



Global Perspectives Inventory

2022-23

Executive Summary

During the 2022-23 academic year, the Global Perspectives Inventory - administered by the Research Institute for Studies in Education at Iowa State University - was utilized to measure how students think, view themselves as people with cultural heritage, and relate to others from other cultures, backgrounds, and values, as well as the Global Citizenship, Ethics, and Diversity University Student Learning Outcome. Student responses were generally rated on a 5-point scale consisting of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

- 300 seniors – proportionately stratified by college/school – were randomly selected to complete the GPI assessment. The stratification distribution was 50% from the College of Arts and Sciences, 27% from the School of Applied Studies, 9% from the School of Business, 14% from the School of Nursing, and <1% for Exploratory students. 40 seniors completed the assessment, for a **response rate of 13.3%**.
- Students were surveyed on ten tables of questions across two scales – Global Competence and Global Perspectives Inventory – as well as an additional six tables covering General Form Questions.
- For the Global Competence Scales, pages 7-9, the **highest overall mean** score was **Social Innovation and Ideation Scale**, Table 2, at **4.10** (compared to a national mean of 4.03).
 - The scale with the lowest mean score was Competence for Civic Action at 3.72 (compared to a national mean of 3.81).
 - Washburn’s highest overall mean score (Social Innovation and Ideation Scale – Table 2) was above the national mean; furthermore, **Washburn’s standard deviation was lower** than the national standard deviation for the same table (0.48 and 0.57, respectively), indicating the results are clustered more closely around the mean and thus more reliable.
 - The **scale item with the highest mean score** for Washburn students was *“I can identify ways to apply ideas to different situations”* at 4.28.
- The GPI Scales, pages 12-18, measure global learning across three dimensions: cognitive (Tables 4 & 5), intrapersonal (Tables 6 & 7), and interpersonal (Tables 8 & 9). Additionally, Table 10 featured items which did not correspond to any previous scale.
 - The scale with the **highest overall mean score** was **Intrapersonal Affect at 4.24**, which was equal to the National Mean score for the same table. The scale with the next highest mean score was **Intrapersonal Identity at 4.04** (compared to a national mean of 4.09).
 - The scale with the **lowest overall mean score** was **Interpersonal Social Interaction at 3.49** (compared to a national mean of 3.60).
 - The **scale item with the highest mean score** for Washburn students was *“I am accepting of people with different religious and spiritual traditions”* at 4.43.
 - **55% of Washburn students responded “Never”** when asked how often they attended *“Religious or spiritual activities”* since coming to college.
- The General Form Questions, pages 20-25 (Tables 11-16), covered a variety of topics ranging from college course enrollment to student perceptions of faculty. When asked about faculty experiences, the **highest positive difference from the national mean score** was observed on Table 15 for **“The faculty presented issues and problems in class from different cultural perspectives”** at 2.44 vs. a national mean of 1.98.



Washburn University

Global Perspective Inventory General Form Report

Spring 2023 Senior Exit Assessment – Washburn University

Report Date: June 2023

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
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Table of Contents

Respondent Characteristics.....	4
Respondent Characteristics (cont.).....	5
Global Competence Scales.....	6
Table 1: Openness to Diversity and Challenge.....	7
Table 2: Social Innovation and Ideation.....	8
Table 3: Competence for Civic Action.....	9
Global Perspective Inventory Scales.....	10
Table 4: Cognitive Knowing.....	12
Table 5: Cognitive Knowledge.....	13
Table 6: Intrapersonal Affect.....	14
Table 7: Intrapersonal Identity.....	15
Table 8: Interpersonal Social Responsibility.....	16
Table 9: Interpersonal Social Interaction.....	17
Table 10: Items Not Corresponding to a Scale.....	18
General Form Questions.....	19
Table 11: College Course Enrollment.....	20
Table 12: Participation in Planned Events in College.....	21
Table 13: Student Initiated Involvement.....	22
Table 14: Faculty Interactions Outside of Class.....	23
Table 15: Faculty Fostering Multiple Perspectives.....	24
Table 16: Community Scale.....	25

Respondent Characteristics

	N	Percent
Gender		
Male	12	30
Female	28	70
Transgender/Gender nonconforming	0	0
Rather Not Say	0	0
Total	40	
Class Year		
First Year	1	2
Sophomore	0	0
Junior	5	12
Senior	33	82
Graduate Student	1	2
Total	40	
Race		
American Indian	0	0
Asian American/Asian	1	2
African-American/Black	2	5
Hispanic/Latino	3	8
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	32	80
Multiracial	2	5
Total	40	
American/International Student		
American student at an American college/university	38	95
Non-American student at an American college/university	2	5
Other	0	0
Total	40	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	1	2
High school graduate	8	20
Some college	4	10
Associate's degree	4	10
Bachelor's degree	9	22
Some graduate school	0	0
Graduate degree (Master's, Doctorate, MD, JD, etc)	13	32
Do not know	1	2
Total	40	
Major Category		
Agriculture and Natural Resources	0	0
Art and Humanities	4	10
Business	3	8
Communications or Journalism	2	5
Education or Social Work	3	8
Engineering	0	0
Health and Medical Professions	10	25
Physical Sciences, Biological Sciences, or Mathematics	4	10
Social Science	3	8
Other Field	11	28
Total	40	
Did you begin college at this institution?		
Yes	20	50
No	20	50
Total	40	

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>							3.98	0.73	4.00	0.79
The real value of a college education lies in being introduced to different values.	40	0 0%	4 10%	9 22%	20 50%	7 18%	3.75	0.87	3.84	0.98
Learning about people from different cultures is a very important part of my college education.	40	0 0%	4 10%	4 10%	19 48%	13 32%	4.03	0.92	4.08	0.91
The courses I enjoy the most are those that make me think about things from a different perspective.	40	0 0%	3 8%	6 15%	11 28%	20 50%	4.20	0.97	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.	40	0 0%	3 8%	8 20%	17 42%	12 30%	3.95	0.90	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>							4.10	0.48	4.03	0.57
I can analyze social problems to identify needs.	40	0 0%	0 0%	4 10%	27 68%	9 22%	4.13	0.56	4.05	0.69
I can generate ideas to meet the needs of social problems.	40	0 0%	1 2%	5 12%	25 62%	9 22%	4.05	0.68	3.96	0.73
I can identify realistic solutions to social problems from a list of ideas.	40	0 0%	0 0%	4 10%	29 72%	7 18%	4.08	0.53	4.01	0.71
I can turn ideas into actions that achieve goals.	40	0 0%	3 8%	6 15%	21 52%	10 25%	3.95	0.85	3.99	0.77
I can assess the effectiveness of my actions in meeting goals.	40	0 0%	0 0%	7 18%	21 52%	12 30%	4.13	0.69	4.08	0.70
I can scale up my actions when they are effective.	40	0 0%	0 0%	5 12%	26 65%	9 22%	4.10	0.59	4.00	0.72
I can identify ways to apply ideas to different situations.	40	0 0%	0 0%	1 2%	27 68%	12 30%	4.28	0.51	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.
Percentages may not equal 100% because of rounding.

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>							3.72	0.71	3.81	0.70
Create a plan to address the issue.	40	0 0%	1 2%	7 18%	25 62%	7 18%	3.95	0.68	3.86	0.82
Get other people to care about the issue.	40	0 0%	1 2%	11 28%	21 52%	7 18%	3.85	0.74	3.83	0.85
Organize and run a meeting about the issue.	40	1 2%	9 22%	9 22%	17 42%	4 10%	3.35	1.03	3.54	1.02
Express your views about the issue in front of a group of people.	40	1 2%	3 8%	10 25%	19 48%	7 18%	3.70	0.94	3.82	0.95
Identify individuals or groups who could help you with the issue.	40	1 2%	3 8%	9 22%	19 48%	8 20%	3.75	0.95	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.

Percentages may not equal 100% because of rounding.

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>							3.59	0.61	3.33	0.60
When I notice cultural differences, my culture tends to have the better approach. (R)	40	6 15%	9 22%	16 40%	6 15%	3 8%	3.23	1.12	2.94	1.02
Some people have culture and others do not. (R)	40	9 22%	20 50%	4 10%	6 15%	1 2%	3.75	1.06	3.06	1.34
In different setting what is right and wrong is simple to determine. (R)	40	1 2%	12 30%	6 15%	14 35%	7 18%	2.65	1.17	2.95	1.16
I take into account different perspectives before drawing conclusions about the world around me.	40	0 0%	1 2%	5 12%	18 45%	16 40%	4.23	0.77	4.21	0.69
I consider different cultural perspectives when evaluating global problems.	40	0 0%	2 5%	7 18%	21 52%	10 25%	3.98	0.80	4.03	0.75
I rely primarily on authorities to determine what is true in the world. (R)	40	8 20%	15 38%	12 30%	4 10%	1 2%	3.63	1.00	3.05	1.16
I rarely question what I have been taught about the world around me. (R)	40	10 25%	18 45%	2 5%	8 20%	2 5%	3.65	1.21	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>							3.79	0.54	3.82	0.60
I am informed of current issues that impact international relations.	40	1 2%	4 10%	9 22%	20 50%	6 15%	3.65	0.95	3.74	0.93
I understand the reasons and causes of conflict among nations of different cultures.	40	1 2%	4 10%	9 22%	20 50%	6 15%	3.65	0.95	3.77	0.83
I understand how various cultures of this world interact socially.	40	0 0%	2 5%	7 18%	25 62%	6 15%	3.88	0.72	3.89	0.78
I know how to analyze the basic characteristics of a culture.	39	0 0%	1 3%	8 21%	27 69%	3 8%	3.82	0.60	3.75	0.78
I can discuss cultural differences from an informed perspective.	40	0 0%	1 2%	5 12%	29 72%	5 12%	3.95	0.60	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>							4.24	0.43	4.24	0.52
I am sensitive to those who are discriminated against.	40	0 0%	0 0%	5 12%	22 55%	13 32%	4.20	0.65	4.14	0.80
I do not feel threatened emotionally when presented with multiple perspectives.	40	0 0%	3 8%	2 5%	23 58%	12 30%	4.10	0.81	4.07	0.83
I am accepting of people with different religious and spiritual traditions.	40	0 0%	0 0%	3 8%	17 42%	20 50%	4.43	0.64	4.47	0.66
I enjoy when my friends from other cultures teach me about our cultural differences.	40	0 0%	2 5%	1 2%	21 52%	16 40%	4.28	0.75	4.37	0.69
I am open to people who strive to live lives very different from my own life style.	39	0 0%	0 0%	3 8%	25 64%	11 28%	4.21	0.57	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	0.60	4.09	0.53
I have a definite purpose in my life.	40	0 0%	5 12%	4 10%	13 32%	18 45%	4.10	1.03	4.03	0.94
I can explain my personal values to people who are different from me.	40	0 0%	1 2%	3 8%	16 40%	20 50%	4.38	0.74	4.30	0.67
I know who I am as a person.	40	1 2%	2 5%	5 12%	18 45%	14 35%	4.05	0.96	4.11	0.82
I am willing to defend my own views when they differ from others.	40	0 0%	5 12%	8 20%	20 50%	7 18%	3.73	0.91	4.01	0.77
I put my beliefs into action by standing up for my principles.	40	0 0%	1 2%	7 18%	24 60%	8 20%	3.98	0.70	4.06	0.71
I am developing a meaningful philosophy of life.	40	0 0%	2 5%	5 12%	23 58%	10 25%	4.03	0.77	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>							3.94	0.57	3.68	0.58
I think of my life in terms of giving back to society.	40	0 0%	5 12%	6 15%	18 45%	11 28%	3.88	0.97	3.78	0.89
I work for the rights of others.	39	0 0%	0 0%	6 15%	18 46%	15 38%	4.23	0.71	3.76	0.84
I put the needs of others about my own personal wants.	40	0 0%	2 5%	7 18%	21 52%	10 25%	3.98	0.80	3.81	0.89
I consciously behave in terms of making a difference.	40	0 0%	1 2%	8 20%	22 55%	9 22%	3.98	0.73	3.88	0.79
Volunteering is not an important priority in my life. (R)	40	11 28%	12 30%	12 30%	3 8%	2 5%	3.68	1.12	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>							3.49	0.69	3.60	0.64
Most of my friends are from my own ethnic background. (R)	40	1 2%	14 35%	5 12%	17 42%	3 8%	2.83	1.08	2.97	1.16
I frequently interact with people from a race/ethnic group different from my own.	40	0 0%	3 8%	4 10%	18 45%	15 38%	4.13	0.88	4.19	0.84
I intentionally involve people from many cultural backgrounds in my life.	39	0 0%	5 13%	10 26%	17 44%	7 18%	3.67	0.93	3.69	0.93
I frequently interact with people from a country different from my own.	39	1 3%	10 26%	9 23%	12 31%	7 18%	3.36	1.14	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)	40	21 52%	14 35%	2 5%	2 5%	1 2%	4.30	0.97	3.27	1.49
I often get out of my comfort zone to better understand myself.	40	0 0%	9 22%	6 15%	18 45%	7 18%	3.58	1.03	3.57	0.95
I see myself as a global citizen.	40	0 0%	0 0%	15 38%	19 48%	6 15%	3.78	0.70	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.	40	8 20%	6 15%	9 22%	8 20%	4 10%	5 12%
Foreign language course.	40	23 58%	4 10%	8 20%	2 5%	2 5%	1 2%
World history course.	40	9 22%	13 32%	9 22%	7 18%	1 2%	1 2%
Service learning course.	38	20 53%	5 13%	5 13%	3 8%	0 0%	5 13%
Course focused on significant global/international issues and problems.	40	15 38%	12 30%	7 18%	4 10%	1 2%	1 2%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	40	10 25%	8 20%	9 22%	3 8%	4 10%	6 15%

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.	40	19 48%	10 25%	9 22%	2 5%	0 0%	0.85	0.95	1.22	1.26
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	40	18 45%	10 25%	9 22%	2 5%	1 2%	0.95	1.06	1.17	1.14
Religious or spiritual activities.	40	22 55%	7 18%	2 5%	4 10%	5 12%	1.08	1.47	1.12	1.31
Leadership programs that stress collaboration and team work.	40	17 42%	9 22%	3 8%	6 15%	5 12%	1.33	1.47	1.50	1.38
Community service activities unrelated to a course.	40	14 35%	7 18%	10 25%	5 12%	4 10%	1.45	1.36	1.52	1.34
Attended a lecture, workshop, or campus discussion on international or global issues.	40	17 42%	15 38%	6 15%	2 5%	0 0%	0.83	0.87	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).	40	7 18%	6 15%	13 32%	11 28%	3 8%	1.93	1.21	1.85	1.31
Watched news program on television.	40	11 28%	10 25%	11 28%	5 12%	3 8%	1.48	1.24	1.79	1.27
Followed an international event/crisis (through a newspaper, social media, or other media sources).	40	5 12%	3 8%	15 38%	10 25%	7 18%	2.28	1.22	2.11	1.26
Discussed current events with other students.	40	4 10%	2 5%	13 32%	14 35%	7 18%	2.45	1.15	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.	40	4 10%	11 28%	14 35%	6 15%	5 12%	1.93	1.16	1.60	1.19
Discussed your academic performance with a faculty member.	40	3 8%	6 15%	14 35%	10 25%	7 18%	2.30	1.16	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.	39	4 10%	2 5%	20 51%	6 15%	7 18%	2.26	1.14	1.99	1.17
The faculty presented issues and problems in class from different cultural perspectives.	39	4 10%	3 8%	13 33%	10 26%	9 23%	2.44	1.23	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>							3.80	0.80	3.85	0.76
I have a strong sense of affiliation with my college/university.	40	0 0%	3 8%	15 38%	14 35%	8 20%	3.68	0.89	3.69	0.99
I feel that my college/university community honors diversity and internationalism.	40	2 5%	2 5%	4 10%	23 58%	9 22%	3.88	0.99	3.91	0.91
I understand the mission of my college/university.	40	2 5%	4 10%	11 28%	15 38%	8 20%	3.58	1.08	3.80	0.92
I am both challenged and supported at my college/university.	40	1 2%	3 8%	7 18%	17 42%	12 30%	3.90	1.01	3.93	0.87
I have been encouraged to develop my strengths at my college/university.	40	1 2%	2 5%	4 10%	16 40%	17 42%	4.15	0.98	3.98	0.89
I feel I am a part of a close and supportive community of colleagues and friends.	40	1 2%	5 12%	13 32%	10 25%	11 28%	3.63	1.10	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.