Global Citizenship Survey Results - Students

A comparative analysis of the years 2011, 2014 & 2018

Data Dialogue – September 18, 2019
Office of Institutional Effectiveness
Background

- 2011 HLC Quality Initiative Project
- Assessing Global Citizenship
- “The Globally Positioned Student”
- School-based projects and a University-level project
Student-Learning Goal

“Students will develop as global citizens.”

Operational definition: “develop as global citizens” means that students will demonstrate the knowledge, skills, attitudes, and actions associated with being a Globally Positioned Student. This includes, but is not limited to, the development of the cultural competencies necessary for engaging the multiplicity of human perspectives and differences with authentic empathy.
Global Citizenship Survey

- Surveyed both students and faculty
- Originally developed to provide a “snapshot” of global citizenship on campus
- 54 prompts
Survey details (student survey)

- Informed Consent – 1 prompt
- Knowledge and Skills – 11 prompts
- Global Issue Concerns – 9 prompts
- Attitudes – 6 prompts
- Actions – 10 prompts
- Global Citizenship at DU – 9 prompts
- Demographics – 8 prompts
Sample prompts and response sets

Knowledge and Skills:

“Knowledge of other cultures”

___ a major weakness

___ a weakness

___ neutral

___ a strength

___ a major strength
Sample prompts and response sets

Global Issue Concerns:

“Terrorism”

__ not at all

__ somewhat

__ moderately

__ very

__ extremely
Sample prompts and response sets

Attitudes:

“\( I \) benefit from interacting with people from other cultures”

___ strongly disagree
___ disagree
___ neutral
___ agree
___ strongly agree
Sample prompts and response sets

Actions:

“Make consumer decisions based on a product’s global impact (e.g., environmental, economic, social)”

__ never
__ rarely
__ sometimes
__ often
__ very often
Sample prompts and response sets

Global Citizenship at DU:

“I think more courses at Dominican should include materials that provide different cultural perspectives”

__ strongly disagree

__ disagree

__ neutral

__ agree

__ strongly agree
Expectations of Growth

- Same year: Seniors vs Freshmen
- Longitudinal: Seniors vs Seniors
- Trend Comparison: Seniors vs Freshmen
<table>
<thead>
<tr>
<th></th>
<th>2011 (20%)</th>
<th>2014 (14%)</th>
<th>2018 (14%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh</td>
<td>172</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>Soph</td>
<td>109</td>
<td>69</td>
<td>53</td>
</tr>
<tr>
<td>Junior</td>
<td>113</td>
<td>65</td>
<td>80</td>
</tr>
<tr>
<td>Senior</td>
<td>114</td>
<td>62</td>
<td>51</td>
</tr>
<tr>
<td>Grad</td>
<td>273</td>
<td>144</td>
<td>150</td>
</tr>
</tbody>
</table>
Ability to Discuss Global Issues

- **Slope = 0.0613**
- **Slope = 0.0874**

Data for:
- **2011**
- **2014**
- **2018**
KNOWLEDGE

Compared to other students in your classes, how would you describe your abilities in the following areas?

1. __ a major weakness
2. __ a weakness
3. __ neutral
4. __ a strength
5. __ a major strength
Ability to Discuss Global Issues

- **Slope = 0.0613**
- **Slope = 0.0874**

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
<td></td>
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<tr>
<td>2018</td>
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</tr>
</tbody>
</table>

Legend:
- Freshmen
- Seniors
Ability to take into account cultural perspectives other than my own

- Freshmen
- Seniors

Slope = 0.1104
Slope = 0.0118

Years: 2011, 2014, 2018
Ability to work cooperatively with people

- Freshmen
- Seniors

Slope = -0.0685

Slope = -0.0002

2011
2014
2018
Openness to having my views challenged

- **Slope = 0.0376**
- **Slope = 0.02**
Experience collaborating with people from other cultures

- **Slope = 0.102**
- **Slope = 0.0744**

- Freshmen
- Seniors
KNOWLEDGE SUMMARY

• Cooperating with others and openness to challenging views rated highest

• Seniors generally report more knowledge strengths than Freshmen
  – One exception: strength in communication skills > in Freshmen

• Change since 2011:
  – Ability to take into account cultural perspectives and understanding of global issues show most change
  – Ability to work cooperatively with other people and Communication skills other than English show declines
GLOBAL ISSUE CONCERNS

How concerned are you with the following global Issues?

1. __ not at all
2. __ somewhat
3. __ moderately
4. __ very
5. __ extremely
Environmental Issues (e.g. climate change, habitat destruction, sustainability)

- Freshmen
- Seniors

Slope = 0.1903

Slope = 0.1974
Conflicts caused by ethnic or religious differences

Slope = 0.0009
Slope = 0.0702
Democratic transformation around the world

- Freshmen
- Seniors

Slope = 0.0617
Slope = 0.0588
Slope = 0.0617
Terrorism

Slope = 0.0656

Slope = 0.0527
Human Exploitation (e.g. slavery, sweatshops, child prostitution)

- Freshmen
- Seniors

Slope = 0.1689

Slope = -0.0314
Health issues (e.g. global epidemics, access to care)

Slope = -0.0236

Slope = 0.0921

2011

Freshmen

Seniors

2014

2018
Use of military force to resolve conflicts

- Freshmen

- Seniors

- $y = -0.0078$
- $y = 0.0432$
Interdependence of world economies

y = -0.0321

y = -0.0371
GLOBAL ISSUES CONCERNS

SUMMARY

• Seniors generally report higher levels of concern than freshmen
  – The gap particularly large for following topics: Human Exploitation, Health Issues and the Interdependence of World Economies
  – Freshmen had a higher level of concern over the issue of Terrorism. Although concern among both freshmen and seniors was slightly higher in 2018 than in 2011.

• Change since 2011:
  – Notably higher concern for Environmental Issues, Poverty, Terrorism, Human Exploitation and Health Issues (Sr. Only)
ATTITUDES

1. __ strongly disagree
2. __ disagree
3. __ neutral
4. __ agree
5. __ strongly agree
Curious about global issues

- **Freshmen**
- **Seniors**

Slope = 0.054
Slope = 0.0998
It is important to examine how my behavior is influenced by my biases related to race and culture.
Believe there is value in speaking a language other than English

- Freshmen
- Seniors

Slope = 0.0162

Slope = 0.0244
When I learn about something that has happened in another part of the world I see how it might relate to me.
I am able to make a difference in the world.
I benefit from interacting with people from other cultures.
ATTITUDES SUMMARY

Seniors generally report more positive attitudes than Freshmen and their attitudes consistently become more favorable (more likely to agree) over time.

Areas of greatest difference between Seniors and Freshmen are related to students’ perceptions of their place in the world:

- When I learn about something that has happened in another part of the world I see how it might relate to me
- I am able to make a difference in the world
ACTIONS

1. ___ never
2. ___ rarely
3. ___ sometimes
4. ___ often
5. ___ very often
Speak out against injustice

- **Freshmen**
- **Seniors**

Year: 2011, 2014, 2018

- \( y = 0.1038 \)
- \( y = 0.1171 \)
Make a conscious effort to stay informed about current global issues

- Freshmen
- Seniors

- y = 0.078
- y = 0.1492

Year: 2011, 2014, 2018
Participate in events/activities sponsored by culturally diverse groups

- **Freshmen**
- **Seniors**

2011: Participate in events/activities sponsored by culturally diverse groups
2014: Participate in events/activities sponsored by culturally diverse groups
2018: Participate in events/activities sponsored by culturally diverse groups

- **2011:**
  - Freshmen: 2.50
  - Seniors: 3.00

- **2014:**
  - Freshmen: 3.00
  - Seniors: 3.50

- **2018:**
  - Freshmen: 3.50
  - Seniors: 4.00

**Equation:**
- Freshmen: \( y = 0.1061 \)
- Seniors: \( y = 0.0622 \)
ACTIONS SUMMARY

• Generally lower report of taking action than their self-reported strengths on attitudes, beliefs and knowledge

• Freshmen and Seniors rating more similarly in actions than in other sections
Global Citizenship @ DU

1. __ strongly disagree
2. __ disagree
3. __ neutral
4. __ agree
5. __ strongly agree
I think more courses at Dominican should include materials that provide different cultural perspectives.
I think more courses at Dominican should include opportunities for meaningful interactions among students with different cultural backgrounds.
Discussion
Come to any and all of our 2019-20 DATA DIALOGUES
Where we discuss various data points, including:

Promising Pathways Initiative Findings
NSSE Survey Findings
Graduating Student Survey Findings

See the full Data Dialogue schedule on our OIE website