

Cross-Cultural Engagement

Frost Center Friday

December 10, 2021

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Frost Center Fellow 2021-2022

Cross-cultural engagement

- The [mission of Hope College](#) is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith
- Helping student develop intercultural and diversity competency and engagement is central to our mission
- How are we doing?

The datasets

- CIRP: Cooperative Institutional Research Program
 - 2014 / 2020
- ETS: Educational Testing Service
 - 2021
- NSSE: National Survey of Student Engagement
 - 2017 / 2019 / 2020

CIRP data

- Examines Hope in relation to two comparison groups
- Comparison School 1: Religious, 4-year, highly selective
- Comparison School 2: Religious, 4-year

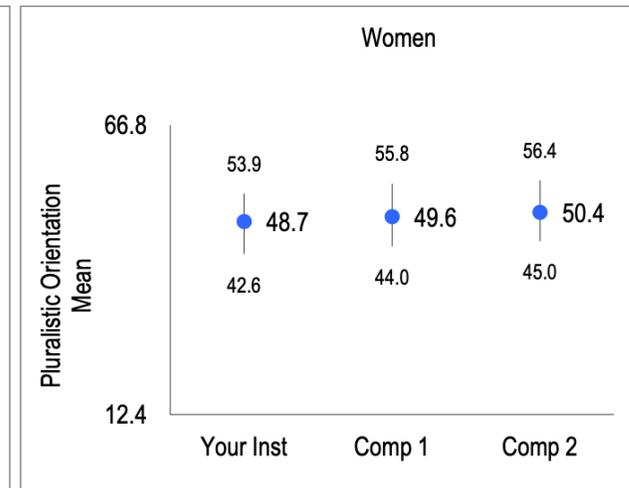
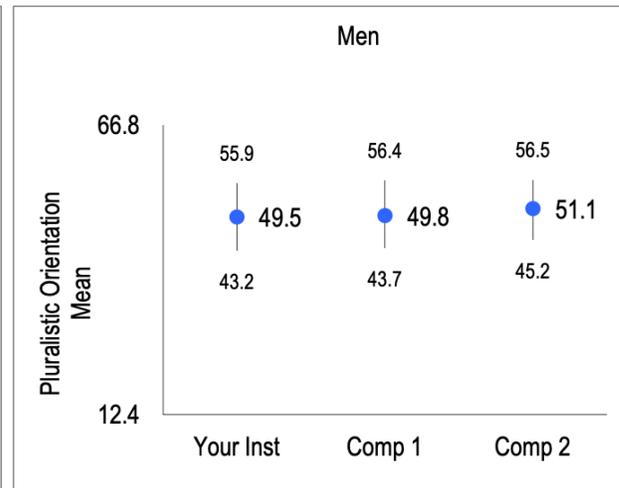
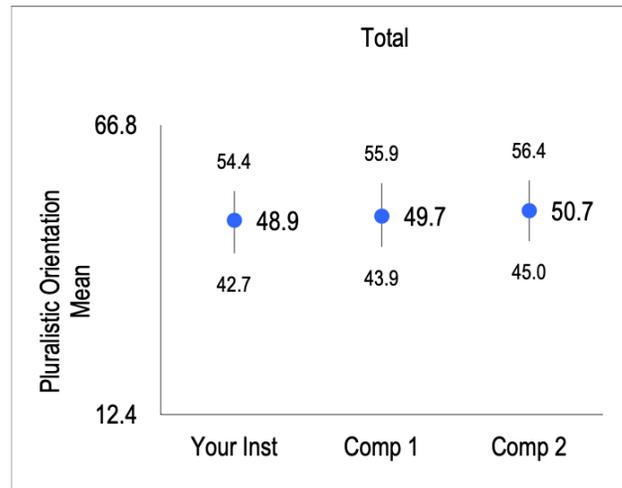
- Assessed in 2014 and 2020

2014 CIRP data: Pluralistic Orientation

Pluralistic Orientation - measures skills and dispositions appropriate for living and working in a diverse society.

| Hope College | Total | | | Men | | | Women | | |
|--------------------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 283 | 10,576 | 12,133 | 77 | 4,340 | 5,006 | 206 | 6,236 | 7,127 |
| Mean | 48.9 | 49.7 | 50.7 | 49.5 | 49.8 | 51.1 | 48.7 | 49.6 | 50.4 |
| Standard Deviation | 8.62 | 8.69 | 8.30 | 8.54 | 9.06 | 8.56 | 8.66 | 8.40 | 8.08 |
| Significance | - | - | *** | - | - | - | - | - | ** |
| Effect Size | - | -0.09 | -0.22 | - | -0.03 | -0.18 | - | -0.11 | -0.21 |
| 25th percentile | 42.7 | 43.9 | 45.0 | 43.2 | 43.7 | 45.2 | 42.6 | 44.0 | 45.0 |
| 75th percentile | 54.4 | 55.9 | 56.4 | 55.9 | 56.4 | 56.5 | 53.9 | 55.8 | 56.4 |

Note: Significance * p<.05, ** p<.01, *** p<.001

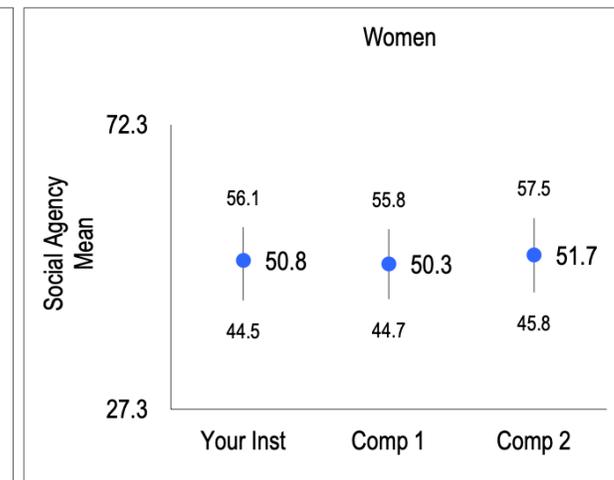
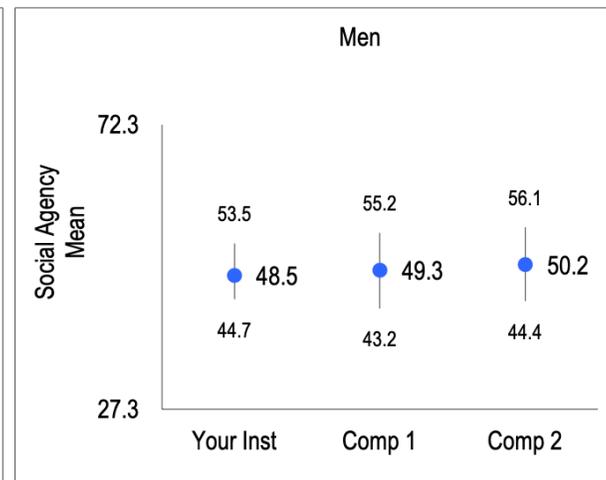
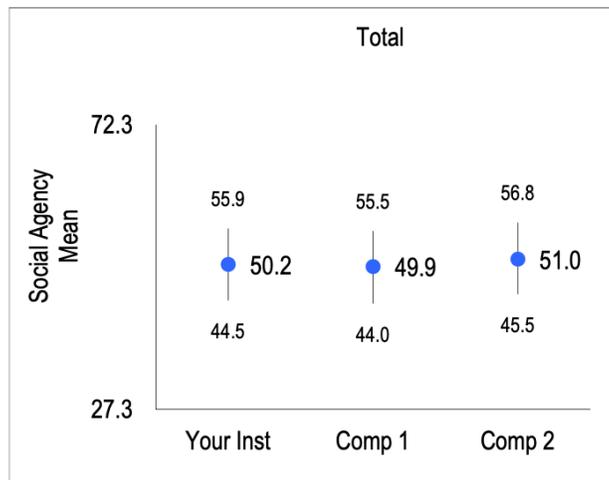


2014 CIRP data: Social Agency

Social Agency - measures the extent to which students value political and social involvement as a personal goal.

| Hope College | Total | | | Men | | | Women | | |
|--------------------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 267 | 10,266 | 11,641 | 70 | 4,189 | 4,756 | 197 | 6,077 | 6,885 |
| Mean | 50.2 | 49.9 | 51.0 | 48.5 | 49.3 | 50.2 | 50.8 | 50.3 | 51.7 |
| Standard Deviation | 8.91 | 8.88 | 9.01 | 8.25 | 9.15 | 9.17 | 9.07 | 8.64 | 8.82 |
| Significance | - | | | - | | | - | | |
| Effect Size | - | 0.04 | -0.09 | - | -0.09 | -0.19 | - | 0.06 | -0.10 |
| 25th percentile | 44.5 | 44.0 | 45.5 | 44.7 | 43.2 | 44.4 | 44.5 | 44.7 | 45.8 |
| 75th percentile | 55.9 | 55.5 | 56.8 | 53.5 | 55.2 | 56.1 | 56.1 | 55.8 | 57.5 |

Note: Significance * p<.05, ** p<.01, *** p<.001



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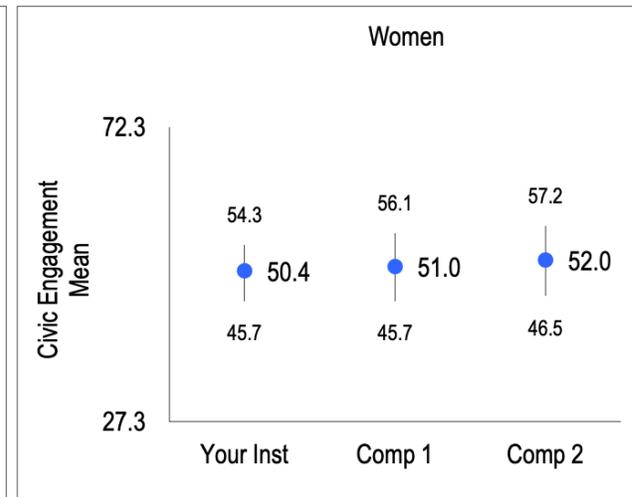
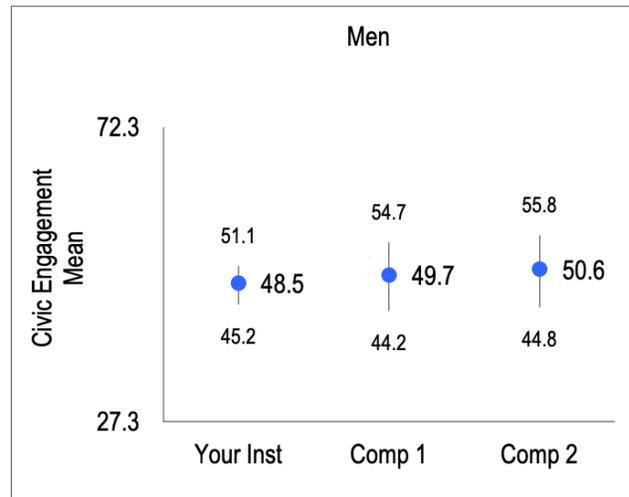
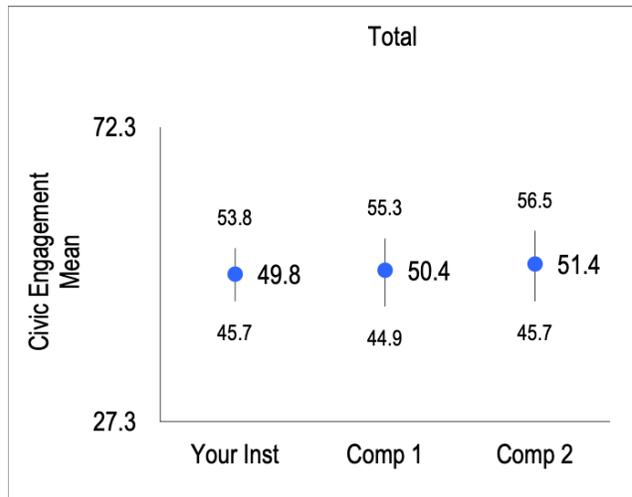
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2014 CIRP data: Civic Engagement

Civic Engagement - measures the extent to which students are motivated and involved in civic, electoral, and political activities.

| Hope College | Total | | | Men | | | Women | | |
|--------------------|-----------|--------|--------|-----------|--------|--------|-----------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 282 | 10,666 | 12,244 | 76 | 4,375 | 5,069 | 206 | 6,291 | 7,175 |
| Mean | 49.8 | 50.4 | 51.4 | 48.5 | 49.7 | 50.6 | 50.4 | 51.0 | 52.0 |
| Standard Deviation | 6.89 | 7.83 | 7.96 | 5.69 | 7.99 | 8.05 | 7.24 | 7.66 | 7.83 |
| Significance | - | | ** | - | | * | - | | ** |
| Effect Size | - | -0.08 | -0.19 | - | -0.15 | -0.27 | - | -0.08 | -0.21 |
| 25th percentile | 45.7 | 44.9 | 45.7 | 45.2 | 44.2 | 44.8 | 45.7 | 45.7 | 46.5 |
| 75th percentile | 53.8 | 55.3 | 56.5 | 51.1 | 54.7 | 55.8 | 54.3 | 56.1 | 57.2 |

Note: Significance * p<.05, ** p<.01, *** p<.001



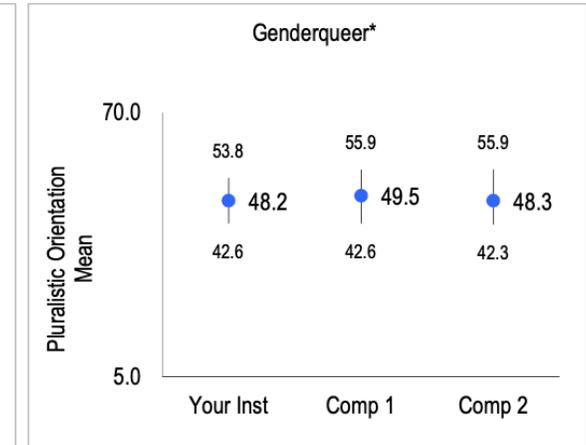
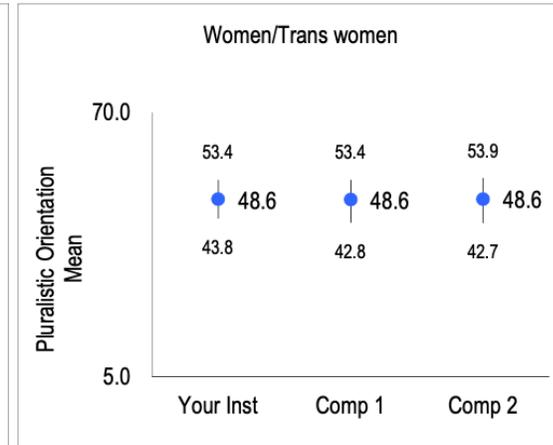
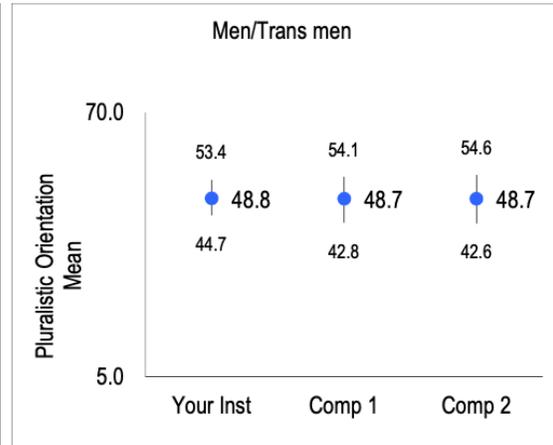
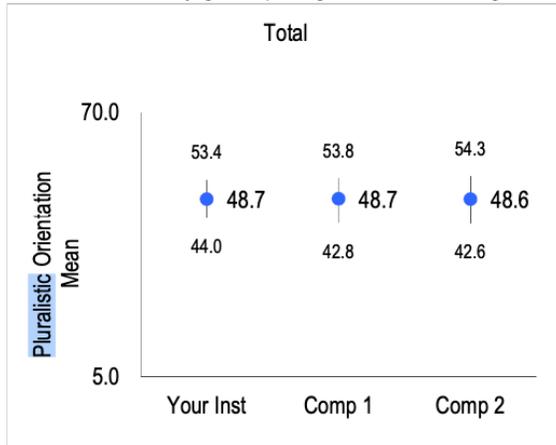
2020 CIRP data: Pluralistic Orientation

Pluralistic Orientation - measures skills and dispositions appropriate for living and working in a diverse society.

| Hope College | Total | | | Men/Trans men | | | Women/Trans women | | | Genderqueer* | | |
|--------------------|-----------|--------|--------|---------------|--------|--------|-------------------|--------|--------|--------------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 501 | 1,915 | 4,003 | 173 | 699 | 1,462 | 300 | 1,091 | 2,242 | 21 | 101 | 236 |
| Mean | 48.7 | 48.7 | 48.6 | 48.8 | 48.7 | 48.7 | 48.6 | 48.6 | 48.6 | 48.2 | 49.5 | 48.3 |
| Standard Deviation | 7.53 | 8.00 | 8.48 | 7.39 | 8.00 | 8.62 | 7.63 | 7.95 | 8.25 | 8.39 | 8.47 | 9.69 |
| Significance | - | - | - | - | - | - | - | - | - | - | - | - |
| Effect Size | - | 0.00 | 0.01 | - | 0.00 | 0.00 | - | 0.00 | 0.00 | - | -0.15 | -0.01 |
| 25th percentile | 44.0 | 42.8 | 42.6 | 44.7 | 42.8 | 42.6 | 43.8 | 42.8 | 42.7 | 42.6 | 42.6 | 42.3 |
| 75th percentile | 53.4 | 53.8 | 54.3 | 53.4 | 54.1 | 54.6 | 53.4 | 53.4 | 53.9 | 53.8 | 55.9 | 55.9 |

Note: Significance * p<.05, ** p<.01, *** p<.001

* Includes non-binary, genderqueer, gender non-conforming, identity not listed



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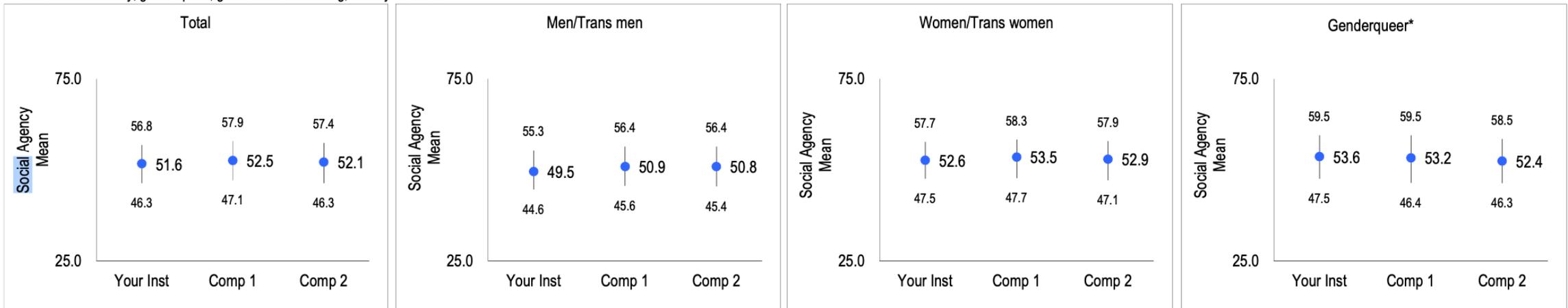
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| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 478 | 1,843 | 3,852 | 160 | 668 | 1,404 | 291 | 1,055 | 2,160 | 21 | 99 | 228 |
| Mean | 51.6 | 52.5 | 52.1 | 49.5 | 50.9 | 50.8 | 52.6 | 53.5 | 52.9 | 53.6 | 53.2 | 52.4 |
| Standard Deviation | 8.15 | 8.33 | 8.50 | 8.18 | 8.35 | 8.48 | 7.86 | 8.13 | 8.39 | 9.64 | 8.25 | 8.14 |
| Significance | - | * | | - | | | - | | | - | | |
| Effect Size | - | 0.10 | 0.05 | - | -0.16 | -0.15 | - | -0.10 | -0.03 | - | 0.05 | 0.15 |
| 25th percentile | 46.3 | 47.1 | 46.3 | 44.6 | 45.6 | 45.4 | 47.5 | 47.7 | 47.1 | 47.5 | 46.4 | 46.3 |
| 75th percentile | 56.8 | 57.9 | 57.4 | 55.3 | 56.4 | 56.4 | 57.7 | 58.3 | 57.9 | 59.5 | 59.5 | 58.5 |

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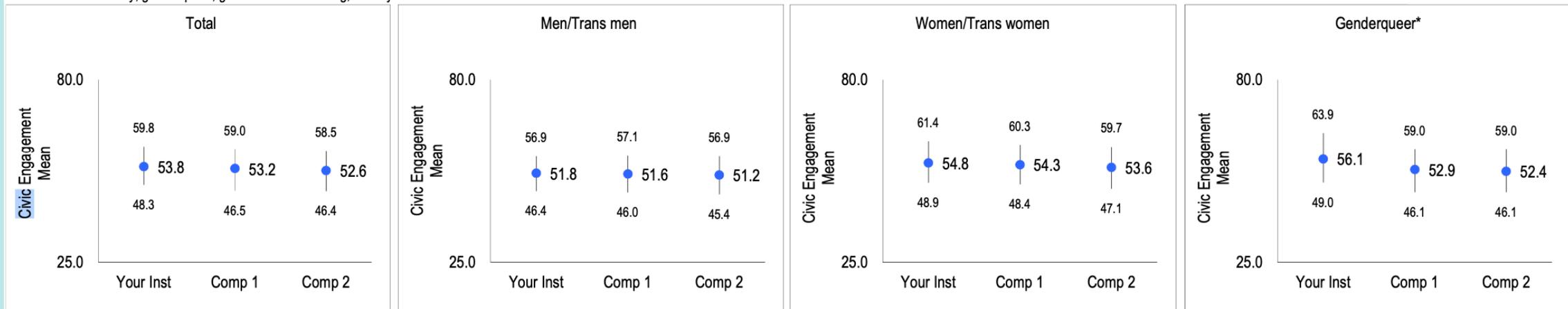
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|--------------------|-----------|--------|--------|---------------|--------|--------|-------------------|--------|--------|--------------|--------|--------|
| | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 | Your Inst | Comp 1 | Comp 2 |
| Total (n) | 506 | 1,931 | 4,052 | 177 | 706 | 1,477 | 301 | 1,099 | 2,265 | 21 | 102 | 243 |
| Mean | 53.8 | 53.2 | 52.6 | 51.8 | 51.6 | 51.2 | 54.8 | 54.3 | 53.6 | 56.1 | 52.9 | 52.4 |
| Standard Deviation | 8.65 | 8.70 | 8.64 | 7.85 | 8.34 | 8.25 | 8.90 | 8.80 | 8.82 | 9.81 | 8.76 | 8.30 |
| Significance | - | - | ** | - | - | - | - | - | * | - | - | - |
| Effect Size | - | 0.07 | 0.14 | - | 0.03 | 0.07 | - | 0.06 | 0.15 | - | 0.37 | 0.45 |
| 25th percentile | 48.3 | 46.5 | 46.4 | 46.4 | 46.0 | 45.4 | 48.9 | 48.4 | 47.1 | 49.0 | 46.1 | 46.1 |
| 75th percentile | 59.8 | 59.0 | 58.5 | 56.9 | 57.1 | 56.9 | 61.4 | 60.3 | 59.7 | 63.9 | 59.0 | 59.0 |

Note: Significance * p<.05, ** p<.01, *** p<.001

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ETS Data

- 2021
- Examining
 - Analyze
 - Act
 - Approach

ETS Data

Analyze & Act

The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thought into action.

MEAN SCALE SCORES

(Scale of 150-180)

The mean scale scores and proficiency levels for the Reporting Group and Comparison Group are shown on the right.

Proficiency level information and additional reporting details on the Analyze & Act portion of the assessment start on **page 2**.

REPORTING GROUP

168.6

PROFICIENT

COMPARISON GROUP

167.4

PROFICIENT

Approach

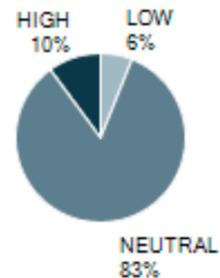
The overall positivity with which an individual views and responds to cross-cultural interactions.

RESPONSE CATEGORIES AND PERCENTAGES

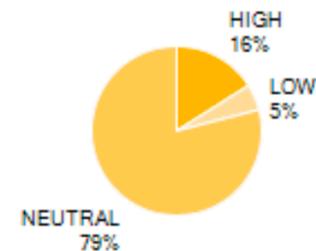
The percentage of students whose responses were categorized as suggesting High, Neutral or Low levels of positivity to cross-cultural interactions are shown to the right for the Reporting Group and Comparison Group.

Mean scaled scores and additional reporting details on the Approach portion of the assessment start on **page 5**.

REPORTING GROUP



COMPARISON GROUP



See page 5 for level descriptions.



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NSSE Data

- 2017
- 2019
- 2020

ICD: Inclusiveness and Engagement with Cultural Diversity

- Coursework

- Seven items examining diversity and inclusion emphases in coursework
- Items were internally consistent across timepoints ($\alpha = .89$ to $.92$)

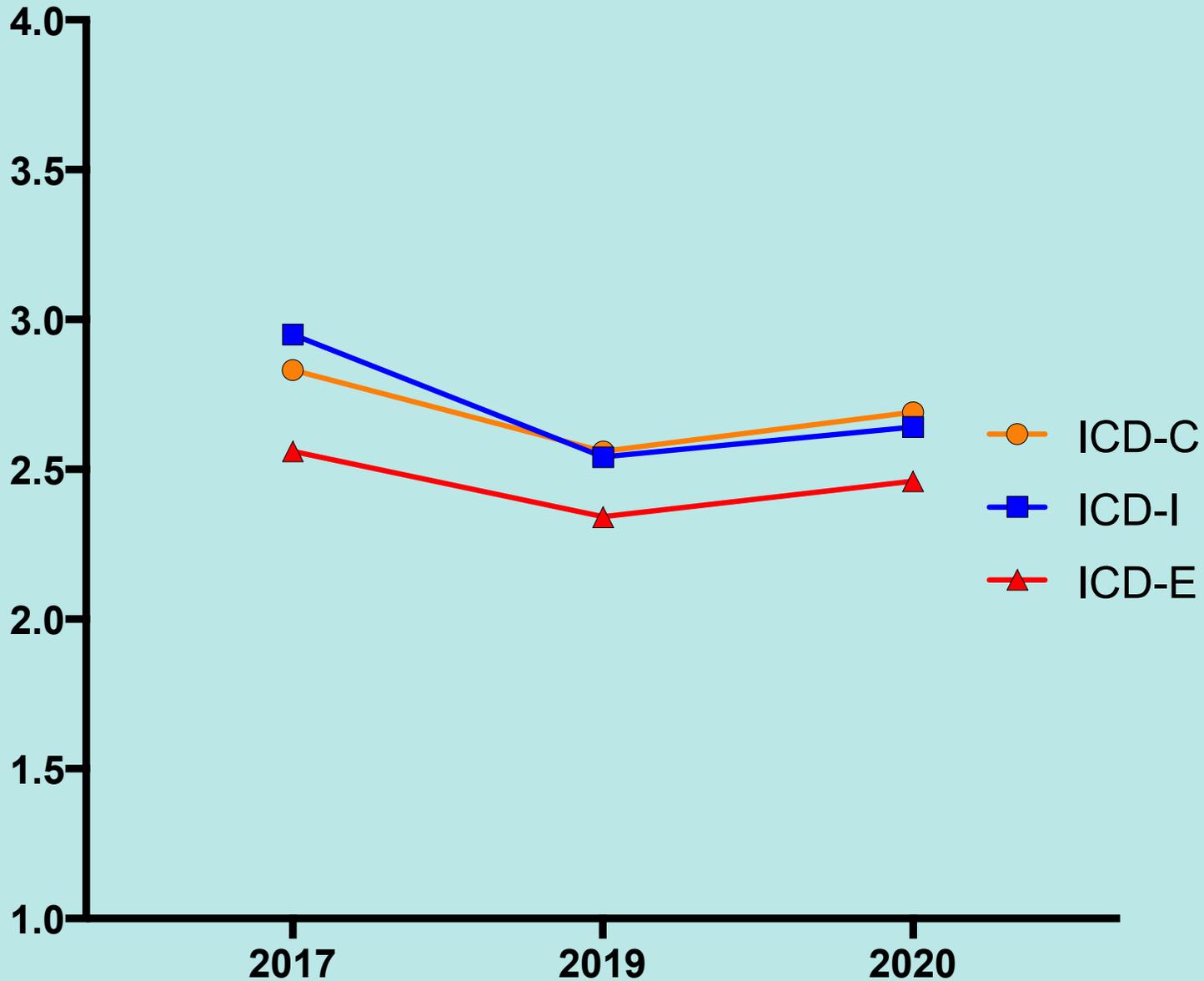
- Institution

- Seven items examining diversity and inclusion emphases on an institutional level
- Items were internally consistent across timepoints ($\alpha = .86$ to $.92$)

- Environment

- Seven items examining whether students felt there was a supportive environment across indicators (e.g. race/ethnicity, sexual orientation)
- Items were internally consistent across timepoints ($\alpha = .89$ to $.91$)

NSSE Data 2017, 2019, 2020



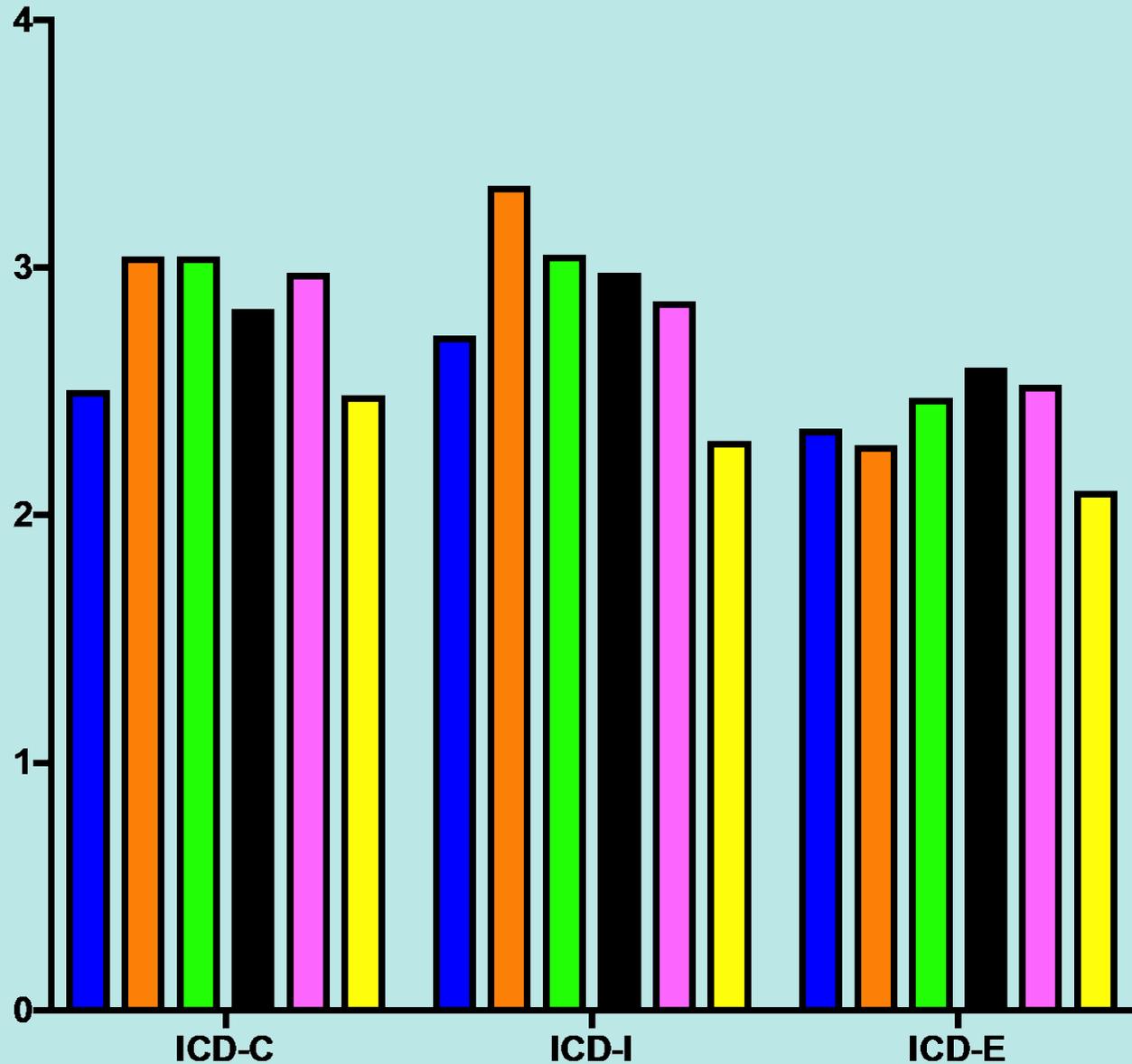
**Intercultural competence
has stayed flat**



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2017 (NSSE)



“Baseline” assessment
in 2017

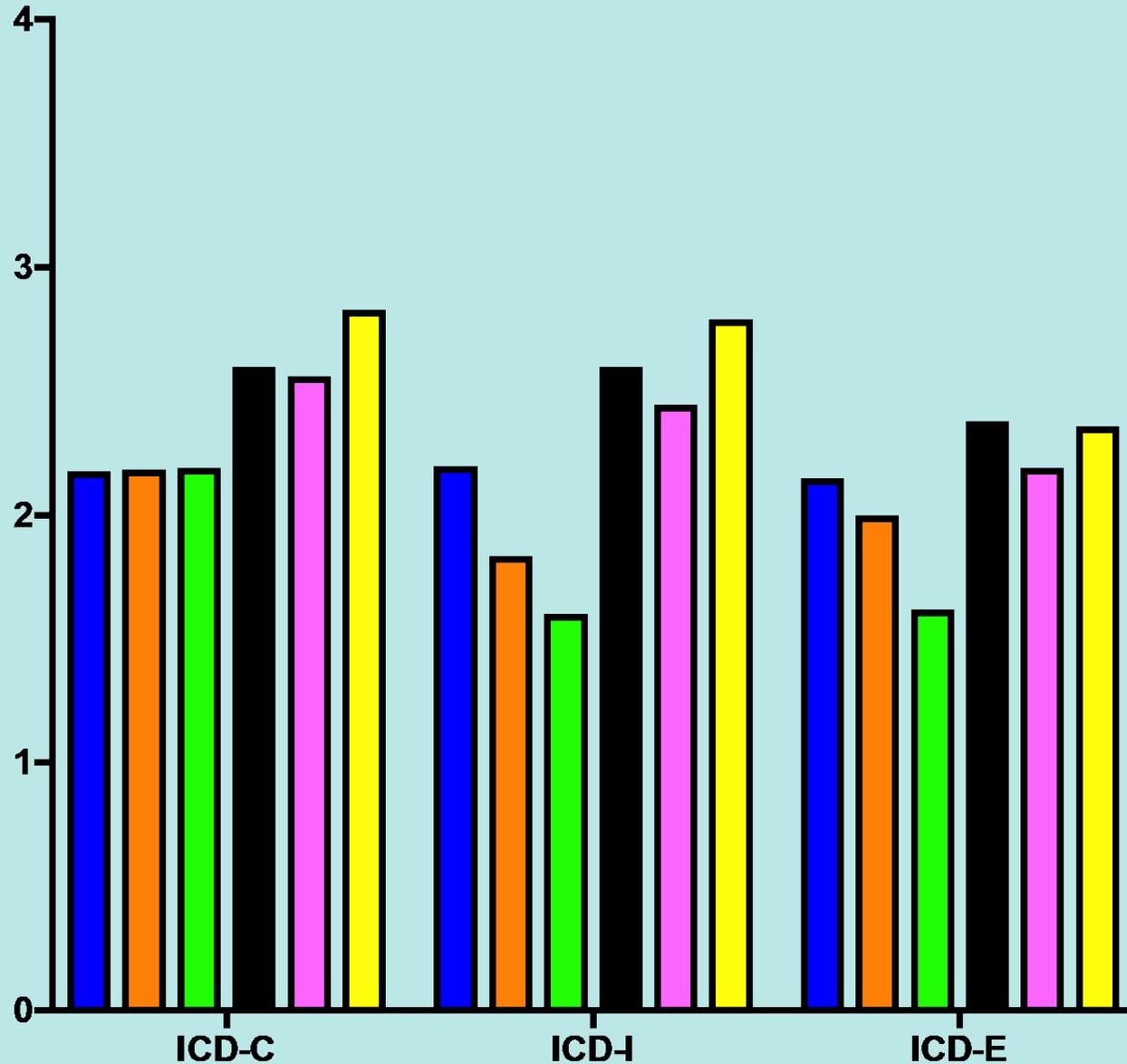
- Asian
- Black/African-American
- Hispanic/Latinx
- White
- Multiracial
- No response



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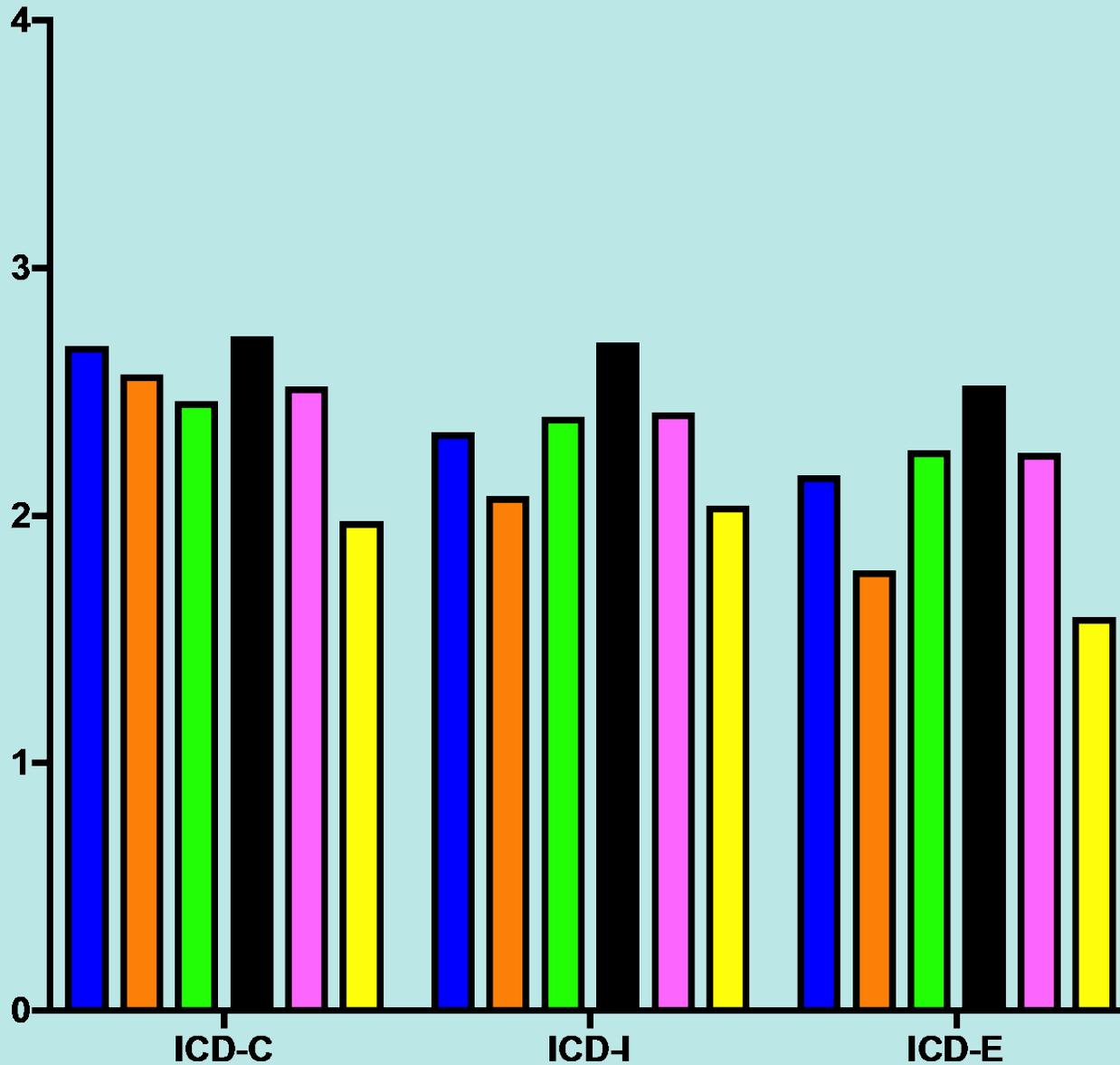
2019 (NSSE)



Scores are dropping, and there are different realities at Hope College

- Asian
- Black/African-American
- Hispanic/Latinx
- White
- Multiracial
- No response

2020 (NSSE)



The student experience is different based on demographics

- Asian
- Black/African-American
- Hispanic/Latinx
- White
- Multiracial
- No response



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Summary of the data

- **CIRP data:** Mixed results—we're underperforming relative to our peers on social agency and are *slightly* better than one peer group on civic engagement (but equal to other peer group)
- **ETS data:** Equal to peers on Analyze and Act, but underperforming relative to our peers on Approach
- **NSSE data:** We're not improving (and may be *slightly* decreasing) in inclusiveness and engagement with cultural diversity, and there are different realities for different students on campus

Next Steps

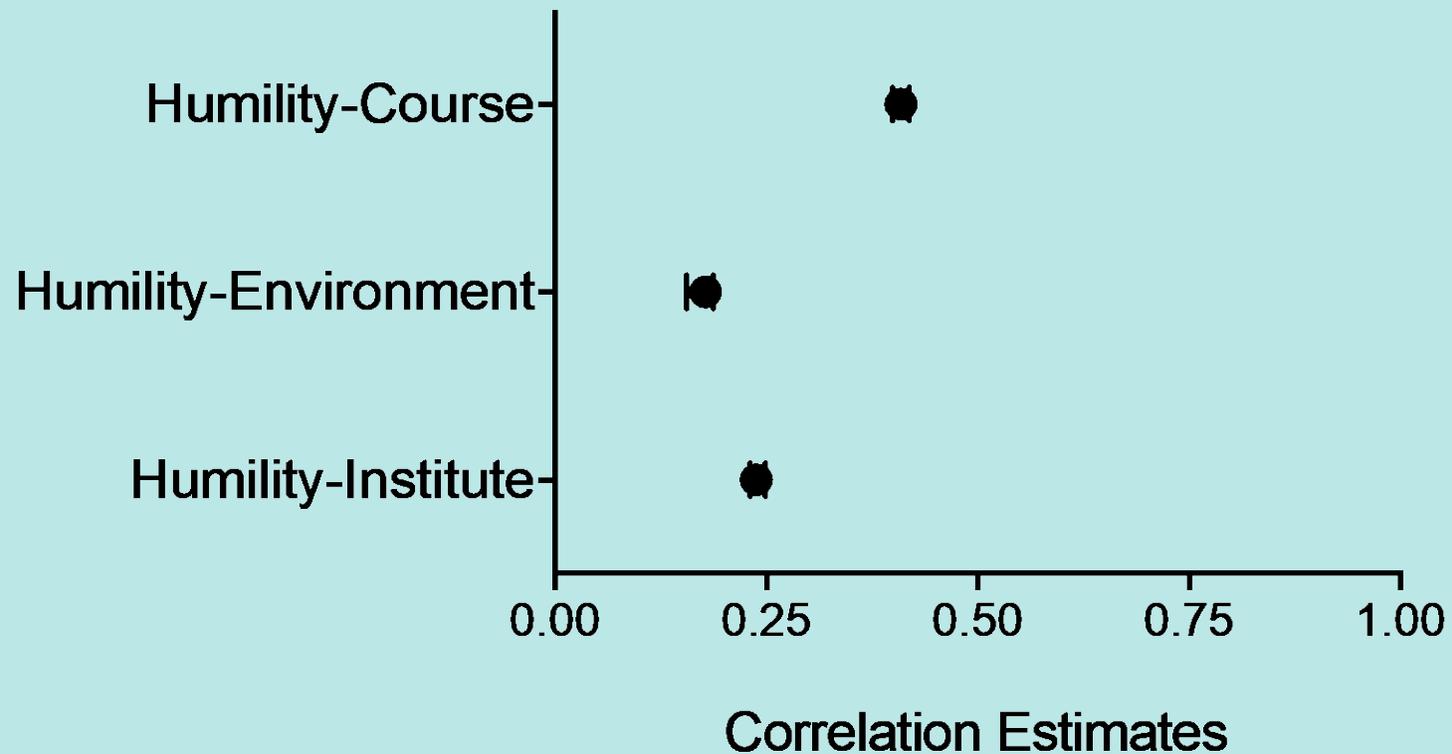
- What do we do with these data?

Humility

- Composite assessed by three items (in the NSSE data):
 - Examined the strengths and weaknesses of your own views on a topic or issue
 - Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
 - Learned something that changed the way you understand an issue or concept
- Scores averaged from 2.86 – 2.95 across measurement periods and were internally consistent ($\alpha = .72$ to $.75$)

Is humility related to ICD?

- Correlating humility and ICD (2017-2020)



Let's get practical

Developing Intercultural & Diversity Competencies

Dr. Heidi Kraus
Director of Global Learning
General Education Program

kraus@hope.edu

- 
- We have been working on this cultural and diversity education initiative for two years. This isn't new!
 - The institutional assessment of cultural competencies (*ETS Intercultural Competency & Diversity Assessment – or ICD assessment*) began this academic year for all 1st and 4th-year students
 - ICD is a *direct* assessment of student competencies

Why is it important for students to develop their intercultural and diversity competencies?

- To enrich their life
- Live into their faith
- Deepen their relationships
- Contribute to the solutions of local and global challenges
- To prepare for vocational goals

Goals of the assessment

1. *Hold us accountable* to our diversity and cultural competency educational goals (e.g., preparing students for lives of service in a global society)
2. Help us *strategically target* areas of education where students are lacking competencies
3. *Identify* which educational opportunities actually promote growth

-
1. FYS and SRS students *take the ICD assessment* via ETS online testing browser (2 weeks to complete; approx. 1 hr)
 2. *Student debrief* (videos, FTF debriefing opportunities, advising action plan, digital resources)
 3. *Intervention*



We are working to develop *curricular and co-curricular initiatives* that correspond to the cultural competencies assessed in order to *cultivate students' learning* during their time at Hope.



Dimensions of the Initiative

APPROACH

- Be *curious, flexible, and open-minded*
- Seek out *diverse groups*
- Approach new situations with *cultural humility*
- Recognize how one's own *identities and experiences intersect* with others' identities and experiences

ACT

- Consider the *impact* of your actions
- Seek *mutually beneficial* solutions and actions
- *Communicate effectively* in diverse contexts
- Adapt behavior to be *culturally appropriate*

ANALYZE

- Engage the *complexity of people, communities, and cultures*
- Critique stereotypical *representations of people and cultures*
- Learn about the impact of economic, political, religious, and social *systems on people and cultures*



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Examples of specific learning opportunities to cultivate these competencies

- Take courses flagged for Global Learning
- Go to cultural heritage events
- Study off-campus
- Intern or volunteer under the guidance of communities that are different from your own
- Attend events and join student organizations that promote diversity
- Travel in ways that engage and serve local communities
- Seek out new sports, music, media, news, films, art, theater, food, books, and experiences to learn about other cultures

Conversation and Questions

- Who at Hope College (positions or departments) would benefit from the information shared today?
- Thinking about your own work at Hope, how might you use what you've learned today?
- What is the best way to share more detailed information with faculty and staff members who are advising and working with students?