quantitative and qualitative survey data were analyzed to determine the program strengths and weaknesses. Findings show the value of pre-program preparation, faculty support, and building relationships with community partners. The results of this study provide holistic data that will help improve students' experiences and the overall MOM program.

Key Words

program evaluation; service-learning; global competency; knowledge transfer

Introduction

Due to our ever-connected global societies, discussions around global competency have increased within the higher education sector. Global competency broadly refers to a combination of knowledge, skills, attitudes, and values that support productive interactions in a complex and multi-cultural world (OECD, 2018; OECD, 2023). As technology and economies are intrinsically entwined in society with many individuals crossing international and community boundaries, it has become ever more apparent that to succeed one needs to be globally competent (Klein-Gardner et al., 2011; Jesiek et al., 2020). Therefore, universities are examining many approaches to producing more globally competent graduates (Moak, 2020; Leap, 2023).

One approach for improving global competency was highlighted as part of the high-impact practices (HIPs) recommended by the Association of American Colleges and Universities

(AAC&U) (AAC&U, 2023). HIPs are active learning practices that promote deep learning. The recommended practices include service-learning or community-based learning as a way of increasing global competence through applied, hands-on, integrative, and often collaborative learning experiences. This refers to field-based “experiential learning”, where students work with community partners to directly relate what they learn in the classroom to analyze and solve problems within a community (Leap, 2013; Cunningham et al., 2014). Such engaged learning experiences have been shown to increase retention and graduation rates in higher education (AAC&U, 2023).

The MOM program is one approach that Mercer University has taken to provide community-based service-learning opportunities to its students. The program combines short-term, faculty-led study abroad opportunities with service-learning to provide life-changing experiences for students through academic instruction, cultural immersion, applied research, meaningful service, and personal reflection. Since its inception in 2007, the program has offered student participants with opportunities to make a difference in the world; live among people in other countries; see firsthand the challenges faced in other areas; participate with communities in building projects; join communities in tutoring and mentoring experiences; provide relief assistance and basic medical care; and use research incubated in Mercer University laboratories and classrooms to solve real-world problems. This is done through a flexible five-week program where participants spend two weeks on campus taking classes and preparing for the trip abroad and three weeks working abroad alongside an international community partner. Since 2007, the program has worked with communities in over 20 countries worldwide with several hundreds of student participants to date.

The purpose of this study is to evaluate overall experiences of students participating in the MOM program at Mercer University. As a unique programmatic model for international service-learning in a short-term study abroad context, the MOM program can provide valuable insights into effective practices in international service-learning, study abroad pedagogy, faculty development, and effective international community partnerships. Program evaluation includes a holistic assessment of the academic, service, and personal reflection aspects of the program. This evaluation specifically examines program effectiveness in aspects of program preparedness, global competency, and knowledge transfer.

Methodology

This study utilized a pre- and post-program survey format designed to examine the effectiveness in (1) program preparedness, (2) global competency, and (3) knowledge transfer of students who participated in the MOM program. The pre- and post- program surveys were developed using questions from a validated instrument, the PISA Global Competence Framework, published by

the Organization for Economic Cooperation and Development (OECD) coupled with questions created by the study team and the MOM program director (OECD, 2018). Pre- and post-program surveys were administered electronically using the online program Qualtrics. Student participants were emailed the pre-program survey two days prior to departure for the international service-learning trip and the post-program survey one week following return to Mercer University. Two follow-up/reminder emails were sent for the post-program survey, one week and two weeks after the initial email, to encourage student responses. Both quantitative and qualitative survey data were analyzed following the completion of all programs. This study is approved by Mercer University's Institutional Review Board for Human Subjects Research ("Mercer on Mission Program Evaluation", H2304083).

Results & Discussion

This study evaluates the summer 2023 cohort of the MOM program at Mercer University. Service-learning projects for the summer of 2023 ranged in scope from examining clean water access, teaching English or STEM topics to communities, fitting prosthetics to aiding in building small business plans for beginning entrepreneurs, etc. In total, 224 students participated in the program during the summer of 2023. Of those that participated in the program, 65% were female and over half were from the College of Liberal Arts and Sciences (44%) and the School of Engineering (21%). Thirty-seven percent of participants were in their first or second year of study, 46% in their third or fourth year, and 17% of participants were graduate students. Of the summer 2023 cohort, 93 students (unduplicated) participated in this study. The pre-program survey was completed by 62 students from 11 trips, and the post-program survey was completed by 64 students from 10 trips. This included 33 students who completed both the pre- and post-program surveys, which allowed for paired analysis. Due to study limitations, demographics of the students who participated in the post-program survey are not included in the study results. The survey results related to program effectiveness in the aspects of (1) program preparedness, (2) global competency, and (3) knowledge transfer are examined below.

Program Preparedness

For MOM projects to be successful, faculty and staff must provide adequate information, support, and training to student participants. Students' self-perception of preparedness for the program was assessed, which can be used to identify strengths and areas for improving the preparation stages of the program.

Overall, the survey results indicate that students feel mostly or very prepared for their MOM experiences. In the pre-program survey, the majority of students reported feeling mostly or very prepared as seen by the results in Figure 1. While several students expressed some nerves before

the trip, the post-program survey shows a proportional increase in their feeling of having been prepared for the program. Among the students who indicated not feeling prepared were students who joined the program at the last minute. For students who indicated they felt under-prepared, the programs were reviewed, and in each case, the majority of students in the program appeared mostly or very prepared. As seen in Figure 1, in the post-program survey, after completing the MOM program, the majority of students reported that they were mostly or very prepared to participate in the program.

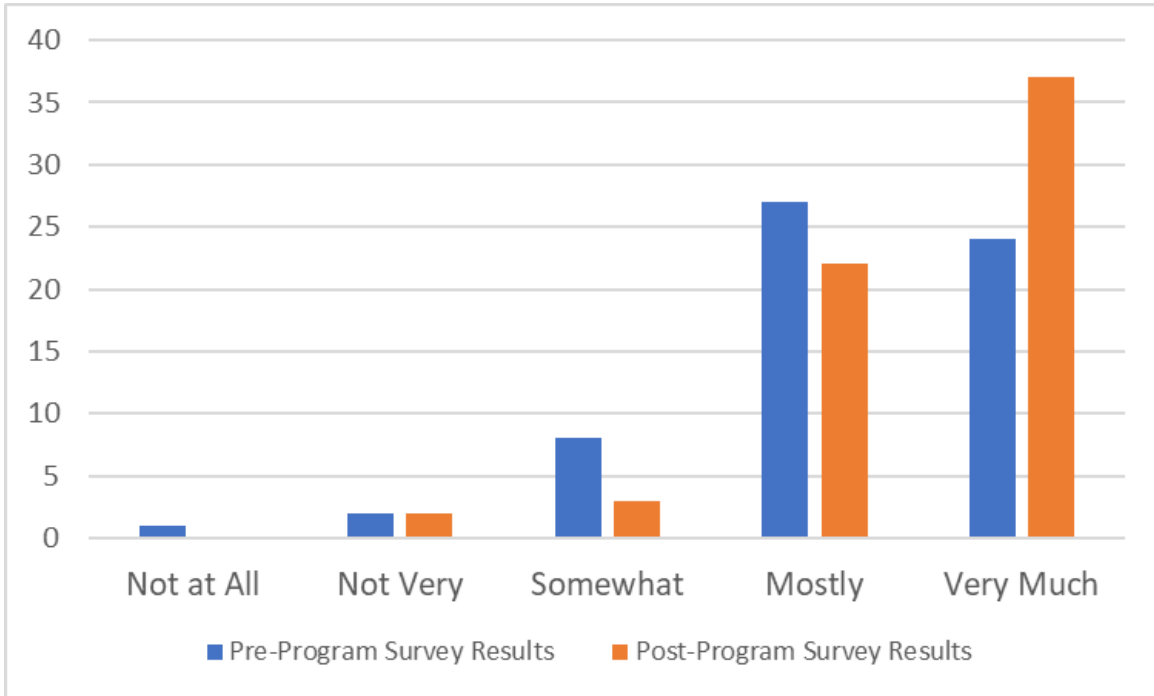


Figure 1. Overall Feeling of Program Preparedness in the Pre- and Post-Program Surveys (Y-axis = Number of Responses).

In the pre-program survey, participants were asked: “Please explain your rating of how prepared you feel to be successful on the MOM program.” Overall, students shared that they felt that they were prepared to participate in the program prior to the trip.

One student participant in the School of Engineering who traveled to South Korea responded: “We have gone through all the content and the material. I feel prepared to be able to put this into practice, but I’m worried I might miss something or might not execute it well as I believe I should.” Another engineering student who traveled to the Dominican Republic responded: “We’ve been taking classes and labs to prepare for what we’re going to do once there. We made presentations about the history of the DR including culture, politics, fauna, and flora. We have access to vaccination clinics, and we’ve been told what to bring to protect ourselves.”

Some students also responded with concerns about program preparation prior to the trip: “There is a lot of material to cover. We need clinical skills, prosthetic fitting skills, and Vietnamese skills to effectively help the people of Vietnam. It’s a lot to cover in two weeks. Faculty felt very disorganized at times, but I understand there is a lot for all of us to accomplish in a short time. I believe once we are over there, we will all adapt rather quickly” (*School of Engineering Student, Vietnam*).

In the post-program survey, participants were asked: “Please explain your rating of how sufficiently you felt like you were prepared to be successful on the MOM program.” One student in the College of Liberal Arts and Sciences participating in the program in the Republic of Georgia responded: “The pre-departure meetings that were hosted were very thorough and did a good job of setting expectations before we left.” Another student in the School of Medicine participating in the program in Honduras responded: “I felt like we were as prepared as we could have been, but of course, there are things that come up that are not possible to always plan/prepare for.”

These results are promising as the majority of students expressed that they were well-prepared for participating in the MOM program; however, student responses show that there is room for improvement in the pre-program preparation courses.

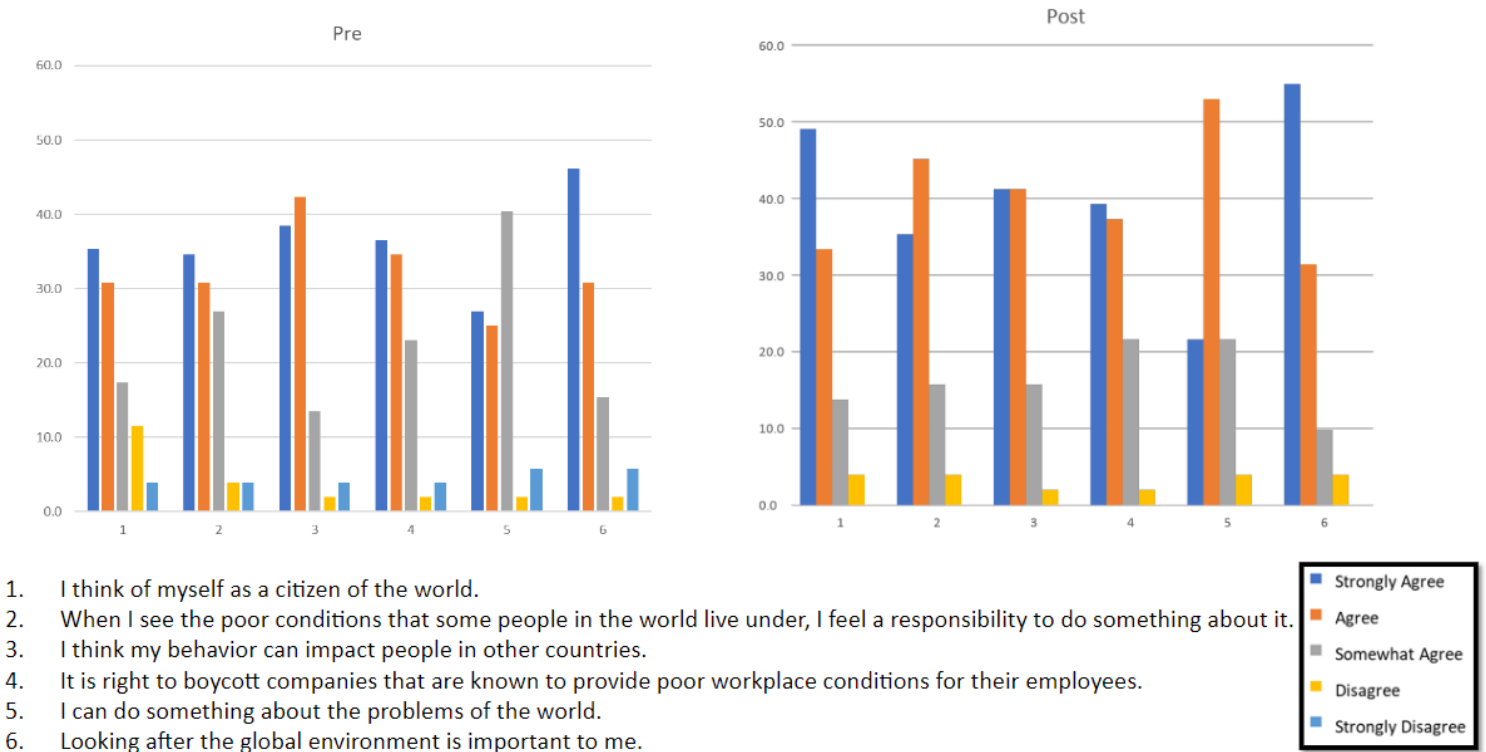
Global Competency

A consistent goal across all MOM programs is having student participants understand more about the cultural and global contexts of the program location. To examine the impact of the program on participants’ global competency, a subset of validated Likert scale questions were asked on both the pre- and post-program surveys. Competencies reviewed included perspective-taking, adaptability, awareness of intercultural communication, student’s engagement (with others) regarding global issues, interest in learning about other cultures, respect for people from other cultural backgrounds, and global mindedness (Cunningham et al., 2014). Overall, the data reflects a positive shift in student awareness of and openness to engage with the global community from before to after participating in the MOM program.

Each evaluated competency was examined via several questions in the pre- and post-program surveys. To highlight some of these competencies, Figures 2 and 3 present the results of the pre- and post-program survey questions related to the students’ perspectives on personal global mindedness and awareness of intercultural communication. Global mindedness is defined as “a worldview in which one sees oneself as connected to the world community and feels a sense of

responsibility for its members” (Hensen, 2010). From Figure 2, a shift towards participants feeling more globally aware can be seen.

Global Mindedness



1. I think of myself as a citizen of the world.
2. When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it.
3. I think my behavior can impact people in other countries.
4. It is right to boycott companies that are known to provide poor workplace conditions for their employees.
5. I can do something about the problems of the world.
6. Looking after the global environment is important to me.



Figure 2. Overall Global Mindedness in the Pre- and Post-Program Surveys (Y-axis = %).

Similar shifts can be seen in Figure 3 examining awareness of intercultural communication. Showing an increase in awareness of the complexity of communicative processes involving individuals from different cultural backgrounds and how to effectively communicate across diverse audiences. Participants’ responses to open-ended questions of the surveys further illustrate this change where they discuss communicating across language and cultural barriers.

Awareness of Intercultural Communication

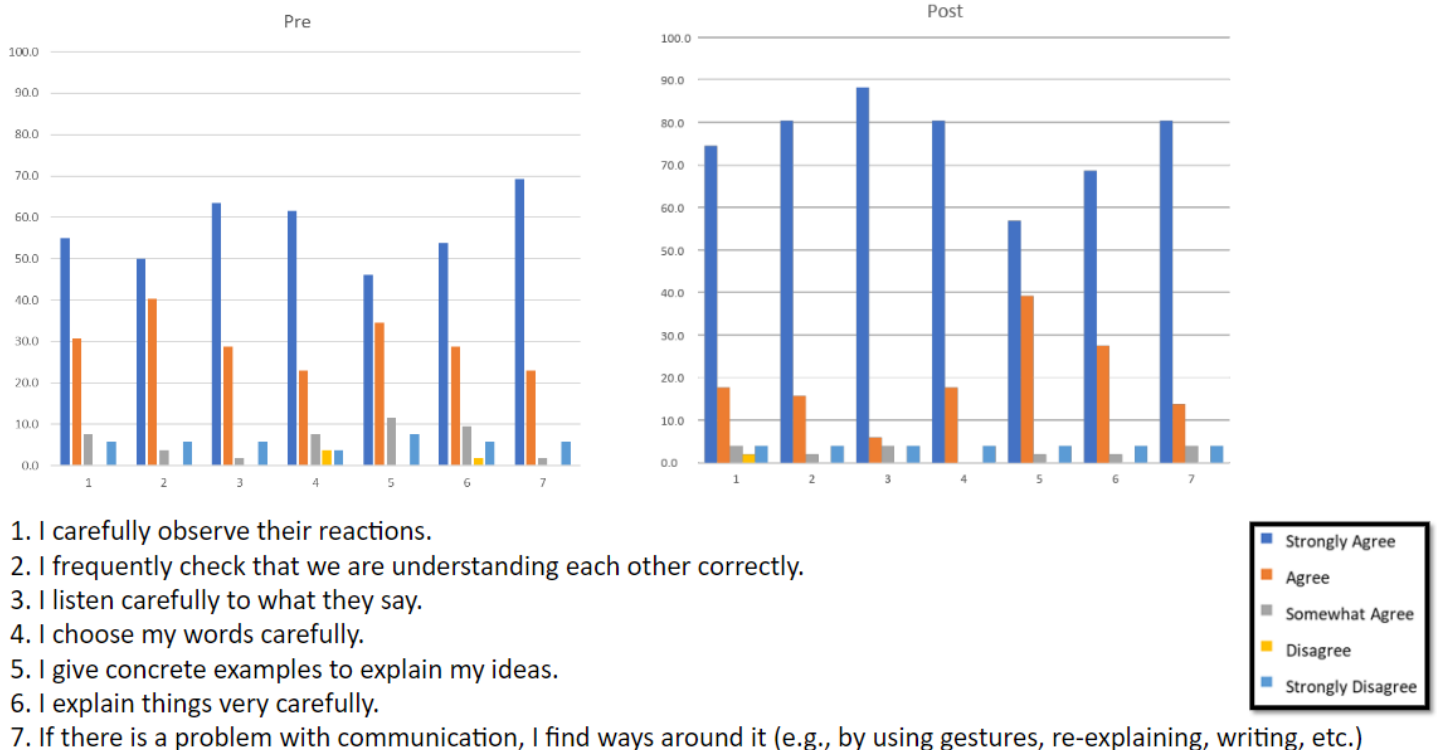


Figure 3. Overall Awareness of Intercultural Communication in the Pre- and Post-Program Surveys (Y-axis = %).

Knowledge Transfer

The MOM program model incorporates service-learning, study abroad, and undergraduate research, three HIPs that enhance student capacity to transfer learning and knowledge to real-world contexts (Moak, 2020; Leap, 2023). Knowledge transfer was examined through students’ self-perceptions about how they applied knowledge during the program experience and how they plan to apply their learning from the experience to future personal and professional experiences. Three questions in the post-program survey were coded to pull out key themes from student responses.

The first question in this category asked participants: “Please describe an event or experience you had during the MOM program that impacted you.” Students described intercultural experiences including activities, such as relationship-building with members in host communities, overcoming language barriers to connect with people in host communities, collaborating as partners with host community members, recognizing students’ own contributions to helping host community members feel empowered, learning from host

communities about localized responses to community challenges, and encountering the histories and legacies of war and genocide.

One student participant in the School of Medicine who traveled to Honduras for the program highlighted the everyday activities that had large impacts by saying, “Engaging in activities like playing card games, talking about the children’s favorite kind of music/artist, and doing art activities created shared experiences and opportunities for connection between the children, my cohort members, and myself. These shared moments fostered a sense of closeness and built a foundation of trust and mutual understanding.”

While on a different trip, another student participant from the School of Engineering who traveled to the Dominican Republic reflected on the shared experiences between the different cultures they were exposed to by responding, “The day that the community brought rice and fish on the worksite was impactful to me. It stood out to me, because even though we had packed lunches and showed them to the community, they insisted that we eat their meal first. They would not eat until we had gotten a large bowl. I was surprised by the generosity of the community. Many people in the U.S. are not near as generous, but have a lot more to give.”

Participants were then asked “What did you gain from your MOM experience that you can apply moving forward?” Overall, student responses indicate gains in technical or disciplinary skills, self-confidence, and intercultural communication skills. Additionally, students reported personal growth in character traits, such as flexibility, patience, open-mindedness, and a sense of civic responsibility.

Examples of responses included thoughtful reflections on the connections between the classroom, field work, and future careers, as seen in the response from a student participant from the College of Professional Advancement who traveled to Rwanda: “In school, we are taught with textbooks and scenarios, but this was real-life experience. I had to stretch my mind, think on my feet, think outside of the box especially because I had to find ways to communicate with people who had a language and cultural barrier. And I had to trust that I was doing my job correctly on my own. These are all skills that will be useful going into my career.” Another student shared how the program has impacted them not only on a personal, but also professional level: “I learned different terms and phrases in Spanish and had so much fun talking with some of the translators we had that I’m much more open to traveling internationally for similar projects. It’ll probably help advance my career (through this international experience), but it also improves and shapes me as a person” (*School of Engineering Student, Dominican Republic*).

Participants primarily described the technical or disciplinary skills and knowledge they applied to developing and implementing the project when asked “What contribution(s) did you make to the MOM program?” These skills included clinical skills, public speaking, data collection and analysis, language translation, and lesson planning and delivery. The skills highlighted varied based on the program and its individual goals.

Conclusions & Recommendations

This study reflected the effectiveness of the MOM program at Mercer University on the constructs of program preparedness, global competency, and knowledge transfer. This evaluation was done through pre- and post-program surveys completed by participants of the MOM program in the summer of 2023. This initial research study serves as a pilot study that will inform future iterations of instrument design and stakeholder participation. Findings show the value of pre-program preparation, faculty support, and building relationships with community partners. Participants in the program indicate increased global competency and ability to transfer knowledge both to and from the classroom. Though valuable results have been assessed during this study, many lessons learned have also been noted. The results of this study provide holistic data that will help improve students’ experiences and the overall program.

For the continuation of this pilot study, updates to the survey instruments are recommended to gain deeper understanding of program benefits and achieve greater participant response. Shortening the pre- and post-program surveys and adding a percent completion bar that displays during the surveys will aid in gaining complete responses. As participants are not required to have completed the pre-program survey to participate in the post-program survey, it is recommended to repeat program information questions (e.g., program location, major, etc.) on the post-program survey. To streamline analysis of the paired pre- and post-program surveys, adjusting Qualtrics settings to automatically match up the respondent information is recommended. Respondents also indicated openness to participating in focus groups which would allow for deeper insights into the program preparedness, global competency, and knowledge transfer. Addition of focus groups with participants is recommended to supplement the pre- and post-program survey findings. The research team will conduct the second phase of this pilot study incorporating recommendations and lessons learned during the summer of 2024 for the next year of projects included in the MOM program.

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Appendix A: Pre-Program Survey Questions

Below is a list of questions developed for and included in the pilot study pre-program survey administered for the summer 2023 Mercer on Mission program at Mercer University.

Instructions

This survey asks questions about your Mercer on Mission program experience. Some questions are free response questions and others present a statement and ask you to indicate your degree of agreement. The survey will take about 20-30 minutes to complete. Your honest feedback will help us continue to improve not only the individual programs, but also the overall Mercer on Mission program as a whole. If feedback is shared with faculty, any identifying information (e.g., names, ID numbers, personal details from the experience) will be removed. Completion of this survey is optional. This information is being collected by Dr. Adaline Buerck, Dr. Sarah Bauer, Dr. Bremen Vance, and Prof. Hannah Nabi. This study is approved by Mercer University's Institutional Review Board for Human Subjects Research ("Mercer on Mission Program Evaluation", H2304083).

Questions

1. ID Number
2. Email
3. In which college/school is your primary major?
 - a. School of Business
 - b. College of Education
 - c. School of Engineering
 - d. College of Health Professions
 - e. School of Law
 - f. College of Liberal Arts and Sciences
 - g. School of Medicine
 - h. School of Music
 - i. College of Nursing
 - j. College of Professional Advancement
 - k. College of Pharmacy
 - l. School of Theology
4. Please list your major(s) and any minor(s)
5. What is your class standing?
 - a. Rising Sophomore
 - b. Rising Junior
 - c. Rising Senior
 - d. Graduate/Professional Student
 - e. Alum/Recent Graduates
6. What is your sex?
 - a. Male
 - b. Female
 - c. Other
 - d. Prefer not to say
7. With which gender do you identify?
(Select all that apply)
 - a. Woman
 - b. Man
 - c. Agender
 - d. Transgender
 - e. Non-binary
 - f. Genderqueer or gender nonconforming
 - g. An identity not listed
 - h. Prefer not to say
8. Which best describes your sexual orientation?
 - a. Bisexual
 - b. Gay
 - c. Lesbian
 - d. Heterosexual
 - e. Other
 - f. Prefer not to say
9. Do you have a documented disability?
 - a. No
 - b. Yes
 - c. Prefer not to say

10. Have any of your parents or the people who raised you (guardians) earned a bachelor's degree or higher?
- No
 - Yes
 - Not sure
 - Prefer not to say
11. What is your citizenship status?
- U.S. citizen
 - Permanent resident
 - Not a U.S. citizen or permanent resident
 - Prefer not to say
12. Are you Hispanic or Latino?
- Yes
 - No
 - Prefer not to say
13. What is your race? (Select one or more)
- American Indian or Alaska Native
 - Asian (including Indian subcontinent and Philippines)
 - Black or African American (including African and Caribbean)
 - Hispanic or Latino/a
 - Native Hawaiian or Other Pacific Islander
 - White (including Middle Eastern)
 - Prefer not to say
14. Do you identify as any of the following? (Select all that apply)
- Member of a social fraternity
 - Member of a social sorority
 - Transfer student
 - International student
 - Current or former member of the U.S. Armed Forces, Reserves, or National Guard
 - Student-athlete on a team sponsored by Mercer University's athletics department

For the remaining questions in the survey, the acronym MOM is used for the full program name, Mercer on Mission.

15. Which country are you traveling to for your MOM program?
16. Which summer courses are you taking for your MOM program (ex. ENV101)?
17. Rate how prepared you feel to be successful on the MOM program.
- Not at all prepared
 - Not very prepared
 - Somewhat prepared
 - Mostly prepared
 - Very much prepared
18. Please explain your response to question 17.

Based on the pre-travel program preparations led by your professor(s), please answer the following:

19. I feel knowledgeable about the country to which I am traveling.
- Strongly disagree
 - Disagree
 - Somewhat agree
 - Agree
 - Strongly agree
20. I have a better understanding about the culture within the country to which I am traveling.
- Strongly disagree
 - Disagree
 - Somewhat agree
 - Agree
 - Strongly agree
21. I am better prepared to work with people who come from different backgrounds than I do.
- Strongly disagree
 - Disagree
 - Somewhat agree
 - Agree
 - Strongly agree
22. I am better prepared to work with people who define problems differently than I do.
- Strongly disagree
 - Disagree
 - Somewhat agree
 - Agree

- e. Strongly agree
23. I am better prepared to engage with people in the community with which I will be working.
- a. Strongly disagree
 - b. Disagree
 - c. Somewhat agree
 - d. Agree
 - e. Strongly agree
24. What activities or lessons in your pre-travel program preparations were the most helpful in preparing you for the different aspects of your trip?
25. What are you nervous about?
26. What are you excited about?
27. What do you hope to gain from this experience?
28. What contribution(s) do you envision making to the MOM program?
29. Are there any other comments, questions, or concerns you would like to share about the MOM program?

How well does each of the following statements below describe you? (Please select one response for each question.)

30. I try to look at everybody's side of a disagreement before I make a decision.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
31. I believe that there are two sides to every question and try to look at them both.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
32. I sometimes try to understand my friends better by imagining how things look from their perspective.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me

- e. Not at all like me
33. Before criticizing somebody, I try to imagine how I would feel if I were in their place.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
34. When I'm upset at someone, I try to take the perspective of that person for a while.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

How well does each of the following statements below describe you? (Please select one response for each question.)

35. I can deal with unusual situations.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
36. I can change my behavior to meet the needs of new situations.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
37. I can adapt to different situations even when under stress or pressure.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
38. I can adapt easily to a new culture.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

39. When encountering difficult situations with other people, I can think of a way to resolve the situation.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

40. I am capable of overcoming any difficulties in interacting with people from other cultures.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

Imagine you are talking in your native language to people whose native language is different from yours. To what extent do you agree with the following statements? (Please select one response for each question)

41. I carefully observe their reactions.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
42. I frequently check that we are understanding each other correctly.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
43. I listen carefully to what they say.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
44. I choose my words carefully.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
45. I give concrete examples to explain my ideas.
- a. Strongly disagree

- b. Disagree
- c. Agree
- d. Strongly agree

46. I explain things very carefully.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree

47. If there is a problem with communication, I find ways around it (e.g., by using gestures, re-explaining, writing, etc.)
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree

Are you involved in the following activities? (Please select one response for each question.)

48. I reduce the energy I use at home (e.g., by turning the heating down or turning the air conditioning up or down or by turning off the lights when leaving a room) to protect the environment.
- a. Yes
 - b. No
49. I choose certain products for ethical or environmental reasons, even if they are a bit more expensive.
- a. Yes
 - b. No
50. I sign environmental or social petitions online.
- a. Yes
 - b. No
51. I keep myself informed about world events via Twitter or Facebook.
- a. Yes
 - b. No
52. I boycott products or companies for political, ethical or environmental reasons.
- a. Yes
 - b. No
53. I participate in activities promoting equality between men and women.

- a. Yes
 - b. No
54. I participate in activities in favor of environmental protection.
- a. Yes
 - b. No
55. I regularly read websites on international social issues (e.g., poverty, human rights).

How well does each of the following statements below describe you? (Please select one response for each question.)

56. I want to learn how people live in different countries.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
57. I want to learn about the religions of the world.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
58. I am interested in how people from various cultures see the world.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
59. I am interested in finding out about the traditions of other cultures.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

How well does each of the following statements below describe you? (Please select one response for each question.)

60. I respect people from other cultures as equal human beings.
- a. Very much like me

- b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
61. I treat all people with respect regardless of their cultural background.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
62. I give space to people from other cultures to express themselves.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
63. I respect the values of people from different cultures.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
64. I value the opinions of people from different cultures.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

To what extent do you agree with the following statements? (Please select one response for each question.)

65. I think of myself as a citizen of the world.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
66. When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it.
- a. Strongly disagree

- b. Disagree
 - c. Agree
 - d. Strongly agree
67. I think my behavior can impact people in other countries.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
68. It is right to boycott companies that are known to provide poor workplace conditions for their employees.
- a. Strongly disagree
 - b. Disagree
- c. Agree
 - d. Strongly agree
69. I can do something about the problems of the world.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
70. Looking after the global environment is important to me.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree

Appendix B: Post-Program Survey Questions

Below is a list of questions developed for and included in the pilot study pre-program survey administered for the summer 2023 Mercer on Mission program at Mercer University.

Instructions

This survey asks questions about your Mercer on Mission program experience. Some questions are free response questions and others present a statement and ask you to indicate your degree of agreement. The survey will take about 20-30 minutes to complete. Your honest feedback will help us continue to improve not only the individual programs, but also the overall Mercer on Mission program as a whole. If feedback is shared with faculty, any identifying information (e.g., names, ID numbers, personal details from the experience) will be removed. Completion of this survey is optional. This information is being collected by Dr. Adaline Buerck, Dr. Sarah Bauer, Dr. Bremen Vance, and Prof. Hannah Nabi. This study is approved by Mercer University's Institutional Review Board for Human Subjects Research ("Mercer on Mission Program Evaluation", H2304083).

Questions

1. ID Number
 2. Email
 3. Do you feel like you were sufficiently prepared to be successful on the MOM program?
 - a. Not at all prepared
 - b. Not very prepared
 - c. Somewhat prepared
 - d. Mostly prepared
 - e. Very much prepared
 4. Please explain your response to question 3.
- Considering your pre-travel program preparations and your experience in the MOM program, please answer the following:**
5. I feel like I was sufficiently knowledgeable about the country to which I traveled.
 - a. Strongly disagree
 - b. Disagree
 - c. Somewhat agree
 - d. Agree
 - e. Strongly agree
 6. I feel like I had a sufficient understanding about the culture within the country to which I traveled.
 - a. Strongly disagree
 - b. Disagree
 - c. Somewhat agree
 - d. Agree
 - e. Strongly agree
 7. I feel like I was sufficiently prepared to work with people who come from different backgrounds than I do.
 - a. Strongly disagree
 - b. Disagree
 - c. Somewhat agree
 - d. Agree
 - e. Strongly agree
 8. I feel like I was sufficiently prepared to work with people who define problems differently than I do.
 - a. Strongly disagree
 - b. Disagree
 - c. Somewhat agree
 - d. Agree
 - e. Strongly agree
 9. I feel like I was sufficiently prepared to engage with people in the community with which I worked.
 - a. Strongly disagree
 - b. Disagree
 - c. Somewhat agree

- d. Agree
 - e. Strongly agree
10. What activities or lessons in your pre-travel program preparations were the most helpful in preparing you for the different aspects of your trip?
 11. How did your international experience compare with your expectations for the MOM program?
 12. Please describe an event or experience you had during the MOM program that impacted you.
 13. What did you gain from your MOM experience that you can apply moving forward?
 14. What contribution(s) did you make to the MOM program?
 15. Are there any other comments, questions, or concerns you would like to share about the MOM program?
 16. Would you be willing to participate in a focus group about your MOM program experience?

How well does each of the following statements below describe you? (Please select one response for each question.)

17. I try to look at everybody's side of a disagreement before I make a decision.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
18. I believe that there are two sides to every question and try to look at them both.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
19. I sometimes try to understand my friends better by imagining how things look from their perspective.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me

- d. Not much like me
 - e. Not at all like me
20. Before criticizing somebody, I try to imagine how I would feel if I were in their place.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
 21. When I'm upset at someone, I try to take the perspective of that person for a while.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

How well does each of the following statements below describe you? (Please select one response for each question.)

22. I can deal with unusual situations.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
23. I can change my behavior to meet the needs of new situations.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
24. I can adapt to different situations even when under stress or pressure.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me
25. I can adapt easily to a new culture.
 - a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me

- e. Not at all like me
26. When encountering difficult situations with other people, I can think of a way to resolve the situation.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

27. I am capable of overcoming any difficulties in interacting with people from other cultures.
- a. Very much like me
 - b. Mostly like me
 - c. Somewhat like me
 - d. Not much like me
 - e. Not at all like me

Imagine you are talking in your native language to people whose native language is different from yours. To what extent do you agree with the following statements? (Please select one response for each question)

28. I carefully observe their reactions.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
29. I frequently check that we are understanding each other correctly.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
30. I listen carefully to what they say.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
31. I choose my words carefully.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
32. I give concrete examples to explain my ideas.

- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
33. I explain things very carefully.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
34. If there is a problem with communication, I find ways around it (e.g., by using gestures, re-explaining, writing, etc.)
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree

Are you involved in the following activities? (Please select one response for each question.)

35. I reduce the energy I use at home (e.g., by turning the heating down or turning the air conditioning up or down or by turning off the lights when leaving a room) to protect the environment.
- a. Yes
 - b. No
36. I choose certain products for ethical or environmental reasons, even if they are a bit more expensive.
- a. Yes
 - b. No
37. I sign environmental or social petitions online.
- a. Yes
 - b. No
38. I keep myself informed about world events via Twitter or Facebook.
- a. Yes
 - b. No
39. I boycott products or companies for political, ethical or environmental reasons.
- a. Yes
 - b. No

40. I participate in activities promoting equality between men and women.
- Yes
 - No
41. I participate in activities in favor of environmental protection.
- Yes
 - No
42. I regularly read websites on international social issues (e.g., poverty, human rights).

How well does each of the following statements below describe you? (Please select one response for each question.)

43. I want to learn how people live in different countries.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
44. I want to learn about the religions of the world.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
45. I am interested in how people from various cultures see the world.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
46. I am interested in finding out about the traditions of other cultures.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me

How well does each of the following statements below describe you? (Please select one response for each question.)

47. I respect people from other cultures as equal human beings.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
48. I treat all people with respect regardless of their cultural background.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
49. I give space to people from other cultures to express themselves.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
50. I respect the values of people from different cultures.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
51. I value the opinions of people from different cultures.
- Very much like me
 - Mostly like me
 - Somewhat like me
 - Not much like me
 - Not at all like me
- To what extent do you agree with the following statements? (Please select one response for each question.)**
52. I think of myself as a citizen of the world.
- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
53. When I see the poor conditions that some people in the world live under, I

- feel a responsibility to do something about it.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
54. I think my behavior can impact people in other countries.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
55. It is right to boycott companies that are known to provide poor workplace conditions for their employees.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
56. I can do something about the problems of the world.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree
57. Looking after the global environment is important to me.
- a. Strongly disagree
 - b. Disagree
 - c. Agree
 - d. Strongly agree