GPI

Global Perspective Inventory

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Scales and Component Items
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Factor Structure and Analysis

The Global Perspective Inventory (GPI) scales are theoretically and empirically grounded. Holistic human development with a specific focus on cultural development theory and intercultural communication theory provide a theoretical foundation. The [Global Perspective Inventory: Theoretical Foundations and Scale Descriptions](#) report on the GPI Website provides additional information on the scales. In addition, the scales are empirically supported by Dr. Larry Braskamp and colleagues' principal component analysis with Varimax rotation conducted using data from the GPI General Form collected during the 2012-2013 academic year. Additional analyses were conducted using principal axis factoring with Varimax and Promax rotations, which yielded similar results.

Factor analysis is a data reduction technique that allows researchers to identify broad constructs that underlie related survey items. Factor analysis, therefore, reduces a large number of individual items to a more manageable set of factors by combining items that are statistically and conceptually related to one another. The items identified under a single factor can be combined into a "scale," which will allow for greater ease of interpretation and application.

Scale Statistics

The statistics (alpha reliabilities, means, and standard deviations) for the scales within this report are based on analysis conducted by researchers at Iowa State University on the data collected since July 2015 using the New Student Form (n = 4,077), General Form (n = 3,619), and Study Abroad Form (n = 919). Scale scores are calculated as the mean of all items contained in the factor. All variables are coded so that a high mean score signify more positive levels related to the specific dimension of the development of global perspective. The reliability values for the scales ranged from 0.57 to 0.94.

Scale Component Items

The GPI includes 35 core survey items that span the three forms. These common items allow for consistency in longitudinal and pre-post assessment. These 35 core survey items are measured using a Likert-type scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Of these 35 items, 32 items are used to calculate the six GPI scales outlined in this report. The other three items did not load onto a specific scale. The GPI includes eight items that are reverse coded before the calculation of the GPI scales. The seven reverse coded items are measured on a Likert-type scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). Items were recoded in the factor analysis as well as in the final data set so that a high mean score signified more positive levels related to the specific dimension of the development of global perspective.

For each dimension, one scale reflects the theory of cultural development and the other reflects intercultural communication theory. The Knowing scale, Identity scale, and Social Responsibility scale each align theoretical approaches to intercultural development. The Knowledge scale, Affect scale, and Social Interactions scale each align with theoretical approaches to intercultural communication.

Descriptive Statistics for the 2015-2016 GPI Scales by Form

New Student Form	α	M	SD
Knowing	0.57	3.39	0.51
Knowledge	0.77	3.60	0.61
Identity	0.74	4.04	0.51
Affect	0.74	4.07	0.53
Social Responsibility	0.68	3.71	0.57
Social Interactions	0.68	3.31	0.71
General Form	α	M	SD
Knowing	0.63	3.57	0.55
Knowledge	0.75	3.76	0.59
Identity	0.75	4.11	0.50
Affect	0.72	4.17	0.50
Social Responsibility	0.70	3.74	0.60
Social Interactions	0.72	3.34	0.75
Community	0.89	3.96	0.73
Study Abroad Form	α	M	SD
Knowing	0.70	3.54	0.61
Knowledge	0.80	3.85	0.57
Identity	0.78	4.11	0.52
Affect	0.79	4.19	0.55
Social Responsibility	0.68	3.78	0.57
Social Interactions	0.67	3.48	0.66
Intercultural Wonderment	0.94	2.65	1.19

FACTOR: COGEP – Knowing Scale

Component Survey Items
1. COGEP01 - When I notice cultural differences, my culture tends to have the better approach.[r]
2. COGEP06 - Some people have culture and others do not.[r]
3. COGEP07 - In different settings what is right and wrong is simple to determine.[r]
4. COGEP16 - I take into account different perspectives before drawing conclusions about the world around me.
5. COGEP19- I consider different cultural perspectives when evaluating global problems.
6. COGEP20 - I rely primarily on authorities to determine what is true in the world.[r]
7. COGEP30 - I rarely question what I have been taught about the world around me.[r]

Note: [r] indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

FACTOR: COGKNW – Knowledge Scale

Component Survey Items
1. COGKNW08 - I am informed of current issues that impact international relations.
2. COGKNW13 - I understand the reasons and causes of conflict among nations of different cultures.
3. COGKNW17 - I understand how various cultures of this world interact socially.
4. COGKNW21 - I know how to analyze the basic characteristics of a culture.
5. COGKNW27- I can discuss cultural differences from an informed perspective.

FACTOR: IDENT – Identity Scale

Component Survey Items
1. IDENT02 - I have a definite purpose in my life.
2. IDENT03 - I can explain my own personal values to people who are different from me.
3. IDENT09 - I know who I am as a person.
4. IDENT12 - I am willing to defend my views when they differ from others.
5. IDENT18 - I put my beliefs into action by standing up for my principles.
6. IDENT28 - I am developing a meaningful philosophy of life.

FACTOR: AFFECT – Affect Scale

Component Survey Items
1. AFFECT22 - I am sensitive to those who are discriminated against.
2. AFFECT23 - I do not feel threatened emotionally when presented with multiple perspectives.
3. AFFECT25 - I am accepting of people with different religious and spiritual traditions.
4. AFFECT31 - I enjoy when my friends from other cultures teach me about our cultural differences.
5. AFFECT33 - I am open to people who strive to live lives very different from my own life style.

FACTOR: SOCRES – Social Responsibility Scale

Component Survey Items
1. SOCRES05 - I think of my life in terms of giving back to society.
2. SOCRES14 - I work for the rights of others.
3. SOCRES26 - I put the needs of others above my own personal wants.
4. SOCRES32 - I consciously behave in terms of making a difference.
5. SOCRES34 - Volunteering is not an important priority in my life.[r]

Note: [r] indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

FACTOR: SOCINT – Social Interactions Scale

Component Survey Items
1. SOCINT04 - Most of my friends are from my own ethnic background.[r]
2. SOCINT24 - I frequently interact with people from a race/ethnic group different from my own.
3. SOCINT29 - I intentionally involve people from many cultural backgrounds in my life.
4. SOCINT35 - I frequently interact with people from a country different from my own.

Note: [r] indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

FACTOR: COMSCALE – Community Scale (General Form)

Component Survey Items
1. AFFIL - I have a strong sense of affiliation with my college or university.
2. RESPDIV - I feel that my college or university community honors diversity and internationalism.
3. MISSION - I understand the mission of my college or university.
4. CHALSUPP - I am both challenged and supported at my college or university.
5. DEVTALNT - I have been encouraged to develop my strengths and talents at my college or university.
6. SUPPCOMM - I feel I am a part of a close and supportive community of colleagues and friends.

FACTOR: INTWOND – Intercultural Wonderment Scale (Study Abroad Form)

Component Survey Items
1. ABROAD07 - How often did you interact with individuals from the host country outside of the classroom?
2. ABROAD10 - How often did you feel immersed in the culture of the host country?
3. ABROAD11 - How often did you intentionally push yourself out of your comfort zone?
4. ABROAD12 - How often did you explore new habits and behaviors on your own while studying abroad?

Significant (*p* > 0.01) Correlations Among the 2015-2016 GPI Scales by Form

New Student Form	1	2	3	4	5	6
1 Knowing		0.103	0.043	0.323	0.137	0.160
2 Knowledge			0.493	0.397	0.362	0.369
3 Identity				0.366	0.414	0.208
4 Affect					0.490	0.464
5 Social Responsibility						0.311
6 Social Interactions						

General Form	1	2	3	4	5	6
1 Knowing		0.090	n/a	0.333	0.128	0.163
2 Knowledge			0.435	0.388	0.328	0.363
3 Identity				0.355	0.431	0.150
4 Affect					0.445	0.442
5 Social Responsibility						0.282
6 Social Interactions						
7 Community	n/a	0.143	0.310	0.181	0.280	0.047

Study Abroad Form	1	2	3	4	5	6
1 Knowing		0.066	n/a	0.346	0.187	0.176
2 Knowledge			0.572	0.518	0.422	0.384
3 Identity				0.468	0.472	0.291
4 Affect					0.558	0.471
5 Social Responsibility						0.377
6 Social Interactions						
7 Intercultural Wonderment	0.385	0.269	0.203	0.365	0.305	0.214

About the GPI and Global Perspective Institute, Inc.

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

The GPI is now housed at the Research Institute for Studies in Education (RISE), a unit of the School of Education. RISE was formed in 1974 to conduct comprehensive, integrated research and evaluation studies that enhance PK-20 education locally, nationally, and globally. RISE promotes the integration of evaluation, research, and policy through partnerships with schools, colleges and universities, federal and state education agencies, and private agencies and foundations.