



Hope College

Global Perspective Inventory General Form Report

Report created August 2016

Introduction

Thank you for participating in the Global Perspective Inventory (GPI). The Research Institute for Studies in Education (RISE) at Iowa State University would like to express our appreciation for your support, interest, and participation in the GPI.

The GPI assesses a global and holistic view of student learning and development and the importance of the campus environment in fostering holistic student development. The GPI measures how students think, view themselves as people with cultural heritage, and relate to others from other cultures, backgrounds and values. Your involvement, along with the involvement of other institutions, allows us to not only provide data for institutional improvement, but also continue exploration into interventions and strategies that will inform a national conversation on ways to strengthen global learning. The data in this report allow your campus to make empirically informed decisions and improve your students' learning; the research emerging from this project informs good practice for the development of a global perspective for students.

Along with this report, your institution receives a student dataset that can be used to contribute to understanding how experiences vary within and across groups, analyzing assets and gaps in curricular and co-curricular offerings, confirming or challenging existing beliefs about the student experience, making decisions about resources and future areas of work, and enhancing the educational experience of students.

Again, we thank you for your participation in this study and we encourage your future involvement with the GPI. If you have any questions, please contact the RISE office at (515) 294-6234 or email (gpi@iastate.edu).

Sincerely,

Robert D. Reason
Professor of Education
Iowa State University

Table of Contents

Introduction	2
Respondent Characteristics	4
Respondent Characteristics (cont.)	5
Global Perspective Inventory Scales	6
Table 1: Cognitive Knowing	8
Table 2: Cognitive Knowledge	9
Table 3: Intrapersonal Affect	10
Table 4: Intrapersonal Identity.....	10
Table 5: Interpersonal Social Responsibility	11
Table 6: Interpersonal Social Interaction.....	11
Table 7: Other Items Not Corresponding to a Scale	12
General Form Questions	13
Table 8: College Course Enrollment	14
Table 9: Faculty Interactions Outside of Class	15
Table 10: Faculty Fostering Multiple Perspectives.....	15
Table 11: Participation in planned events in college	16
Table 12: Student Initiated Involvement.....	17
Table 13: Community Scale	18

Respondent Characteristics

	<i>N</i>	<i>Percent</i>
Gender		
Male	46	20%
Female	183	80%
Transgender/Gender Nonconforming	1	<1%
Rather Not Say	-	-
Total	230	100%
Class Year		
First Year	40	17%
Sophomore	45	19%
Junior	71	31%
Senior	72	31%
Graduate Student	3	1%
Total	231	100%
Race		
American Indian	1	<1%
Asian American/Asian	2	1%
African-American/Black	6	3%
Hispanic/Latino	8	3%
Native Hawaiian/Pacific Islander	-	-
White/Caucasian	207	90%
Multiracial	6	3%
Total	230	100%
American/International Student		
American student at an American college/university	223	97%
Non-American student at an American college/university	4	2%
Other	4	2%
Total	231	100%

Respondent Characteristics (cont.)

	<i>N</i>	<i>Percent</i>
Parental Education		
Less than high school	2	1%
High school graduate	6	3%
Some college	21	9%
Associate's degree	15	6%
Bachelor's degree	79	34%
Some graduate school	4	2%
Graduate degree (Master's, Doctorate, MD, JD, etc)	104	45%
Do not know	-	-
Total	231	100%
Major Category		
Agriculture and Natural Resources	3	1%
Art and Humanities	26	11%
Business	30	13%
Communications or Journalism	8	3%
Education or Social Work	29	13%
Engineering	8	3%
Health and Medical Professions	44	19%
Physical Sciences, Biological Sciences, or Mathematics	38	16%
Social Science	31	13%
Other Field	14	6%
Total	231	100%
Did you begin college at this institution?		
Yes	221	96%
No	10	4%
Total	231	100%
Prior to this term, how many quarters or semesters have you studied abroad?		
None	153	69%
A short term experience (summer/winter term)	33	15%
One	29	13%
Two	3	1%
More than two	3	1%
Total	221	100%
Have you ever participated in a living-learning community?		
No	161	73%
Yes	60	27%
Total	221	100%

Global Perspective Inventory Scales

GPI Scales

The GPI measures global learning across three dimensions: cognitive, intrapersonal, and interpersonal.

Cognitive Dimension. One's knowledge and understanding of what is true and important to know. From a global perspective taking viewpoint, 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.

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

Intrapersonal Dimension. Intrapersonal development focuses on one becoming more aware of and integrating one's personal values and self-identity into one's personhood. From a global perspective taking viewpoint, 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.

- **Identity Scale.** Level of awareness of one's unique identity and degree of acceptance of one's ethnic, racial, and gender dimensions of one's identity.
- **Affect Scale.** 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.

Interpersonal Dimension. Interpersonal development focuses on one willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. From a global perspective taking viewpoint, 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 the most mature perspective in effectively living in a global society.

- **Social Responsibility Scale.** Level of interdependence and social concern for others.
- **Social Interaction Scale.** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.

National Norms. For the purposes of this report, all national norms are calculated using data collected since 2013.

Table 1: Cognitive Knowing

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Cognitive Knowing Scale							3.83	3.51
When I notice cultural differences, my culture tends to have the better approach. (R)	231 100%	22 10%	61 26%	111 48%	33 14%	4 2%	3.28	3.02
Some people have culture and others do not. (R)	232 100%	128 55%	79 34%	18 8%	7 3%	- -	4.41	3.63
In different settings what is right and wrong is simple to determine (R)	232 100%	30 13%	84 36%	72 31%	43 19%	3 1%	3.41	2.85
I take into account different perspectives before drawing conclusions about the world around me.	232 100%	- -	3 1%	19 8%	143 62%	67 29%	4.18	4.15
I consider different cultural perspectives when evaluating global problems.	232 100%	1 *	9 4%	29 12%	147 63%	46 20%	3.98	3.95
I rely primarily on authorities to determine what is true in the world (R)	232 100%	38 16%	115 50%	50 22%	27 12%	2 1%	3.69	3.43
I rarely question what I have been taught about the world around me (R)	232 100%	60 26%	116 50%	29 12%	23 10%	4 2%	3.88	3.51

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 2: Cognitive Knowledge

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Cognitive Knowledge Scale							3.63	3.71
I am informed of current issues that impact international relations.	230 100%	3 1%	41 18%	55 24%	102 44%	29 13%	3.49	3.58
I understand the reasons and causes of conflict among nations of different cultures.	231 100%	4 2%	28 12%	71 31%	114 49%	14 6%	3.46	3.65
I understand how various cultures of this world interact socially.	232 100%	1 *	22 9%	48 21%	137 59%	24 10%	3.69	3.82
I know how to analyze the basic characteristics of a culture.	231 100%	1 *	18 8%	61 26%	129 56%	22 10%	3.66	3.69
I can discuss cultural differences from an informed perspective.	231 100%	- -	14 6%	47 20%	127 55%	43 19%	3.86	3.83

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 3: Intrapersonal Affect

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Intrapersonal Affect Scale							4.22	4.11
I am sensitive to those who are discriminated against.	231 100%	- -	2 1%	15 6%	135 58%	79 34%	4.26	4.14
I do not feel threatened emotionally when presented with multiple perspectives.	231 100%	- -	13 6%	29 13%	130 56%	59 26%	4.02	3.99
I am accepting of people with different religious and spiritual traditions	231 100%	- -	3 1%	14 6%	112 48%	102 44%	4.35	4.35
I enjoy when my friends from other cultures teach me about our cultural differences	231 100%	1 *	3 1%	9 4%	97 42%	121 52%	4.45	4.31
I am open to people who strive to live lives very different from my own life style.	231 100%	- -	5 2%	36 16%	130 56%	60 26%	4.06	4.14

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 4: Intrapersonal Identity

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Intrapersonal Identity Scale							4.13	4.18
I have a definite purpose in my life.	232 100%	1 *	12 5%	19 8%	113 49%	87 38%	4.18	4.15
I can explain my own personal values to people who are different from me.	231 100%	- -	3 1%	10 4%	137 59%	81 35%	4.28	4.23
I know who I am as a person.	230 100%	- -	7 3%	24 10%	132 57%	67 29%	4.13	4.23
I am willing to defend my views when they differ from others.	231 100%	- -	5 2%	40 17%	144 62%	42 18%	3.97	4.04
I put my beliefs into action by standing up for my principles.	232 100%	- -	4 2%	36 16%	147 63%	45 19%	4.00	4.01
I am developing a meaningful philosophy of life.	229 100%	- -	2 1%	26 11%	124 54%	77 34%	4.21	3.98

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 5: Interpersonal Social Responsibility

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Interpersonal Social Responsibility Scale							3.88	3.69
I think of my life in terms of giving back to society.	232 100%	2 1%	13 6%	53 23%	119 51%	45 19%	3.83	3.82
I work for the rights of others.	231 100%	- -	10 4%	58 25%	120 52%	43 19%	3.85	3.68
I put the needs of others above my own personal wants.	230 100%	- -	4 2%	55 24%	121 53%	50 22%	3.94	3.50
I consciously behave in terms of making a difference.	231 100%	1 *	6 3%	58 25%	123 53%	43 19%	3.87	3.94
Volunteering is not an important priority in my life. (R)	231 100%	70 30%	97 42%	37 16%	24 10%	3 1%	3.90	3.51

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 6: Interpersonal Social Interaction

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Interpersonal Social Interaction Scale							3.08	3.34
Most of my friends are from my own ethnic background. (R)	232 100%	9 4%	24 10%	25 11%	126 54%	48 21%	2.22	2.57
I frequently interact with people from a race/ethnic group different from my own.	231 100%	3 1%	47 20%	47 20%	93 40%	41 18%	3.53	3.72
I intentionally involve people from many cultural backgrounds in my life.	232 100%	3 1%	39 17%	87 38%	77 33%	26 11%	3.36	3.54
I frequently interact with people from a country different from my own.	231 100%	6 3%	73 32%	54 23%	66 29%	32 14%	3.19	3.53

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 7: Items Not Corresponding to a Scale

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
I feel threatened around people from backgrounds different from my own. (R)	231 100%	76 33%	129 56%	22 10%	4 2%	- -	4.20	4.00
I often get out of my comfort zone to better understand myself.	231 100%	6 3%	34 15%	61 26%	103 45%	27 12%	3.48	3.59
I see myself as a global citizen.	232 100%	2 1%	26 11%	32 14%	101 44%	71 31%	3.92	3.83

(R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates a more global perspective.

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

General Form Questions

Table 8: College Course Enrollment

Since coming to college, how many courses have you taken in the area listed below?

	Valid Responses	0	1	2	3	4	5+
Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation.	221 100%	16 7%	53 24%	54 24%	45 20%	23 10%	30 14%
Foreign language course	221 100%	28 13%	96 43%	58 26%	8 4%	4 2%	27 12%
World history course	221 100%	78 35%	88 40%	34 15%	14 6%	2 1%	5 2%
Service learning course	220 100%	115 52%	44 20%	38 17%	12 5%	1 *	10 5%
Course focused on significant global/international issues and problems.	221 100%	59 27%	70 32%	46 21%	23 10%	15 7%	8 4%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	220 100%	48 22%	67 30%	50 23%	24 11%	14 6%	17 8%

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 9: Faculty Interactions Outside of Class

Since coming to college, how often have you experienced the following with your faculty?

	Valid Responses	Never	Rarely	Sometimes	Often	Very Often	Mean	National Norm
Discussed course topics, ideas, or concepts with a faculty member outside of class	220 100%	14 6%	38 17%	82 37%	56 25%	30 14%	2.23	1.94
Discussed your academic performance with a faculty member	220 100%	8 4%	35 16%	95 43%	55 25%	27 12%	2.26	2.09

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 10: Faculty Fostering Multiple Perspectives

Since coming to college, how often have you experienced the following with your faculty?

	Valid Responses	Never	Rarely	Sometimes	Often	Very Often	Mean	National Norm
The faculty challenge students' views and perspectives on a topic during class	219 100%	4 2%	28 13%	96 44%	63 29%	28 13%	2.38	2.29
The faculty presented issues and problems in class from different cultural perspectives	219 100%	4 2%	26 12%	101 46%	63 29%	25 11%	2.36	2.23

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 11: Participation in planned events in college

Since coming to college, how often have you participated in the following?

	Valid Responses	Never	Rarely	Sometimes	Often	Very Often	Mean	National Norm
Events or activities sponsored by groups reflecting your own cultural heritage	220 100%	- -	74 34%	69 31%	50 23%	27 12%	2.14	1.67
Events or activities sponsored by groups reflecting a cultural heritage different from your own	220 100%	- -	88 40%	97 44%	27 12%	8 4%	1.80	1.56
Religious or Spiritual Activities	220 100%	- -	40 18%	44 20%	49 22%	87 40%	2.83	1.54
Leadership programs that stress collaboration and team work	221 100%	- -	62 28%	56 25%	56 25%	47 21%	2.40	2.14
Community service activities unrelated to a course	220 100%	- -	64 29%	69 31%	49 22%	38 17%	2.28	2.12
Attended a lecture, workshop, or campus discussion on international or global issues	221 100%	- -	70 32%	88 40%	49 22%	14 6%	2.03	1.71

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 12: Student Initiated Involvement
 Since coming to college, how often have you participated in the following?

	Valid Responses	Never	Rarely	Sometimes	Often	Very Often	Mean	National Norm
Read a newspaper or news magazine (online or in print)	221 100%	-	51 23%	67 30%	61 28%	42 19%	2.43	2.44
Watched news programs on television	221 100%	-	118 53%	53 24%	34 15%	16 7%	1.76	2.27
Followed an international event/crisis (through a newspaper, social media, or other media sources)	221 100%	-	36 16%	81 37%	64 29%	40 18%	2.49	2.43
Discussed current events with other students	221 100%	-	21 10%	85 38%	68 31%	47 21%	2.64	2.49

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

Table 13: Community Scale

Please rate your level of agreement with each statement.

	Valid Responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	National Norm
Community Scale							3.97	3.98
I have a strong sense of affiliation with my college/university.	221 100%	5 2%	24 11%	28 13%	97 44%	67 30%	3.89	3.77
I feel that my college/university community honors diversity and internationalism.	221 100%	6 3%	30 14%	66 30%	90 41%	29 13%	3.48	4.00
I understand the mission of my college/university.	221 100%	1 *	13 6%	31 14%	132 60%	44 20%	3.93	3.99
I am both challenged and supported at my college/university.	221 100%	2 1%	4 2%	23 10%	122 55%	70 32%	4.15	4.05
I have been encouraged to develop my strengths and at my college/university.	220 100%	1 *	4 2%	15 7%	102 46%	98 45%	4.33	4.10
I feel I am part of a close and supportive community of colleagues and friends.	221 100%	5 2%	18 8%	23 10%	85 38%	90 41%	4.07	4.01

Note: Percentages may not equal 100% because of rounding. Items with * instead of a percentage rounded to 0%.

The Global Perspective Inventory was originally housed at The Global Perspective Institute Inc., which was established in 2008 to study and promote global holistic human development among college students. The Global Perspective Inventory was hosted by Central College in Pella, IA under the direction of Larry Braskamp until 2015 when Iowa State began hosting the GPI.