



Salisbury University

Global Perspective Inventory General Form Report

April 2019

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
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Respondent Characteristics

	N	Percent
Gender		
Male	287	28
Female	729	72
Transgender/Gender nonconforming	1	0
Rather Not Say	2	0
Total	1019	
Class Year		
First Year	234	23
Sophomore	241	24
Junior	297	29
Senior	247	24
Graduate Student	1	0
Total	1020	
Race		
American Indian	4	0
Asian American/Asian	48	5
African-American/Black	108	11
Hispanic/Latino	37	4
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	739	73
Multiracial	83	8
Total	1019	
American/International Student		
American student at an American college/university	985	97
Non-American student at an American college/university	24	2
Other	11	1
Total	1020	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	17	2
High school graduate	146	14
Some college	128	13
Associate's degree	93	9
Bachelor's degree	316	31
Some graduate school	15	1
Graduate degree (Master's, Doctorate, MD, JD, etc)	300	29
Do not know	5	0
Total	1020	
Major Category		
Agriculture and Natural Resources	5	0
Art and Humanities	31	3
Business	217	21
Communications or Journalism	67	7
Education or Social Work	135	13
Engineering	10	1
Health and Medical Professions	233	23
Physical Sciences, Biological Sciences, or Mathematics	128	13
Social Science	80	8
Other Field	114	11
Total	1020	
Did you begin college at this institution?		
Yes	748	73
No	272	27
Total	1020	
Prior to this term, how many quarters or semesters have you studied abroad?		
None	919	90
A short term experience (summer/winter term)	65	6
One	18	2
Two	9	1
More than two	9	1
Total	1020	
Have you ever participated in a living-learning community?		
No	959	94
Yes	61	6
Total	1020	

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
<i>Cognitive Knowing Scale</i>							3.43	0.51	3.57	0.55
When I notice cultural differences, my culture tends to have the better approach. (R)	1020	42 4%	217 21%	444 44%	240 24%	77 8%	2.91	0.95	3.00	0.95
Some people have culture and others do not.	1019	220 22%	371 36%	190 19%	183 18%	55 5%	3.51	1.17	3.81	1.15
In different setting what is right and wrong is simple to determine. (R)	1015	63 6%	237 23%	238 23%	362 36%	115 11%	2.77	1.11	2.99	1.14
I take into account different perspectives before drawing conclusions about the world around me.	1020	1 0%	17 2%	120 12%	597 59%	285 28%	4.13	0.68	4.14	0.69
I consider different cultural perspectives when evaluating global problems.	1018	1 0%	37 4%	215 21%	554 54%	211 21%	3.92	0.75	3.97	0.72
I rely primarily on authorities to determine what is true in the world. (R)	1018	134 13%	376 37%	274 27%	190 19%	44 4%	3.36	1.06	3.46	1.03
I rarely question what I have been taught about the world around me. (R)	1020	139 14%	397 39%	255 25%	189 19%	40 4%	3.40	1.06	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
<i>Cognitive Knowledge Scale</i>							3.75	0.58	3.76	0.59
I am informed of current issues that impact international relations.	1017	19 2%	157 15%	252 25%	430 42%	159 16%	3.54	0.99	3.66	0.96
I understand the reasons and causes of conflict among nations of different cultures.	1016	6 1%	65 6%	260 26%	539 53%	146 14%	3.74	0.80	3.70	0.85
I understand how various cultures of this world interact socially.	1019	2 0%	60 6%	218 21%	568 56%	171 17%	3.83	0.78	3.79	0.79
I know how to analyze the basic characteristics of a culture.	1017	4 0%	51 5%	281 28%	566 56%	115 11%	3.72	0.74	3.75	0.76
I can discuss cultural differences from an informed perspective.	1017	4 0%	46 5%	231 23%	519 51%	217 21%	3.88	0.80	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
<i>Intrapersonal Affect Scale</i>							4.20	0.46	4.17	0.50
I am sensitive to those who are discriminated against.	1020	10 1%	37 4%	156 15%	520 51%	297 29%	4.04	0.82	4.09	0.76
I do not feel threatened emotionally when presented with multiple perspectives.	1019	6 1%	47 5%	130 13%	558 55%	278 27%	4.04	0.80	4.04	0.79
I am accepting of people with different religious and spiritual traditions.	1018	1 0%	4 0%	43 4%	433 43%	537 53%	4.47	0.61	4.35	0.68
I enjoy when my friends from other cultures teach me about our cultural differences.	1020	1 0%	8 1%	101 10%	500 49%	410 40%	4.28	0.68	4.30	0.69
I am open to people who strive to live lives very different from my own life style.	1019	2 0%	13 1%	118 12%	572 56%	314 31%	4.16	0.68	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
<i>Intrapersonal Identity Scale</i>							4.11	0.49	4.11	0.50
I have a definite purpose in my life.	1019	6 1%	36 4%	119 12%	440 43%	418 41%	4.21	0.82	4.16	0.87
I can explain my personal values to people who are different from me.	1020	2 0%	19 2%	70 7%	528 52%	401 39%	4.28	0.69	4.28	0.64
I know who I am as a person.	1019	5 0%	21 2%	99 10%	537 53%	357 35%	4.20	0.73	4.19	0.75
I am willing to defend my own views when they differ from others.	1017	4 0%	37 4%	164 16%	560 55%	252 25%	4.00	0.77	3.98	0.75
I put my beliefs into action by standing up for my principles.	1015	1 0%	29 3%	159 16%	598 59%	228 22%	4.01	0.71	4.01	0.68
I am developing a meaningful philosophy of life.	1020	4 0%	34 3%	224 22%	506 50%	252 25%	3.95	0.80	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
<i>Interpersonal Social Responsibility Scale</i>							3.77	0.60	3.74	0.60
I think of my life in terms of giving back to society.	1019	9 1%	78 8%	302 30%	446 44%	184 18%	3.70	0.88	3.77	0.88
I work for the rights of others.	1017	8 1%	68 7%	378 37%	418 41%	145 14%	3.61	0.84	3.65	0.82
I put the needs of others about my own personal wants.	1018	12 1%	56 6%	270 27%	426 42%	254 25%	3.84	0.90	3.76	0.87
I consciously behave in terms of making a difference.	1020	3 0%	38 4%	244 24%	525 51%	210 21%	3.88	0.78	3.84	0.78
Volunteering is not an important priority in my life. (R)	1020	285 28%	427 42%	183 18%	100 10%	25 2%	3.83	1.02	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
<i>Interpersonal Social Interaction Scale</i>							3.43	0.67	3.34	0.75
Most of my friends are from my own ethnic background. (R)	1017	46 5%	194 19%	239 24%	427 42%	111 11%	2.64	1.05	2.54	1.11
I frequently interact with people from a race/ethnic group different from my own.	1020	1 0%	51 5%	110 11%	475 47%	383 38%	4.16	0.82	3.90	0.96
I intentionally involve people from many cultural backgrounds in my life.	1020	7 1%	93 9%	333 33%	394 39%	193 19%	3.66	0.91	3.55	0.93
I frequently interact with people from a country different from my own.	1020	41 4%	242 24%	307 30%	289 28%	141 14%	3.24	1.08	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)	1018	419 41%	461 45%	92 9%	35 3%	11 1%	4.22	0.83	4.09	0.88
I often get out of my comfort zone to better understand myself.	1016	21 2%	142 14%	290 29%	446 44%	117 12%	3.49	0.94	3.51	0.98
I see myself as a global citizen.	1019	3 0%	67 7%	308 30%	443 43%	198 19%	3.75	0.85	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.	1019	387 38%	302 30%	177 17%	85 8%	30 3%	38 4%
Foreign language course.	1020	807 79%	101 10%	66 6%	20 2%	14 1%	12 1%
World history course.	1017	87 9%	389 38%	473 47%	51 5%	14 1%	3 0%
Service learning course.	1008	723 72%	186 18%	60 6%	25 2%	8 1%	6 1%
Course focused on significant global/international issues and problems.	1017	463 46%	323 32%	140 14%	49 5%	21 2%	21 2%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	1020	429 42%	282 28%	151 15%	70 7%	30 3%	58 6%

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.	1019	418 41%	212 21%	236 23%	98 10%	55 5%	1.18	1.22	1.59	1.25
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	1018	423 42%	268 26%	229 22%	65 6%	33 3%	1.03	1.09	1.42	1.09
Religious or spiritual activities.	1019	581 57%	201 20%	132 13%	61 6%	44 4%	0.81	1.14	1.55	1.39
Leadership programs that stress collaboration and team work.	1016	315 31%	180 18%	251 25%	160 16%	110 11%	1.58	1.35	2.00	1.34
Community service activities unrelated to a course.	1017	235 23%	171 17%	294 29%	162 16%	155 15%	1.83	1.35	2.03	1.25
Attended a lecture, workshop, or campus discussion on international or global issues.	1020	419 41%	253 25%	251 25%	65 6%	32 3%	1.06	1.09	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).	1020	173 17%	249 24%	302 30%	188 18%	108 11%	1.81	1.22	2.34	1.16
Watched news program on television.	1020	121 12%	274 27%	312 31%	198 19%	115 11%	1.91	1.18	2.15	1.16
Followed an international event/crisis (through a newspaper, social media, or other media sources).	1018	107 11%	225 22%	334 33%	219 22%	133 13%	2.05	1.17	2.38	1.11
Discussed current events with other students.	1019	61 6%	156 15%	366 36%	255 25%	181 18%	2.33	1.12	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.	1018	156 15%	220 22%	357 35%	191 19%	94 9%	1.85	1.17	1.99	1.12
Discussed your academic performance with a faculty member.	1018	62 6%	182 18%	367 36%	275 27%	132 13%	2.23	1.08	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.	1017	69 7%	157 15%	371 36%	302 30%	118 12%	2.24	1.06	2.34	1.00
The faculty presented issues and problems in class from different cultural perspectives.	1018	92 9%	186 18%	379 37%	254 25%	107 11%	2.10	1.10	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
<i>Community Scale</i>							3.94	0.71	3.96	0.73
I have a strong sense of affiliation with my college/university.	1020	24 2%	49 5%	239 23%	500 49%	208 20%	3.80	0.90	3.88	0.97
I feel that my college/university community honors diversity and internationalism.	1020	19 2%	48 5%	214 21%	517 51%	222 22%	3.86	0.87	3.87	0.95
I understand the mission of my college/university.	1019	24 2%	51 5%	219 21%	514 50%	211 21%	3.82	0.90	4.05	0.83
I am both challenged and supported at my college/university.	1017	19 2%	23 2%	131 13%	525 52%	319 31%	4.08	0.83	3.86	0.90
I have been encouraged to develop my strengths at my college/university.	1019	17 2%	24 2%	134 13%	495 49%	349 34%	4.11	0.84	4.11	0.84
I feel I am a part of a close and supportive community of colleagues and friends.	1020	24 2%	62 6%	173 17%	440 43%	321 31%	3.95	0.97	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.