Going Global: Assessing Students Experiences Using NSSE’s New Global Learning Module

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Higher Education Global Learning Goals

- Expand global partners
- Increase global opportunities for students
  - study abroad & international service
  - global coursework, programs & curricular themes
  - cocurricular engagement in global learning
- Internationalize institution
- Grow international student population
What are your Institutional Goals for Global Learning?
State of Global Learning Emphasis

- Declared commitment in colleges & universities
- Expressed in Quality Frameworks
- Framed in Global Learning VALUE Rubric

- Disinvestment in international studies in federal policy & programs
- No accreditors have emphasized expectations for global literacy
- Study abroad much touted, but involves <10% of all college students
At the bachelor’s level, the student

- Explains diverse positions, including those representing different cultural, economic and geographic interests, on a contested public issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.

- Develops and justifies a position on a public issue and relates this position to alternate views held by the public or within the policy environment.

- Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result.

- Identifies a significant issue affecting countries, continents or cultures, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.
Global Learning VALUE Rubric

6 Dimensions:
- Global Self-Awareness
- Perspective Taking
- Cultural Diversity
- Personal & Social Responsibility
- Understanding Global Systems
- Applying Knowledge to Contemporary Global Contexts

### Global Learning VALUE Rubric
for more information, please contact value@aacu.org

**Definition**
Global learning is a critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should:
1. Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences.
2. Seek to understand how their actions affect both local and global communities.
3. Address the world's most pressing and enduring issues collaboratively and equitably.

<table>
<thead>
<tr>
<th>Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone</strong></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Global Self-Awareness</strong></td>
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<tr>
<td><strong>Perspective Taking</strong></td>
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<tr>
<td><strong>Cultural Diversity</strong></td>
</tr>
<tr>
<td><strong>Personal and Social Responsibility</strong></td>
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</tbody>
</table>

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Students’ Global Learning Experiences

• Limited curricular emphasis – little language, only 1-2 global courses in transcript studies (Adelman)

• Students want more global & diversity learning (Hart & Assoc.)

• Multicultural & global learning activities expanded in cocurriculum/student activities (NACA)
Students’ Global Learning Experiences

• 62% seniors: “strong perception that institution contributed to their gains in understanding people of other backgrounds” (NSSE, 2016)

• 40% FY students: “plan to do” study abroad (NSSE, 2016)

• Yet, <10% of all college students study abroad (Open Doors)
Institution Perspective: Mapping Internationalization on U.S. Campuses

- Only comprehensive source of data and analysis on U.S. higher education internationalization.
- Includes a range of institution types:
  - Associates (community colleges)
  - Baccalaureate (4-year liberal arts)
  - Master’s
  - Doctoral
Commitment to Internationalization - 2011

- 64% of institutions report that internationalization has accelerated in recent years.
- 51% of institutions include internationalization in their mission statements.
- 52% of institutions include internationalization as one of their top 5 strategic priorities.
Commitment to Internationalization - 2011

Top reasons for internationalization:

#1: Improve student preparedness for a global era

#2: Diversify students, faculty, & staff at home campus

#3: Respond to growing public demand for global competitiveness in knowledge creation & talent development
The 2011 Results

The good news:
• Institutions report internationalization has accelerated.
• Noteworthy advances in some areas.

The bad news:
• Optimism about progress in internationalization is not always grounded in reality.
• Progress is uneven across sectors.

Overall: A mixed picture
Is “global” more invoked than ensured as a framing theme for college student learning?
NSSE and Global Learning

• Optional module “Global Learning” new in 2016
• Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics
# Topical Module: Global Learning

NSSE’s Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module is appended to and complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education’s 2016 edition of the Mapping Internationalization on U.S Campuses survey. Launched in 2016, the Global Learning module replaces the retired Global Perspectives module.

## 1. How much does your institution emphasize the following?

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Providing courses that focus on global and international topics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Providing activities and experiences (speakers, events) that focus on global and international topics</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## 2. Which of the following have you done or do you plan to do before you graduate?

<table>
<thead>
<tr>
<th></th>
<th>Done or in progress</th>
<th>Plan to do</th>
<th>Do not plan to do</th>
<th>Have not decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Complete a course that focuses on perspectives, issues, or events from other countries or regions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Complete a course that focuses on religions or cultural groups other than your own</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## 3. During the current school year, how much has your coursework encouraged you to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Global Learning Module Participation

• Administered at 70 institutions in US & Canada
• Analysis includes 61 US bachelor’s-granting institutions
• Range of institutional types, 34% public
Research Opportunity: little comparable, cross-institution information available about students’ perceptions of internationalization & global learning, extent to which students experience institutional internationalization efforts, and activities associated with global learning gains.

ACE and NSSE will fill void using data from 2016 Mapping survey & NSSE’s Global Learning Module.

Colleges and universities that participate in NSSE 2016, elect Global Learning Module, and participate in the Mapping survey, can explore institution-specific results.
1. What % of seniors perceive a strong emphasis (very much + quite a bit) on courses focusing on global & international topics?

a) 26%   b) 41%   c) 54%   d) 70%

54%
Mapping 2016 Preview

Emphasis on Global Learning

Are there specified global learning outcomes at your institution?

- All: 64%
- NSSE: 79%

Is your institution engaged in initiatives to internationalize the undergrad curriculum?

- All: 56%
- NSSE: 73%
2. T or F? 1 in 5 First-Year students do not plan to complete a course focusing on perspectives, issues, or events from countries or regions outside the U.S: True
Gen ed requirements include an international/global component:

- All institutions: 49%
- NSSE institutions: 68%

<table>
<thead>
<tr>
<th>Requirement</th>
<th>All</th>
<th>NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses that feature global trends or issues</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Courses that feature perspectives, issues, events from outside the US</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>Both types required</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Students may take either type to fulfill requirement</td>
<td>42%</td>
<td>65%</td>
</tr>
</tbody>
</table>
3. What % of seniors perceive a strong emphasis (very much + quite a bit) on activities/experiences (speakers, events) focusing on global & international topics?

a) 25%    b) 35%    c) 46%    d) 55%

55%
4. What % of seniors **NEVER** worked on out-of-class activities (campus events, committees, student groups, etc.) with an international/global focus?

a) 34%  

b) 45%  

c) 60%  

d) 72%

60%
5. T or F? Less than 15% of all students have NEVER discussed international or global topics and issues with others.

True
## Mapping 2016 Preview
### Co-Curriculum

<table>
<thead>
<tr>
<th>Feature</th>
<th>2011</th>
<th>2016</th>
<th>2016 NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>International festivals or events</td>
<td>58%</td>
<td>71%</td>
<td>96%</td>
</tr>
<tr>
<td>Meeting place for students interested in int'l topics</td>
<td>35%</td>
<td>44%</td>
<td>71%</td>
</tr>
<tr>
<td>Buddy program to pair US &amp; int'l students</td>
<td>19%</td>
<td>34%</td>
<td>51%</td>
</tr>
<tr>
<td>Language partner program</td>
<td>18%</td>
<td>27%</td>
<td>38%</td>
</tr>
<tr>
<td>Residence hall with programs to integrate US and int'l students</td>
<td>18%</td>
<td>25%</td>
<td>35%</td>
</tr>
</tbody>
</table>
Senior Perceived Gains

A. Being informed about current international & global issues
B. Speaking a second language
C. Seeking international or global opportunities out of your comfort zone
D. Understanding how your actions affect global communities
E. Preparing for life and work in an increasingly globalized era
F. Encouraging your sense of global responsibility
Mapping 2016 Preview
Institution Goals

Top reasons for internationalization:

<table>
<thead>
<tr>
<th>#1: Improve student preparedness for a global era</th>
<th>#2: Diversify students, faculty, &amp; staff at home campus</th>
<th>#3: Become more attractive to prospective students at home &amp; overseas</th>
</tr>
</thead>
<tbody>
<tr>
<td>All: 71%</td>
<td>All: 56%</td>
<td>All: 38%</td>
</tr>
<tr>
<td>NSSE: 88%</td>
<td>NSSE: 57%</td>
<td>NSSE: 65%</td>
</tr>
</tbody>
</table>

ACE CIGE
American Council on Education
Center for Internationalization and Global Engagement
## Strongest Correlations among Global Learning Items

<table>
<thead>
<tr>
<th>Global Engagement</th>
<th>Global Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5 items: discussing global topics;</td>
<td>(6 items: informed on global issues; second lang;</td>
</tr>
<tr>
<td>talked about international opportunities; attended global events; out-of-class global focus; program pairing domestic int’l students</td>
<td>seek opp out of comfort zone; understand actions in global communities; prep for life in global era; encourage global responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Institutional Emphasis</strong></td>
<td><strong>Global gains</strong></td>
</tr>
<tr>
<td>(2 items: courses and activities</td>
<td>(6 items)</td>
</tr>
<tr>
<td>emphasizing global)</td>
<td></td>
</tr>
</tbody>
</table>

**Correlation Coefficients**

- Global Engagement and Global Gains: **0.63**
- Institutional Emphasis and Global Gains: **0.57**

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Institutional Emphasis and Global Learning Course Focus (SR only)

GL Course Focus
- Broad: 3
- Medium: 2
- Narrow: 1
- None: 0

Institutional Emphasis
- Low: 1.0
- Medium: 1.5
- High: 2.0
Institutional Emphasis and Study Abroad (SR only)

- **Low Institutional Emphasis:** 10%
- **Medium Institutional Emphasis:** 15%
- **High Institutional Emphasis:** 22%
Global Learning Course Focus and Study Abroad (SR only)

Global Learning Gains

- None
- Narrow
- Medium
- Broad

None
Narrow
Medium
Broad

Global Learning Focus
No Study Abroad

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Global Learning Course Focus and Gains (FY only)

Global Learning Gains

- None: 2.0
- Narrow: 2.2
- Medium: 2.4
- Broad: 2.7

Global Learning Course Focus

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Institutional Emphasis and Gains (FY only)

- Low: 1.7
- Medium: 2.2
- High: 2.7
Disciplinary Differences and Global Learning Focus (SR only)

![Bar Chart]

- **A&H**: Broad (38%) > Medium (29%) > Narrow (26%)
- **Biol, Agr, Nat Res**: Broad (34%) > Medium (31%) > Narrow (29%)
- **Social Sci**: Broad (42%) > Medium (27%) > Narrow (26%)
- **Business**: Broad (39%) > Medium (39%) > Narrow (25%)
- **Comm, Media, PR**: Broad (22%) > Medium (46%) > Narrow (49%)
- **Education**: Broad (18%) > Medium (49%) > Narrow (43%)
- **Engineering**: Broad (26%) > Medium (37%) > Narrow (37%)
- **Health Prof**: Broad (31%) > Medium (31%) > Narrow (26%)
- **Phy Sci, Math, Computer**: Broad (25%) > Medium (31%) > Narrow (26%)
- **Social Service**: Broad (31%) > Medium (31%) > Narrow (26%)

**Legend**
- Green: Broad
- Yellow: Medium
- Orange: Narrow
- Red: None

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Disciplinary Differences (SR only)

Global Learning Gains

GL Course Focus

- Broad
- Medium
- Narrow
- None

A&C, Agr, Nat Res
Biol, Math, Computer
Social Sci
Business
Comm, Media, PR
Educ
Engineering
Health Prof
Social Service

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Observations

• Students keen to global emphasis, desire courses
  • BUT: Institutional efforts don’t always translate into student perceptions/learning

• Students interact about global issues, but could do more global focus out-of-class (events, committees)
  • Offering activities ≠ student participation

• Active global engagement matters to global gains
  • BUT: fewer institutions offer activities to promote deeper and on-going engagement
Observations cont’d

• Institutional emphasis matters to course taking and study abroad participation

• Stronger global learning course focus, a possible stand-in for study abroad
  • Global competence for all

• FY emphasis & global course focus = early gains

• Address global in majors for greater impact
What are Institutions Doing with NSSE Global Learning Results?
Global Module Institutional Example: Texas Christian University

Using Global Module results to evaluate progress on Quality Enhancement Plan “Discovering Global Citizenship” goals:

Students will....

• engage global partners in classroom to understand political, economic, and humanitarian crisis
• participate in long terms project on global engagement
• engage peers, faculty, community leaders from developing countries in real-time problem solving
• learn from diversity
• develop global network
Global Module Institutional Example: Lebanon Valley College

• Global Learning Results related to strategic plan EV2020, which includes a focus on students becoming “world ready”

• Provided context and pre-assessment in preparation for college’s globalization report that identifies strategies for globalizing campus

• Results used to encourage globalization of curriculum – for example, when developing new environmental science major

• Inform faculty development
Global Module Institutional Example: Drake University

• Assess new efforts on inclusion, diversity & global learning

• General Education assessment committee reviewing global learning using indirect & direct methods

• Embedded in continuous improvement plan, “to infuse global and intercultural learning throughout the Drake experience”

• Will analyze experiences vs. perceived gains
Global Module Institutional Example: Agnes Scott College
Research Opportunity: little comparable, cross-institution information available about students’ perceptions of internationalization & global learning, extent to which students experience institutional internationalization efforts, and activities associated with global learning gains

- ACE and NSSE will fill void using data from 2016 Mapping survey & NSSE’s Global Learning Module
- Colleges and universities that participate in NSSE 2016, elect Global Learning Module, and participate in the Mapping survey, can explore institution-specific results
ACE Resources

Research
• Internationalization in Action
  – Curriculum (4-part series)
  – Co-curriculum (3-part series)
• Internationalization Toolkit

Programs
• Internationalization Collaborative
  – February 2017: Internationalizing the co-curriculum
• Internationalization Laboratory

For more information, visit www.acenet.edu/cige
Discussion

What do these results suggest for your campus?

What else do you want to know about your students global learning? About internationalizing efforts on campuses?

What should we explore in the ACE-NSSE research collaboration?

THANK YOU!!! For more: www.nsse.indiana.edu