Global Perspective Inventory: An Assessment Tool for a Variety of Student Populations

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- Larry A. Braskamp, Loyola University-Chicago
- Karen L. Chambers, Saint Mary’s College
Session Objectives

- You will know how to use the GPI on your campus as one assessment tool.

- You will learn about some differences in student populations in varying contexts.

- You will have an opportunity to generate action steps for assessment implementation based on these findings.
Global Perspective Inventory as one assessment tool

- Rationale, purpose and uses of the GPI in international education
- GPI measures three dimensions of global perspective taking: Cognitive, Intrapersonal and Interpersonal
- GPI measures three environmental influences: Curriculum, Co-Curriculum and Community
- Importance of connections between influences and global perspective taking.
Faculty-Led Programs

- Students enrolled in third party and campus led programs vary in their GPI before they study abroad only on Social Responsibility.
- Students change in their global perspective taking over a semester abroad in campus led programs much like those in third party programs.
- Students with many experiences that reflect the local culture and involve relationships with persons from the host country are more apt to change the most.
- Encounters with difference make a difference.
- Implications for designing study abroad programs that influence student perspective taking.
Saint Mary's College: who we are

- Founded in 1844 in Notre Dame/South Bend, Indiana
- Catholic, residential women's liberal arts college
- 1600 students, 85% Catholic
- Mission: "Where women develop their talents and prepare to make a difference in the world"
  "Promotes...social responsibility [and] response to the complex needs and challenges of the contemporary world"
- Undergraduate learning outcomes include: global learning, intercultural competence, and social responsibility
Global Education Office

- 52% of our graduates study abroad
- Most on our 11 semester or year programs, the rest on our 14 short-term programs
- Within Center for Women's Intercultural Leadership, mission: ...empowering women to realize their call to leadership and to develop the intercultural knowledge and competence critical in today’s increasingly interdependent world
- Besides Director, Assistant Director for Global Education, Faculty Coordinator of Study Abroad, International Student Services/Recruiter, Administrative Assistant, and Student Workers
International Students on US Campus

SMC had an 5 week summer intensive Women’s Global Leadership Institute sponsored by the State Department.
We had the students take the GPI test both at the start of the program and near the end of the program.
Understanding pre-event differences

![Bar chart showing comparing Knowing and Affect between International and Saint Mary's institutions.](chart.png)
Examining Changes Across the GPI Scales

International Students  N = 20
CEA Global Education: Who We Are

• International education organization (Program Provider)
• Study abroad programs in 13 countries and 22 cities
• Partnerships with 400+ U.S. colleges and universities
• Over 3000 U.S. students studied abroad with CEA in 2012
• Over 2000 enrolled in CEA’s Global Campus programs
• Academic Partnership with the University of New Haven, CEA’s School of Record for CEA’s 9 Global Campus sites
• Gender breakdown: 70% female – 30% male
• Freshmen: 4%; Sophomores: 32%; Juniors: 55%; Seniors: 7%
• Aggregate cumulative GPA average: 3.23
• Main Majors: COM, BUS, PSY, POL, MAR, For Lan, IR, SCI, JOUR
CEA Global Education: What We Do

- **CEA Mission**: To create and facilitate opportunities for academic achievement, global competence and personal growth through quality international education.

- **Global Campus Mission**: To develop and deliver high quality discipline-based academic programs that integrate the host culture and city into an active learning pedagogy.
GPI with Third Party Providers
Challenge #1: Diversity

- Geographical origins (mainly 50 States & Canada)
- Home institutions (400+)
- Major & minor concentrations
- CEA country locations (12)
- CEA city destinations (22)
- Multiple host language & cultural settings
- CEA Global Campus locations (9)
- Host academic institutions (31)
- Academic programs (80+)
- Pre-program student experiences (1000s+)
Solutions

• Use lots of GPI codes from Larry Braskamp
• Disaggregate GPI raw data files yourself
• Institute a rotating schedule of GPI assessment
• Develop and use customized GPI items
## GPI Cohort Distributions

<table>
<thead>
<tr>
<th>GPI Report</th>
<th>CEA Program Groups</th>
<th>Pre N</th>
<th>Post N</th>
<th>N Pre + Post</th>
<th>% Exit of Entry</th>
<th>N % of Max. N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Buenos Aires</td>
<td>27</td>
<td>25</td>
<td>52</td>
<td>93</td>
<td>72</td>
</tr>
<tr>
<td>2</td>
<td>Rome</td>
<td>28</td>
<td>19</td>
<td>47</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>3</td>
<td>Madrid, Vina del Mar, Granada, Alicante, Aix-en-Provence, Grenoble, San Jose, CEA Partner Programs in GC cities</td>
<td>134</td>
<td>97</td>
<td>231</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>Prague</td>
<td>49</td>
<td>34</td>
<td>83</td>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>5</td>
<td>Florence</td>
<td>50</td>
<td>26</td>
<td>76</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td>6</td>
<td>Florence - Custom</td>
<td>38</td>
<td>13</td>
<td>51</td>
<td>34</td>
<td>62</td>
</tr>
<tr>
<td>7</td>
<td>Seville</td>
<td>30</td>
<td>20</td>
<td>50</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>8</td>
<td>Dublin, London, Galway, Port Elizabeth</td>
<td>57</td>
<td>36</td>
<td>93</td>
<td>63</td>
<td>59</td>
</tr>
<tr>
<td>9</td>
<td>Paris</td>
<td>58</td>
<td>24</td>
<td>82</td>
<td>41</td>
<td>58</td>
</tr>
<tr>
<td>10</td>
<td>Barcelona</td>
<td>138</td>
<td>58</td>
<td>196</td>
<td>42</td>
<td>51</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>609</td>
<td>352</td>
<td>961</td>
<td>60% Average</td>
<td>63% Average</td>
</tr>
</tbody>
</table>
### CEA Global Education

**Global Perspective Inventory – Historical Delivery & Participation Rates**

<table>
<thead>
<tr>
<th>Term</th>
<th># Surveys Distributed</th>
<th># Pre-test Surveys Completed</th>
<th>Response Rate (%)</th>
<th># Post-test Surveys Completed</th>
<th>Response Rate (% total)</th>
<th># Pre-Post Matched Results (GC Only)</th>
<th>Pre-Post Matched Rate (% total) (GC Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>834</td>
<td>292</td>
<td>35</td>
<td>191</td>
<td>23</td>
<td>88</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>650</td>
<td>337</td>
<td>52</td>
<td>188</td>
<td>29</td>
<td>96</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>801</td>
<td>614</td>
<td>77</td>
<td>190</td>
<td>24</td>
<td>130</td>
<td>16</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>817</td>
<td>609</td>
<td>75</td>
<td>352</td>
<td>43</td>
<td>144</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>1493</td>
<td>1061</td>
<td>71</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Totals</td>
<td>4595</td>
<td>2913</td>
<td>63</td>
<td>921</td>
<td>30 (ave)</td>
<td>458</td>
<td>15 (ave)</td>
</tr>
</tbody>
</table>
Solutions

- Embed GPI into enrollment registration process
- Design automatic email reminder campaigns
- Address GPI during pre-departure advising
- Discuss GPI during onsite orientation
- Integrate GPI into course content
- Have staff remind students verbally every day
- Use email, Face book, Twitter, blogs, newsletters, posters, flyers, etc.
- Raffles, prizes, promotions, etc.
- Remind students at all farewell events
- Send reminders after students return home
Challenge #3: Using GPI Data

Average Longitudinal Differences in GPI Scales
2011-2012

Pre-to-Post Average Change: Matched (N=458)

The Six GPI Scales

Knowing  Knowledge  Identity  Affect  Responsibility  Interaction

0.09  0.40  0.21  0.15  0.15  0.18
0.08  0.32  0.24  0.16  0.12  0.12
0.08  0.15  0.11  0.06  0.10  0.14

Legend:
- Fall
- Spring
- SA Norm
Solutions: Focus on Mission

GPI Global Citizenship Construct: Related Scale Items

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>I see myself as a global citizen.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I think of my life in terms of giving back to society.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I often get out of my comfort zone to better understand myself.</td>
<td></td>
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<tr>
<td>4.</td>
<td>I consciously behave in terms of making a difference.</td>
<td></td>
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<tr>
<td>5.</td>
<td>I work for the rights of others.</td>
<td></td>
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<tr>
<td>6.</td>
<td>I can discuss cultural differences from an informed perspective.</td>
<td></td>
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<tr>
<td>7.</td>
<td>I am able to take on various roles as appropriate in different cultures &amp; ethnic settings.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I intentionally involve people from many cultural backgrounds in my life.</td>
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<tr>
<td>9.</td>
<td>I enjoy when my friends from other cultures teach me about our cultural differences.</td>
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<tr>
<td>10.</td>
<td>People from other cultures tell me that I am successful at navigating their cultures.</td>
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</table>

GPI Global Citizenship Construct - Scores

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.61</td>
<td>3.73</td>
<td>3.60</td>
<td>3.86</td>
<td>3.61</td>
<td>3.83</td>
<td>3.63</td>
<td>3.84</td>
<td>3.61</td>
<td>3.82</td>
<td>3.69</td>
</tr>
</tbody>
</table>
Create Guidelines & Worksheets for Interpreting & Using GPI Survey Results

A. How to think about GPI Aggregate Results

B. Desired Learning Outcomes
   - The Cognitive Dimension: *How Do I know?*
   - The Intrapersonal Dimension: *Who am I?*
   - The Interpersonal Dimension: *How do I relate to others?*

C. Environmental & Experiential Factors
   - Curriculum
   - Co-Curriculum
   - Community

D. Aligning Learning Outcomes with the Learning Environment

E. The Master TLE Improvement Matrix and TLE Worksheet: Creating Total Learning Environments
Developing Total Learning Environments

**The TLE Master Improvement Matrix**

**Overview & Study Prompts**

<table>
<thead>
<tr>
<th>The Ends: Cognitive Knowledge</th>
<th>The Means: GC Curriculum</th>
<th>GC Co-Curriculum</th>
<th>GC Community</th>
</tr>
</thead>
</table>
| Does the curriculum help students: | • Understand how the world works  
  • Gain insights into cultural differences  
  • Acquire awareness of cross-cultural interactions  
  • Identify the characteristics of a culture & people  
  • Become more informed of current events | Do co-curricular activities help students: | • Understand how the world works  
  • Gain insights into cultural differences  
  • Acquire awareness of cross-cultural interactions  
  • Identify the characteristics of a culture & people  
  • Become more informed of current events |
| Does the GC community help students: | • Think about how they come to "know" something  
  • Manage cognitive dissonance  
  • Realize the impact culture has on their knowledge  
  • Determine how truth is constituted  
  • Establish criteria for making judgments | |
| The Ends: Affective | The Means: GC Curriculum | GC Co-Curriculum | GC Community |
| Does the curriculum help students: | • Learn more about their individuality  
  • Gain confidence in their selves & abilities  
  • Define life-long goals & purpose  
  • Communicate to others who they are  
  • Adapt their skills to new situations | Do co-curricular activities help students: | • Learn more about their individuality  
  • Gain confidence in their selves & abilities  
  • Define life-long goals & purpose  
  • Communicate to others who they are  
  • Adapt their skills to new situations |
| Does the GC community help students: | • Interact with people different from themselves  
  • Navigate cultural differences when encountered  
  • Manage political & ideological disagreements  
  • Welcome different points of view  
  • Remain confident when culturally challenged | |
| The Ends: Interpersonal | The Means: GC Curriculum | GC Co-Curriculum | GC Community |
| Does the curriculum help students: | • Become less self-centered  
  • Take-on social & civic responsibilities  
  • Put their principles into action  
  • Want and seek to change the world  
  • Volunteer and help out locally | Do co-curricular activities help students: | • Become less self-centered  
  • Take-on social & civic responsibilities  
  • Put their principles into action  
  • Want and seek to change the world  
  • Volunteer and help out locally |
| Does the GC community help students: | • Seek to expand their cultural & social circles  
  • Embrace difference in friendships & colleagues  
  • Adap to the needs of culturally distinct others  
  • Welcome learning through contact with others  
  • Show tolerance for the differences of others | |
| The Ends: Social Responsibility | The Means: GC Curriculum | GC Co-Curriculum | GC Community |
| Does the curriculum help students: | • Meet the needs of culturally distinct others  
  • Welcome learning through contact with others  
  • Show tolerance for the differences of others | Do co-curricular activities help students: | • Meet the needs of culturally distinct others  
  • Welcome learning through contact with others  
  • Show tolerance for the differences of others |
| Does the GC community help students: | • Seek to expand their cultural & social circles  
  • Embrace difference in friendships & colleagues  
  • Adapt to the needs of culturally distinct others  
  • Welcome learning through contact with others  
  • Show tolerance for the differences of others | |
Conclusions about the value of assessment

1. Create graphs that “speak” plainly to stakeholders

   *Enthusiasm and curiosity are your allies.*
   
   *Know your users; their needs, concerns, challenges and goals.*

2. Create processes that are inclusive, participative & engaging

   *Break assessment into small manageable pieces and make it come alive. Communication that is interactive is optimal.*

3. Think holistically about total learning environments

   *Engage academic, student service, housing staffs...and students!*  
   *Thinks in terms of means directed towards desired ends and outcomes.*

4. Discussions can be as valuable as numbers

   *Assessment is most useful and effective when it creates and focuses discussion and deliberation among the users and stakeholders.*
Participant Action Step Generation

- Reflect on application to your own institution’s assessment processes
- Share with your neighbor
- Q&A
Session Objectives

- You will know how to use the GPI on your campus as one assessment tool.
- You will learn about some differences in student populations in varying contexts.
- You will have an opportunity to generate action steps for assessment implementation based on these findings.
Thank you!

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- Scott Blair
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- Karen Chambers
  - kchamber@saintmarys.edu

- PowerPoint and handout will be posted at cwil.saintmarys.edu/global-education by next week