Honors Students' Perceptions of Language Requirement as Part of a Global Literacy Competency

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Competency-based approaches to education are becoming increasingly common in higher education. One of the key principles of competency-based education is flexibility, which "allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning" (U.S. Department of Education). This adaptability enables students to gain knowledge and know-how that they can demonstrate outside of traditional classroom boundaries, focusing on acquiring real-life skills that involve "learning through student actions and performances that embody and reflect competence in using information, content, ideas, and tools" (Malan; Spady qtd. in Nodine 6).

Competency is gained and demonstrated through learning experiences, which consist of a carefully designed and scaffolded cycle of experiencing, reflecting, thinking, and acting (Kolb). According to Kolb, a basic premise of this kind of experiential learning is that learning is an active process where

learners renegotiate, learn, relearn, and unlearn previously acquired concepts through experience. Kolb emphasizes the importance of this critical consciousness that differentiates competency from skills, which he sees as mere abilities that we possess, absent from mental awareness or engagement during learning.

In some examples of competency-based approaches in collegiate honors education (see Wilson, for example), students may fulfill honors requirements through experiences outside of the traditional classroom. While the degree to which honors programs might award actual credits for experiences taking place outside of the classroom varies across programs, the value in learning gained through experiences and based on student needs is clearly expressed in key recommendations for honors programs by the National Collegiate Honors Council (NCHC) and as stated in the first characteristic of its guidelines, "Basic Characteristics of a Fully Developed Honors Program." The NCHC has a long tradition of encouraging real-life learning experiences that provide students with authentic ways to grow their knowledge and skills.

Corley and Zubizarreta chronicle the adoption of a competency-based approach at the Minnesota State University, Mankato (MNSU) Honors Program, which emerged from a series of stakeholder conversations with students, faculty, alumni, business leaders, and political figures. This collaboration and feedback resulted in three competencies on which the program is built: leadership, undergraduate research, and global citizenship. Our current research continues exploration of the competency-based approach by presenting the findings of a study focusing on one of the three competencies at MNSU, namely the global citizenship competency, and its potential application to other programs with competency-based education or the inclusion of intercultural competency as a key component in their curriculum.

The university-wide MNSU Honors Program currently serves 184 students from all academic colleges on a campus of 11,000 undergraduate students. The program was redesigned in 2009, when it adopted its current competency-based program focusing on leadership, research, and global citizenship. The curriculum of the program consists of the following:

Coursework in Honors (each course having experiential learning as its core principle):

- a 1-credit introductory course (honors section of a First-Year Experience seminar or Introduction to Honors course);

- 3 credits of upper-level honors seminar (topics designed around the three competency areas)

- 3 credits of upper-level honors seminar, Service Learning, Practicum, or Independent Study

- a 1-credit senior portfolio class

- language courses as necessary to fulfill language requirement

Competency Development through Experiences:

- Engagement in learning experiences based on individually created learning plans

- Experiences consisting on average of two experiences per competency area per year

- Examples of experiences affording learning opportunities: service learning, research activity, coursework (general education, major, honors program), study abroad/away, engagement in student organizations, leadership experiences, activity in professional organizations in an area of study, work assignments, or residence life

- Demonstration of gained knowledge, skills, and understandings through an electronic portfolio (reviewed formally each year by a faculty committee)

- Formal defense of obtained competencies at the end of the senior portfolio class in front of a defense committee

The global citizenship competency, the focus of the current study, is defined on the website of the Minnesota State University, Mankato Honors Program as follows:

> Upon graduation, honors students will have demonstrated the ability to lead and serve in a multicultural world through increased self-awareness of one's own culture and its relationship to others, deepened understanding of other cultural perspectives, attainment of second language proficiency, and demonstrated awareness of culture-language connections in communication.

To develop their global citizenship competency, students engage in a variety of cross-cultural experiences, whether through study abroad, study away, or service learning, and increase their awareness and understanding of other cultures and social realities through reflection and self-assessment. Also, all honors students learn a second language as part of their honors curriculum

requirements. Furthermore, international students are intentionally invited into the program as Visiting Scholars or as regular honors students if staying at the university for the entirety of their undergraduate studies; in fact, 23% of the honors students in the program are either ethnic minorities or international students. The key expectation of learning experiences in the area of global citizenship competency is direct engagement with individuals from different backgrounds and cultures, included in the Student Handbook as one of the the main values: "Honors students at Minnesota State University, Mankato value . . . [t]he understanding of cultural differences and similarities through study and direct engagement with people from various backgrounds and cultures" (Minnesota State University, Mankato, Honors Program).

The gains in global citizenship competency are evaluated through a portfolio assessment process that focuses on attainment of both competency and growth. Each student maintains an updated electronic portfolio that includes descriptions of relevant experiences, reflections, and evidence artifacts targeting the various components and levels on a competency rubric (Table 1). A faculty committee formally reviews all electronic portfolios each year based on this rubric. The global citizenship rubric was revised in 2015, adding more focus on language and culture connections and more complex traits related to cultural competency adapted from the "Intercultural Knowledge and Competence VALUE Rubric" of the Association of American Colleges and Universities and from Wiggins and McTighe's "Six Facets of Understanding." The rubric is available on the Minnesota State University, Mankato Honors Program's website.

In broad terms, Level 1 indicates a beginning level of competency (minimum expected level for first-year students) whereas Level 4 denotes expected performance for graduation from the honors program. However, within these expectations are numerous exceptions based on unique student circumstances and background experiences. For students to move to the next level, they need both increased experience and reflection.

What often makes developing global citizenship challenging for students is that no easy, pre-determined set of experiences fulfill the requirement. Global competency is measured by a person's growing awareness of herself as a cultural being, increased knowledge of other cultures, and deepened understanding of language and culture connections. The journey of learning about global citizenship is highly individual and requires serious introspection, the kind of thorough mental and emotional investment that is required for growth in intercultural competency.

Table 1. The Global Competency Evaluation Rubric

	Level 1	Level 2	Level 3	Level 4
Self-Awareness				
	Demonstrates emerging realization of oneself as a member of a culture.	Shows emerging awareness of the varied contexts and boundaries of one's own culture and its cultural rules and biases.	Recognizes new perspectives about own cultural rules and biases and compares and contrasts own culture with others and their cultures.	Perceives one's personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; shows awareness of what one does not understand and why understanding is so hard.
Knowledge and Understanding				
	Asks simple or surface questions about other cultures. Demonstrates beginning understanding of other cultures based on brief encounters with others (e.g., culture nights).	Asks questions about other cultures that result in increased understanding of the complexity of elements important to members of an/other culture/s (e.g., history, values, politics, etc.) through increased, longer interactions with others (e.g., IELI tutoring).	Asks deeper questions about other cultures and seeks out answers to these questions. Begins to *initiate* and develop interactions with culturally different others.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Continuously seeks out opportunities to interact with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.
Communication				
	Has an emerging level of understanding of cultural differences in verbal and nonverbal communication.	Through practice with a second language, identifies some cultural differences in verbal and nonverbal communication and the connection between language and culture.	Through increased practice with a second language, recognizes and participates in cultural differences in verbal and nonverbal communication and draws connections between multiple experiences and issues related to language and culture.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and provides a thoughtful account of what learning a second language has taught one about culture, the world, and the complexity of relations between groups of people.

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The rubric serves not only for faculty evaluation of students but also as a critical self-evaluation tool for students. The program curriculum, course learning outcomes, and course assignments are designed around specific competencies and levels within a rubric. The complete infusion of the learning outcomes outlined in the competency rubric into all aspects of the honors program has enabled the program to better monitor the complexity of the global citizenship competency.

One of the unique aspects of the program is the "Communication" component of the rubric, the focus of our current study. Language plays a key role in the global citizenship competency requirement, with all students in the program required to learn a second language. Students can demonstrate this competency in multiple ways: by taking classes, by personal study, by studying abroad, or by a combination thereof. English may count towards this goal if the student's native language is not English. The language competency level that is required for the program is measured on a standardized national scale (determined by the American Council on the Teaching of Foreign Languages) as intermediate-low and intermediate-mid proficiency, which is equal to the level of four semesters of foreign language study in college.

The aim of the "Communication" component in the rubric is that students, through foreign language study, not only acquire a level of fluency in a second language but also experience and examine the complex, critical relationships between language and culture. The process of learning a second language gives students personal insight into deeper levels of culture because "language is the principal means whereby we conduct our social lives" (Kramsch 3). Individuals are accepted into a cultural community based on their ability to speak the language competently enough to qualify as a member (Ahearn). By experiencing firsthand the rules of interaction in a language community through language practice, honors students—most of them majority English-speakers in our context—stand to gain a deeper understanding of issues related to language and power.

In addition to socialization, language plays a significant role in a person's cultural being as individuals "view their language as a symbol of their social identity" (Kramsch 3). By becoming minority language speakers through learning a foreign language, students gain insight into the "self" they see themselves to be and into the "person" whom others see them to be (Joseph 9). This insight is critical in understanding minority individuals in American society who regularly experience tension between internal and external perspectives of their identity, the external often plagued by prejudice and discrimination.

While the program stakeholders widely agree with the value of the language requirement in helping students grasp language-culture connections, we have also received feedback from students about the challenges that this requirement poses. We wanted to "assess the programmatic effectiveness of the current language requirement" and in particular "evaluate student perspectives of the role of the language requirement in obtaining global citizenship competency" as part of the honors program's 2016–2019 strategic plan, so we have been committed to including a strong student voice in the process. This research study, serving as a needs assessment component of the strategic planning process, was thus completed collaboratively by the Honors Student Council president and the honors program director.

The focus of the study was to gauge students' perspectives on the language requirement as part of the global citizenship competency, not as a stand-alone requirement, in order to help students see the critical connections of the language component to the broader competency. We wanted students to see the focus on culture, prejudice, membership, cultural interactions, perspectives, and non-verbal and verbal communication, not just the experience of "taking a foreign language class." The research questions that guided data collection and analysis were thus:

- What are honors students' perspectives of the Global Citizenship competency?

- What is students' understanding of the purpose and requirements of the of the Global Citizenship competency?

- What do students find challenging about the Global Citizenship competency?

- What do students find beneficial about the Global Citizenship competency?

DATA COLLECTION

Our data came from an anonymous survey sent to all sophomores, juniors, and seniors in the program. First-year students were excluded from the survey since, at the time it was administered, they had limited knowledge and experience of the program and competencies; they were just a few weeks into an introductory honors course preparing them for the program curriculum, competencies, and other requirements.

The survey was designed to solicit students' views on the value of the global citizenship competency requirement, their understanding of the purpose and requirements associated with the competency, and the program experiences designed to help students develop their competency. The survey included both multiple choice and open-ended items. The full survey questions are available in the Appendix.

Fifty out of 128 potential students from the honors program responded to the survey for a response rate of 39%: 15 sophomores (26% response rate), 17 juniors (41%), and 18 seniors (60%). We were somewhat satisfied with the response rates for the juniors and seniors, and although the response rate by sophomores was lower than desired, it echoed our challenges with participation by sophomores in other program activities, a problem for which we are actively exploring solutions.

On the survey, students were initially asked some background questions related to their experiences with all of the three competencies, such as what they felt was their strongest competency and where they felt they had experienced the most growth. Most students believed leadership was their strongest competency (60%). This result is not surprising since many of our students were student leaders in their high schools.

When asked in which competency students felt they had experienced most growth, the responses were almost equally divided into thirds, perhaps a result of the program's offering learning experiences across all competencies that promote student development and perhaps also because of students' openness to developing competencies that might not have been easiest for them. One of the main values of the program is that our students get out of their comfort zone and stretch themselves to grow, and students seem to have embraced this philosophy.

RESULTS

In general, the results paint a picture of our students enjoying and understanding the purpose of the global citizenship competency but at the same time having questions about how to best reach the competency. The results help us determine how to better support our students in identifying experiences that help them grow as global citizens; how to better explain the intricate complementary connections between learning a second language and enhancing growth in cultural competency; and how students know that they are progressing in the cultural competency and advancing on the competency rubric.

Students' Understanding of the Purpose behind Global Citizenship

Students clearly understand the purpose of the global citizenship competency (94%) and what is expected of them in relation to the competency requirement (92%). In addition, students overwhelmingly agree with the values associated with the global citizenship competency, namely that it is important to be able to work with people from various cultures and backgrounds in their future profession (100%).

This resounding agreement with the basic premise of the global competency rubric can be at least partially explained by the fact that the three competency areas, including global citizenship, are explicitly expressed as the guiding core pillars for the program, its curriculum, programming, advising, and communications. For example, students need to write an essay specifically related to the competencies as part of their application to the program. Also, all honors course proposals by faculty must be explicitly aligned with the three competencies, and these alignments must be visible on course syllabi. In addition, student advising (half-hour, one-on-one-sessions with each student in the fall) includes a specific section focused on planning for students' experiences to grow in a given competency area. Finally, we have created a student handbook, available on the program's website, that contains detailed information about the competencies. These support structures seem to have been helpful for students in understanding the intentions and expectations behind all the competencies, including the global citizenship competency.

Engagement in Experiences

Given the experiential focus in the program, where students' main means of acquiring competencies is through learning activities, it is important to understand students' perspectives on how these experiences are or are not assisting them in growing in their global citizenship competency. As can be seen in Figure 1, students are somewhat, but not fully, in agreement that the honors activities associated with the global citizenship competency have helped them prepare to interact with different kinds of people: 74% either strongly or somewhat agreed. The honors activities referred to in the question include the many co-curricular offerings that the program either organizes or, if sponsored by other offices, advertises. Examples of activities include culture nights, culture-related lectures, diversity events, and programming by the international student center, diversity office, student organizations, or

individual programs and departments. Every Friday, a newsletter showcasing available experiences is sent to honors students organized under the three competency areas so that they can clearly identify which competency will be in practice. In addition, invitations are sent out via the program's Facebook group. Given the program's heavy focus on spreading the word about the many opportunities for engaging in cultural events, it is a bit surprising that students do not feel more confident that these experiences help them develop their cultural competency.

A deeper look at the survey results shows that 72% of students agree that they have engaged in several co-curricular activities focused on global citizenship (Figure 2), so a good portion of students have not engaged in several activities. This finding might partly explain the previous outcome that some students did not fully feel that the available activities helped them grow in their cultural competency; possibly, these students had not engaged in the cultural activities available to them. Most of the students in our program come from culturally homogeneous communities and might have a hard time identifying and/or attending learning experiences that could help them grow in their cultural competency. Such students could be apprehensive about engaging with communities different from their own or could be confused about cultural programming.

Confusion about ways to develop and demonstrate their global citizenship competency is also evident in students' open-ended responses. For

FIGURE 1. USEFULNESS OF HONORS PROGRAM ACTIVITIES TO DEVELOP GLOBAL CITIZENSHIP COMPETENCY


Honors Activities Associated with the Global Citizenship Competency Prepare to Interact with Different Kinds of People
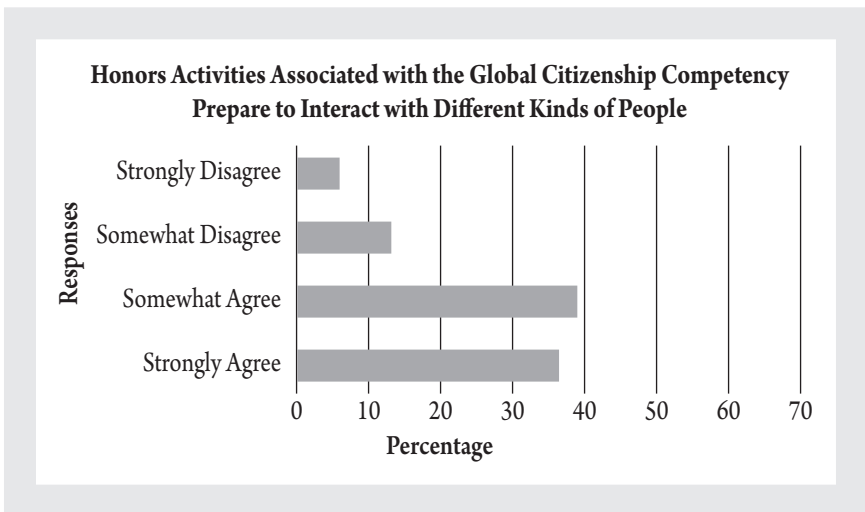
example, one student wanted to know ways of engaging culturally beyond study abroad: "I don't know how to present an achieved skill in this competency besides studying another language or studying abroad. How do people get involved in cultures that are currently surrounding them?" Several other students mentioned study abroad as the preferred way of developing and demonstrating the global citizenship competency even though students are not required to study abroad and only a small portion of our students actually participate in a study abroad experience. One student wrote, for instance, "I love the competency aspect of the honors program. What I am unsure of is how to navigate the global citizenship component without being able to study abroad as most students do."

The student responses indicate that the program needs to provide additional supports for students to identify experiences that are at their level developmentally and that can help them move forward on the competency rubric. In addition, students would benefit from additional mentoring on how to learn from their experiences and how to move away from a focus on meeting the requirement toward identifying lessons learned and growth gained.

Better Communication about Available Experiences

The results of the survey demonstrate the need for our program to better communicate regarding the various experiences that exist to help students develop their global citizenship competency. In addition to our intensive

FIGURE 2. ENGAGEMENT IN AVAILABLE ACTIVITIES BY STUDENTS

I Have Engaged in Several Co-Curricular Activities Focused on Global Citizenship
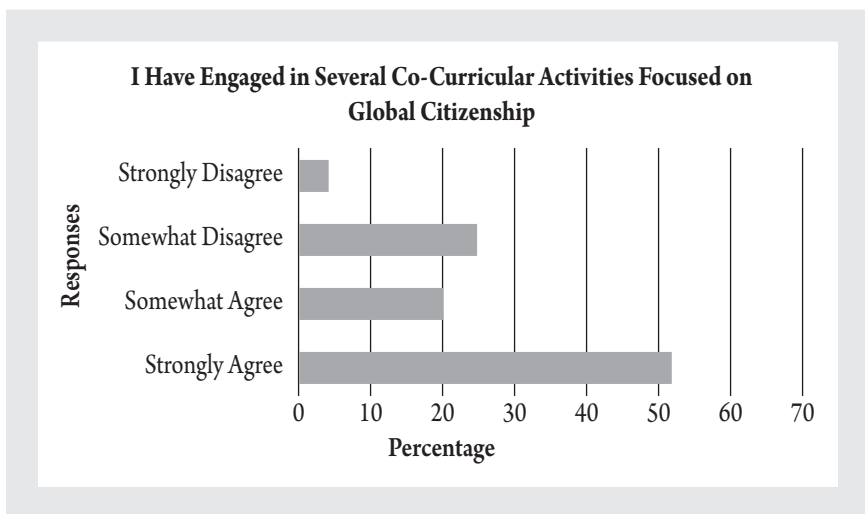
advising, we intend to add suggestions for activities on the students' plan of study template and in conversations with the students to identify some particularly suitable ones. A list of potential activities could look something like this:

- Foreign language classes

- Coursework related to cultures

- Service learning/community engagement

- On-campus groups and activities (e.g., student organizations, events, work assignments, lectures, training opportunities, etc.)

- Study abroad/away

- Research activity related to global citizenship

- Inter-cultural interactions (formal and informal)

In addition, we have begun to create profiles of past students and the experiences they engaged in for global citizenship as models for current students. Table 2 illustrates the list of activities that a recent graduate from the honors program participated in to develop and demonstrate her global citizenship competency. We have created several of these profiles and intend to create more with individuals from various majors and backgrounds, and we have already received initial positive feedback on their usefulness. Students find real-life examples beneficial, especially from students in a similar area of study. We plan to use these new maps as a tool in our competency-based group advising as well.

Understanding the Role of Language as Part of Culture

Given the uniqueness of the second language requirement in our program, we were keen to examine students' perspectives on the connections between language and culture. The data are encouraging: a great majority of students (84%) agree that knowing a second language helps them better understand other cultures (Figure 3), indicating that they see the philosophical connection between knowing a second language and being culturally more competent.

However, the open-ended responses reveal several points of potential confusion. While students understand the importance of knowing a second language in better understanding cultures, they are less certain about what these exact connections are and how to pursue activities that support these

connections. One student asked: "How does the second language competency come into play for global citizenship? I have reviewed the revised rubric and I believe that the understanding of another culture could also be achieved through events that make students interact with other cultures." Another student wrote, "If you have met the language requirement and have projects loaded on the efolio, as well as having a few more events, have you completed global citizenship?" Students seem to be treating language proficiency and exposure to cultures as related but separate entities and requirements. We want students to learn about cultures in multiple ways beyond integrating language into study of culture, but we also want them to understand the critical connections between language and culture that one can only experience through learning a second language firsthand.

TABLE 2. SAMPLE STUDENT PROFILE

Graduate Example: Culminating Experiences for Global Citizenship Competency
Student's Major: Anthropology
1. Second Language: French (French 101, 102, 201, 202)
2. Research project in French 202 on Mont St. Michel
3. Honors 401: Study Away to Mississippi
4. Research project on the Tiwi in the course "People and Cultures of the World"
5. Research paper on Human Osteology through a course in Anthropology
6. Indigenous Language Project

FIGURE 3. ROLE OF LANGUAGE IN UNDERSTANDING CULTURE

Knowing a Second Language Helps Me Better Understand Other Cultures
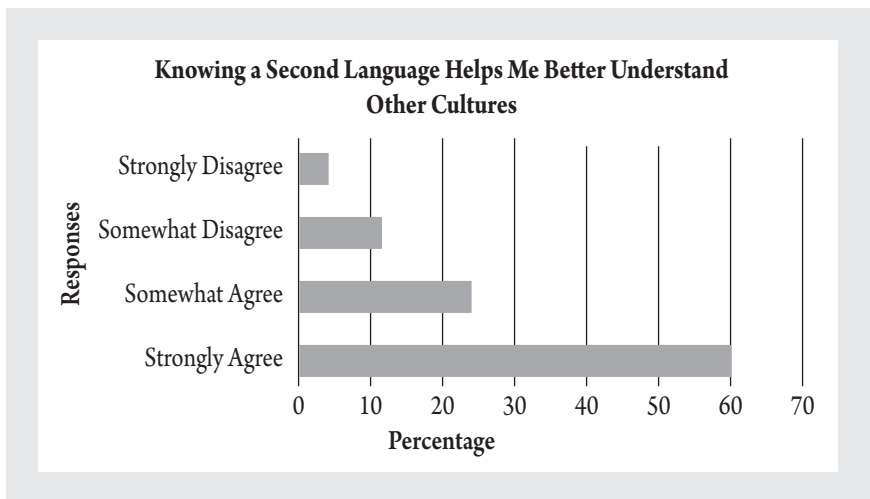
Often honors students focus on meeting requirements, checking off boxes, and completing a list of expectations (cf. Clauss). Developing global citizenship competency can be challenging for students because it involves increased awareness of issues related to cultures, one's intercultural interactions, and one's development as a cultural being, none of which can be achieved by a mere completion of activities. The survey results indicate that the program needs to better bridge the gap between completing activity requirements and attaining meaningful learning from them so that students know when they have completed the requirements for the competency. Once students have gained experiences, have reflected on them using the descriptors on the global citizenship rubric, and have identified evidence for achieving certain levels in the rubric along with annual feedback from a faculty committee reviewing the student portfolios, they will gain a sense of where they are in their development. The program needs to enhance its support for students at this deep level of reflection and learning.

Need for Additional Supports for Reflection

From a programmatic point of view, the data indicate a need for additional scaffolding to increase reflection on the connections between language and culture. While students learn a great deal about language and culture through language classes, honors seminars, experiential activities, and electronic portfolios, their learning about language and culture seems to be more parallel than integrated.

However, students' comments might also reveal a developmental issue in that the complex connections between language and culture are mostly assessed at students' final portfolio evaluations when they are seniors. What might be beneficial is better communication early on about what each of the four levels on the rubric looks like in practice so that students feel that they are on the right track. Students have indicated the need for this kind of communication in their comments. One student asked, "How will I know my competence is changing?" Another student had a great suggestion for what the program could do to support students with their global citizenship competency: "Give more examples and options either in the rubric or through emails of ways to improve the competency and specifically which level that event or example correlates with."

Students should feel in control of their own learning process and, with tools for experiences and reflection, be able to determine their current skills and areas needing work. While we do provide such guidance, we need to give

more examples of experiences and reflections that help students observe their learning and movement on the competency rubric in tangible ways so that they do not feel they have failed to master a level that is not even expected of them. The Honors Student Council is currently creating sample rubrics that include the ways current and past students have achieved certain levels.

Concerns about Additional Cost

Because many students choose to complete their second language requirement by taking foreign language courses at the university instead of study abroad or individual study, for example, the cost of courses in time and money can be a burden. As one student suggested in response to a question about what the program could do to support developing global citizenship competency, "Financially support the pursuit of obtaining the language portion of the global citizenship competency." While we recognize the financial concern for some students, we take pride in the fact that our institution is one of the most financially accessible in the Minnesota State university system, and students' tuitions are banded between twelve and eighteen credits so that they pay the same tuition regardless of the number of credits they register for within this range. The perception of additional cost because of the language requirement does discourage some students from considering the program, but we consider the second language learning experience an integral part of our program and thus a worthwhile investment for a scholar.

CONCLUSION

The findings of the current study show that the honors students enjoy and understand the purpose behind the global citizenship competency. The students may feel frustrated at times about the foreign language competency requirement because it is a demanding goal, but we encourage our students to challenge themselves inside and outside the classroom and reflect on the growth resulting from their new experiences. Scaffolding plays a critical role in managing students' frustration at their level of proximal development, and we provide it through plans of study, examples of what other students have done, peer mentoring, and one-on-one and group advising. Planning appropriate goals and activities to fulfil competency requirements is a critical first step to assure a developmentally appropriate course of action as each student has different needs and paths for learning. Competency-based instruction, with its focus on flexibility, provides a particularly suitable way for students

to make their honors program experience truly theirs, gaining ownership and confidence in their part of learning. No two students follow the same route, but all graduates of the honors program capitalize on their strengths while extending their experiences and competencies in other areas.

The results also indicate that engaging in activities is not enough to develop competency as true learning results from critical consciousness (Kolb) associated with activities and gained through reflection. An articulated and well-explained competency rubric is helpful in enabling students to self-assess their current levels and to determine their own paths for reaching the next level in the competency rubric, using the descriptors as a guiding tool. These rubrics should be accompanied with carefully designed reflective prompts to support students' processing of their learning before, during, and after learning experiences.

In addition, students—especially from culturally homogeneous communities—might need special encouragement to push themselves into new experiences. Programs can help by purchasing cultural event tickets and encouraging attendance at events as a group to support students who might not otherwise attend. Also, even small financial awards, such as $300 competency grants in our program, can encourage students to take a leap and attend professional events that they might not have considered affordable before. Program staff can also be intentional in inviting students to participate or to serve in leadership roles when they notice potential in students who might be shy about throwing themselves into unchartered territory. Many honors students resist taking risks because sticking to their plans and playing it safe have often led to academic success. However, success in the real world, with increasing diversity in all sectors of society, requires a multicultural learning stance and a willingness to learn in unfamiliar contexts.

One of the most significant takeaways from this study has been the process of conducting the study. The survey was created by students for students and was administered by the president of the Honors Student Council. The study enabled students, the honors program staff, and the Honors Program Council to engage in conversations about the global citizenship competency, its strengths and weaknesses. The president of the Honors Student Council gave a presentation about the survey results in one of the council's monthly meetings, generating the kind of discussion that not only results in new thinking and planning but also serves to strengthen the honors community on campus.

Although the global citizenship competency may be challenging, 100% of students in the current study agree on the importance of being able to work with people from various cultures and backgrounds in their future profession. The data also show that students appreciate the competency-based approach focusing on learning experiences and helping students prepare for the real world after college. Instead of a long list of honors courses, students enter graduate school or the workforce with not only an electronic portfolio filled with artifacts but also with a variety of experiences that they might not have known about before or might not have had the courage to engage in without the encouragement and scaffolding of a competency-focused experiential learning program. The artifacts and experiences, coupled with intentional and scaffolded reflection, prepare students to talk about their gained knowledge and skills and to articulate their special strengths to various stakeholders with a strong voice, demonstrating mastery of the competencies.

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APPENDIX

Survey Questions

1. Based on credits, I am currently a . . .
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior

2. Which competency area do you consider your strongest area (most experiences, most confident about)?
   a. Leadership
   b. Research
   c. Global Citizenship

3. Which competency area have you experienced the most growth in during college (development, increased skills and knowledge)?
   a. Leadership
   b. Research
   c. Global Citizenship

4. I understand the purpose behind the Global Citizenship competency.
   a. Strongly agree
   b. Somewhat agree
   c. Somewhat disagree
   d. Strongly disagree

5. I understand what is expected of me for meeting the Global Citizenship requirement.
   a. Strongly agree
   b. Somewhat agree
   c. Somewhat disagree
   d. Strongly disagree

6. I think that the Global Citizenship rubric is helpful in self-assessing development across time.
   a. Strongly agree
   b. Somewhat agree
   c. Somewhat disagree
   d. Strongly disagree

7. I have engaged in several co-curricular activities focused on Global Citizenship.
   a. Strongly agree
   b. Somewhat agree
   c. Somewhat disagree
   d. Strongly disagree

8. Honors activities assocated with the Global Citizenship competency have helped me prepare to interact with different kinds of people.
   a. Strongly agree
   b. Somewhat agree
   c. Somewhat disagree
   d. Strongly disagree

9. Knowing a second language helps me better understand other cultures.
   a. Strongly agree
   b. Somewhat agree
   c. Somewhat disagree
   d. Strongly disagree

10. It is important to be able to work with people from various cultures and backgrounds in my future profession.
    a. Strongly agree
    b. Somewhat agree
    c. Somewhat disagree
    d. Strongly disagree

11. What questions do you have about the Global Citizenship competency?

12. To help me improve my Global Citizenship skills, the Honors Program could . . .

13. Other feedback/comments: