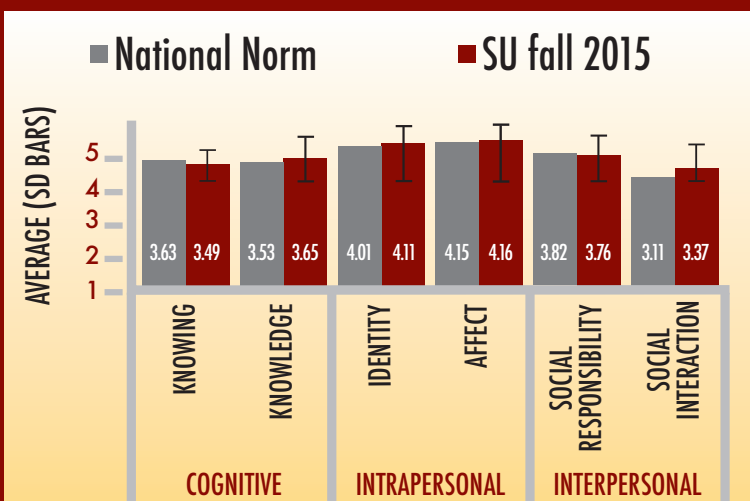


## INSTRUMENT

Global Perspective Inventory (GPI); 35 Likert-type questions with 6 scale scores, hereafter referred to as categories, where higher scores indicate higher levels of achievement of the disposition; Global Perspective Inventory, Iowa State University (2015-2019)

## SECOND LANGUAGE OR CULTURE SCORING & CATEGORIES



**Scoring:** average of items in category (5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; 1 = Strongly Disagree)

### Categories:

- **Cognitive Knowing** - "Recognizing the importance of cultural context in judging what is important to know and value"
- **Cognitive Knowledge** - "Understanding and being aware of various cultures and their impact on society"
- **Intrapersonal Identity** - "Being aware of and accepting one's identity and sense of purpose"
- **Intrapersonal Affect** - "Respecting and accepting cultural differences and being emotional aware"
- **Interpersonal Social Responsibility** - "Being interdependent and having social concern for others"
- **Interpersonal Social Interaction** - "Engaging with others who are different and being culturally sensitive"

For more information see Global Perspective Inventory, Iowa State University (2015-2019) <http://www.gpi.hs.iastate.edu/>

## RESULTS

- Students who took the GPI instrument (n = 571) were somewhat representative of the overall and non-test-taker populations at SU
- The SU average category scores were comparable to the National Norm averages (see figure above)
- There was no significant difference between any category average scores of transfer students and SU native, first-time students
- Students' **Cognitive Knowing** average score generally increased by class level (i.e., freshmen, sophomores, juniors, seniors), for both SU and National data; otherwise, trends were not consistent across class levels for either the SU or National data; SU class level average category scores were not significantly different from each other
- There was no significant difference between most categories' average scores by SU school (i.e., Fulton, Henson, Perdue and Seidel; based on students' primary major), except for the **Intrapersonal Affect** and **Interpersonal Social Responsibility** categories; Perdue majors' average scores for both categories were significantly less than Henson and Seidel majors' average scores; no other school comparisons were significantly different

## HOW ARE WE CLOSING THE LOOP?

1. Decide benchmark values for acceptable levels of "agreement" in GPI categories
2. Consider using pre- and post-testing or longitudinal studies for future testing to better evaluate changes
  - Reassessment using this instrument occurred in spring 2019, with the potential for some students that participated in fall 2015 to have also participated in spring 2019
3. Consider whether or not the GPI instrument is aligned well with current (or revised) Second Language or Culture General Education student learning outcome or select an alternative assessment
  - During revision of the General Education student learning outcomes, the Second Language or Culture outcome were replaced by different outcomes, Knowledge of the Human Experience and Emerging & Enduring Global Issues
  - The new Knowledge of the Human Experience and Emerging & Enduring Global Issues outcomes are aligned with this instrument
4. Utilize results to develop interventions and determine a timeline to re-collect assessment data
  - Reassessment using this instrument occurred in spring 2019 and will occur again in fall 2021 and then every 3 years
5. Increase student participation in future GULL Weeks to improve representative sampling
  - Student participation has greatly increased over time, which has mitigated many sampling discrepancies