GPI ™

Midwest University

Global Perspective Inventory New Student Report

March 9, 2017

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).

Sincerely,

Robert D. Reason
Professor of Education
Iowa State University

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Respondent Characteristics

		N	Percent
Gender			
	Male	63	35
	Female	116	64
	Transgender/Gender nonconforming	1	1
	Rather Not Say	1	1
	Total	181	
Class Year			
	First Year	182	100
	Sophomore	0	0
	Junior	0	0
	Senior	0	0
	Graduate Student	0	0
	Total	182	
Race			
	American Indian	0	0
	Asian American/Asian	5	3
	African-American/Black	6	3
	Hispanic/Latino	6	3
	Native Hawaiian/Pacific Islander	1	1
	White/Caucasian	158	87
	Multiracial	6	3
	Total	182	
American/International Student			
	American student at an American college/university	180	99
	Non-American student at an American college/university	2	1
	Other	0	0
	Total	182	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	4	2
High school graduate	35	19
Some college	20	11
Associate's degree	20	11
Bachelor's degree	53	29
Some graduate school	5	3
Graduate degree (Master's, Doctorate, MD, JD, etc)	43	24
Do not know	2	1
Total	182	
Major Category		
Agriculture and Natural Resources	0	0
Art and Humanities	8	4
Business	25	14
Communications or Journalism	5	3
Education or Social Work	26	14
Engineering	5	3
Health and Medical Professions	33	18
Physical Sciences, Biological Sciences, or Mathematics	32	18
Social Science	10	6
Other Field	37	20
Total	181	
Did you begin college at this institution?		
Yes	179	98
No	3	2
Total	182	

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 from the GPI New Student form since 2015 (n = 4017).

Table 1: Cognitive Knowing

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowing Scale							*3.26*	*0.49*	*3.39*	*0.51*
When I notice cultural differences, my culture tends to have the better approach. (R)	182	5 3%	31 17%	102 56%	35 19%	9 5%	**2.93**	**0.82**	2.91	0.88
Some people have culture and others do not.	179	28 16%	66 37%	41 23%	32 18%	12 7%	**3.37**	**1.15**	3.53	1.13
In different setting what is right and wrong is simple to determine. (R)	181	5 3%	26 14%	48 27%	83 46%	19 10%	**2.53**	**0.96**	2.75	1.09
I take into account different perspectives before drawing conclusions about the world around me.	180	0 0%	4 2%	37 21%	108 60%	31 17%	**3.92**	**0.68**	4.01	0.71
I consider different cultural perspectives when evaluating global problems.	180	0 0%	11 6%	70 39%	79 44%	20 11%	**3.60**	**0.77**	3.77	0.79
I rely primarily on authorities to determine what is true in the world. (R)	180	17 9%	55 31%	68 38%	34 19%	6 3%	**3.24**	**0.98**	3.38	0.99
I rarely question what I have been taught about the world around me. (R)	179	18 10%	58 32%	55 31%	40 22%	8 4%	**3.21**	**1.04**	3.41	1.05

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
Cognitive Knowledge Scale							*3.59*	*0.61*	*3.60*	*0.61*
I am informed of current issues that impact international relations.	181	2 1%	23 13%	56 31%	74 41%	26 14%	**3.55**	**0.93**	3.48	0.93
I understand the reasons and causes of conflict among nations of different cultures.	181	2 1%	14 8%	56 31%	86 48%	23 13%	**3.63**	**0.84**	3.64	0.83
I understand how various cultures of this world interact socially.	181	1 1%	10 6%	61 34%	86 48%	23 13%	**3.66**	**0.79**	3.68	0.81
I know how to analyze the basic characteristics of a culture.	180	3 2%	12 7%	71 39%	84 47%	10 6%	**3.48**	**0.77**	3.53	0.79
I can discuss cultural differences from an informed perspective.	180	1 1%	10 6%	68 38%	74 41%	27 15%	**3.64**	**0.82**	3.68	0.84

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
Intrapersonal Affect Scale							*4.04*	*0.50*	*4.07*	*0.53*
I am sensitive to those who are discriminated against.	180	1 1%	6 3%	46 26%	84 47%	43 0%	**3.90**	**0.82**	4.00	0.80
I do not feel threatened emotionally when presented with multiple perspectives.	181	1 1%	3 2%	39 22%	92 51%	46 25%	**3.99**	**0.77**	3.96	0.80
I am accepting of people with different religious and spiritual traditions.	181	1 1%	0 0%	21 12%	73 40%	86 48%	**4.34**	**0.73**	4.31	0.70
I enjoy when my friends from other cultures teach me about our cultural differences.	180	0 0%	0 0%	37 21%	89 49%	54 30%	**4.09**	**0.71**	4.13	0.74
I am open to people who strive to live lives very different from my own life style.	180	1 1%	1 1%	54 30%	85 47%	39 22%	**3.89**	**0.76**	3.97	0.74

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
Intrapersonal Identity Scale							*4.05*	*0.52*	*4.04*	*0.51*
I have a definite purpose in my life.	181	1 1%	5 3%	25 14%	91 50%	59 33%	**4.12**	**0.78**	4.14	0.85
I can explain my personal values to people who are different from me.	179	0 0%	3 2%	15 8%	93 52%	68 38%	**4.26**	**0.68**	4.20	0.69
I know who I am as a person.	181	3 2%	5 3%	21 12%	82 45%	70 39%	**4.17**	**0.86**	4.08	0.80
I am willing to defend my own views when they differ from others.	180	2 1%	4 2%	31 17%	98 54%	45 25%	**4.00**	**0.78**	4.00	0.75
I put my beliefs into action by standing up for my principles.	180	0 0%	2 1%	36 20%	101 56%	41 23%	**4.01**	**0.69**	3.96	0.71
I am developing a meaningful philosophy of life.	181	3 2%	4 2%	60 33%	80 44%	34 19%	**3.76**	**0.84**	3.85	0.81

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
Interpersonal Social Responsibility Scale							*3.71*	*0.55*	*3.71*	*0.57*
I think of my life in terms of giving back to society.	180	1 1%	13 7%	60 33%	84 47%	22 12%	**3.63**	**0.81**	3.67	0.84
I work for the rights of others.	181	0 0%	6 3%	89 49%	61 34%	25 14%	**3.58**	**0.77**	3.63	0.80
I put the needs of others about my own personal wants.	181	0 0%	6 3%	51 28%	83 46%	41 23%	**3.88**	**0.79**	3.78	0.84
I consciously behave in terms of making a difference.	180	0 0%	2 1%	61 34%	93 52%	24 13%	**3.77**	**0.68**	3.75	0.74
Volunteering is not an important priority in my life. (R)	180	46 26%	63 35%	47 26%	19 11%	5 3%	**3.70**	**1.05**	3.71	1.02

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
Interpersonal Social Interaction Scale							*3.19*	*0.68*	*3.31*	*0.71*
Most of my friends are from my own ethnic background. (R)	181	5 3%	22 12%	53 29%	76 42%	25 14%	**2.48**	**0.97**	2.68	1.08
I frequently interact with people from a race/ethnic group different from my own.	179	2 1%	13 7%	42 23%	78 44%	44 25%	**3.83**	**0.92**	3.90	0.93
I intentionally involve people from many cultural backgrounds in my life.	180	1 1%	11 6%	95 53%	57 32%	16 9%	**3.42**	**0.76**	3.47	0.90
I frequently interact with people from a country different from my own.	180	14 8%	36 20%	73 41%	46 26%	11 6%	**3.02**	**1.01**	3.20	1.05

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)	181	57 31%	97 54%	20 11%	5 3%	2 1%	**4.12**	**0.79**	4.10	0.84
I often get out of my comfort zone to better understand myself.	181	8 4%	24 13%	85 47%	52 29%	12 7%	**3.20**	**0.91**	3.34	0.96
I see myself as a global citizen.	181	0 0%	13 7%	69 38%	75 41%	24 13%	**3.61**	**0.81**	3.64	0.87

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.

New Student Form Questions

Table 8: High School Course Enrollment
In high school, 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.	181	107 59%	40 22%	24 13%	7 4%	2 1%	1 1%
Foreign language course.	181	7 4%	11 6%	47 26%	55 30%	46 25%	15 8%
World history course.	180	4 2%	53 29%	36 20%	43 24%	42 23%	2 1%
Service learning course.	179	126 70%	33 18%	13 7%	4 2%	3 2%	0 0%
Course focused on significant global/international issues and problems.	179	72 40%	73 41%	23 13%	8 4%	1 1%	2 1%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	180	110 61%	34 19%	18 10%	9 5%	7 4%	2 1%

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

Table 9: Participation in Planned Events in High School
In high school, 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.	171	0 0%	56 33%	42 25%	51 30%	22 13%	2.38	1.20	1.53	1.29
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	179	0 0%	57 32%	61 34%	50 28%	11 6%	2.12	0.96	1.25	1.08
Religious or spiritual activities.	148	0 0%	51 34%	34 23%	42 28%	21 14%	2.72	1.44	1.73	1.45
Leadership programs that stress collaboration and team work.	138	0 0%	22 16%	20 14%	47 34%	49 36%	3.39	1.29	2.42	1.26
Community service activities unrelated to a course.	121	0 0%	9 7%	23 19%	42 35%	47 39%	3.70	1.20	2.52	1.20
Attended a lecture, workshop, or campus discussion on international or global issues.	178	0 0%	103 58%	44 25%	28 16%	3 2%	1.67	0.91	0.89	1.07

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

Table 10: Student Initiated Involvement in High School
In high school, 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).	156	0 0%	14 9%	31 20%	66 42%	45 29%	3.20	1.12	2.12	1.15
Watched news program on television.	147	0 0%	6 4%	22 15%	75 51%	44 30%	3.42	1.03	2.26	1.10
Followed an international event/crisis (through a newspaper, social media, or other media sources).	156	0 0%	9 6%	30 19%	54 35%	63 40%	3.36	1.07	2.24	1.15
Discussed current events with other students.	149	0 0%	2 1%	22 15%	68 46%	57 38%	3.52	0.96	2.47	1.03
Interacted with students from a country different from your own.	163	0 0%	18 11%	57 35%	50 31%	38 23%	2.88	1.14	2.04	1.19
Interacted with students from a race/ethnic group different from your own.	141	0 0%	3 2%	25 18%	54 38%	59 42%	3.60	1.03	2.70	1.09

Note: 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.