

# Expanding Global Awareness and Cultural Sensitivity

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# STANDARDS *for Accreditation* *and* REQUIREMENTS *of Affiliation*

THIRTEENTH EDITION

## Standard III

### Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

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- 5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
    - a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

In a survey of over 300 executives of U.S. corporations, 72% reported that they desire to have colleges place more emphasis on students dealing with “global issues and developments and their implications for the future.”

Association of American Colleges and Universities, 2007

## GOALS AND OBJECTIVES OF GROVE CITY COLLEGE:

Prepare students for life in an **increasingly diverse society and interrelated global community** by promoting a Christian vision of humanity and community that transcends cultural differences.



While many points of view are examined, the College unapologetically advocates preservation of **America's religious, political, and economic heritage of individual freedom and responsibility.**

The Global Perspective Inventory (GPI) is a web-based assessment of individual experiences and the development of a global perspective. The GPI emphasizes cognitive, intrapersonal, and interpersonal dimensions, which provide a holistic approach to assessing learning and development. The GPI is beneficial for those involved with program assessment and institutional improvement initiatives.

<http://www.gpi.hs.iastate.edu/>

Knowing (Epistemology). Degree of complexity of one's view of the importance of cultural context in judging what is important to know and value.

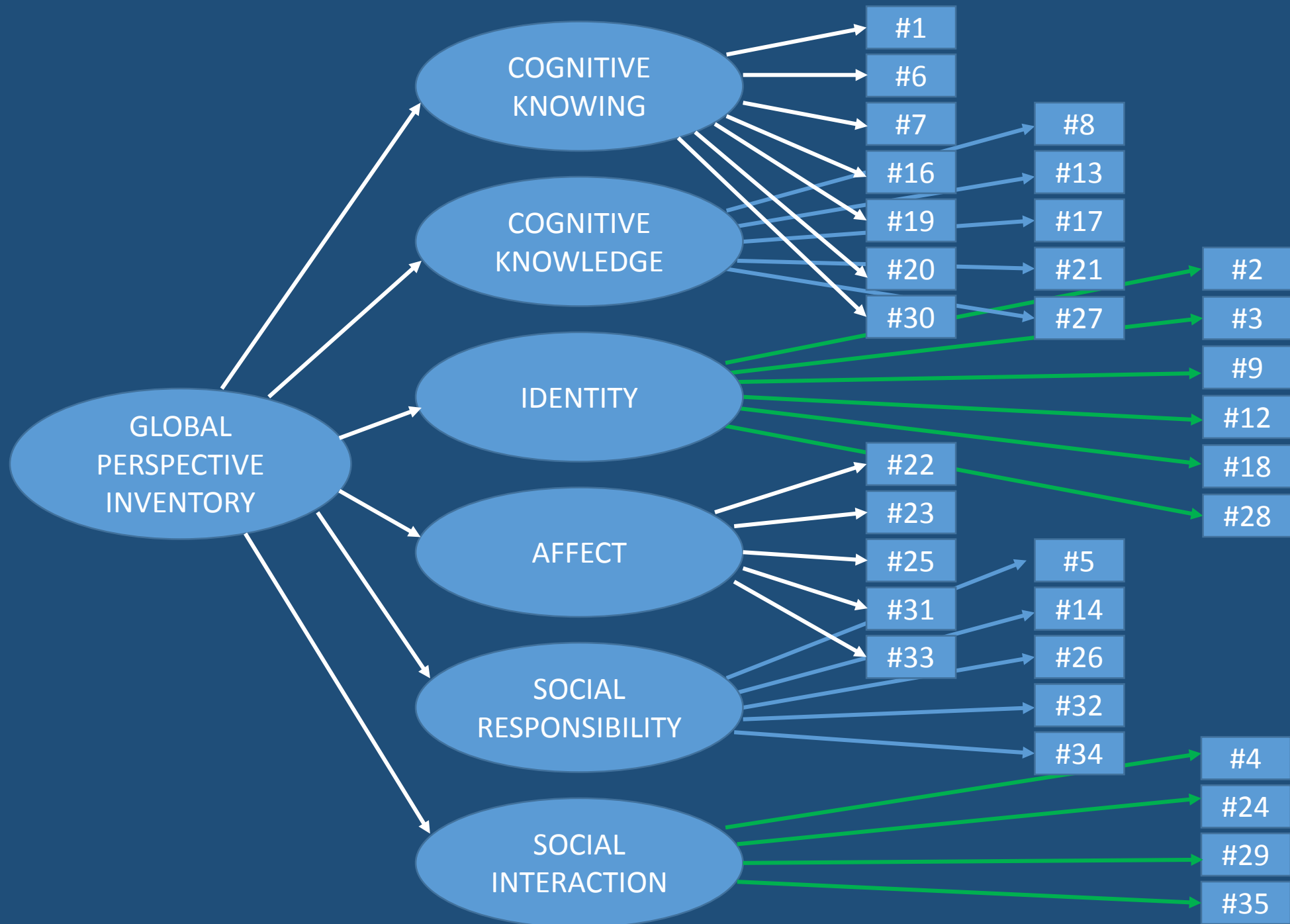
Knowledge. Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language.

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.

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.

Social Responsibility. Level of interdependence and social concern for others.

Social Interactions. Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.



Scale	Published Reliability	Grove City College Reliability
	N = 9773	N = 653
Cognitive Knowing (Epistemology)	<b>.657</b>	<b>.448</b>
Cognitive Knowledge	.773	.759
Identity	.740	.779
Affect	.734	.640
Social Responsibility	.732	.699
Social Interaction	.700	.751



Knowing (Epistemology):  
Degree of complexity of  
one's view of the importance  
of cultural context in judging  
what is important to know  
and value.

Reliance on external  
authorities to have **absolute  
truth gives way to relativism**  
when making commitments  
within the context of  
uncertainty.



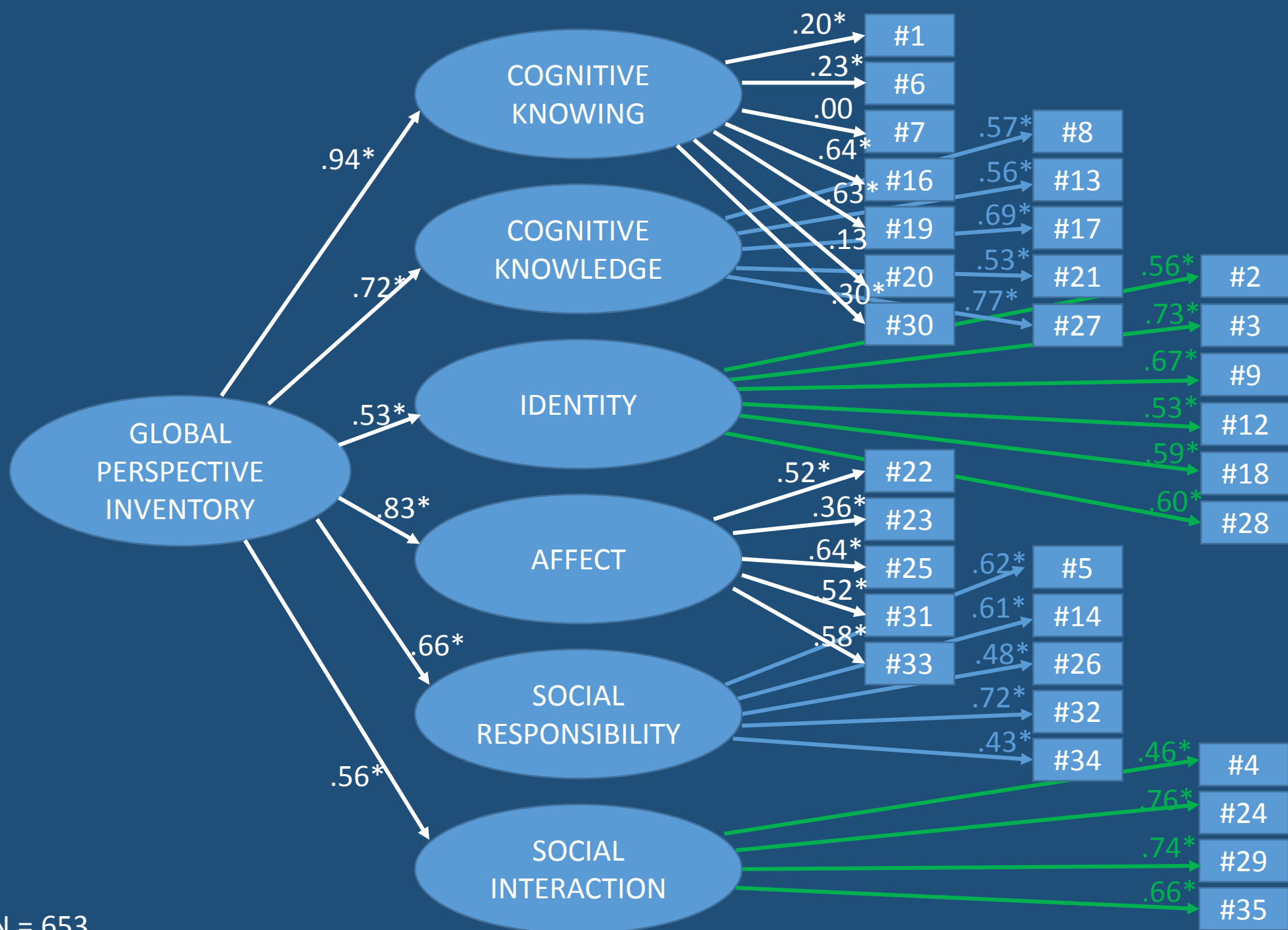
## GOALS AND OBJECTIVES OF GROVE CITY COLLEGE:

Offer a curriculum that is  
carefully reviewed and  
revised, **avoiding educational  
philosophies that deny the  
possibility of truth or  
meaning, assert the relativity  
of values**, or emphasize  
contemporary perspectives  
to the neglect of what has  
proved itself across the ages  
to be of value for human life.

## Knowing (Epistemology)

Sample Items (both reverse scored):

- In different settings what is right and wrong is simple to determine.
- I rely primarily on authorities to determine what is true in the world.



\* p < .001; N = 653

# Paths toward expanding global awareness and cultural sensitivity:

## Programs:

- Study Abroad
- Service Learning
- Cultural Coursework

## Necessary conditions:

- Preparation
- “Breaking the bubble”
- Diverse interactions
- Active and in-depth engagements
- Sufficient length
- Reflection

## Research Design:

659 GCC First Year students were assessed in August of 2011, 2012, & 2013 and retested as Seniors in January of 2015, 2016, & 2017

## Measures:

- Global Perspective Inventory
- Grove City College Office of International Education Programming
- Grove City College Cultural Coursework

# Global Perspective Inventory

Pre-test (First Year score)

Post-test (Senior score)

- Average score
- Average score ignoring Cognitive Epistemology scale
- Cognitive Epistemology
- Cognitive Knowledge
- Identity
- Affect
- Social Responsibility
- Social Interaction
- Service Learning Coursework (since starting college)
- Community Service (since starting college)

# Grove City College Office of International Education Programming

- Study Center Program
- [
  - Other (long-term) Study Abroad
  - Summer Mission Program]
- Two-Week Travel Courses

# Grove City College Cultural Coursework

Introduction to Chinese Civilization

Intercultural Communication

International Manners and Mores

World Literature I or II

Chicano/Latin American Literature

World Music options

African Politics

Middle Eastern Politics

Asian Politics

Cross-Cultural Psychology

Christianity and the Modern World

Cultural Anthropology

CHIN 101/102; FREN 101/102; SPAN 101/102



# Statistical Analysis:

## Multiple Regression

1. Enter the relevant GPI Freshman score as a covariate
2. Enter the student's identified Race
3. Enter the student's OIE programs participation
4. Enter the student's service learning and community service scores
5. Enter the GCC Cultural Coursework history
6. Predict the relevant GPI Senior score

	Average GPI	Average GPI without Cog Epist	Cognitive Epistem- ology	Cognitive Knowledge	Identity	Affect	Social Responsi- bility	Social Interaction
Long-Term Study Abroad	2.1%	2.1%		1.2%		0.8%		4.6%
Cultural Coursework			1.3%	0.6%				
Service Learning Coursework	1.5%	1.7%		0.7%			2.3%	1.3%
Community Service	2.2%	2.2%	0.6%	1.0%	2.6%		5.4%	
Race	1.0%	1.3%						4.6%

Unique effect sizes for significant changes; the covariate having been partialled out.