

# Global Century Project

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## Measures Report

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## **Global Century Project**

The Global Century Project (IRB # 17-621), “Educating for a global century: Preparing leaders for success by connecting global competence and civic learning in international education,” is a three-year, \$286,185 grant awarded to Robert Reason and Joshua Mitchell in the School of Education at Iowa State University.

### **Purpose**

The purpose of the Global Century Project is to explore the effects of students’ education abroad experiences on institutional and student outcomes as well as to gain insight into the extent to which students’ level of global competence and understanding of social responsibility change during their postsecondary education.

### **Measures**

Two national assessment tools serve as the primary means of data collection: the Personal and Social Responsibility Inventory (PSRI) and the Global Perspective Inventory (GPI). In addition, we modified existing instruments and created our own scale to operationalize a global competence measure for this study. All measures were used with permission.

### **Funding**

The U.S. Department of Education’s International Research and Studies Program (Award # P017A170048) provides funding the project.

## Personal and Social Responsibility Inventory

The PSRI assesses campus climate on five dimensions of personal and social responsibility that describe developmentally appropriate goals for college students. The three social responsibility dimensions were included in this study. Each dimension (and its associated factors) is described below.

### Contributing to a Larger Community Dimension

The contributing to a larger community dimension relates to recognizing and acting on one's responsibility to their communities. It is composed of four factors.

1. The **General Climate for Contributing to a Larger Community** factor focuses on students' perceptions about the campus' emphasis on contributing to a larger community and how their experiences have expanded students' awareness.
2. The **Advocating for Contributing to a Larger Community** factor focuses on how often various constituencies (i.e., faculty, student affairs, administrators, peers) advocate for students to become active and involved citizens.
3. The **Taking Action to Contribute to a Larger Community** factor focuses on how often student participate in practices that contribute to a larger community.
4. The **Development of Contributing to a Larger Community** factor focuses on how students' experiences in college have improved their ability to become involved in and positively change their community.

### FACTOR: CLC\_CLIM - General Climate for Contributing to a Larger Community

#### *Component Survey Items*

1. COMM\_1 - The importance of contributing to a larger community is a major focus of this campus.
2. COMM\_3 - Contributing to a larger community is a responsibility that this campus values and promotes.
3. COMM\_4 - This campus actively promotes awareness of U.S. social, political, and economic issues.
4. COMM\_5 - This campus actively promotes awareness of global social, political, and economic issues.

**FACTOR: CLC\_ADVO - Advocating for Contributing to a Larger Community***Component Survey Items*

1. COMM\_10 - How often do faculty members publicly advocate the need for students to become active and involved students?
2. COMM\_11 - How often do senior administrators publicly advocate the need for students to become active and involved students?
3. COMM\_12 - How often do student affairs professionals publicly advocate the need for students to become active and involved students?

**FACTOR: CLC\_TAKE - Taking Action to Contribute to the Larger Community***Component Survey Items*

1. SCOMM\_14 - I participate in community-based projects that are officially connected to a course.
2. SCOMM\_15 - I participate in community-based projects that are not officially connected to a course.
3. SCOMM\_16 - I have meaningful discussions with other students about the need to contribute to the greater good.

**FACTOR: CLC\_DEVO – Development of Contributing to a Larger Community***Component Survey Items*

1. SCOMM\_7 - My experiences at this campus have helped expand my awareness of the importance of being involved in the community and contributing to the greater good.
2. SCOMM\_8 - My experiences at this campus have helped me learn the skills necessary to effectively change society for the better.
3. SCOMM\_9 - My experiences at this campus have helped me deepen my commitment to contribute to the greater good.

## Taking Seriously the Perspectives of Others Dimension

The taking seriously the perspectives of others dimension relates to recognizing and acting on the obligation to inform one's judgment; engaging diverse and competing perspectives as a resource for learning, citizenship, and work. It is composed of three factors.

1. The **General Climate for Perspective Taking** factor focuses on students' perceptions about their campus' emphasis on perspective taking, how faculty support perspective taking in their pedagogy, and how the campus supports perspective taking.
2. The **Advocating for Perspective Taking** factor focuses on how often various constituencies (faculty, student affairs, administrators, peers) advocate for students to respect different perspectives from their own and how various campus practices encourage students to engage and explore different perspectives.
3. The **Development of Perspective Taking** factor focuses on how students' experiences on campus have expanded their ability to recognize, understand, and learn from diverse perspectives.

### **FACTOR: SPERS\_CLIM - General Climate for Perspective Taking**

#### *Component Survey Items*

1. PERS\_1 - Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus.
2. PERS\_3 - This campus helps students understand the connections between appreciating various opinions and perspectives and being a well-informed citizen.
3. PERS\_4 - It is safe to hold unpopular positions on this campus.
4. PERS\_5 - Faculty at this institution teach about the importance of considering diverse intellectual viewpoints.
5. PERS\_7 - Students at this institution are respectful of one another when discussing controversial issues or perspectives.
6. PERS\_8 - This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree.

**FACTOR: PERS\_ADVO - Advocating for Perspective Taking***Component Survey Items*

1. PERS\_15 - Out-of-class activities help students explore diverse perspectives, cultures, and worldviews.
2. PERS\_16 - Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims.
3. PERS\_17 - How often do faculty members advocate the need for students to respect perspectives different from their own?
4. PERS\_18 - How often do senior administrators advocate the need for students to respect perspectives different from their own?
5. PERS\_19 - How often do student affairs professionals the need for students to respect perspectives different from their own?

**FACTOR: PERS\_DEVO – Development of Perspective Taking***Component Survey Items*

1. SPERS\_10 - My experiences at this campus have further developed my respect for perspectives different from my own.
2. SPERS\_11 - My experiences at this campus have increased my ability to learn from diverse perspectives.
3. SPERS\_12 - My experiences at this campus have increased my ability to gather and thoughtfully use evidence to support my ideas.
4. SPERS\_13 - My experiences at this campus have increased my ability to understand the evidence, analysis, and perspectives of others, even when I disagree with them.

## **Developing Competence in Ethical and Moral Reasoning Dimension**

The developing competence in ethical and moral reasoning dimension relates to developing one's values and being able to express and act on those values responsibly. It is composed of two factors.

1. The **General Climate for Ethical and Moral Reasoning** factor focuses on students' perceptions of the campus' emphasis on developing ethical and moral reasoning, which includes opportunities to do so in both academic and personal realms.
2. The **Sources of Support for Ethical and Moral Reasoning** factor focuses on whether students feel they can go to campus professionals to discuss questions or concerns about their own ethical and moral reasoning.

### **FACTOR: SETHC\_CLIM - General Climate for Ethical and Moral Reasoning**

#### *Component Survey Items*

1. ETHC\_1 - Helping students to develop their ethical and moral reasoning is a major focus of this campus.
2. ETHC\_3 - This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly.
3. ETHC\_4 - The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students.
4. ETHC\_13 - This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work.
5. ETHC\_14 - This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life.

### **FACTOR: SETHC\_SUPP - Sources of Support for Ethical and Moral Reasoning**

#### *Component Survey Items*

1. ETHC\_5 - Students feel they can go to faculty members to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.
2. ETHC\_6 - Students feel they can go to senior administrators to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.
3. ETHC\_7 - Students feel they can go to student affairs professionals to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face.

## Global Perspective Inventory

The GPI measures global learning across three dimensions: cognitive, intrapersonal, and interpersonal. In addition, the GPI includes two scales that fall outside of the dimensions. Each dimension and set of scales is described below.

### Cognitive Dimension

The cognitive dimension relates to knowledge and epistemology (i.e., understanding what is true and important to know). It is composed of two scales.

1. The **Knowing** scale focuses on recognizing the importance of cultural context in judging what is important to know and value.
2. The **Knowledge** scale focuses on understanding and being aware of various cultures and their impact on society.

### FACTOR: COGEP – Knowing Scale

#### *Component Survey Items*

1. COGEP01 - When I notice cultural differences, my culture tends to have the better approach.<sup>(r)</sup>
2. COGEP06 - Some people have culture and others do not.<sup>(r)</sup>
3. COGEP07 - In different settings what is right and wrong is simple to determine.<sup>(r)</sup>
4. COGEP16 - I take into account different perspectives before drawing conclusions about the world around me.
5. COGEP19- I consider different cultural perspectives when evaluating global problems.
6. COGEP20 - I rely primarily on authorities to determine what is true in the world.<sup>(r)</sup>
7. COGEP30 - I rarely question what I have been taught about the world around me.<sup>(r)</sup>

*Note:* <sup>(r)</sup> indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

### FACTOR: COGKNW – Knowledge Scale

#### *Component Survey Items*

1. COGKNW08 - I am informed of current issues that impact international relations.
2. COGKNW13 - I understand the reasons and causes of conflict among nations of different cultures.
3. COGKNW17 - I understand how various cultures of this world interact socially.
4. COGKNW21 - I know how to analyze the basic characteristics of a culture.
5. COGKNW27- I can discuss cultural differences from an informed perspective.

## **Intrapersonal Dimension**

The intrapersonal dimension relates to one becoming more aware of and integrating one's personal values and self-identity into one's personhood. It is composed of two scales.

1. The **Identity** scale focuses on being aware of and accepting one's identity and sense of purpose.
2. The **Affect** scale focuses on the level of respecting and accepting cultural differences and being emotionally aware.

### **FACTOR: IDENT – Identity Scale**

#### *Component Survey Items*

1. IDENT02 - I have a definite purpose in my life.
2. IDENT03 - I can explain my own personal values to people who are different from me.
3. IDENT09 - I know who I am as a person.
4. IDENT12 - I am willing to defend my views when they differ from others.
5. IDENT18 - I put my beliefs into action by standing up for my principles.
6. IDENT28 - I am developing a meaningful philosophy of life.

### **FACTOR: AFFECT – Affect Scale**

#### *Component Survey Items*

1. AFFECT22 - I am sensitive to those who are discriminated against.
2. AFFECT23 - I do not feel threatened emotionally when presented with multiple perspectives.
3. AFFECT25 - I am accepting of people with different religious and spiritual traditions.
4. AFFECT31 - I enjoy when my friends from other cultures teach me about our cultural differences.
5. AFFECT33 - I am open to people who strive to live lives very different from my own life style.

## Interpersonal Dimension

The interpersonal dimension relates to one's willingness to interact with others who have different social norms and come from different cultural backgrounds. It is composed of two scales.

1. The **Social Responsibility** scale focuses on being interdependent and having social concern for others.
2. The **Social Interaction** scale focuses on engaging with others who are different and being culturally sensitive.

### FACTOR: SOCRES – Social Responsibility Scale

#### *Component Survey Items*

1. SOCRES05 - I think of my life in terms of giving back to society.
2. SOCRES14 - I work for the rights of others.
3. SOCRES26 - I put the needs of others above my own personal wants.
4. SOCRES32 - I consciously behave in terms of making a difference.
5. SOCRES34 - Volunteering is not an important priority in my life.<sup>(r)</sup>

*Note:* <sup>(r)</sup> indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

### FACTOR: SOCINT – Social Interactions Scale

#### *Component Survey Items*

1. SOCINT04 - Most of my friends are from my own ethnic background.<sup>(r)</sup>
2. SOCINT24 - I frequently interact with people from a race/ethnic group different from my own.
3. SOCINT29 - I intentionally involve people from many cultural backgrounds in my life.
4. SOCINT35 - I frequently interact with people from a country different from my own.

*Note:* <sup>(r)</sup> indicates a reverse-scored item. Items are recoded so that a high mean score signifies more positive levels related to the specific dimension of the development of global perspective.

## **Additional GPI Scales**

The GPI includes two scales that are not associated with a dimension.

1. The **Community** scale focuses on being connected to or having a sense of belonging within one's college or university.
2. The **Intercultural Wonderment** scale focuses on the frequency of one's interactions and immersion while abroad.

### **FACTOR: COMSCALE – Community Scale**

#### *Component Survey Items*

1. AFFIL - I have a strong sense of affiliation with my college or university.
2. RESPDIV - I feel that my college or university community honors diversity and internationalism.
3. MISSION - I understand the mission of my college or university.
4. CHALSUPP - I am both challenged and supported at my college or university.
5. DEVTALNT - I have been encouraged to develop my strengths and talents at my college or university.
6. SUPPCOMM - I feel I am a part of a close and supportive community of colleagues and friends.

### **FACTOR: INTWOND – Intercultural Wonderment Scale**

#### *Component Survey Items*

1. ABROAD07 - How often did you interact with individuals from the host country outside of the classroom?
2. ABROAD10 - How often did you feel immersed in the culture of the host country?
3. ABROAD11 - How often did you intentionally push yourself out of your comfort zone?
4. ABROAD12 - How often did you explore new habits and behaviors on your own while studying abroad?

## Global Competence Scales

Global competence is the capacity and disposition to understand and act on issues of global significance. Scholars suggest that it is composed of four dimensions: (a) awareness and investigation of international issues, (b) recognition of perspectives and appreciation of cultural diversity, (c) communication and competitive skills, and (d) social responsibility and civic action. We operationalize this definition with four sub-scales.

1. The modified **Openness to Diversity and Challenge** scale focuses on engaging with and learning about people with different backgrounds, values, cultures, and perspectives as part of one's college education.
2. The **Social Innovation Ideation** scale focuses on identifying a social problem and possible solutions.
3. The **Social Innovation Action** scale focuses on taking and assessing action to achieve goals.
4. The modified **Competence for Civic Action** scale focuses on one's efficacy for civic engagement.

### **FACTOR: ODC – Openness to Diversity and Challenge** (modified for GCP)

#### *Component Survey Items*

1. ODC\_2 - The real value of a college education lies in being introduced to different values.
2. ODC\_4 - Learning about people from different cultures is a very important part of my college education.
3. ODC\_6 - The courses I enjoy the most are those that make me think about things from a different perspective.
4. ODC\_7 - Contact with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is essential part of my college education.

### **FACTOR: SI\_IDEA – Social Innovation – Ideation**

#### *Component Survey Items*

1. SI\_3 - I can analyze social problems to identify needs.
2. SI\_4 - I can generate ideas to meet the needs of social problems.
3. SI\_5 - I can identify realistic solutions to social problems from a list of ideas.

**FACTOR: SI\_ACT – Social Innovation – Action***Component Survey Items*

1. SI\_6 - I can turn ideas into actions that achieve goals.
2. SI\_7 - I can assess the effectiveness of my actions in meeting goals.
3. SI\_8 - I can scale up my actions when they are effective.
4. SI\_9 - I can identify ways to apply ideas to different situations.

**FACTOR: COMPCIV – Competence for Civic Action (Modified for GCP)***Component Survey Items*

1. CCA\_1 - If you were concerned about an issue in your community, how effectively do you think you would be able to create a plan to address the issue.
2. CCA\_2 - If you were concerned about an issue in your community, how effectively do you think you would be able to get other people to care about the issue.
3. CCA\_3 - If you were concerned about an issue in your community, how effectively do you think you would be able to organize and run a meeting about the issue.
4. CCA\_5 - If you were concerned about an issue in your community, how effectively do you think you would be able to identify individuals or groups who could help you with the issue.

## About the PSRI and GPI

The **Personal and Social Responsibility Inventory (PSRI)**: An Institutional Climate Measure is a campus climate survey developed originally as part of an initiative called Core Commitments: Educating Students for Personal and Social Responsibility. Sponsored by the Association of American Colleges and Universities and directed by Caryn McTighe Musil, Core Commitments was supported by a grant from the John Templeton Foundation. The initial inventory was developed in 2006 by L. Lee Knefelkamp, Teachers Colleges, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initiation inventory was then refined in cooperation with Eric L. Dey and associates at the University of Michigan's Center for the Study of Higher and Postsecondary Education and refined after Dey's death by Robert D. Reason, at Iowa State University.

The **Association of American Colleges and Universities (AAC&U)** is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1,250 member institutions—including accredited public and private colleges and universities of every type and size.

The **Global Perspective Inventory (GPI)** was originally housed at The Global Perspective Institute Inc., which was established in 2008 to study and promote global holistic human development, especially among college students. The GPI was hosted by Central College in Pella, IA under the direction of Larry Braskamp until 2015 when Iowa State University began hosting the GPI under the direction of Robert Reason.

The PSRI and GPI are now housed at the **Research Institute for Studies in Education (RISE)**, a unit of the School of Education at Iowa State University. RISE was formed in 1974 to conduct comprehensive, integrated research and evaluation studies that enhance PK-20 education locally, nationally, and globally. This purpose aligns with the university mission to create, share, and apply knowledge to make Iowa and the world a better place. RISE promotes the integration of evaluation, research, and policy through partnerships with schools, colleges and universities, federal and state education agencies, and private agencies and foundations.

**PERSONAL AND SOCIAL  
RESPONSIBILITY INVENTORY**  
An Institutional Climate Measure



**GPI**<sup>TM</sup>