University of Georgia
2011 Global Perspectives Inventory Pilot Administration
Results

Introduction/Administration

In spring 2011, UGA piloted the Global Perspectives Inventory (GPI) as a potential tool to assess student learning and development regarding global and intercultural awareness, which are closely related to the desired learning outcomes for the World Languages and Culture portion of UGA's Core Curriculum Area IV (see Appendix A).

The purpose of the pilot is to determine the GPI's effectiveness in answering two essential research questions about UGA students:

1. Do UGA students who have completed Area IV of the Core Curriculum indicate comparable or more developed perspectives on global and intercultural awareness than peers?
2. Do students completing Area IV of the Core Curriculum with different types of courses indicate different levels of developed perspectives on global and intercultural awareness than peers?

The population of students sampled consisted of juniors who had already completed or were currently enrolled in their last course of the three required courses for this section of the Core Curriculum. The prospective respondents were divided into three subgroups according to the types of courses they completed to satisfy Area IV of the Core Curriculum:

*   All language courses (Lang)
*   No language courses (NL)
*   A combination of language and humanities courses (Mix)

There were approximately 250 students sampled in each subgroup.

The survey was administered electronically and was open from April 19, 2011 through May 3, 2011. Personalized emails were sent to students in the targeted pool to request their participation. Students were asked to complete the survey online via a link included in the request email. Reminder emails were sent throughout the administration period.

There was a very low response rate for the GPI with a total of only 64 students participating (Lang=25; NL=15; Mix=24). This small set of data does not lend itself to making general

statements regarding the subgroups sampled or the greater population of students at UGA. Following are brief observations of the data provided by the students who did respond.

GPI domains

Description

The GPI results are organized into thematic domains, with measurement scales in each domain In Table 1, scales in bold represent those most closely aligned to the learning outcomes defined for the World Languages and Culture portion of UGA's Core Curriculum Area IV. The scores are reported for the three separate student subgroups, as described above, as well as the UGA mean of all students responding, and, for comparison, a Norm Group reported by the GPI. The norm group consists of students (N=973) at 16 public, doctoral level institutions who have taken the GPI over the last several years.

Table 1. GPI Domains/scales (see Appendix B for definitions).

GPI Domain	Mix	Lang	NL	UGA Mean	Norm Group
Cognitive Knowing	**3.67**	**3.74**	**3.57**	**3.66**	**3.51**
Cognitive Knowledge	**3.68**	**3.87**	**3.72**	**3.76**	**3.72**
Intrapersonal Identity	4.18	4.32	4.04	4.18	4.08
Intrapersonal Affect	**3.73**	**3.92**	**3.58**	**3.74**	**3.81**
Interpersonal Social Responsibility	**3.69**	**3.83**	**3.6**	**3.71**	**3.67**
Interpersonal Social Interaction	3.4	3.72	3.43	3.52	3.68
Well-Being	**3.76**	**3.97**	**3.67**	**3.80**	**3.71**
Global Citizenship	**3.6**	**3.81**	**3.55**	**3.65**	**3.78**

Observations

The group of students who have taken all language courses to fulfill Area IV of the Core Curriculum scored higher in all domains when compared to the other two groups. Also worth noting is the overall UGA mean score when compared to the Norm Group. In most areas UGA respondents scored equal to or above the Norm Group. Among the domains most closely aligned with UGA's learning goals, UGA students scored equal to or above the Norm Group in four of the six, the exceptions being Intrapersonal Affect and Global Citizenship.

Individual item responses

Description

Although comparisons between the three UGA subgroups at the individual question level are not statistically reliable due to the low response rate, it may be useful to look at responses on the specific survey items most closely aligned with the learning outcomes defined for the World Languages and Culture portion of UGA's Core Curriculum Area IV. Knowing the response patterns in this pilot administration of the GPI can give a reference point for comparing data from future administrations. Tables 2a and 2b show how students responded to the items most directly related to the General Education Curriculum.

Table 2a. Survey Items Aligned with UGA General Education Curriculum

Level of Agreement (Strongly Agree—Strongly Disagree)	% of Respondents				
	SA	A	N	D	SD
I take into account different perspectives before drawing conclusions about the world around me.	37	51	9	3	
I understand how various cultures of this world interact socially.	17	55	19	9	
I can discuss cultural differences from an informed perspective.	15	54	22	8	1
I see myself as a global citizen.	18	46	28	8	
I am accepting of people with different religious and spiritual traditions.	46	42	9	3	
I put the needs of others above my own personal wants.	12	40	29	14	5
I consciously behave in terms of making a difference.	20	49	18	11	2
I intentionally involve people from many cultural backgrounds in my life.	19	23	43	12	3
I am able to take on various roles as appropriate in different cultural and ethnic settings.	18	45	31	6	
I consider different cultural perspectives when evaluating global problems.	18	55	22	5	
I know how to analyze the basic characteristics of a culture.	19	49	23	9	
I feel that my college/university community honors diversity and internationalism.	20	52	15	9	3

Table 2b. Survey Items Aligned with UGA General Education Curriculum

How Many Terms of Participation	4+ Terms	3 Terms	2 Terms	1 Terms	No Terms
Events or activities sponsored by groups reflecting a cultural heritage different than your own	14	11	19	27	30
Courses that include opportunities for intensive dialogue among students with different backgrounds and beliefs	11	8	24	29	29
Study/education abroad programs				29	71

Observations

In the set of items related to global perspectives, strong majorities of UGA students agree or strongly agree with all the statements except the statement about intentionally engaging people from different cultural backgrounds. On this item, our students have a markedly more neutral response. In addition, the three questions directed at participation show that over 50% of student respondents reported that they participated for one term or less in coursework or activities that exposed them to other cultures. So while the majority of student respondents indicated that they feel comfortable interacting with and understanding other cultures, responses also indicate that most of our students may not choose to take advantage of opportunities to participate in multicultural activities beyond those required to satisfy one-semester school and college cultural diversity requirements.

Conclusions/Next Steps

Due to the low response rate, the GPI results from the Spring 2011 administration are inconclusive about the instrument's suitability for measuring UGA student attainment in Area IV of the UGA Core Curriculum. However, differences observed in the responses from the small number of students who did participate suggest that with more effective administration protocols, a higher response rate, and, perhaps, additional data from other sources, the GPI may provide useful information about student learning in this area. For this reason, the GPI will be administered again in spring 2012.

The Office of Academic Planning will revise methods for recruiting participants in order to encourage a higher response rate. Also, we will examine additional assessment measures that could be used in conjunction with the GPI to further confirm and illuminate student learning related to Area IV. A new administration plan based on the existing research questions will be presented to the General Education Working Group for feedback prior to implementation. Higher participation and the ability to compare or combine data from the 2011 administration will likely yield more conclusive and descriptive results.

Appendix A:

From UGA *Academic Affairs Policy Statement No. 14, General Education Curriculum*
(Effective Fall 2008)

IV. World Languages and Culture, Humanities and the Arts (12 hours)

World Languages, Culture, Literature, and the Arts will be characterized by an understanding
and appreciation of the world from different linguistic, cultural, literary, and aesthetic
perspectives. Participation in Language Communities, Practicum in Service Learning, and Study
Abroad Programs are highly desirable components of the learning process that will enable
students to communicate successfully in an increasingly cosmopolitan society, and to engage
successfully and competently with a globally connected society.

World Languages and Culture (9 hours)
- Ability to appreciate and respect commonality and diversity among people and cultures
- Ability to better understand one's own culture through the study of world cultures and different critical perspectives
- Ability to contribute to the well-being of a globally connected society
- Ability to apply linguistic skills and cultural knowledge acquired in the classroom to real-life situations
- Ability to understand that learning, especially language learning, is not a finite process, but a life-long commitment
- Ability to appreciate and pursue the common good over self-interest

Appendix B:

From *Interpretative Guide and Norms for Global Perspective Inventory (GPI)* (November 2010)

Description of GPI Domains & Scales

Cognitive domain. Cognitive development is centered on one's knowledge and understanding of what is true and important to know. 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. The two scales are:

- **Knowing**. Degree of complexity of one's view the importance of cultural context in judging what is important to know and value. (9 items)
- **Knowledge**. Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language. (5 items)

Intrapersonal domain. Intrapersonal development focuses on one becoming more aware of and integrating one's personal values and self-identity into one's personhood. 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. The two scales are:

- **Identity**. Level of awareness of one's unique identity and degree of acceptance of one's ethnic, racial, and gender dimensions of one's identity. (5 items)
- **Affect**. 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. (9 items)

Interpersonal domain. Interpersonal development is centered on one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. 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 as the most mature perspective in effectively living in a global society.

- **Social Responsibility.** Level of interdependence and social concern for others. (6 items)
- **Social Interactions.** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings. (7 items)

Well-being. Level of commitment to making difference in this world, working for the concerns of others, and having a purpose in life. (7 items)

Global Citizenship. Level of understanding about cultural differences, identity as one who can interact with others from different cultures, and a self confidence in making a difference in this world. (10 items)