Assessing Global Learning to Improve Student Learning and Educational Practice

AAC&U Annual Meeting

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Presenters

- Jillian Kinzie, Associate Director, NSSE Institute, Indiana University
- Robert Reason, Professor, Iowa State University
- Larry Braskamp, Executive VP, Elmhurst College
Questions for this session

What college experiences are most influential in fostering elements of global learning?

How can educators create a campus ethos and learning opportunities that encourage student global and holistic learning?
Why collect evidence?

“A fundamental purpose of assessment and evaluation … is to learn as much as possible about how to structure educational environments so as to maximize talent development.”

### Connecting Experiences to Outcomes: The 3x3 Chart

**What do we want students to be and become in terms of their developing a holistic and global perspective?**

**What can students experience in college that are most promising in fostering these desired student learning outcomes?**

<table>
<thead>
<tr>
<th>EXPERIENCES</th>
<th>Curriculum</th>
<th>Co-curriculum</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td></td>
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<tr>
<td>Intrapersonal</td>
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<td></td>
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<tr>
<td>Interpersonal</td>
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**OUTCOMES**

- Cognitive
- Intrapersonal
- Interpersonal
Defining Global Perspective-Taking
A Multidimensional Developmental Process

“How do I know?”

“Who am I?”

“How do I relate?”

Source: Braskamp et al., 2010; Kegan, 1994; King & Baxter Magolda, 2005
Student Experiences and Perceptions of Their Environment

- Curriculum
- Co-curriculum
- Community
Community – Belongingness

- I have a strong sense of affiliation with my college/university.
- I feel that my college/university community honors diversity and internationalism.
- I understand the mission of my college/university.
- I am both challenged and supported at my college/university.
- I have been encouraged to develop my strengths and talents at my college/university.
- I feel I am a part of a close and supportive community of colleagues and friends.
Student perceptions of community

- I am both challenged and supported at my college/university (30% SA)
- I have been encouraged to develop my strengths and talents at my college/university (33% SA)
- I feel like I am a part of a close and supportive community of colleagues and friends (30% SA)
"I am feel I am a part of a close and supportive community of colleagues and friends."
Percent "Strongly Agree" and "Agree" Responses

International Students of Color

Students

Percent

Agree
Strongly Agree

International

52.5
22.6

Students of Color

46.4
29.3

White Students

47.6
35.4

International and American Students by Ethnicity
"I am feel I am a part of a close and supportive community of colleagues and friends."
Percent "Strongly Agree" and "Agree" Responses by Ethnicity for Americans Only
"I have been encouraged to develop my strengths and talents at my college/university"

Percent "Strongly Agree" and "Agree" Responses by Ethnicity for Americans Only

- African American: Agree 47.7%, Strongly Agree 30.9%
- Asian/Pacific Islander: Agree 56.1%, Strongly Agree 27.2%
- European/White: Agree 52.5%, Strongly Agree 35.9%
- Hispanic/Latino: Agree 52.2%, Strongly Agree 31.4%
- Multiple Ethnicities: Agree 51.1%, Strongly Agree 30.8%
"I am feel I am a part of a close and supportive community of colleagues and friends."
Percent "Strongly Agree" and "Agree" Responses by Highest Parent Education Level for Americans Only
A Generalization of Our Research Findings

Create Encounters with difference that make a difference in global learning and development
Some worthwhile encounters

Faculty student interactions outside of class
Faculty led discussions that include dialogue among diverse perspectives
Challenge and support students to enhance their sense of identity and social responsibility.
Encourage students to use their strengths and talents to enhance their sense of identity, affect, and social responsibility.
Reinhold Niebuhr

The goal of college is “to purposefully and constructively engage difference.”

Graduate of Elmhurst College
Thinking about Assessment on your Campus…

- How is your institution assessing global student learning outcomes and experiences?
Assessing Student Engagement in Effective Educational Practices

- NSSE
- 1,500 Colleges & Universities in US & Canada

[Image of NSSE survey page]
Student engagement is the time and energy students devote to educationally purposeful activities – practices shown to be related to desired educational outcomes.
OK, but what *is* Engagement?

- Challenging academic work
  - High expectations
  - Deep approaches to learning
- Quality involvement with faculty
- Enriching activities and high-impact practices
  - Active and collaborative learning
  - Powerful educational experiences
- Supportive peers, faculty, staff, campus
NSSE 2014 Topical Modules

- 8 modules, including Global Perspectives
- Institutions chose up to 2 to append to NSSE
- Institutions receive reports with customized comparison group results

<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td>250</td>
<td>35%</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>55</td>
<td>8%</td>
</tr>
<tr>
<td>Diversity</td>
<td>66</td>
<td>9%</td>
</tr>
<tr>
<td>Global Perspectives</td>
<td>75</td>
<td>10%</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>83</td>
<td>12%</td>
</tr>
<tr>
<td>Technology</td>
<td>67</td>
<td>9%</td>
</tr>
<tr>
<td>Transferrable Skills</td>
<td>88</td>
<td>12%</td>
</tr>
<tr>
<td>Writing</td>
<td>65</td>
<td>9%</td>
</tr>
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</table>
NSSE Global Perspectives Module

- Probes the cognitive & social elements (experiences with global learning and views on intercultural understanding)

- Complements NSSE core questions on student experiences with people from different backgrounds, and participation in study abroad.

Topical Module: Global Perspectives—Cognitive and Social
NSSE has partnered with the Global Perspective Institute to derive a short module from the Global Perspective Inventory (GPI). The module probes the cognitive and social elements of a global perspective, asking about experiences with global learning and views on intercultural understanding. The module complements questions on the core survey about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad.

1. How much do you agree or disagree with the following statements?

- When I notice cultural differences, my culture tends to have the better approach.
- Most of my friends are from my own ethnic background.
- I think of my life in terms of giving back to society.
- Some people have a culture and others do not.
- In different settings, what is right and wrong is simple to determine.
- I am informed of current issues that impact international relations.
- I understand the reasons and causes of conflict among nations of different cultures.
- I work for the rights of others.
- I take into account different perspectives before drawing conclusions about the world around me.
- I understand how various cultures of this world interact socially.
- I consider different cultural perspectives when evaluating global problems.
- I rely primarily on authorities to determine what is true in the world.
- I know how to analyze the basic characteristics of a culture.
- I put the needs of others above my own personal wants.
- I can discuss cultural differences from an informed perspective.
- I intentionally involve people from many cultural backgrounds in my life.
- I rarely question what I have been taught about the world
NSSE Global Perspectives Module

- 71 U.S. institutions; 66% private institutions
- 27,459 respondents
- Global Perspectives questions:
  - 21 Items
  - 4 subscales
    - Cognitive Knowing (CKG)
    - Cognitive Knowledge (CKO)
    - Interpersonal Social Responsibility (ISR)
    - Interpersonal Social Interaction (ISI)
## GP Top 5 - Highest Agreement* Items

### GP Module Top 5 Items – FIRST YEAR

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>I take into account different perspectives before drawing conclusions about world (CKG)</td>
<td>80%</td>
</tr>
<tr>
<td>k.</td>
<td>I consider different cultural perspectives when evaluating global problems (CKG)</td>
<td>67%</td>
</tr>
<tr>
<td>u.</td>
<td>I frequently interact with people from race/ethnic group different from my own (ISI)</td>
<td>65%</td>
</tr>
<tr>
<td>j.</td>
<td>I understand how various cultures of world interact socially (CKO)</td>
<td>64%</td>
</tr>
<tr>
<td>m.</td>
<td>I know how to analyze the basic characteristics of a culture (CKO)</td>
<td>63%</td>
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</tbody>
</table>

* % Agree/Strongly Agree
### GP Top 5 - Highest Agreement* Items

<table>
<thead>
<tr>
<th>GP Module Top 5 Items – FIRST YEAR</th>
<th>GP Module Top 5 Items – SENIORS</th>
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<tr>
<td>i. I take into account different perspectives before drawing conclusions about world (CKG)</td>
<td>80%</td>
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<td>k. I consider different cultural perspectives when evaluating global problems (CKG)</td>
<td>67%</td>
</tr>
<tr>
<td>u. I frequently interact with people from race/ethnic group different from my own (ISI)</td>
<td>65%</td>
</tr>
<tr>
<td>j. I understand how various cultures of world interact socially (CKO)</td>
<td>64%</td>
</tr>
<tr>
<td>m. I know how to analyze the basic characteristics of a culture (CKO)</td>
<td>63%</td>
</tr>
<tr>
<td>i. I take into account different perspectives before drawing conclusions about world (CKG)</td>
<td>85%</td>
</tr>
<tr>
<td>k. I consider different cultural perspectives when evaluating global problems (CKG)</td>
<td>74%</td>
</tr>
<tr>
<td>o. I can discuss cultural differences from informed perspective (CKO)</td>
<td>69%</td>
</tr>
<tr>
<td>m. I know how to analyze basic characteristics of a culture (CKO)</td>
<td>68%</td>
</tr>
<tr>
<td>u. I frequently interact with people from race/ethnic group different from my own (ISI)</td>
<td>66%</td>
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* % Agree/Strongly Agree
Findings from GP Module

- First-years & seniors have similar Global Perspective experiences
- Senior scores only slightly higher than first-years
- More experiences in Cognitive realm (i.e., considering perspectives, analyzing) than Interpersonal (i.e., working for rights of others, involve people from other backgrounds in my life)
### Relationships Among GP Items & NSSE Engagement Indicators (EI) & Gains

- **Strongest overall correlation GP to NSSE EIs**
  - #1 Reflective & Integrative Learning
  - #2 Discussions with Diverse Others

- **Highest subscale correlations**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Interpersonal Social Interaction</td>
<td>EI - Discussions with Diverse Others</td>
<td>(.39)</td>
</tr>
<tr>
<td>Cognitive Knowledge</td>
<td>EI - Reflective &amp; Integrative Learning</td>
<td>(.35)</td>
</tr>
<tr>
<td>Interpersonal Social Responsibility</td>
<td>EI - Reflective &amp; Integrative Learning</td>
<td>(.33)</td>
</tr>
<tr>
<td>Interpersonal Social Responsibility</td>
<td>NSSE Perceived Educational Gains</td>
<td>(.30)</td>
</tr>
</tbody>
</table>
Relationship Between NSSE HIP Items, plus leadership, and GP Items for Seniors

- Highest effect sizes (> .3):
  - Learning communities & Interpersonal Social Responsibility
  - Having a formal leadership position & Interpersonal Social Responsibility
  - Research with faculty & Cognitive Knowing
  - Study Abroad & Cognitive Knowing

- Seniors who experienced Study Abroad or Learning Communities had strongest GP subscale scores
Considerations for Practice: NSSE & GP

- Reinforcing Experiences
  - Strong positive relationship overall between student engagement and global perspectives; and as expected: Reflection & Integration, Discussions with Diverse Others

- Invest in GP cognitive knowledge & interpersonal social responsibility and interaction experiences and NSSE Reflection & Integration and Discussions with Diverse Others to strengthen global learning

- How to foster Interpersonal Social Responsibility and increase Interpersonal Social Interaction?

- Infuse GP experiences into HIPs for bigger boost
Institutional Action: GP Module Results

- University of Pikeville reported GP Module results to Gen. Ed. Committee as evidence of mission and graduates who are “responsible citizens in a global society”

- Taylor University shared results with CILT (Comprehensive Internationalization Lead Team) working on learning outcomes & strategies for global engagement; and International Student Services Action Project focusing on improving services for international students. Both projects are part of HLC AQIP accreditation pathway.
Institutional Action: GP Module Results

- **Harvey Mudd** is exploring results for students in global experiences (study abroad & global clinic program with industries); and as baseline to study impact of internationalization of student body on intercultural competence & pluralistic worldview.

- Diversity & Inclusion staff at **Juniata College** used results to demonstrate need for more resources in diversity programming; faculty are considering results in relation to Gen Ed Cultural Analysis component.
Personal and Social Responsibility Inventory

- WWW.psri.hs.iastate.edu

- Five Dimensions of Campus Climate
  - Striving for Excellence
  - Cultivating Academic Integrity
  - Contributing to the Larger Community
  - Taking Seriously the Perspectives of Others
  - Developing Competence in Ethical and Moral Reasoning and Action
Personal and Social Responsibility Inventory

- Understanding the CLIMATE within which individual behaviors occur is essential

- Efforts to improve Global Learning (and all learning) must be PERVASIVE
Openness to Diversity and Challenge

- Not related to students’ Study Abroad experiences
- Related to students’ sense of climate for
  - Contributing to the Larger Community
  - Taking Seriously the Perspectives of Others
- Interaction between SA experience and Climate for Perspective-Taking
  - Individual behavior “almost” significant
Organizational Pervasiveness

General Climate for each Dimension
Organizational Pervasiveness

General Climate for each Dimension by Year
What affects Climate for Contributing??

- Campuses that “actively promote awareness”
  - US social, political, and economic issues
  - Global social, political, and economic issues

- Advocacy for contributing
  - Senior Administrators
  - Student Affairs Administrators
  - Faculty
Discussion

What are your questions, concerns, and challenges at your campus in fostering global learning and development?

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Larry Braskamp, lbraskamp@elmhurst.edu