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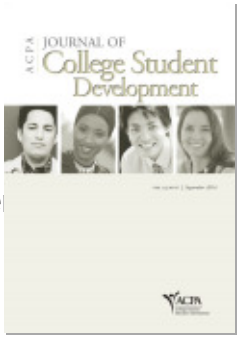

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The Influence of Study Away Experiences on Global Perspective-Taking

Mark E. Engberg

This article examines the relationship between 2 study away experiences—study abroad and service-learning—and the development of a global perspective. Three different studies are presented using cross-sectional and longitudinal designs and multi-institutional samples. The results specifically link involvement in study abroad and service-learning to the varying dimensions of the Global Perspective Inventory, demonstrating the influence such involvement has on student learning and development across cognitive, intrapersonal, and interpersonal domains. The article concludes with a discussion of the results and implications for administrators and practitioners interested in assessing global learning on their campuses.

As college students across the nation prepare for their postgraduate lives, they face numerous challenges in entering a workforce characterized by transglobal partnerships and rapidly changing technological innovations. Within this global context, students will need to embrace "disruption rather than certainty . . . [and] interdependence rather than insularity" in making a host of educational and vocational choices for the future (American Association of Colleges and Universities [AAC&U], 2007, p. 2). At the same time, postsecondary institutions must reconcile their educational missions with the increasing value placed on developing global citizens and concomitantly translate these goals into a strategic framework that incorporates global experiences throughout the curriculum and cocurriculum (Hovland, 2009). Such a task, however, requires both a careful articulation of the learning outcomes associated with a global workforce as well as an empirically based understanding of where (and if) such learning occurs on a given college campus—a task many campuses struggle with today (Musil, 2006).

The American Association of Colleges & Universities (2007) recently reported on a set of essential learning outcomes necessary to effectively prepare students for the challenges of a global society. The development of personal and social responsibility remains an area of noteworthy importance in the report, particularly as it relates to intercultural knowledge, competence, and engagement. Chickering and Braskamp (2009) similarly underscore these conceptual ideas in highlighting the need for college students to "develop and internalize a global perspective into [their] thinking, sense of identity, and relationships with others" (p. 27). The emphasis these definitions place on cognitive, intrapersonal, and interpersonal domains of student development resonates with earlier conceptualizations of holistic student development (Kegan, 1994) and intercultural maturity (King & Baxter Magolda, 2005), and reflects the overlapping and transcendental nature of global learning. Many of these outcomes are in high demand by the business community, yet remain underdeveloped among recent college graduates (AAC&U, 2007).

While there are many ways to achieve these outcomes, the AAC&U (2007) suggests

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that intercultural outcomes are actualized when students are actively engaged with the challenges and problems facing diverse communities. The National Leadership Council similarly endorses the incorporation of field-based learning as a viable means to engage students in collaborative and reflective forms of learning (AAC&U, 2007). Aligned with this strategy, Sobania and Braskamp (2009) applied the term *study away* as a means of integrating the broad range of experiences students encounter when they are engaged in either domestic or international off-campus learning experiences. As students engage in different study away experiences, they often learn about domestic and international issues through their interactions with diverse individuals, which in turn, may serve as a potential catalyst for deeper reflection about their understanding of truth and sense of self. Service-learning and study abroad, in particular, represent two commonly utilized study away strategies that forefront off-campus learning experiences in which students are actively engaged with diverse local, national, and international communities. While the duration and nature of service-learning and study abroad experiences varies greatly across communities and countries, respectively, both of these experiential learning practices have been empirically linked to student learning and developmental outcomes (e.g., Einfeld & Collins, 2008; Forum on Education Abroad, 2008; Jones & Abes, 2004).

The purpose of this study is to explore the relationship between student engagement in study away experiences (i.e., study abroad and service-learning) and global perspective-taking. Global perspective-taking represents an intercultural outcome steeped in the multiple and overlapping domains of holistic student development (i.e., cognitive, intrapersonal, and interpersonal domains; Kegan, 1994; King & Baxter Magolda, 2005). These domains reflect the acquisition of knowledge, attitudes, and skills essential to intercultural communication, as well as the development of more complex epistemological processes, identities, and interpersonal relations (Braskamp, Braskamp, Merrill, & Engberg, 2010). Through a series of analytic processes and multiple institutional samples, three studies are presented to examine the relationships between study away experiences and global perspective-taking.

The findings from this research address several gaps in the extant knowledge base. First, while research on service-learning and study abroad experiences have certainly increased in the new millennium, few studies have examined these practices across cognitive, intrapersonal, and interpersonal domains. Second, few studies have compared the similarities and differences of service-learning and study abroad experiences across a similar set of developmental outcomes. Finally, this study specifically answers the call by the ACC&U (2007) to better understand "how we prepare students for a global economy in which change and innovation are constants" (p. 21). By investigating the relationships between two promising study away opportunities and global perspective-taking, this study provides researchers, educators, and practitioners with an empirically based method of assessing global learning on their campuses.

THEORETICAL PERSPECTIVES ON GLOBAL PERSPECTIVE-TAKING

As students develop an enlarged global perspective, they are faced with three critical developmental questions: How do I know? Who am I? and How do I relate? (Braskamp et al., 2010). Each of these questions reflects a conceptually distinct, yet interrelated dimension of cognitive, intrapersonal, and interpersonal student development (Kegan, 1994; King & Baxter Magolda, 2005). As students grapple with these questions, they

begin to develop more complex ways of meaning-making, greater self-awareness, and more mature interpersonal relationships.

The cognitive domain of global perspective-taking examines the ways in which individuals approach and evaluate knowledge (Baxter Magolda, 1992), as well as how knowledge is acquired and applied to different cultural contexts (Chen & Starosta; 1996; Gudykunst, 2003). The intrapersonal dimension emphasizes the development of intercultural sensitivity (Bennett & Bennett, 2004; King & Baxter Magolda, 2005; Landreman, 2003) and approximates the developmental vectors posed by Chickering and Reisser (1993) related to establishing identity, developing purpose, and managing emotions. Finally, the interpersonal dimension focuses on interactional dispositions within an interdependent and global society (Chickering & Braskamp, 2009; King & Baxter Magolda, 2005), as well as the importance of social responsibility in making future commitments (Chickering & Braskamp, 2009).

LITERATURE REVIEW

The literature review examines the linkages between two study away experiences, study abroad and service-learning, and the three dimensions of global perspective-taking. In presenting the review, definitions of *study abroad* and *service-learning* are first offered followed by an examination of the empirical literature connecting these experiences to global perspective-taking.

Study Abroad and Service-Learning

The Forum on Education Abroad (2008) defines a study abroad program as "in-classroom and out-of-classroom related activities that comprise a credit-bearing education abroad experience" (p. 7). The Standards of Good Practice for Education Abroad suggests a number of developmental outcomes related to study abroad, including intercultural understanding, leadership skills, service orientation, maturity, and tolerance for ambiguity (Forum on Education Abroad, 2008). The National Service-Learning Clearinghouse (n.d.) defines *service-learning* as "a teaching and learning approach that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." In higher education, service-learning may be course-based or noncourse-based, both of which employ reflection and learning goals to create meaningful student experiences (Eyler & Giles, 1999; Keen & Hall, 2009).

Cognitive Outcomes

In relation to epistemological processes, study abroad researchers have collected data that suggest student participants develop complex ways of viewing culture (Braskamp, Braskamp, & Merrill, 2009; Cushner & Mahon, 2002; Dwyer, 2004; Vande Berg, Connor-Linton, & Paige, 2009). This expansion in cultural perspectives often begins with an analysis of American culture through the lens of the host culture. Students studying abroad, for instance, have reported challenging American norms, values, stereotypes, and perspectives of other cultures (Cushner & Mahon, 2002; Dolby, 2004; Dwyer, 2004; Gray, Murdock, & Stebbins, 2002; Ingraham & Peterson, 2004). Similarly, researchers found that service-learning participants changed the way they learned about difference by developing critical thinking and problem-solving skills (Astin & Sax, 1998; Eyler, Giles & Braxton, 1997; Jay, 2008; Jones & Abes, 2004; Lechuga, Clerc, & Howell, 2009; Litke, 2002; Morgan & Streb, 2001; Myers-Lipton, 1998; Parker & Altman Dautoff, 2007; Rockquemore & Schaffer, 2000). These skills are central to the formation of a complex worldview as they require a sophisticated process of

making meaning out of multiple cultural perspectives. Eyler et al. (1997), for example, found that service-learning was a positive predictor of both perspective-taking and openness to new ideas.

Researchers documenting the effects of study abroad participation have also demonstrated that such experiences are associated with significant gains in cultural, academic, and linguistic knowledge by student participants (Braskamp et al., 2009; Ingraham & Peterson, 2004; Parker & Altman Dautoff, 2007; Vande Berg et al., 2009). Service-learning studies have similarly provided evidence that student participants increased their multicultural and academic knowledge (Astin & Sax, 1998; Battistoni, Longo, & Jayanandhan, 2009; Einfeld & Collins, 2008; Lechuga et al., 2009; Rockquemore & Schaffer, 2000; Vogelgesang & Astin, 2000). Astin and Sax (1998), for instance, reported positive effects across 10 academic outcomes, including grade point average, general knowledge, and field or discipline knowledge.

Intrapersonal Outcomes

Study abroad and service-learning research indicates that student participants are more likely to examine their values and strengths, develop a stronger sense of self, and gain maturity and confidence (Astin & Sax, 1998; Astin, Sax, & Avalos, 1999; Bernacki & Jaeger, 2008; Braskamp et al., 2009; Dwyer, 2004; Eyler et al., 1997; Einfeld & Collins, 2008; Endres & Gould, 2009; Gray et al., 2002; Green, 2001; Ingraham & Peterson, 2004; Jay, 2008; Jones & Abes, 2004; Lechuga et al., 2009; Litke, 2002; Moely, Furco, & Reed, 2008; Rockquemore & Schaffer, 2000). In a survey administered by the Institute for the International Education of Students (IES) to study abroad alumni, 97% reported that studying abroad served as a catalyst for increased maturity, and 96% reported increased self-confidence as a result of their study abroad program (Dwyer, 2004). Researchers have also found an increased sense of empowerment in service-learning participants (Astin et al., 1999; Einfeld & Collins, 2008).

Intrapersonal development also includes an affective dimension, and both study abroad and service-learning participation are associated with increased acceptance of and interest in understanding diversity along with a heightened tolerance of ambiguity (Astin & Sax, 1998; Astin et al., 1999; Braskamp et al., 2009; Dwyer, 2004; Einfeld & Collins, 2008; Eyler et al., 1997; Gray et al., 2002; Jay, 2008; Jones & Abes, 2004; Lechuga et al., 2009; Rockquemore & Schaffer, 2000). According to a survey administered by Dwyer (2004), 60% of the respondents reported that study abroad opened up an interest/passion to learn about another culture or language. Jones and Abes (2004) also found an increase in open-mindedness among the student participants in their service-learning study.

Interpersonal Outcomes

In several studies, study abroad and service-learning participants reported significant increases in their empathy toward others as a result of interactions with diverse individuals (Cushner & Mahon, 2002; Gray et al., 2002; Einfeld & Collins, 2008). Research has also shown that service-learning participants develop patience, attachment, reciprocity, trust, and respect (Battistoni et al, 2009; Einfeld & Collins, 2008; Jay, 2008; Keen & Hall, 2009; Parker & Altman Dautoff, 2007). Einfeld and Collins (2008), for instance, found that students gained these multicultural skills by listening to the clients they served and working to developing meaningful relationships. According to Dwyer (2004), 90% of study abroad alumni participating in the IES survey reported that study abroad influenced them to seek out a greater diversity of friends.

TABLE 1.

The Integration of Service-Learning and Study Abroad in Fostering Holistic Student Development

	COGNITIVE		INTRAPERSONAL		INTERPERSONAL	
	Linguistic, Cultural, and Academic Knowledge	**Analysis of Multiple Perspectives, Critical Thinking, Problem Solving**	**Identity, Self-Awareness, Confidence, Empowerment**	**Tolerance of and Interest in Diversity, Ambiguity**	**Skills (empathy, trust, etc.)**	**Education, Career, Social Commitments**
STUDY ABROAD	Braskamp et al., 2009; Ingraham & Peterson, 2004; Parker & Altman Dautoff, 2007; Vande Berg et al., 2009	Cushner & Mahon, 2002; Dolby, 2004; Dwyer, 2004; Gray et al., 2002; Ingraham & Peterson, 2004;; Vande Berg et al., 2009	Braskamp et al., 2009; Dwyer, 2004; Gray et al., 2002; Ingraham & Peterson, 2004;	Braskamp et al., 2009; Dwyer, 2004; Gray et al., 2002;	Braskamp et al., 2009; Cushner & Mahon, 2002; Gray et al., 2002;	Braskamp et al., 2009; Dwyer, 2004; Ingraham & Peterson, 2004; Paige et al., 2009
SERVICE- LEARNING	Astin & Sax, 1998; Battistoni et al., 2009; Einfeld & Collins, 2008; Jay, 2008; Lechuga et al. 2009; Rockquemore & Schaffer, 2000; Vogelgesang & Astin, 2000	Eyler et al., 1997; Jay, 2008; Jones & Abes, 2004; Lechuga et al., 2009; Litke, 2002; Morgan & Streb, 2001; Myers-Lipton, 1998; Parker & Altman Dautoff, 2007; Rockquemore & Schaffer, 2000	Astin & Sax, 1998; Astin et al., 1999; Bernacki & Jaeger, 2008; Einfeld & Collins, 2008; Endres & Gould, 2009; Green, 2001; Jay, 2008; Jones & Abes, 2004; Lechuga et al., 2009; Litke, 2002; Moely et al., 2002; Rockquemore & Schaffer, 2000	Astin & Sax, 1998; Astin et al., 1999; Einfeld & Collins, 2008; Eyler et al., 1997; Jay, 2008; Jones & Abes, 2004; Lechuga et al., 2009; Rockquemore & Schaffer, 2000	Battistoni et al., 2009; Einfeld & Collins, 2008; Jay, 2008; Keen & Hall, 2009; Parker & Altman Dautoff, 2007	Astin & Sax, 1998; Astin et al., 1999; Battistoni et al., 2009; Einfeld & Collins, 2008; Green, 2001; Jones & Abes, 2004; Moely et al., 2002; Myers-Lipton, 1998; Parker & Altman Dautoff, 2007; Rockquemore & Schaffer, 2000)

Educational and career commitment is an additional outcome linked to study abroad and service-learning. Students reported that these study away experiences influenced their academic, social, graduate school, internship, and professional commitments (Astin & Sax, 1998; Astin et al., 1999; Braskamp et al., 2009; Dwyer, 2004; Ingraham & Peterson, 2004; Jones & Abes, 2004; Paige, Fry, Stallman, Josic, & Jon, 2009). Regardless of career choice, service-learning participants are more likely to embrace commitments to their communities and engage in socially responsible behavior (Astin & Sax, 1998; Astin et al., 1999; Battistoni et al., 2009; Einfeld & Collins, 2008; Green, 2001; Jones & Abes, 2004; Moely, McFarland, Miron, Mercer, & Ilustre, 2002; Myers-Lipton, 1998; Parker & Altman Dautoff, 2007; Rockquemore & Schaffer, 2000). Astin and Sax (1998), for example, reported a significant increase among service-learning participants in their commitments to help promote racial understanding. Study abroad participants also reported an increased interest in global engagement and responsibility (Paige et al., 2009; Parker & Altman Dautoff, 2007). In preliminary findings, researchers working on the Study Abroad for Global Engagement project reported that at least 50% of their survey participants indicated that studying abroad influenced their involvement in global engagement activities (Paige et al., 2009).

CONCEPTUAL FRAMEWORK

Research has documented significant gains for student participants in study abroad and service-learning programs across cognitive, intrapersonal, and interpersonal domains (see Table 1). Specific outcomes include a complex way of viewing the world (Cushner & Mahon, 2002; Dwyer, 2004; Jones & Abes, 2004), increased self-awareness (Braskamp et al., 2009; Dwyer, 2004; Gray et al., 2002; Jones & Abes, 2004), acceptance of diversity (Astin & Sax 1998; Dwyer, 2004; Eyler et al., 1997; Jones & Abes, 2004), and a commitment to social responsibility (Astin & Sax, 1998; Astin et al., 1999; Braskamp et al., 2009; Einfeld & Collins, 2008; Jones & Abes, 2004; Paige et al., 2009; Parker & Altman Dautoff, 2007). The three domains are closely related and the development of these skills should be considered as an integrated and holistic process.

It is important to note that previous studies have also documented the significance of gender, race, and class standing when examining the impact of study abroad and service-learning programs. Gender has proven to be a significant variable in study abroad research (Paige et al., 2009; Vande Berg, 2007); however, small sample sizes have limited the current understanding of how gender influences outcomes related to study abroad (Marcum, 2001; Parker & Altman Dautoff, 2007). The absence of research on race and other variables can be understood by the fact that the study abroad student population lacks racial, ethnic, socioeconomic, and academic diversity (Marcum, 2001). Despite the limitations of the study abroad literature, there is evidence to suggest that students of color and women experience service-learning programs differently than their peers (Einfeld & Collins, 2008; Jones & Abes, 2004). While few service-learning studies specifically examined class standing (Keen & Hall, 2009), research on global perspective-taking has demonstrated a developmental progression based on year in school (Braskamp et al., 2010). For both service-learning and study abroad, more research is needed to better understand the full impact of these and other demographic variables.

METHOD

In examining the relationships between study away experiences and global perspective-taking, three different studies are presented that highlight the comparative and individual influences of study abroad and service-learning on global perspective-taking.

Instrument and Relevant Constructs

Data for these studies were drawn from the Global Perspective Inventory (GPI), a survey instrument designed to tap into the cognitive, intrapersonal, and interpersonal domains of student development (see Braskamp et al., 2010; Merrill, Braskamp, & Braskamp, 2012). The instrument contains 72 questions pertaining to each of the developmental domains of the GPI as well as demographic and engagement items. The engagement scales, in particular, measure students' involvement in study abroad and service-learning experiences.

The dependent variables represent each of the six developmental scales that constitute the GPI. Each scale includes a number of items for which respondents are asked to provide their level of agreement based on a 5-point Likert scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). The cognitive knowing scale measures how an individual approaches and thinks about cultural experiences, and includes both absolute and contextualized knowing statements that reflect varying levels of epistemological development (Baxter Magolda, 1992). The cognitive knowledge items measure respondents' knowledge of different cultures as well as their understanding of current events and the underlying reasons for international conflicts. These items form an important foundation in building students' intercultural competencies (Gudykunst, 2003).

The intrapersonal identity items measure an individual's personal values and sense of self, and while more general in nature, Bennett and Bennett (2004) suggest that intercultural sensitivity accompanies parallel developments in identity development. The intrapersonal affective items examine students' emotional comfort when confronted with difference, and target the more affective aspects of intercultural development (Landreman, 2003).

The interpersonal social interaction items measure students' openness toward intercultural connections and highlight the importance of cross-cultural interactions in developing a host of culturally adaptive behavioral dispositions (Hurtado, 2003). The interpersonal social responsibility items assess students' commitment to making a difference and giving back to society and highlight the important role of interdependence in an increasingly globalized society (Chickering & Braskamp, 2009). Factor loadings for each of the scales were above .350 and with the exception of the cognitive knowing scale ($\alpha = .557$),* reliabilities were within acceptable ranges for all scales, with Cronbach's Alphas ranging from .683 to .767 (see Braskamp et al., 2010, for additional information on the psychometric properties and reliabilities of the measures).

Where appropriate, covariates for gender, race, and year in school were included in the analyses, with males, White students, and seniors serving as the respective referent groups. The study away variables were dichotomous measures that examined whether or not a student was involved in either service-learning or study abroad opportunities.

RESULTS

Study 1: Cross-Sectional Analysis of Study Abroad and Service-Learning

The first study employed a cross-sectional research design to compare the relationships

* The latest version of the Global Perspective-Taking Inventory (version (6) has modified the cognitive knowing scale and preliminary tests revealed reliabilities over .670.

between study abroad and service-learning and the six scales comprising the GPI. The analytic sample included 5,352 undergraduates attending 46 public and private institutions. Participating institutions recruited convenience samples of students in 2009 through orientations and different courses in order to assess global learning on their campuses. Response rates varied among the participating institutions (between 20 and 80%), with overall response rates reaching approximately 45%. In total, 48% of the sample attended public institutions and 52% attended private institutions, including secular and nonsecular institutions. Approximately 62% of the sample were female and almost 72% of the respondents were White, with students of color representing 7% African American, 7% Hispanic, 4% Asian, 2% Native American, and 9% representing unknown racial classifications. Additionally, 55% were first-year students, 13% were second-year, 18% were third-year, and 14% were fourth-year.

Table 2 presents information about the percentage of students in the sample who participated in study abroad and service-learning experiences. In examining study abroad participation, the sample descriptives show higher participation rates for females, White students, and upperclassmen; Hispanic, Black, and Native American students were associated with the lowest levels of participation. Service-learning participants were also represented by higher percentages of female and White students, although Black, Hispanic, and Native American students demonstrated higher participation rates compared to study abroad. Additionally, first year students demonstrated the highest service-learning participation rates, although upperclassmen participated less frequently compared to study abroad.

In examining the relative effects of study abroad and service-learning participation, Table 3 presents the ordinary least squares (OLS) regression results in which gender, race, and class standing were held constant. The results demonstrate important differences among service-learning and study abroad participants. Study abroad participants, for instance, were associated with significantly higher scores on four of the GPI dimensions compared to nonparticipants. The largest effects were found in the cognitive knowing and cognitive knowledge domains followed by social interaction; negative and nonsignificant effects were found in the identity and social responsibility realms, respectively. Unlike study abroad, service-learning participants were associated with nonsignificant and smaller effects for the cognitive knowing and cognitive knowledge domains, respectively.

TABLE 2.

Percentage of Students Engaged in Study Away Experiences across Gender, Race, and Class Standing

	Study Abroad (*N* = 2,226)	**Service-Learning (*N* = 3,229)**
Gender		
Male	30.5	31.2
Female	69.5	68.8
Race		
White	75.3	71.8
Black	4.1	6.8
Hispanic	4.4	6.7
Asian	4.8	4.1
Native American	1.5	2.2
Other Race	9.9	8.4
Class Standing		
First Year	22.8	42.7
Second Year	10.2	12.2
Third Year	36.8	24.4
Fourth Year	30.2	20.7

TABLE 3.
OLS Regression Results Examining the Relationships among Study Away Experiences and Global Perspective-Taking (N = 5,352)

Study Away Experiences	Cognitive Knowing	Cognitive Knowledge	Intrapersonal Identity	Intrapersonal Affect	Interpersonal: Social Interaction	Interpersonal: Social Responsibility
Study Abroad	.206***	.150***	–.106**	.061*	.149***	.043
Service-Learning	.048	.112***	.147***	.069**	.126***	.299***

Note. Unstandardized beta coefficients presented in table controlling for gender, race, and class standing; results show the independent effects of study abroad and service-learning participation.

*p<.05. **p<.01. ***p<.001.

The largest effects for service-learning were found in the social responsibility realm, followed by intrapersonal identity and social interaction. Thus, the results suggest that study abroad participation may be more closely related to the cognitive and social interaction dimensions, whereas service-learning is associated more with the interpersonal and identity dimensions of global perspective-taking. Given the convenience sample and cross-sectional design, however, these results should not be interpreted as having causal relationships between study away experiences and global perspective-taking. For instance, students who entered college with higher dispositions toward global perspective-taking may be more inclined to participate in study away experiences (as well as other experiences that serve as catalysts for global perspective-taking), thereby accentuating their initial dispositions toward global learning.

Study 2: Pretest-Posttest Examination of Study Abroad Participation

The second study focused specifically on study abroad participants. Utilizing a pretest-posttest design, nine postsecondary institutions and one study abroad provider administered the GPI to students prior to their study abroad departure and upon their return. All students participated in a study abroad program in either the fall or spring semester with the sample representing a wide range of host countries. The sample included 659 students, of which 54% attended a private 4-year institution, 8% attended a public 4-year institution, and the remaining 38% were recruited from a third-party study abroad provider, which included students from a variety of 4-year institutions. The participants were primarily female (77%), White (85%), and either third-year (50%) or fourth-year students (41%).

Table 4 presents the paired-samples t-test results based on the pretest-posttest design. Across all dimensions of the GPI, returning study abroad students demonstrated significantly higher posttest scores. The largest differences were found on the cognitive knowledge scale, whereas the smallest effects were found on the social responsibility scale. More moderate differences were uncovered across the intrapersonal dimensions as well as the cognitive knowing and social interaction scales. Thus, while several of these differences parallel the correlational effects noted in the first study, notable differences were found in relation to the identity and social responsibility

realm. Based on this study, it appears that study abroad participants demonstrate significant growth across each of the GPI dimensions, with intercultural knowledge and social responsibility showing the largest and smallest gains, respectively. Without a control group of nonparticipants, however, it is impossible to make inferences about these changes vis-à-vis students who did not participate in study abroad. Further, by amalgamating study abroad experiences without any attention to the qualitative differences that characterize a sojourn abroad, it is difficult to understand whether the changes uncovered are conditional on characteristics such as duration, location, language, and other aspects of the host country. For instance, students who spend a longer time abroad may develop closer relationships with members of the host country and take more time to reflect upon and make meaning of their cultural surroundings and the initial frameworks they used to compare cultural differences.

Study 3: College Impact Study of Service-Learning Participation

The final study utilized a college impact design (Astin, 1993) to more closely examine the effects of service-learning participation. Two participating US schools administered the GPI to incoming first-year students at the beginning and end of the school year. The schools included a public doctorate-granting institution and a private master's level institution, both located in the South. Longitudinal response rate ranged from a low of 20% for the public institution to a high of 75% for the private institution. Approximately 59% of the sample identified as female, and 81% identified as White. Additionally, 46% of the analytic sample participated in a service-learning course during the first year of college.

The OLS regression models included covariates for gender and race as well as the

TABLE 4.
Mean Pretest–Posttest Scores on GPI Based on Involvement in Study Abroad (*N*=659)

	Cognitive Knowing		Cognitive Knowledge		Intrapersonal Identity		Intrapersonal Affect		Interpersonal: Social Interaction		Interpersonal: Social Responsibility	
	M	*(SD)*	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*	*M*	*(SD)*
Pretest	3.46	(0.46)	3.46	(0.60)	4.04	(0.49)	3.72	(0.43)	3.54	(0.47)	3.73	(0.50)
Posttest	3.58	(0.47)	3.73	(0.50)	4.19	(0.45)	3.85	(0.42)	3.66	(0.47)	3.79	(0.52)
Difference (Posttest–Pretest)	0.11***	(0.42)	0.27***	(0.55)	0.15***	(0.42)	0.13***	(0.36)	0.13***	(0.41)	0.06***	(0.38)

***$p<.001$.

TABLE 5.
OLS Regression Results Examining the Effects of Service-Learning on Global Perspective-Taking (*N*=897)

	Cognitive Knowing	Cognitive Knowledge	Intrapersonal Identity	Intrapersonal Affect	Interpersonal: Social Interaction	Interpersonal: Social Responsibility
Female (Male)	.137*	–.056	.012	.093	.135*	.138*
Non-White (White)	.077	–.083	–.214**	–.003	.113	–.091
Pretest	.553***	.474***	.501***	.551***	.480***	.565***
Service-Learning	–.048	.123*	.142*	.002	.147**	.178***

Note. Parentheses indicate referent group; unstandardized beta coefficients are presented in table.
*p<.05. **p<.01. ***p<.001.

corresponding pretest score on the GPI. Students were asked at the end of year whether they participated in a service-learning course and this dichotomous measure was entered last into the regression model. Table 5 presents the results of the final OLS regression model across each of the GPI scales. While the relative effects varied across race and gender, the pretest score was a highly significant and powerful predictor of posttest scores across each of the GPI domains. The service-learning measure was significant across four of the GPI scales, with the largest effects noted in the interpersonal realm, particularly the social responsibility scale; smaller effects were found in relation to the identity and cognitive knowledge scales. Similar to the cross-sectional study, nonsignificant effects were uncovered in the cognitive knowing realm. The intrapersonal affect scale, unlike the cross-sectional study, was not significant in the college impact study. Some caution is necessary in interpreting these results, however, given the uneven response rates and lack of control for other confounding influences in the college environment. Similar to the limitations of the study abroad findings, more detailed information about the nature of the service-learning experience (e.g., duration, reflective activities, quantity and quality of interaction) will help to disentangle the results and reveal under what conditions service-learning can optimize global learning. Students who serve communities in need, for instance, may learn more about systematic forms of oppression and feel more challenged to reexamine their meaning-making frameworks than students who work in more familiar settings with individuals from similar backgrounds.

DISCUSSION AND SCHOLARLY SIGNIFICANCE

As the world becomes more interdependent, college and universities hold a critical place in preparing future graduates for the challenges inherent in a global society. Such preparation naturally includes an emphasis on intercultural competencies (AAC&U, 2007), although there is often a disconnect on campuses between rhetoric touting the importance of globalization and the actualization of campus initiatives designed to achieve global learning (Musil, 2006; Osfield & Associates,

2009). This article addresses this gap by offering empirical research connecting two study away experiences commonly found on college campuses—study abroad and service-learning—to a holistic, developmental measure of global perspective-taking.

The results from the three studies included in this article provide important guidance in understanding the conceptual and empirical links between study away experiences and global perspective-taking. In documenting the connections in the extant literature among study abroad, service-learning, and holistic student development, there appears to be an emerging collection of research that suggests study away experiences may be important vehicles in fostering growth along cognitive, intrapersonal, and interpersonal domains of student development. The first study presented in this article was designed to further investigate these linkages using a cross-sectional design and multi-institutional sample. The results confirm many of the conceptual linkages, but also suggest that study abroad and service-learning contain both conceptually distinct and overlapping influences. Study abroad, for instance, was distinctly connected to cognitive knowing whereas service-learning was distinctly connected to social responsibility and identity development. These findings suggest that study abroad and service-learning both reinforce and complement one another, and together may exert an important strategic direction for campuses interested in developing and preparing global citizens. Future studies that incorporate census or random sampling techniques in combination with longitudinal designs will allow for greater generalization and a better understanding of the college impact of study away experiences on global perspective-taking.

The remaining two studies served to further examine the connectivity between study away experiences and global perspective-taking by introducing longitudinal research designs. In using a pretest-posttest design to investigate the effects of study abroad participation, significant growth was found across each of the global perspective-taking domains. The strongest effect was related to intercultural knowledge, demonstrating the power of study abroad to provide students with an informed understanding of different cultures and current global issues. Additionally, students developed a stronger understanding of their sense of self, increased tolerance for difference, and a greater inclination toward interacting across difference. Although the study did not control for the nature of the academic experience, duration, and program context (see Engle & Engle, 2003, for a discussion of these important contextual influences), the results provide an empirically based understanding of the potential for study abroad to influence cognitive, intrapersonal, and interpersonal development. Future studies, however, are needed that more closely investigate study abroad experiences, particularly how different pedagogies and contextual factors influence students' progression along the various developmental dimensions of global perspective-taking.

In employing a college impact research design to investigate service-learning, evidence was uncovered linking such experiences to all three domains of student development. The strongest effects were found in the interpersonal realm, which continues to reinforce the importance of service-learning as a tool to promote civic engagement, social justice orientations, and interactions across difference. Additionally, service-learning was related to increased cultural knowledge and a stronger sense of self, although nonsignificant findings emerged in relation to epistemological development and tolerance toward difference. Like study abroad, this study did not control for the nature, duration, or context in which the service experience occurred. Future studies, therefore, are needed to develop a more

nuanced understanding of how these different contextual and pedagogical elements influence holistic student development.

Implications

Although most institutions today have incorporated off-campus learning experiences into their curriculum, few have examined such experiences in an integrated fashion or as a viable means to promote their goals around global learning and development. By examining off-campus learning, in both domestic and international settings, as an integrated set of study away experiences, campus administrators are better situated to understand how these experiences complement, overlap, and build off of one another as they develop strategic plans to globalize their campuses. As this study has shown, incorporating both service-learning and study abroad experiences into the curriculum can facilitate students' holistic student development and optimize their preparation as global citizens. However, leaving these types of experiences to chance or favoring one type of off-campus experience over another can potentially diminish the developmental impact of study away experiences and lead to a more myopic understanding of the value of off-campus learning. Despite the resource challenges and other barriers to implementation institutions may face, it is essential to think about an integrated approach to global learning that encompasses the full range of domestic and international off-campus experiences embodied in the terminology of *study away*.

As campuses face difficult economic times and administrators become data-driven in their decision making, it is important for educators and practitioners to demonstrate the value-added dimension of their programming and how such programming aligns with the strategic directions of their campuses. Thus, assessment becomes an essential accountability tool in making both summative and formative decisions around programming, and the results from this study should encourage educators and practitioners of study away experiences to utilize research and assessment to both procure resources for continuation and to better understand the ways in which their programs contribute to the larger global missions of their institutions. Additionally, given the onus accrediting agencies place on institutions to empirically demonstrate the alignment among mission and practice, utilizing assessment instruments that are congruent with the global mission statements found in most colleges today is critical in complying with the standards of most regional accrediting bodies.

Finally, educators and practitioners of study away experiences are uniquely positioned to understand how the structural and process-oriented dimensions of their programs contribute to students' holistic and global development. While this study has highlighted the relationships and potential impact of service-learning and study abroad, more work is necessary in optimizing the developmental gains that accrue from these experiences. For instance, questions remain as to the timing and sequencing of different programmatic interventions as well as best practices in facilitation and reflection that both prepare students for their experiences and help sustain the learning derived from the immediate impact of a study away experience. In championing such efforts, educators and practitioners will be uniquely positioned to lead campus conversations about the utility of study away experiences while building bridges of understanding across departments and traditional campus enclaves.

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