



**Hope College**

**Global Perspective Inventory General Form Report**

**June 2018**

**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 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](mailto:gpi@iastate.edu)).

Sincerely,

Robert D. Reason  
Professor of Education  
Iowa State University

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**Respondent Characteristics**

	N	Percent
<b>Gender</b>		
Male	18	25
Female	52	72
Transgender/Gender nonconforming	1	1
Rather Not Say	1	1
Total	72	
<b>Class Year</b>		
First Year	8	11
Sophomore	27	38
Junior	15	21
Senior	22	31
Graduate Student	0	0
Total	72	
<b>Race</b>		
American Indian	0	0
Asian American/Asian	2	3
African-American/Black	1	1
Hispanic/Latino	3	4
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	63	89
Multiracial	2	3
Total	71	
<b>American/International Student</b>		
American student at an American college/university	68	94
Non-American student at an American college/university	4	6
Other	0	0
Total	72	

**Respondent Characteristics (cont.)**

	N	Percent
<b>Parental Education</b>		
Less than high school	1	1
High school graduate	1	1
Some college	6	8
Associate's degree	0	0
Bachelor's degree	24	33
Some graduate school	3	4
Graduate degree (Master's, Doctorate, MD, JD, etc)	37	51
Do not know	0	0
Total	72	
<b>Major Category</b>		
Agriculture and Natural Resources	1	1
Art and Humanities	10	14
Business	12	17
Communications or Journalism	3	4
Education or Social Work	12	17
Engineering	7	10
Health and Medical Professions	11	15
Physical Sciences, Biological Sciences, or Mathematics	7	10
Social Science	8	11
Other Field	1	1
Total	72	
<b>Did you begin college at this institution?</b>		
Yes	71	99
No	1	1
Total	72	
<b>Prior to this term, how many quarters or semesters have you studied abroad?</b>		
None	53	78
A short term experience (summer/winter term)	8	12
One	6	9
Two	1	1
More than two	0	0
Total	68	
<b>Have you ever participated in a living-learning community?</b>		
No	57	84
Yes	11	16
Total	68	

### **Global Perspective Inventory Scales**

## GPI Scales

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

**Cognitive Dimension.** The Cognitive dimension focuses on 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.** The Intrapersonal dimension 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.** The Interpersonal dimension 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 from the GPI General Form since 2015 (n = 3619).

**Table 1: Cognitive Knowing**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Cognitive Knowing Scale</i></b>							<b>3.73</b>	<b>0.47</b>	<b>3.57</b>	<b>0.55</b>
When I notice cultural differences, my culture tends to have the better approach. (R)	72	1 1%	30 42%	29 40%	11 15%	1 1%	<b>3.26</b>	<b>0.79</b>	3.00	0.95
Some people have culture and others do not.	72	36 50%	24 33%	6 8%	4 6%	2 3%	<b>4.22</b>	<b>1.01</b>	3.81	1.15
In different setting what is right and wrong is simple to determine. (R)	71	5 7%	32 45%	12 17%	19 27%	3 4%	<b>3.24</b>	<b>1.06</b>	2.99	1.14
I take into account different perspectives before drawing conclusions about the world around me.	72	0 0%	0 0%	8 11%	49 68%	15 21%	<b>4.10</b>	<b>0.56</b>	4.14	0.69
I consider different cultural perspectives when evaluating global problems.	72	0 0%	2 3%	10 14%	50 69%	10 14%	<b>3.94</b>	<b>0.63</b>	3.97	0.72
I rely primarily on authorities to determine what is true in the world. (R)	72	10 14%	31 43%	20 28%	11 15%	0 0%	<b>3.56</b>	<b>0.92</b>	3.46	1.03
I rarely question what I have been taught about the world around me. (R)	72	14 19%	43 60%	3 4%	12 17%	0 0%	<b>3.82</b>	<b>0.94</b>	3.59	1.07

Note: (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.  
Percentages may not equal 100% because of rounding.



**Table 2: Cognitive Knowledge**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Cognitive Knowledge Scale</i></b>							<b>3.54</b>	<b>0.63</b>	<b>3.76</b>	<b>0.59</b>
I am informed of current issues that impact international relations.	72	3 4%	19 26%	15 21%	27 38%	8 11%	<b>3.25</b>	<b>1.10</b>	3.66	0.96
I understand the reasons and causes of conflict among nations of different cultures.	72	1 1%	10 14%	17 24%	37 51%	7 10%	<b>3.54</b>	<b>0.90</b>	3.70	0.85
I understand how various cultures of this world interact socially.	72	0 0%	8 11%	18 25%	40 56%	6 8%	<b>3.61</b>	<b>0.80</b>	3.79	0.79
I know how to analyze the basic characteristics of a culture.	71	1 1%	10 14%	15 21%	40 56%	5 7%	<b>3.54</b>	<b>0.88</b>	3.75	0.76
I can discuss cultural differences from an informed perspective.	72	1 1%	1 1%	20 28%	42 58%	8 11%	<b>3.76</b>	<b>0.72</b>	3.88	0.79

Note: (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.  
Percentages may not equal 100% because of rounding.

**Table 3: Intrapersonal Affect**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Intrapersonal Affect Scale</i></b>							<b>4.19</b>	<b>0.44</b>	<b>4.17</b>	<b>0.50</b>
I am sensitive to those who are discriminated against.	72	0 0%	2 3%	6 8%	44 61%	20 0%	<b>4.14</b>	<b>0.68</b>	4.09	0.76
I do not feel threatened emotionally when presented with multiple perspectives.	72	0 0%	2 3%	8 11%	43 60%	19 26%	<b>4.10</b>	<b>0.70</b>	4.04	0.79
I am accepting of people with different religious and spiritual traditions.	72	0 0%	2 3%	6 8%	28 39%	36 50%	<b>4.36</b>	<b>0.76</b>	4.35	0.68
I enjoy when my friends from other cultures teach me about our cultural differences.	72	0 0%	0 0%	3 4%	36 50%	33 46%	<b>4.42</b>	<b>0.58</b>	4.30	0.69
I am open to people who strive to live lives very different from my own life style.	72	0 0%	0 0%	16 22%	43 60%	13 18%	<b>3.96</b>	<b>0.64</b>	4.06	0.72

Note: (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.  
Percentages may not equal 100% because of rounding.

**Table 4: Intrapersonal Identity**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Intrapersonal Identity Scale</i></b>							<b>4.05</b>	<b>0.47</b>	<b>4.11</b>	<b>0.50</b>
I have a definite purpose in my life.	72	1 1%	7 10%	7 10%	30 42%	27 38%	<b>4.04</b>	<b>1.00</b>	4.16	0.87
I can explain my personal values to people who are different from me.	72	0 0%	0 0%	3 4%	44 61%	25 35%	<b>4.31</b>	<b>0.55</b>	4.28	0.64
I know who I am as a person.	72	1 1%	1 1%	10 14%	47 65%	13 18%	<b>3.97</b>	<b>0.71</b>	4.19	0.75
I am willing to defend my own views when they differ from others.	72	0 0%	3 4%	13 18%	42 58%	14 19%	<b>3.93</b>	<b>0.74</b>	3.98	0.75
I put my beliefs into action by standing up for my principles.	72	0 0%	2 3%	11 15%	47 65%	12 17%	<b>3.96</b>	<b>0.66</b>	4.01	0.68
I am developing a meaningful philosophy of life.	72	0 0%	3 4%	8 11%	42 58%	19 26%	<b>4.07</b>	<b>0.74</b>	4.03	0.77

Note: (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.  
Percentages may not equal 100% because of rounding.

**Table 5: Interpersonal Social Responsibility**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Interpersonal Social Responsibility Scale</i></b>							<b>3.78</b>	<b>0.58</b>	<b>3.74</b>	<b>0.60</b>
I think of my life in terms of giving back to society.	72	0 0%	8 11%	19 26%	28 39%	17 24%	<b>3.75</b>	<b>0.95</b>	3.77	0.88
I work for the rights of others.	72	0 0%	4 6%	24 33%	31 43%	13 18%	<b>3.74</b>	<b>0.82</b>	3.65	0.82
I put the needs of others about my own personal wants.	72	0 0%	0 0%	15 21%	36 50%	21 29%	<b>4.08</b>	<b>0.71</b>	3.76	0.87
I consciously behave in terms of making a difference.	71	0 0%	6 8%	20 28%	34 48%	11 15%	<b>3.70</b>	<b>0.83</b>	3.84	0.78
Volunteering is not an important priority in my life. (R)	72	15 21%	28 39%	16 22%	11 15%	2 3%	<b>3.60</b>	<b>1.07</b>	3.68	1.06

Note: (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.  
Percentages may not equal 100% because of rounding.

**Table 6: Interpersonal Social Interaction**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Interpersonal Social Interaction Scale</i></b>							<b>3.10</b>	<b>0.74</b>	<b>3.34</b>	<b>0.75</b>
Most of my friends are from my own ethnic background. (R)	72	1 1%	10 14%	5 7%	42 58%	14 19%	<b>2.19</b>	<b>0.96</b>	2.54	1.11
I frequently interact with people from a race/ethnic group different from my own.	72	0 0%	10 14%	20 28%	33 46%	9 12%	<b>3.57</b>	<b>0.89</b>	3.90	0.96
I intentionally involve people from many cultural backgrounds in my life.	72	0 0%	11 15%	26 36%	26 36%	9 12%	<b>3.46</b>	<b>0.90</b>	3.55	0.93
I frequently interact with people from a country different from my own.	72	3 4%	17 24%	25 35%	18 25%	9 12%	<b>3.18</b>	<b>1.07</b>	3.39	1.08

Note: (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.  
 Percentages may not equal 100% because of rounding.

**Table 7: Items Not Corresponding to a Scale**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
I feel threatened around people from backgrounds different from my own. (R)	72	21 29%	44 61%	6 8%	1 1%	0 0%	<b>4.18</b>	<b>0.64</b>	4.09	0.88
I often get out of my comfort zone to better understand myself.	72	0 0%	13 18%	23 32%	30 42%	6 8%	<b>3.40</b>	<b>0.88</b>	3.51	0.98
I see myself as a global citizen.	72	2 3%	4 6%	24 33%	27 38%	15 21%	<b>3.68</b>	<b>0.96</b>	3.79	0.90

Note: (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.  
Percentages may not equal 100% because of rounding.

**General Form Questions**

**Table 8: College Course Enrollment**

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

	N	0	1	2	3	4	5+
Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation.	69	6 9%	13 19%	23 33%	9 13%	9 13%	9 13%
Foreign language course.	69	11 16%	24 35%	16 23%	8 12%	5 7%	5 7%
World history course.	69	29 42%	18 26%	15 22%	4 6%	1 1%	2 3%
Service learning course.	68	35 51%	22 32%	4 6%	2 3%	1 1%	4 6%
Course focused on significant global/international issues and problems.	69	15 22%	28 41%	10 14%	7 10%	2 3%	7 10%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	69	17 25%	23 33%	13 19%	6 9%	4 6%	6 9%

Note: Percentages may not equal 100% because of rounding.



**Table 9: Participation in Planned Events in College**

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

	N	Never	Rarely	Sometimes	Often	Very Often	Mean	Standard Deviation	National Mean	National Standard Deviation
Events or activities sponsored by groups reflecting your own cultural heritage.	69	20 29%	7 10%	17 25%	19 28%	6 9%	<b>1.77</b>	<b>1.36</b>	1.59	1.25
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	69	10 14%	14 20%	32 46%	9 13%	4 6%	<b>1.75</b>	<b>1.05</b>	1.42	1.09
Religious or spiritual activities.	69	6 9%	11 16%	10 14%	17 25%	25 36%	<b>2.64</b>	<b>1.35</b>	1.55	1.39
Leadership programs that stress collaboration and team work.	69	11 16%	6 9%	21 30%	16 23%	15 22%	<b>2.26</b>	<b>1.34</b>	2.00	1.34
Community service activities unrelated to a course.	69	5 7%	15 22%	22 32%	15 22%	12 17%	<b>2.20</b>	<b>1.18</b>	2.03	1.25
Attended a lecture, workshop, or campus discussion on international or global issues.	69	8 12%	14 20%	35 51%	6 9%	6 9%	<b>1.83</b>	<b>1.04</b>	1.39	1.13

Note: Percentages may not equal 100% because of rounding.

**Table 10: Student Initiated Involvement**

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

	N	Never	Rarely	Sometimes	Often	Very Often	Mean	Standard Deviation	National Mean	National Standard Deviation
Read a newspaper or news magazine (online or in print).	69	6 9%	18 26%	22 32%	11 16%	12 17%	<b>2.07</b>	<b>1.22</b>	2.34	1.16
Watched news program on television.	68	21 31%	23 34%	16 24%	4 6%	4 6%	<b>1.22</b>	<b>1.13</b>	2.15	1.16
Followed an international event/crisis (through a newspaper, social media, or other media sources).	67	4 6%	14 21%	21 31%	21 31%	7 10%	<b>2.19</b>	<b>1.08</b>	2.38	1.11
Discussed current events with other students.	68	1 1%	12 18%	22 32%	20 29%	13 19%	<b>2.47</b>	<b>1.04</b>	2.55	1.04

Note: Percentages may not equal 100% because of rounding.

**Table 11: Faculty Interactions Outside of Class**

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

	N	Never	Rarely	Sometimes	Often	Very Often	Mean	Standard Deviation	National Mean	National Standard Deviation
Discussed course topics, ideas, or concepts with a faculty member outside of class.	69	7 10%	15 22%	24 35%	15 22%	8 12%	<b>2.03</b>	<b>1.15</b>	1.99	1.12
Discussed your academic performance with a faculty member.	69	3 4%	11 16%	27 39%	21 30%	7 10%	<b>2.26</b>	<b>0.99</b>	2.19	1.07

Note: Percentages may not equal 100% because of rounding.

**Table 12: Faculty Fostering Multiple Perspectives**

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

	N	Never	Rarely	Sometimes	Often	Very Often	Mean	Standard Deviation	National Mean	National Standard Deviation
The faculty challenge students' views and perspectives on a topic during class.	69	1 1%	8 12%	28 41%	24 35%	8 12%	<b>2.43</b>	<b>0.90</b>	2.34	1.00
The faculty presented issues and problems in class from different cultural perspectives.	69	0 0%	15 22%	30 43%	20 29%	4 6%	<b>2.19</b>	<b>0.84</b>	2.23	1.01

Note: Percentages may not equal 100% because of rounding.

**Table 13: Community Scale**

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<b><i>Community Scale</i></b>							<b>3.96</b>	<b>0.59</b>	<b>3.96</b>	<b>0.73</b>
I have a strong sense of affiliation with my college/university.	70	0 0%	7 10%	16 23%	29 41%	18 26%	<b>3.83</b>	<b>0.93</b>	3.88	0.97
I feel that my college/university community honors diversity and internationalism.	70	1 1%	9 13%	27 39%	26 37%	7 10%	<b>3.41</b>	<b>0.89</b>	3.87	0.95
I understand the mission of my college/university.	70	0 0%	3 4%	12 17%	40 57%	15 21%	<b>3.96</b>	<b>0.75</b>	4.05	0.83
I am both challenged and supported at my college/university.	70	0 0%	2 3%	10 14%	34 49%	24 34%	<b>4.14</b>	<b>0.77</b>	3.86	0.90
I have been encouraged to develop my strengths at my college/university.	70	0 0%	2 3%	4 6%	36 51%	28 40%	<b>4.29</b>	<b>0.70</b>	4.11	0.84
I feel I am a part of a close and supportive community of colleagues and friends.	70	1 1%	2 3%	13 19%	24 34%	30 43%	<b>4.14</b>	<b>0.92</b>	4.00	0.96

Note: (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.  
Percentages may not equal 100% because of rounding.

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.