

Group Report Results with GPI Code 4090

This group report has the following parts:

- Using the GPI in your assessment (page 1).
- Introducing a Framework to help you interpret and use your results to strategically think about fostering holistic student learning and development (page 2).
- Suggestions in reading the group report (page 2).
- Demographic information and results of the group using the access code listed above. The results includes the frequency distribution of each item of each of nine scales – the six global scales measuring student learning outcomes and the three sets of experiences. Means of items and scales of the national groups of undergraduates, labeled Norm Average, are presented in the last column (pages 3-12).
- Definitions of each of the nine scales (pages 13–14).
- Common Questions Asked (Q & A) with suggested additional resources that you can access from our website (pages (15-16)).

Part A. Using the GPI in your assessment

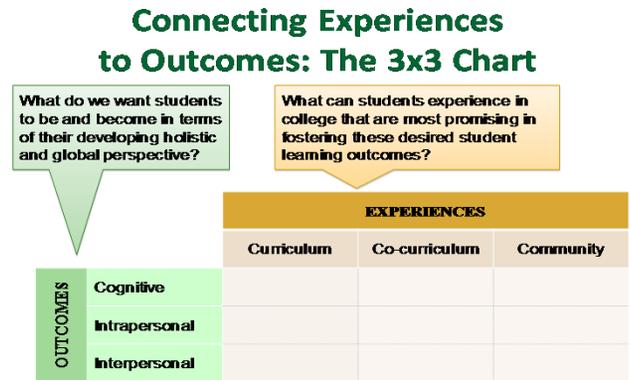
We wish to stress three major themes in using GPI results.

- The purpose of using the GPI is to improve, not to prove
- The GPI results are to be used to focus discussion among leaders on campus/program
- The GPI highlights the importance of the connections between student experiences and student global learning and development (student learning outcomes)

In short, assessment based on GPI results must be viewed as a means, not an end. GPI provides evidence for you to address how you can improve, increase, and enhance your efforts in providing experiences to students in and out of the classroom so they will achieve your desired student learning and developmental goals and aspirations. GPI is all about assisting you IMPROVE your offerings, programs, activities, interventions in and out of the classroom.

Part B: Introducing a Framework for using the results to improve your campus, study away and abroad programs

The GPI includes scales – clusters of items grouped together -- that measure both student learning outcomes and experiences of students. We use a 3 by 3 to describe the dimensions of global holistic student learning and development and types of experiences. This framework is designed to help you focus on the connections between your desired and high priority learning and developmental goals, outcomes, and sets of experiences that reflect campus interventions and programs.



Each of the three Student Learning and Development Outcomes has two scales each and the each of the Experiences has one scale. The definitions of these nine scales are on pages 13 and 14 of this report.

Part C: Suggestions in reading your results

In reading your results, we recommend that you do the following:

- Examine each item of all the scales since items provide the most concrete indicators
- How much did students differ in their responses to each item?
- What items interest you the most?
- What results surprise you the most, which confirm your hopes and aspirations, which are most encouraging and most discouraging given your goals, mission, and investment?

Part D: Summary of Results of Global Perspective Inventory (GPI)

First Last

Institution: Hope College

Response Dates: 04/04/14 05/02/14

Institution Code: 4090 **School Year:** 2013-2014

Report Date: 05/29/14

The biographical information portrays the personal characteristics of those who responded to the GPI survey. Pages five to ten present the percent of persons responding to each alternative - Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) - and the average response of each item that is included in the six Global Perspective scales. Pages eleven and twelve present the item responses that are included in the major experiences - Curriculum, Co-curriculum, and Community.

Gender	Count	Percent
Male	180	27.8%
Female	465	71.8%
Other	3	0.5%
Total	648	

Ethnic Identity	Count	Percent
Multiple Ethnicities	21	3.2%
African	11	1.7%
Asian	21	3.2%
European	549	84.7%
Hispanic/Latino	23	3.5%
Native American	2	0.3%
I prefer not to respond	21	3.2%
Total	648	

Major Field of Study	Count	Percent
Agriculture and natural resources	2	0.3%
Arts and humanities	97	15.0%
Business and Law	61	9.4%
Communications and Journalism	39	6.0%
Education and Social Work	87	13.4%
Engineering	43	6.6%
Health and Medical Professions	115	17.7%
Physical and Biological Sciences and Math	71	11.0%
Social and Behavioral Sciences	90	13.9%
Other	43	6.6%
Total	648	

School Status	Count	Percent
New Student	0	0.0%
Freshman	118	18.2%
Sophomore	171	26.4%
Junior	194	29.9%
Senior	151	23.3%
Graduate Student	0	0.0%
Other	10	1.5%
Faculty	2	0.3%
Administration/Staff	2	0.3%
Total	648	

Part D: Summary of Results of Global Perspective Inventory (GPI) (continued)

Institution: Hope College
Institution Code: 4090 **School Year:** 2013-2014

Response Dates: First 04/04/14 Last 05/02/14

Report Date: 05/29/14

Study Abroad	Count	Percent
No Terms	490	75.6%
Short Term Only	79	12.2%
One Term	61	9.4%
Two Terms	14	2.2%
More than Two Terms	4	0.6%
Total	648	

College GPA	Count	Percent
A+ or A	166	25.6%
A-	194	29.9%
B+	156	24.1%
B	110	17.0%
C	21	3.2%
D	1	0.2%
Total	648	

Parent Highest Education	Count	Percent
Less than high school	10	1.5%
High school graduate	42	6.5%
Some college, but less than a BA, BS degree	73	11.3%
College degree	225	34.7%
Some Graduate school	30	4.6%
Graduate degree (Masters, Doctorate, MD, etc)	268	41.4%
Total	648	

American Student	Count	Percent
Yes	607	95.6%
No	28	4.4%
Total	635	

Transfer Student	Count	Percent
Yes	51	7.9%
No	592	92.1%
Total	643	

Participated in Living Learning Program	Count	Percent
Yes	117	18.1%
No	531	81.9%
Total	648	

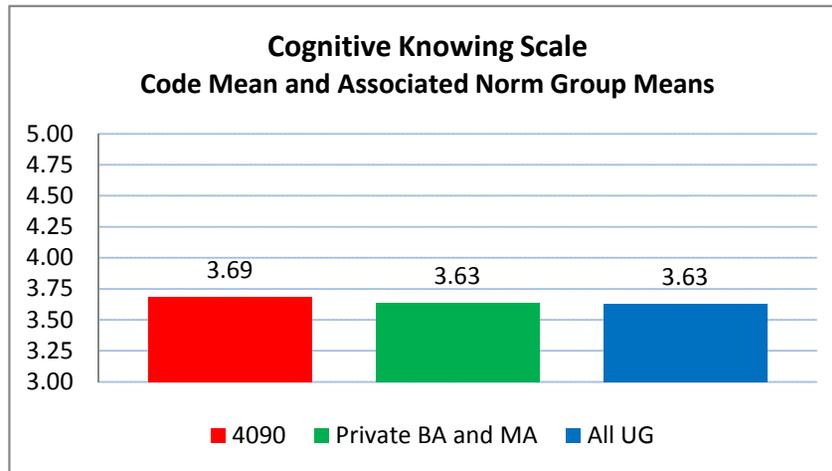
Institution Code, 2013-2014

4090

	R	Percent of Respondents					Average Response	Norm Average
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
Cognitive -- Knowing							3.69	3.63
<i>When I notice cultural differences, my culture tends to have the better approach.</i>	*	3	19	41	32	6	2.80	2.92
<i>Some people have a culture and others do not.</i>	*	2	6	6	38	48	1.74	1.98
<i>In different settings what is right and wrong is simple to determine.</i>	*	5	25	21	40	9	2.79	2.89
I take into account different perspectives before drawing conclusions about the world around me.		24	60	12	4	0	4.04	4.10
I consider different cultural perspectives when evaluating global problems.		14	58	22	6	0	3.81	3.87
<i>I rely primarily on authorities to determine what is true in the world.</i>	*	1	18	21	44	16	2.45	2.41
<i>I rarely question what I have been taught about the world around me.</i>	*	1	12	18	46	22	2.25	2.36

An "*" means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.



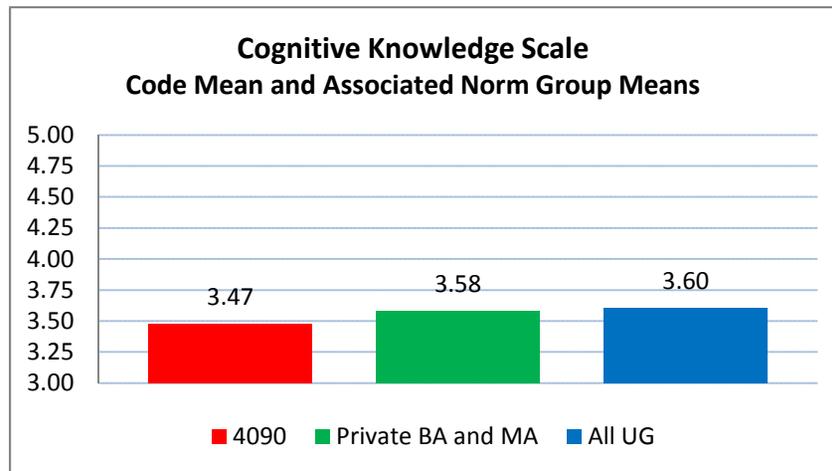
Institution Code, 2013-2014

4090

	Percent of Respondents					Average Response	Norm Average
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Cognitive -- Knowledge						3.47	3.60
I am informed of current issues that impact international relations.	8	33	27	27	5	3.13	3.43
I understand the reasons and causes of conflict among nations of different cultures.	5	50	24	19	2	3.38	3.53
I understand how various cultures of this world interact socially.	8	53	26	13	1	3.55	3.67
I know how to analyze the basic characteristics of a culture.	6	58	24	12	0	3.58	3.69
I can discuss cultural differences from an informed perspective.	13	56	23	8	0	3.73	3.70

An "*" means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

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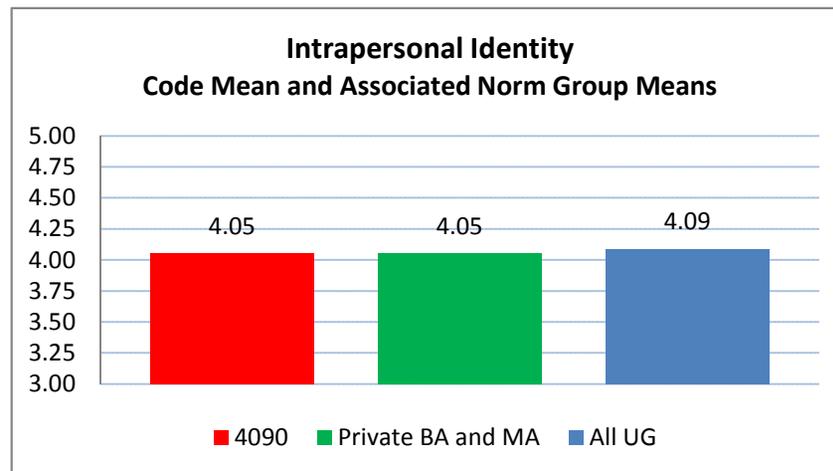


Institution Code, 2013-2014

4090

	Percent of Respondents					Average Response	Norm Average
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Intrapersonal -- Identity						4.05	4.09
I have a definite purpose in my life.	37	46	11	5	0	4.15	4.20
I can explain my personal values to people who are different from me.	27	64	6	2	1	4.14	4.23
I know who I am as a person.	26	57	13	4	1	4.03	4.18
I am willing to defend my own views when they differ from others.	20	61	16	3	0	3.99	3.98
I put my beliefs into action by standing up for my principles.	17	64	16	2	0	3.96	3.97
I am developing a meaningful philosophy of life	26	55	16	3	0	4.03	3.98

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.

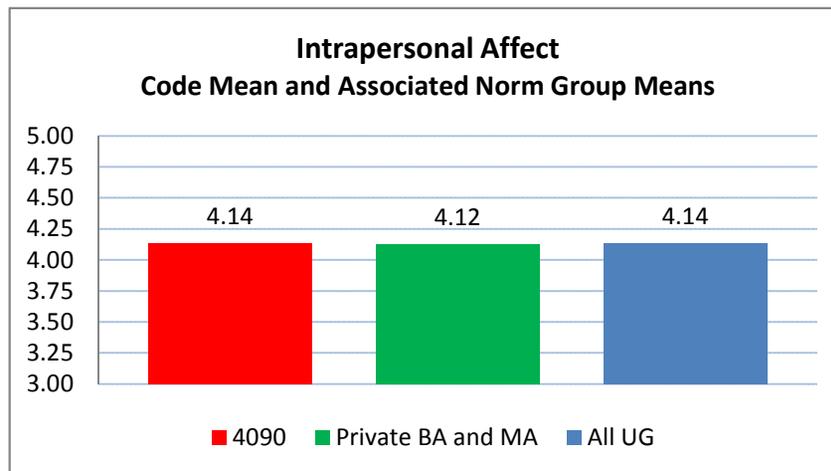


Institution Code, 2013-2014

4090

	R	Percent of Respondents					Average Response	Norm Average
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
Intrapersonal -- Affect							4.14	4.14
I am sensitive to those who are discriminated against.		30	56	10	3	0	4.14	4.11
I do not feel threatened emotionally when presented with multiple perspectives.		24	56	12	7	1	3.95	3.99
I am accepting of people with different religious and spiritual traditions.		38	49	11	1	0	4.24	4.28
I enjoy when my friends from other cultures teach me about our cultural differences.		46	46	7	1	0	4.37	4.29
I am open to people who strive to live lives very different from my own life style.		20	63	14	3	0	3.99	4.01

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.



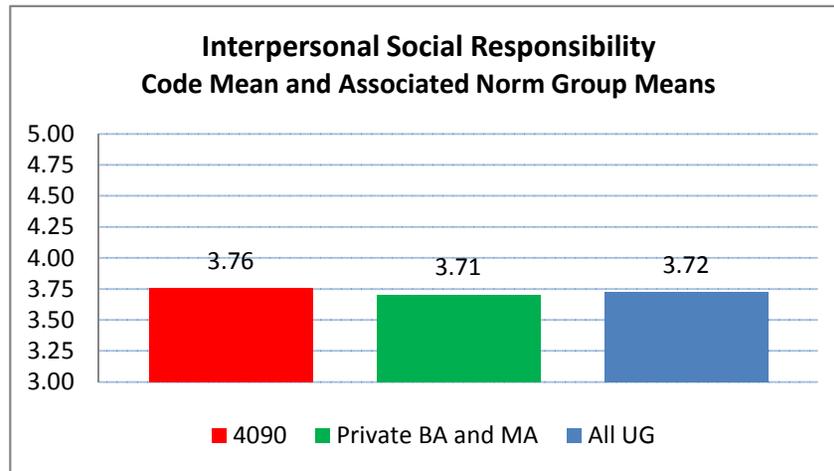
Institution Code, 2013-2014

4090

	R	Percent of Respondents					Average Response	Norm Average
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
Interpersonal -- Social Responsibility							3.76	3.72
I think of my life in terms of giving back to society.		18	47	26	8	1	3.74	3.76
I work for the rights of others.		13	51	30	6	1	3.69	3.64
I put the needs of others above my own personal wants.		19	51	23	6	0	3.83	3.64
I consciously behave in terms of making a difference.		15	53	25	6	0	3.78	3.79
<i>Volunteering is not an important priority in my life.</i>	*	2	10	20	47	21	2.25	2.21

An "*" means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.



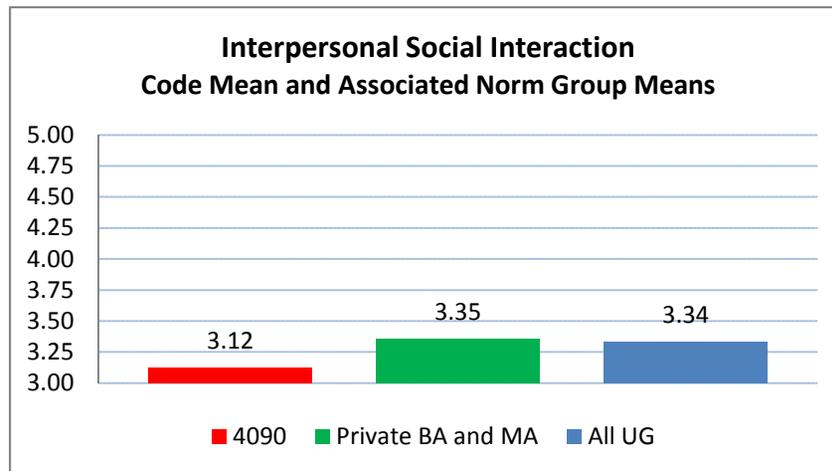
Institution Code, 2013-2014

4090

	R	Percent of Respondents					Average Response	Norm Average
		SA (5)	A (4)	N (3)	D (2)	SD (1)		
Interpersonal -- Social Interaction							3.12	3.34
<i>Most of my friends are from my own ethnic background.</i>	*	17	52	13	13	4	3.65	3.38
I frequently interact with people from a race/ethnic group different from my own.		21	39	21	18	1	3.59	3.85
I intentionally involve people from many cultural backgrounds in my life.		12	33	35	19	1	3.36	3.45
I frequently interact with people from a country different from my own.		13	28	26	29	3	3.19	3.48

An "*" means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.



Institution Code, 2013-2014

4090

	Percent of Respondents					Average Response	Norm Average
	SA (5)	A (4)	N (3)	D (2)	SD (1)		
Community							
I have a strong sense of affiliation with my college/university.	22	47	20	8	3	3.76	3.76
I feel that my college/university community honors diversity and internationalism	9	42	26	17	6	3.31	4.00
I understand the mission of my college/university.	19	61	15	4	1	3.92	3.98
I am both challenged and supported at my college/university.	29	54	12	3	2	4.07	4.11
I have been encouraged to develop my strengths and talents at my college/university.	37	53	7	2	1	4.24	4.14
I feel I am a part of a close and supportive community of colleagues and friends.	35	47	13	4	1	4.10	4.03

	Percent Number of Courses						Average Response	Norm Average
	0	1	2	3	4	5+		
Curricular Items -- Course Selection Related								
Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation	6	21	27	23	10	11	2.44	2.04
Foreign language course	18	33	26	4	6	13	1.86	1.38
World history course	38	31	23	4	2	2	1.07	1.09
Service-learning course	56	26	12	3	1	2	0.74	0.75
Course focused on significant global/international issues and problems	30	34	21	7	3	5	1.33	1.27
Course that includes opportunities for intensive dialogue among students with different backgrounds and beliefs	25	32	24	10	3	7	1.55	1.53

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.

Institution Code, 2013-2014

4090

	Percent of Respondents					Average Response	Norm Average
	Never (0)	Rarely (1)	Sometimes (2)	Often (3)	Very Often (4)		
Curricular Items-- Faculty Interaction Related							
Discussed course topics, ideas, or concepts with a faculty member outside of class.	7	25	40	21	8	1.97	2.09
Discussed your academic performance with a faculty member.	2	18	44	28	8	2.21	2.22
The faculty challenged students' views and perspectives on a topic during class	3	11	47	32	7	2.29	2.41
The faculty presented issues and problems in class from different cultural perspectives.	2	15	49	30	5	2.21	2.32

	Percent of Respondents					Average Response	Norm Average
	Never (0)	Rarely (1)	Sometimes (2)	Often (3)	Very Often (4)		
Co-Curriculum Items							
Participated in events or activities sponsored by groups reflecting your own cultural heritage	10	20	38	23	8	1.97	1.68
Participated in events or activities sponsored by groups reflecting a cultural heritage different from your own	7	38	40	11	4	1.66	1.49
Participated in religious or spiritual activities	7	15	22	24	32	2.59	1.65
Participated in leadership programs that stress collaboration and team work	11	17	30	25	17	2.19	2.07
Participated in community service activities	6	20	38	24	13	2.17	2.14
Attended a lecture/workshop/campus discussion on international/global issues	11	26	42	14	6	1.78	1.52
Read a newspaper or news magazine (online or in print)	6	27	32	21	14	2.12	2.43
Watched news programs on television or computer	8	32	35	18	8	1.87	2.23
Followed an international event/crisis (e.g., through newspaper, social media, or other media source)	5	21	38	22	14	2.18	2.31
Discussed current events with other students	2	18	45	25	10	2.23	2.41

The last column, labeled "Norm Average," displays the average response of each item of all undergraduate students attending private and public four-year institutions who completed the General Form the past three academic years.

Part E: Definitions of the nine scales

The GPI has six scales that measure global student learning, classified into three dimensions.

Cognitive dimension. Cognitive development is centered on one's knowledge and understanding of what is true and important to know. It includes viewing knowledge and knowing with greater complexity and taking into account multiple cultural perspectives. Reliance on external authorities to have absolute truth gives way to commitment in relativism when making commitments within the context of uncertainty. The two scales are:

- **Knowing.** Degree of complexity of one's views the importance of cultural context in judging what is important to know and value. (7 items)
- **Knowledge.** Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language. (5 items)

Intrapersonal dimension. Intrapersonal development focuses on one becoming more aware of and integrating one's personal values and self-identity into one's personhood. It reflects one's sense of self-direction and purpose in one's life, becoming more self aware of one's strengths, values, and personal characteristics and sense of self, and viewing one's development in terms of one's self-identity. It incorporates different and often conflicting ideas about who one is living in an increasingly multicultural world. The two scales are:

- **Identity.** Level of awareness of one's unique identity and degree of acceptance of one's ethnic, racial, and gender dimensions of one's identity. (6 items)
- **Affect.** Level of respect for and acceptance of cultural perspectives different from one's own and degree of emotional confidence when living in complex situations, which reflects an "emotional intelligence" that is important in one's processing encounters with other cultures. (5 items)

Part E: Definitions of the nine scales (continued)

Interpersonal dimension. Interpersonal development is centered on one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. It includes being able to view others differently; and relating to others in terms of moving from dependency to independence to interdependence, which is considered as the most mature perspective in effectively living in a global society.

- **Social Responsibility.** Level of interdependence and social concern for others. (5 items)
- **Social Interactions.** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings. (4 items)

Three sets of experiences are included in the GPI. They are

Community. Perceptions of the character and identity of the campus, supportive community of its members, degree of being encouraged to develop one's strengths and talents. (6 items)

Curriculum. Level of student engagement and faculty interaction in various types of courses and programs such as service learning and education abroad and within course pedagogical strategies that involve students in issues reflecting pluralism and internationalization. (10 items)

Co-curriculum. Level of student engagement in activities out of the classroom that foster global and holistic student development, including participation in community service, leadership programs. (10 items)

Part F: Common Questions asked about using GPI results

Should I communicate the results to others?

Yes, the primary purpose of using the GPI is to improve what you are doing as an educator. A primary goal of assessment is to focus discussion among important users and stakeholders, which will lead to action to IMPROVE.

Who should receive the results from the GPI?

Potential users who will benefit from receiving this Group Report or selected item and scale results include campus leaders, faculty, and colleagues who are responsible for the curriculum and the co-curricular experiences. In addition, students can benefit by reviewing the results and discussing them, particularly how they personally view their learning and development and experiences.

How can I involve others in a discussion of the results, especially in connecting the student experiences with the global student learning outcomes?

A number of strategies can be used to engage others. For faculty and professional staff, you can select items from the report that align with your mission and goals and present the percent of students strongly agreeing or agreeing with the item, and asking your colleagues if they are surprised, pleased or disappointed with the results. Then you can focus on what experiences need to be addressed to achieve improved learning and development.

For students, form small groups of students and engage them in a discussion about the results. You can select items that you wish to stress and ask them how they answered the item and then share what experiences they think influenced their learning and development.

Part F: Common Questions asked about using GPI results (continued)

How should I display and communicate our results to others?

The results in this report are primarily presented in tables, i.e. the percent of students indicating each alternative of each item of the nine scales and the mean or average score of the six Global Perspective scales are presented. On pages x – xx we also present the average score of the Scale in red, the average score of students enrolled in a similar type institution (e.g., private colleges offering a BA or a University offering the Doctorate degrees), and all undergraduate students.

In our publication, “Displaying your results,” we offer a number of different types of displays such a graphs to portray the results. GPI.central.edu, and then link on Information and Documents, and then on “Displaying Results from the GPI.”

Should I compare our results with those from other colleges and universities?

Almost all users of the GPI like to compare their results with a similar type of institution. We have assembled a number of “norms” (comparison groups) based on institutional type (Private or public and BA/MA or Doctorate colleges and universities) and class status (Freshman, Sophomore, Junior, and Senior). These norms are presented in the publication, “Norms for the GPI, 2013 – 2014”, which are on our site, gpi.central.edu, link to Information and Documents.

Can I compare the student responses of students who completed the GPI at different times?

Yes, if students completed the GPI before they studied abroad and after they completed their study abroad experience or during their first week as an entering freshmen and then at the end of their freshmen year, you can examine the two reports and examine the differences for each item and/or scale. You can put the two reports side by side and examine the differences. You can also make reports and graphs to show the changes in the items and scales. We offer some examples on page x of our Guide, “Displaying results from the GPI.”