



Salisbury University

Global Perspective Inventory General Form Report

Fall 2022 University-Wide Assessment

Report Date: October 2022

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
Iowa State University

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Respondent Characteristics

	N	Percent
Gender		
Male	224	34
Female	420	65
Transgender/Gender nonconforming	7	1
Rather Not Say	0	0
Total	651	
Class Year		
First Year	164	25
Sophomore	166	25
Junior	189	29
Senior	131	20
Graduate Student	1	0
Total	651	
Race		
American Indian	4	1
Asian American/Asian	26	4
African-American/Black	70	11
Hispanic/Latino	16	2
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	497	77
Multiracial	36	6
Total	649	
American/International Student		
American student at an American college/university	617	95
Non-American student at an American college/university	27	4
Other	7	1
Total	651	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	12	2
High school graduate	93	14
Some college	81	12
Associate's degree	44	7
Bachelor's degree	205	31
Some graduate school	13	2
Graduate degree (Master's, Doctorate, MD, JD, etc)	194	30
Do not know	9	1
Total	651	
Major Category		
Agriculture and Natural Resources	3	0
Art and Humanities	21	3
Business	142	22
Communications or Journalism	17	3
Education or Social Work	96	15
Engineering	7	1
Health and Medical Professions	169	26
Physical Sciences, Biological Sciences, or Mathematics	73	11
Social Science	40	6
Other Field	81	12
Total	649	
Did you begin college at this institution?		
Yes	486	75
No	165	25
Total	651	

Global Competence Scales

Table 1: Openness to Diversity and Challenge

Please rate your level of agreement with each statement.

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Openness to Diversity and Challenge Scale</i>							3.84	0.77	4.00	0.79
The real value of a college education lies in being introduced to different values.	648	17 3%	54 8%	144 22%	305 47%	128 20%	3.73	0.96	3.84	0.98
Learning about people from different cultures is a very important part of my college education.	649	11 2%	38 6%	138 21%	277 43%	185 29%	3.90	0.94	4.08	0.91
The courses I enjoy the most are those that make me think about things from a different perspective.	649	6 1%	43 7%	131 20%	275 42%	194 30%	3.94	0.92	4.14	0.87
Contact with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.	648	12 2%	51 8%	159 25%	256 40%	170 26%	3.80	0.98	3.95	0.98

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: Social Innovation and Ideation

Please rate your level of agreement with each statement.

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Social Innovation and Ideation Scale</i>							4.05	0.54	4.03	0.57
I can analyze social problems to identify needs.	649	2 1%	7 1%	80 12%	405 62%	155 24%	4.08	0.65	4.05	0.69
I can generate ideas to meet the needs of social problems.	650	2 0%	15 2%	122 19%	375 58%	136 21%	3.97	0.72	3.96	0.73
I can identify realistic solutions to social problems from a list of ideas.	649	2 0%	16 2%	90 14%	390 60%	151 23%	4.04	0.71	4.01	0.71
I can turn ideas into actions that achieve goals.	650	3 0%	22 3%	108 17%	356 55%	161 25%	4.00	0.77	3.99	0.77
I can assess the effectiveness of my actions in meeting goals.	648	2 0%	7 1%	90 14%	389 60%	160 25%	4.08	0.67	4.08	0.70
I can scale up my actions when they are effective.	649	1 0%	13 2%	120 18%	368 57%	147 23%	4.00	0.71	4.00	0.72
I can identify ways to apply ideas to different situations.	650	1 0%	6 1%	63 10%	397 61%	183 28%	4.16	0.64	4.14	0.66

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.
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Table 3: Competence for Civic Action

If you were concerned about an issue in your community, please rate your level of confidence to do each of the following?

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Competence for Civic Action Scale</i>							3.82	0.65	3.81	0.70
Create a plan to address the issue.	649	4 1%	17 3%	127 20%	368 57%	133 20%	3.94	0.75	3.86	0.82
Get other people to care about the issue.	649	2 0%	31 5%	168 26%	338 52%	110 17%	3.81	0.78	3.83	0.85
Organize and run a meeting about the issue.	649	15 2%	88 14%	185 29%	253 39%	108 17%	3.54	1.00	3.54	1.02
Express your views about the issue in front of a group of people.	649	5 1%	48 7%	120 18%	320 49%	156 24%	3.88	0.88	3.82	0.95
Identify individuals or groups who could help you with the issue.	649	4 1%	25 4%	130 20%	333 51%	157 24%	3.95	0.81	4.02	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.
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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 2020 (n = 6352).

Table 4: Cognitive Knowing

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Cognitive Knowing Scale</i>							3.47	0.51	3.33	0.60
When I notice cultural differences, my culture tends to have the better approach. (R)	651	38 6%	133 20%	299 46%	131 20%	50 8%	2.97	0.97	2.94	1.02
Some people have culture and others do not. (R)	650	156 24%	241 37%	120 18%	97 15%	36 6%	3.59	1.16	3.06	1.34
In different setting what is right and wrong is simple to determine. (R)	646	36 6%	142 22%	156 24%	230 36%	82 13%	2.72	1.11	2.95	1.16
I take into account different perspectives before drawing conclusions about the world around me.	651	2 0%	4 1%	73 11%	383 59%	189 29%	4.16	0.66	4.21	0.69
I consider different cultural perspectives when evaluating global problems.	651	2 0%	15 2%	119 18%	378 58%	137 21%	3.97	0.72	4.03	0.75
I rely primarily on authorities to determine what is true in the world. (R)	651	92 14%	248 38%	191 29%	95 15%	25 4%	3.44	1.03	3.05	1.16
I rarely question what I have been taught about the world around me. (R)	647	103 16%	254 39%	155 24%	108 17%	27 4%	3.46	1.07	3.05	1.23

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: Cognitive Knowledge

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Cognitive Knowledge Scale</i>							3.76	0.58	3.82	0.60
I am informed of current issues that impact international relations.	650	13 2%	80 12%	157 24%	312 48%	88 14%	3.59	0.94	3.74	0.93
I understand the reasons and causes of conflict among nations of different cultures.	651	7 1%	50 8%	169 26%	335 51%	90 14%	3.69	0.84	3.77	0.83
I understand how various cultures of this world interact socially.	650	2 0%	32 5%	124 19%	379 58%	113 17%	3.88	0.76	3.89	0.78
I know how to analyze the basic characteristics of a culture.	651	2 0%	37 6%	167 26%	359 55%	86 13%	3.75	0.76	3.75	0.78
I can discuss cultural differences from an informed perspective.	651	3 0%	22 3%	153 24%	344 53%	129 20%	3.88	0.77	3.96	0.78

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: Intrapersonal Affect

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Intrapersonal Affect Scale</i>							4.21	0.48	4.24	0.52
I am sensitive to those who are discriminated against.	650	3 0%	15 2%	97 15%	339 52%	196 30%	4.09	0.76	4.14	0.80
I do not feel threatened emotionally when presented with multiple perspectives.	649	7 1%	24 4%	88 14%	330 51%	200 31%	4.07	0.83	4.07	0.83
I am accepting of people with different religious and spiritual traditions.	650	0 0%	2 0%	34 5%	254 39%	360 55%	4.50	0.61	4.47	0.66
I enjoy when my friends from other cultures teach me about our cultural differences.	648	0 0%	4 1%	72 11%	318 49%	254 39%	4.27	0.68	4.37	0.69
I am open to people who strive to live lives very different from my own life style.	647	0 0%	8 1%	86 13%	363 56%	190 29%	4.14	0.68	4.15	0.73

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: Intrapersonal Identity

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Intrapersonal Identity Scale</i>							4.04	0.51	4.09	0.53
I have a definite purpose in my life.	651	6 1%	33 5%	102 16%	288 44%	222 34%	4.06	0.88	4.03	0.94
I can explain my personal values to people who are different from me.	649	1 0%	8 1%	58 9%	341 53%	241 37%	4.25	0.68	4.30	0.67
I know who I am as a person.	651	8 1%	27 4%	78 12%	328 50%	210 32%	4.08	0.84	4.11	0.82
I am willing to defend my own views when they differ from others.	651	2 0%	27 4%	126 19%	352 54%	144 22%	3.94	0.78	4.01	0.77
I put my beliefs into action by standing up for my principles.	647	1 0%	14 2%	115 18%	372 57%	145 22%	4.00	0.71	4.06	0.71
I am developing a meaningful philosophy of life.	650	3 0%	20 3%	143 22%	337 52%	147 23%	3.93	0.78	4.02	0.80

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 8: 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>							3.69	0.56	3.68	0.58
I think of my life in terms of giving back to society.	649	8 1%	50 8%	211 33%	287 44%	93 14%	3.63	0.87	3.78	0.89
I work for the rights of others.	649	2 0%	35 5%	231 36%	282 43%	99 15%	3.68	0.81	3.76	0.84
I put the needs of others about my own personal wants.	650	6 1%	40 6%	171 26%	276 42%	157 24%	3.83	0.90	3.81	0.89
I consciously behave in terms of making a difference.	650	2 0%	25 4%	194 30%	316 49%	113 17%	3.79	0.78	3.88	0.79
Volunteering is not an important priority in my life. (R)	650	98 15%	262 40%	193 30%	73 11%	24 4%	3.52	1.00	3.15	1.25

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 9: 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>							3.44	0.61	3.60	0.64
Most of my friends are from my own ethnic background. (R)	651	20 3%	139 21%	188 29%	238 37%	66 10%	2.71	1.01	2.97	1.16
I frequently interact with people from a race/ethnic group different from my own.	651	2 0%	19 3%	71 11%	309 47%	250 38%	4.21	0.77	4.19	0.84
I intentionally involve people from many cultural backgrounds in my life.	650	6 1%	45 7%	228 35%	256 39%	115 18%	3.66	0.88	3.69	0.93
I frequently interact with people from a country different from my own.	649	25 4%	172 27%	195 30%	181 28%	76 12%	3.17	1.07	3.55	1.10

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 10: 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)	648	299 46%	279 43%	45 7%	17 3%	8 1%	4.30	0.81	3.27	1.49
I often get out of my comfort zone to better understand myself.	649	7 1%	96 15%	186 29%	284 44%	76 12%	3.50	0.92	3.57	0.95
I see myself as a global citizen.	650	11 2%	48 7%	188 29%	285 44%	118 18%	3.69	0.91	3.83	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 11: 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.	646	315 49%	180 28%	97 15%	35 5%	9 1%	10 2%
Foreign language course.	645	508 79%	70 11%	37 6%	10 2%	8 1%	12 2%
World history course.	646	135 21%	269 42%	212 33%	16 2%	8 1%	6 1%
Service learning course.	636	492 77%	88 14%	31 5%	14 2%	5 1%	6 1%
Course focused on significant global/international issues and problems.	644	339 53%	201 31%	72 11%	19 3%	7 1%	6 1%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	647	299 46%	189 29%	81 13%	36 6%	20 3%	22 3%

Note: Percentages may not equal 100% because of rounding.

Table 12: 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.	648	303 47%	117 18%	156 24%	48 7%	24 4%	1.03	1.16	1.22	1.26
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	647	292 45%	126 19%	174 27%	49 8%	6 1%	1.00	1.05	1.17	1.14
Religious or spiritual activities.	647	408 63%	114 18%	77 12%	30 5%	18 3%	0.66	1.04	1.12	1.31
Leadership programs that stress collaboration and team work.	646	284 44%	113 17%	137 21%	64 10%	48 7%	1.19	1.30	1.50	1.38
Community service activities unrelated to a course.	648	272 42%	99 15%	148 23%	73 11%	56 9%	1.29	1.34	1.52	1.34
Attended a lecture, workshop, or campus discussion on international or global issues.	645	374 58%	133 21%	95 15%	28 4%	15 2%	0.72	1.02	1.18	1.17

Note: Percentages may not equal 100% because of rounding.

Table 13: 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).	646	197 30%	154 24%	176 27%	72 11%	47 7%	1.41	1.23	1.85	1.31
Watched news program on television.	644	134 21%	178 28%	207 32%	86 13%	39 6%	1.56	1.14	1.79	1.27
Followed an international event/crisis (through a newspaper, social media, or other media sources).	642	102 16%	124 19%	212 33%	136 21%	68 11%	1.91	1.21	2.11	1.26
Discussed current events with other students.	646	67 10%	123 19%	221 34%	155 24%	80 12%	2.09	1.16	2.26	1.25

Note: Percentages may not equal 100% because of rounding.

Table 14: 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.	646	135 21%	155 24%	201 31%	116 18%	39 6%	1.64	1.17	1.60	1.19
Discussed your academic performance with a faculty member.	646	110 17%	131 20%	215 33%	152 24%	38 6%	1.81	1.15	1.82	1.18

Note: Percentages may not equal 100% because of rounding.

Table 15: 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.	646	84 13%	114 18%	241 37%	158 24%	49 8%	1.96	1.12	1.99	1.17
The faculty presented issues and problems in class from different cultural perspectives.	646	99 15%	120 19%	242 37%	137 21%	48 7%	1.87	1.14	1.98	1.19

Note: Percentages may not equal 100% because of rounding.

Table 16: Community Scale

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
<i>Community Scale</i>							3.84	0.71	3.85	0.76
I have a strong sense of affiliation with my college/university.	646	10 2%	51 8%	217 34%	270 42%	98 15%	3.61	0.89	3.69	0.99
I feel that my college/university community honors diversity and internationalism.	648	11 2%	21 3%	158 24%	306 47%	152 23%	3.88	0.86	3.91	0.91
I understand the mission of my college/university.	646	9 1%	49 8%	157 24%	291 45%	140 22%	3.78	0.92	3.80	0.92
I am both challenged and supported at my college/university.	647	6 1%	27 4%	119 18%	328 51%	167 26%	3.96	0.83	3.93	0.87
I have been encouraged to develop my strengths at my college/university.	648	8 1%	29 4%	105 16%	324 50%	182 28%	3.99	0.86	3.98	0.89
I feel I am a part of a close and supportive community of colleagues and friends.	648	17 3%	46 7%	150 23%	275 42%	160 25%	3.79	0.98	3.81	1.00

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.