

Global Perspectives Inventory (GPI)
Summary of Wagner College's first-year students, Fall 2013

GPI Summary

The following description of the GPI is from the data report that Wagner College received. More information about the GPI can be found on its website at: gpi.central.edu. The GPI has six scales that measure global student learning, classified into three dimensions.

Cognitive dimension:

- **Knowing.** Degree of complexity of one's views the importance of cultural context in judging what is important to know and value. (7 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 dimension:

- **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. (6 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. (5 items)

Interpersonal dimension:

- **Social Responsibility.** Level of interdependence and social concern for others. (5 items)
- **Social Interactions.** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings. (4 items)

Overview of respondents

New first-year students were asked to complete the GPI during an Orientation session about study-abroad in August, 2013; 236 students did so (approximately 50% of new students.) Of the respondents, 68% were female and 32% were male; their self-identified ethnic identities were as follows:

European	71.20%
Hispanic/Latino	7.60%
Asian	6.80%
Multiple ethnicities	5.50%
African	4.70%
prefer no response	4.20%
Native American	0.00%

High school experiences

Responses for Wagner students were compared with the responses of other first-year students who had taken the GPI within the past two years.

Students were asked about their curricular and co-curricular experiences in high school. Wagner students had a somewhat higher number of courses than the national average (a gap of .20 or more on a scale of 0 courses to 5+ courses) on four of six curricular items:

- High school course focused on significant global/international issues and problems (avg. 1.4 courses vs. 1.14)
- High school course that includes opportunities for intensive dialogue among students with different backgrounds and beliefs (avg. 1.31 courses vs. 1.08)
- High school multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation (avg. 1.63 courses vs. 1.4)
- High school world history course (avg. 2.48 courses vs. 2.28)

Wagner students had a somewhat lower frequency of experiences than the national average (a gap of .25 or more on a 5 point scale with 0 = never to 4 = very often) on two of 12 co-curricular items:

- Participated in high school events or activities sponsored by groups reflecting your own cultural heritage (avg. score 1.57 vs. 1.82)
- Participated in high school religious or spiritual activities (avg. score 1.68 vs. 1.94)

While these responses are not that dissimilar than the average responses across the national sample, they may be indicative of a group of students who have had more exposure to people and groups different than themselves, or who are seeking exposure to difference by coming to a college in a large urban location.

Comparisons on the six scales of global student learning

The responses of Wagner's first-year students were very similar to the responses of other first-year students on all six scales. Responses for each item were on a 5 point Likert scale, from strongly agree to strongly disagree. *The item with the highest agreement* for Wagner students and the national sample was:

- "I am accepting of people with different religious and spiritual traditions" (Intrapersonal-Affect scale), with Wagner students scoring 4.43 and the national sample scoring 4.23 on the 5 point scale.

The item with the lowest agreement for Wagner students was:

- "Most of my friends are from my own ethnic background" (Interpersonal-Social Interaction scale), with a score of 2.82 on the 5 point scale.

The biggest gap between Wagner responses and the national sample was on the item:

- "I intentionally involve people from many cultural backgrounds in my life" (Interpersonal-Social Interaction scale), with a score of 3.62 vs. 3.35 on the 5 point scale.

These results will be compared with the responses of Wagner seniors, who are completing the GPI during the 2013-14 academic year, and with Wagner students who have studied abroad during the 2012-13 and 2013-14 academic years. For more information about these data contact Anne Love, Associate Provost for Assessment (alove@wagner.edu).