America's Brightest ORANGE

Oklahoma State University
The Committee for the Assessment of General Education and
The Office of University Assessment and Testing
Annual Report, 2016

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Executive Summary

Following the 2014 joint meeting of the Committee for the Assessment of General Education (CAGE), the General Education Advisory Council (GEAC), and the Assessment and Academic Improvement Council (AAIC), assessment of Diversity as a general education program outcome was expanded from the previous artifact/rubric methodology to the following three-pronged approach: 1) continuation of the assessment of student artifacts now using the Association of American Colleges and Universities' (AAC&U) Intercultural Knowledge and Competence VALUE Rubric; 2) administration of the Global Perspectives Inventory (GPI) in the fall of 2015 and the fall of 2016; and the facilitation of a student-led Photovoice project by a team of qualitative researchers.

Key Findings:

- In total, 150 student artifacts were assessed using the AAC&U's Intercultural Knowledge and Competence VALUE Rubric by two teams of two reviewers. Due to issues with the second team's inter-rater reliability (IRR), only Team 1's scores were used (Table 5). This assessment revealed no significant differences between first-year and senior scores, which is a result that is similar to the findings of previous years.
- 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. It also measures how students think, how they view themselves as people with cultural heritage, and how they relate to others from other cultures, backgrounds, and values. Oklahoma State University's (OSU) scores on this assessment in 2015 and 2016 are comparable with national means across all scales (Tables 1, 2, and 3).
- Fifteen students participated in the Photovoice project. They took photos, wrote about them, and discussed in focus groups photos related to their personal experiences with diversity both in and out of the classroom. Six themes emerged from the photograph and focus group data: Course Quality, the OSU Experience, Spaces and Places, Grouping, Responsibility, and Hesitation. Students provided rich data concerning what they learned about diversity during their time as an OSU student. The students described both positive learning experiences and negative experiences connected to diversity as part of this project.

Recommendations:

- The use of AAC&U's Intercultural Knowledge and Competence VALUE Rubric led to a divergence in inter-rater reliabilities (IRRs): one review team had very good IRRs, while the second team had IRRs that were low enough to render their scores unusable in analysis. Diversity IRRs at OSU have historically been poor. Additional faculty exposure to the rubric prior to developing written assignments may improve these IRRs in the future. At the very least, this year's IRRs support the idea that Diversity, as a general education outcome, should be assessed by more than just written artifacts.
- The number of student responses to the Global Perspectives Inventory (GPI) was very low (Tables 1, 2, and 3); results should be interpreted with caution as they may not be representative of OSU's student population as a whole.

Assessment of general education is a critical aspect of our work to continuously improve our institution. We are fortunate that Oklahoma State University provides substantial resources to

assess students' learning and to consider ways in which learning might be improved. Our challenge moving forward is clear: to make the most of this investment by using these results to make meaningful changes to our programs.

Thank you for your time and support of general education assessment. Please let us know if you have any additional questions or comments.

Sincerely,

Ryan Chung, Ph.D.
Director
University Assessment and Testing
Oklahoma State University
August 2017

Overview

Introduction

General Education at Oklahoma State University (OSU) is intended to:
  A. Construct a broad foundation for the student's specialized course of study,
  B. Develop the student's ability to read, observe, and listen with comprehension,
  C. Enhance the student's skills in communicating effectively,
  D. Expand the student's capacity for critical analysis and problem solving,
  E. Assist the student in understanding and respecting diversity in people, beliefs, and societies, and
  F. Develop the student's ability to appreciate and function in the human and natural environment.

Full details of the General Education program can be found at:
http://academicaffairs.okstate.edu/content/general-education

Oklahoma State University has assessed general education for more than 10 years. Three approaches have typically been used to evaluate the general education program: institutional portfolios, review of the general education course database, and college-, department-, and program-level approaches (i.e. exams, surveys, capstone projects, artifact analysis, etc.). This report focuses on OSU's use of institutional portfolios to assess the general education program. Institutional portfolios provide direct evidence of student achievement of the overall goals of general education. Institutional portfolios are currently in use in three areas that represent the overall goals of the general education program (letters in parentheses map portfolios to the goals listed above):
  1. Written Communication (A, B, and C)
  2. Critical Thinking (A, D, and F)
  3. Diversity (A, E, and F)

Recognizing that these goals cannot be achieved only through the completion of courses with general education designations, student artifacts are collected from courses across campus that reveal students' achievement in each institutional portfolio area. These student artifacts are then assessed by a panel of OSU faculty members using rubrics, each of which has a different number of categories used in the scoring process.

In 2016, for the review of Diversity artifacts, OSU moved from the previously-used rubric developed at the institution to the AAC&U's Intercultural Knowledge and Competence VALUE Rubric. Artifacts rated with the VALUE rubrics can receive ratings from Benchmark (1) to Capstone (4). Oklahoma State University also expanded the institutional portfolio for Diversity beyond the assessment of student artifacts to include two additional approaches: administration of the Global Perspectives Inventory (GPI) and the facilitation of a student-led Photovoice project by a team of qualitative researchers.

Key Findings, Artifact Analysis

In the summer of 2016, 150 samples of student writing were evaluated by two teams of raters using the AAC&U Intercultural Knowledge and Competence VALUE Rubric. This VALUE rubric measures on a four-point Likert scale (1–Benchmark, 2 and 3–Milestone, and 4–Capstone). Artifacts from one team were excluded from analysis due to low inter-rater reliability (IRR scores ranging from -0.17 to 0.08). Of the remaining artifacts, 24 were written by first-year students, 8 by sophomores, 24 by juniors, and 17 by seniors. Also, 6 (8.21%) of the artifacts received a score of 1, 33 (45.2%) received a score of 2, 29 (39.72%) received a score of 3, and 5 (6.85%) received a score of 4.

Class Rank
There was no statistically significant effect of class rank on Diversity artifact score, $\chi^2 = 2.04$, $p = 0.56$.

GPA
A boxplot of the relationship between GPA and diversity artifact score is shown in Figure 1.

Figure 1. GPA and Diversity Artifact Score
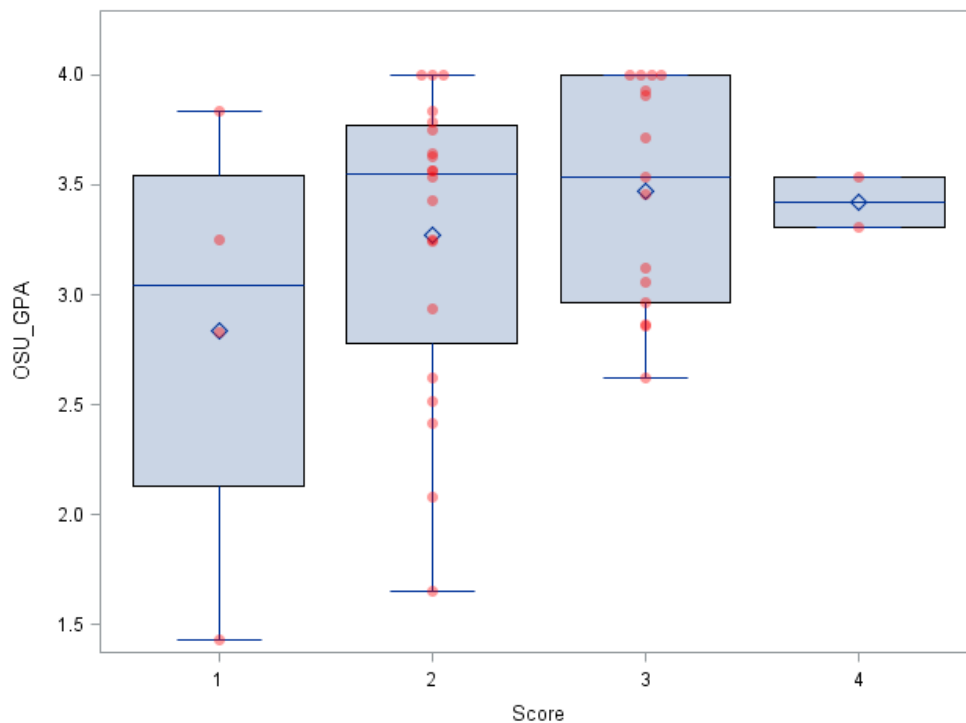
Results of a logistic regression indicate that for every unit increase in GPA, the odds of moving from one Diversity rubric score to another are multiplied by 0.386.

Academic College
There was not a statistically significant difference in artifact score based on academic college ($\chi^2 = 10.32$, $p = 0.11$).

Written Artifact Assessment of the Diversity Learning Outcome

Diversity Artifact Collection

Artifacts included in the 2016 Diversity portfolio were collected from faculty by direct request from a random sample of general education designated courses as well as from faculty who attended the *Provost's Faculty Development Initiative: Focus on General Education*. The courses from which artifacts were sampled are shown in Table 4. Artifacts selected for the Institutional Portfolio were coded, and all identifying information was removed. Demographic data was collected separately from the Office of Institutional Research and Information Management (IRIM). This data was used for statistical analysis only and cannot be used to identify individual students. Student demographic information was not shared with reviewers prior to scoring.

Table 1. Collection of Diversity Artifacts

Course Prefix and Number	Course Name	General Education Designation (if any)*	Number of Artifacts Submitted	Number of Artifacts Included in Analysis
AGED 4713	International Programs in Education	I	27	18
ENGL 2413	Introduction to Literature	D, H	19	19
GWST 2123	Introduction to Gender Studies	D, H	24	11
PSYC 4163.001	Psychology of Prejudice and Discrimination	D	45	15
SOC 1113	Introductory Sociology	S	238	10
Total Number of Diversity Artifacts:			353	73**

Note: *I – International Dimension, D – Diversity, H – Humanities, S – Social and Behavioral Sciences
**Though 150 artifacts were scored, only 73 were analyzed; 75 artifacts were removed from the analyses due to low inter-rater reliabilities; 2 artifacts were removed from analyses because there was little to no student demographic information available.

Scoring Process and Reliability Estimation

All reviewers met for a training session at the beginning of Summer 2016. After reviewing the AAC&U's Intercultural Knowledge and Competence VALUE Rubric, reviewers reviewed student artifacts collected for diversity assessment from previous years. This training provided raters the opportunity to ask questions and discuss any concerns.

Two teams, each composed of two raters, reviewed the 2016 artifacts independently. Each artifact received a score from 1 to 4, with 1 being the lowest possible score, and 4 being the highest possible score. Reviewers also scored the artifacts on four sub-scales: conceptual understanding; values diversity; knowledge of historical context; and sources of understanding, value, and knowledge. After the teams rated the artifacts, the team facilitator reviewed the scores. Artifacts on which the reviewers differed by more than one point were discussed as a group. The facilitator attempted to bring the reviewers to a consensus; if there could not be an

agreement, the facilitator scored the artifact in question. Estimates of inter-rater reliability are provided in Table 9.

Table 2. Inter-Rater Reliabilities

Method*	Team 1			Team 2		
	Value	SE	C.I.	Value	SE	C.I
AC1	0.08	0.07	0.00 to 0.22	0.86	0.04	0.76 to 0.95
Kappa	-0.13	0.09	-0.30 to 0.05	0.81	0.06	0.68 to 0.92
PI	-0.17	0.07	-0.30 to -0.03	0.80	0.06	0.68 to 0.92
BP	0.03	0.07	-0.10 to 0.17	0.85	0.05	0.75 to 0.94

Note: *AC1 – Gwet's AC1, Kappa – Cohen's kappa, PI – Scott's pi, BP – Brenann-Prediger coefficient

There are numerous ways to evaluate the adequacy of reliability estimates. Guidelines proposed by Altman (1991) are provided below:
- < .20 = Slight Agreement
- .21 to .40 = Fair Agreement
- .41 to .60 = Moderate Agreement
- .61 to .80 = Good Agreement
- .81 to 1.00 = Very Good

These guidelines indicate that Team 2 had "Good" to "Very Good" levels of agreement; however, Team 1 had no agreement. Furthermore, there was no pattern to the disagreement— that is, one rater did not score consistently higher than the other rater. Artifacts from the team with poor agreement were not used in statistical analysis.

Table 6 below provides a historical overview of demographic characteristics of students whose writing was evaluated during the Diversity assessment process from 2007 to 2016.

Table 7 provides Diversity artifact score information for 2016. In 2016, OSU moved from the previously-used institutional rubric to the AAC&U's Intercultural Knowledge and Competence VALUE Rubric. The VALUE rubric is scored on a 1-4 scale, which is different than the previous rubric scale of 1-5. Therefore, it is not possible to directly compare this year's scores to previous years.

Table 3. Student Demographics Associated with Diversity Artifacts, 2007 – 2016

| | | 2007-2013 | 2016 | Combined |
		# of (% of total)	# of artifacts (% of total)	# of artifacts (% of total)
Class	Freshman	45 (9.6%)	24 (32.8%)	69 (12.6%)
	Sophomore	118 (25.1%)	8 (10.9%)	126 (23.2%)
	Junior	162 (34.4%)	24 (32.8%)	186 (34.1%)
	Senior	146 (31.0%)	17 (23.2%)	163 (29.9%)
	Total	N=471	N=73	N=544
College*	CAS	181 (38.4%)	27 (36.9%)	208 (38.1%)
	CASNR	28 (5.9%)	22 (30.1%)	50 (9.1%)
	SSB	28 (5.9%)	9 (12.3%)	37 (6.7%)
	COE	100 (20.7%)	4 (5.4%)	104 (19.0%)
	CEAT	50 (10.6%)	3 (4.10%)	53 (9.7%)
	COHS	51 (10.8%)	5 (6.8%)	56 (10.2%)
	UC	35 (7.4%)	3 (4.1%)	38 (6.9%)
	Total	N=473	N=73	N=546
Gender	Male	216 (45.9%)	48 (65.7%)	264 (48.5%)
	Female	255 (54.1%)	25 (34.2%)	284 (51.5%)
	Total	N=471	N=73	N=544
Admit Type	Regular (A, AR, L)	288 (59.9%)	49 (67.1%)	337 (60.8%)
	Alternative Admit (F)	31 (6.4%)	0 (0%)	55 (9.9%)
	Adult Admit (G)	0 (0%)	0 (0%)	0 (0%)
	International (J)	5 (1.0%)	0 (0%)	5 (0.9%)
	Transfer (M, MR)	143 (29.7%)	24 (32.9%)	143 (25.8%))
	Other or Blank	14 (2.9%)	0	14 (2.5%)
	Total	N=481	N=73	N=554
ACT	<22	115 (31.8%)	32 (43.8%)	147 (33.8%)
	22 to 24	108 (29.8%)	10 (13.6%)	118 (27.1%)
	25 to 27	67 (18.5%)	11 (15.1%)	78 (17.9%)
	28 to 30	42 (11.6%)	16 (21.9%)	58 (13.3%)
	>30	30 (8.3%)	4 (5.5%)	34 (7.8%)
	Total	N=362	N=73	N=435
OSU GPA	<2.0	28 (5.9%)	2 (2.7%)	30 (5.4%)
	2.0 to 2.49	70 (14.9%)	3 (4.1%)	73 (13.1%)
	2.50 to 2.99	118 (25.1%)	15 (20.5%)	133 (23.9%)
	3.00 to 3.49	126 (26.6%)	19 (26.0%)	145 (26.1%)
	3.50 to 4.00	130 (27.6%)	34 (46.5%)	164 (29.6%)
	Missing	10 (2.1%)	0 (0%)	10 (1.8%)
	Total	N=482	N=73	N=555

Note: The numbers presented in this table represent students for which demographic information was available. Sum totals for each category/column/row vary according to the information available.
*CAS – College of Arts and Sciences; CASNR – College of Agricultural Sciences and Natural Resources; SSB – Spears School of Business; COE – College of Education; CEAT – College of Engineering, Architecture and Technology; COHS – College of Human Sciences; UC – University College

Table 4. Diversity Artifact Scores, 2016

	SCORE n (%)				
	1	2	3	4	N
Overall	6 (8.21%)	33 (45.20%)	29 (39.72))	5 (6.85%)	73
Class					
Freshman	2 (8.33%)	11 (45.83%)	9 (37.5%)	2 (8.33%)	24
Sophomore	1 (12.5%)	3 (37.5%)	3 (37.5%)	1 (12.5%)	8
Junior	1 (4.16%)	10 (41.66%)	11 (45.83%)	2 (8.33%)	24
Senior	2 (11.76%)	9 (52.94%)	6 (35.29%)	0	17
College*					
CAS	3 (11.11%)	14 (51.85%)	9 (33.33%)	1 (3.70%)	27
CASNR	0 (0%)	8 (36.36%)	12 (54.54%)	2 (9.09%)	22
SSB	1 (11.11%)	4 (44.44%)	3 (33.33%)	1 (11.11%)	9
COE	0 (0%)	0	2 (50%)	2 (50%)	4
CEAT	2 (66.66%)	1 (33.33%)	0	0	3
COHS	0 (0%)	2 (40%)	3 (60%)	0	5
UC	0 (0%)	2 (66.66%)	0	1 (33.33%)	3
Gender					
Male	2 (4.16%)	21 (43.75%)	21 (43.75%)	4 (8.33%)	48
Female	4 (16%)	12 (48%)	8 (32%)	1 (4%)	25

Note: *CAS – College of Arts and Sciences; CASNR – College of Agricultural Sciences and Natural Resources; SSB – Spears School of Business; COE – College of Education; CEAT – College of Engineering, Architecture and Technology; COHS – College of Human Sciences; UC – University College

Key Findings, Global Perspectives Inventory

The Global Perspectives Inventory (GPI) was administered in the fall of 2015 to first-year students, and in the fall of 2016 to first-year and fourth-year students. The original plan was to administer the GPI to first-year and fourth-year students in the fall of 2015 only; due to an error by Iowa State University (distributers of the survey), only the first-year students were surveyed in 2015, so the Inventory was administered a second time in the fall of 2016. The New Student form was administered to first-year students, and the General form was administered to fourth-year students.

The GPI comprises three dimensions, each of which contains two scales, all collected on a five-point Likert scale (1-Strongly Disagree to 5-Strongly Agree). Tables 1 through 3 provide comparisons of OSU mean scores to national norms, by scale. The full reports, including student demographic information, are provided in Appendices A1-A3.

Table 5. Fall 2015 New Student (First-Year) GPI Scores

Dimension	Scale	OSU Mean (SD)	National Mean (SD)
Cognitive			
	Cognitive Knowing	3.50 (0.46)	3.39 (0.51)
	Cognitive Knowledge	3.58 (0.64)	3.60 (0.61)
Intrapersonal			
	Intrapersonal Affect	4.12 (0.61)	4.07 (0.53)
	Intrapersonal Identity	4.12 (0.48)	4.04 (0.51)
Interpersonal			
	Interpersonal Social Responsibility	3.73 (0.64)	3.71 (0.57)
	Interpersonal Social Interaction	3.30 (0.79)	3.31 (0.71)

OSU n = 76

Table 6. Fall 2016 New Student (First-Year) GPI Scores

Dimension	Scale	OSU Mean (SD)	National Mean (SD)
Cognitive			
	Cognitive Knowing	3.44 (0.51)	3.39 (0.51)
	Cognitive Knowledge	3.62 (0.61)	3.60 (0.61)
Intrapersonal			
	Intrapersonal Affect	4.07 (0.58)	4.07 (0.53)
	Intrapersonal Identity	4.03 (0.56)	4.04 (0.51)
Interpersonal			
	Interpersonal Social Responsibility	3.70 (0.63)	3.71 (0.57)
	Interpersonal Social Interaction	3.39 (0.80)	3.31 (0.71)

OSU n = 66

Table 7. Fall 2016 Genera (Fourth-Year) GPI Scores

Dimension	Scale	OSU Mean (SD)	National Mean (SD)
Cognitive			
	Cognitive Knowing	3.65 (0.49)	3.57 (0.55)
	Cognitive Knowledge	3.64 (0.74)	3.76 (0.59)
Intrapersonal			
	Intrapersonal Affect	4.26 (0.47)	4.17 (0.50)
	Intrapersonal Identity	4.06 (0.54)	4.11 (0.50)
Interpersonal			
	Interpersonal Social Responsibility	3.64 (0.62)	3.74 (0.60)
	Interpersonal Social Interaction	3.42 (0.77)	3.34 (0.75)

OSU n = 52

In general, OSU scores are comparable with national means across the scales. The fall 2016 General scores (fourth-year students) were notably lower on the Cognitive Knowledge and Interpersonal Social Responsibility scales.

Key Findings, Photovoice Project

During the 2015-2016 academic year, a team of faculty and administrators conducted a Photovoice study to assess student learning regarding diversity. Fifteen students provided 55 photos on this topic and met in five separate focus groups to discuss the photos they took along with their personal experiences with diversity in and out of the classroom.

Six themes emerged from the photograph and focus group data: Course Quality, the OSU Experience, Spaces and Places, Grouping, Responsibility, and Hesitation. Students provided rich data concerning the things they learned about diversity in and out of the classroom during their time as an OSU student. Students affirmed positive learning experiences as well as some negative experiences connected to diversity both in and out of the classroom.

Appendix B Comprises the full Photovoice report.

Use of Results and Future Plans

There was a joint meeting on March 3, 2017, of the three committees or councils that share primary responsibility for the General Education program: Assessment and Academic Improvement Council (AAIC), General Education Advisory Council (GEAC), and the Committee for the Assessment of General Education (CAGE). The primary purpose of this meeting is to discuss the contents of this annual report specifically, and to also discuss the broader implications and directions of assessment at OSU more generally. Discussion and planning continued to the April 7, 2017 meeting of AAIC, which resulted in the following:

Suggestions by the Photovoice researchers

- Ensure all instructors of 'D' and 'I' courses have reviewed the rubric used for assessment of 'D' and 'I' courses in order to help provide guidance on the types of assessments that will be most beneficial for university-level assessment of student learning.
- Ensure that instructors of these courses have all undergone training.
- Revise the goals and guidelines of 'D' and 'I' courses to align them with the university diversity statement and to create goals and assessments that encourage a consistent experience, such as guaranteeing experiential learning and purposeful interactions. Creating a common writing product (such as creating a personal statement or definition of diversity, or writing about positionality, self-awareness, or exploration of diversity issues) across 'D' courses, could be helpful in assuring the effectiveness of these courses and facilitate assessment of what students are learning about diversity issues.
- Provide guidelines for the types of assessments that best facilitate learning of the 'D' outcomes so that instructors have clear statements for what students should be able to articulate or answer after taking a 'D' course. This is vital for helping instructors and students understand the purpose of the course and the types of assignments to give or expect in these courses.

Appendix A1: GPI – Fall 2015 New (First-Year) Student Report

Oklahoma State
Fall 2015 Report
(New Report Version – Corrected)
Global Perspective Inventory New Student Report

(Reproduced) January 2017

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
Professor of Education
Iowa State University

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Respondent Characteristics

		N	Percent
Gender			
	Male	27	36
	Female	46	61
	Transgender/Gender nonconforming	2	3
	Rather Not Say	0	0
	Total	75	
Class Year			
	First Year	73	97
	Sophomore	2	3
	Junior	0	0
	Senior	0	0
	Graduate Student	0	0
	Total	75	
Race			
	American Indian	6	8
	Asian American/Asian	1	1
	African-American/Black	2	3
	Hispanic/Latino	8	11
	Native Hawaiian/Pacific Islander	0	0
	White/Caucasian	47	62
	Multiracial	12	16
	Total	76	
American/International Student			
	American student at an American college/university	70	92
	Non-American student at an American college/university	5	7
	Other	1	1
	Total	76	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	4	5
High school graduate	15	20
Some college	11	14
Associate's degree	6	8
Bachelor's degree	21	28
Some graduate school	1	1
Graduate degree (Master's, Doctorate, MD, JD, etc)	17	22
Do not know	1	1
Total	76	
Major Category		
Agriculture and Natural Resources	7	9
Art and Humanities	3	4
Business	13	17
Communications or Journalism	2	3
Education or Social Work	5	7
Engineering	15	20
Health and Medical Professions	8	11
Physical Sciences, Biological Sciences, or Mathematics	9	12
Social Science	2	3
Other Field	11	15
Total	75	
Did you begin college at this institution?		
Yes	69	91
No	7	9
Total	76	

Global Perspective Inventory Scales

GPI Scales

The GPI measures global learning across three dimensions: cognitive, intrapersonal, and interpersonal.

Cognitive Dimension. 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. Intrapersonal development 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. Interpersonal development 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 New Student form since 2015 (n = 4017).

Table 1: Cognitive Knowing

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowing Scale							*3.50*	*0.46*	*3.39*	*0.51*
When I notice cultural differences, my culture tends to have the better approach. (R)	75	2 3%	14 19%	37 49%	16 21%	6 8%	**2.87**	**0.91**	2.91	0.88
Some people have culture and others do not.	76	25 33%	26 34%	13 17%	11 14%	1 1%	**3.83**	**1.09**	3.53	1.13
In different setting what is right and wrong is simple to determine. (R)	76	5 7%	14 18%	20 26%	21 28%	16 21%	**2.62**	**1.20**	2.75	1.09
I take into account different perspectives before drawing conclusions about the world around me.	75	0 0%	1 1%	15 20%	41 55%	18 24%	**4.01**	**0.71**	4.01	0.71
I consider different cultural perspectives when evaluating global problems.	75	0 0%	4 5%	19 25%	37 49%	15 20%	**3.84**	**0.81**	3.77	0.79
I rely primarily on authorities to determine what is true in the world. (R)	76	19 25%	22 29%	26 34%	9 12%	0 0%	**3.67**	**0.99**	3.38	0.99
I rarely question what I have been taught about the world around me. (R)	76	19 25%	27 36%	16 21%	12 16%	2 3%	**3.64**	**1.10**	3.41	1.05

Note: (R): Frequencies are reported as the question is asked. Item and scale means were calculated after reverse scoring. A higher mean indicates more global perspective.
Percentages may not equal 100% because of rounding.

Table 2: Cognitive Knowledge

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowledge Scale							*3.58*	*0.64*	*3.60*	*0.61*
I am informed of current issues that impact international relations.	76	1 1%	13 17%	21 28%	29 38%	12 16%	**3.50**	**1.00**	3.48	0.93
I understand the reasons and causes of conflict among nations of different cultures.	76	1 1%	12 16%	18 24%	34 45%	11 14%	**3.55**	**0.97**	3.64	0.83
I understand how various cultures of this world interact socially.	76	0 0%	8 11%	28 37%	31 41%	9 12%	**3.54**	**0.84**	3.68	0.81
I know how to analyze the basic characteristics of a culture.	76	1 1%	3 4%	29 38%	38 50%	5 7%	**3.57**	**0.74**	3.53	0.79
I can discuss cultural differences from an informed perspective.	76	2 3%	3 4%	24 32%	30 39%	17 22%	**3.75**	**0.94**	3.68	0.84

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: Intrapersonal Affect

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Intrapersonal Affect Scale							*4.12*	*0.61*	*4.07*	*0.53*
I am sensitive to those who are discriminated against.	76	1 1%	5 7%	13 17%	28 37%	29 0%	**4.04**	**0.97**	4.00	0.80
I do not feel threatened emotionally when presented with multiple perspectives.	76	4 5%	4 5%	7 9%	35 46%	26 34%	**3.99**	**1.06**	3.96	0.80
I am accepting of people with different religious and spiritual traditions.	76	1 1%	0 0%	8 11%	28 37%	39 51%	**4.37**	**0.78**	4.31	0.70
I enjoy when my friends from other cultures teach me about our cultural differences.	76	0 0%	1 1%	16 21%	28 37%	31 41%	**4.17**	**0.81**	4.13	0.74
I am open to people who strive to live lives very different from my own life style.	75	0 0%	2 3%	16 21%	34 45%	23 31%	**4.04**	**0.80**	3.97	0.74

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 4: Intrapersonal Identity

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Intrapersonal Identity Scale							*4.12*	*0.48*	*4.04*	*0.51*
I have a definite purpose in my life.	76	0 0%	5 7%	10 13%	28 37%	33 43%	**4.17**	**0.90**	4.14	0.85
I can explain my personal values to people who are different from me.	76	0 0%	0 0%	4 5%	36 47%	36 47%	**4.42**	**0.59**	4.20	0.69
I know who I am as a person.	75	0 0%	4 5%	7 9%	39 52%	25 33%	**4.13**	**0.79**	4.08	0.80
I am willing to defend my own views when they differ from others.	76	0 0%	5 7%	11 14%	39 51%	21 28%	**4.00**	**0.83**	4.00	0.75
I put my beliefs into action by standing up for my principles.	76	0 0%	2 3%	15 20%	41 54%	18 24%	**3.99**	**0.74**	3.96	0.71
I am developing a meaningful philosophy of life.	76	1 1%	3 4%	17 22%	26 34%	29 38%	**4.04**	**0.94**	3.85	0.81

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: Interpersonal Social Responsibility

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Interpersonal Social Responsibility Scale							*3.73*	*0.64*	*3.71*	*0.57*
I think of my life in terms of giving back to society.	76	0 0%	5 7%	25 33%	33 43%	13 17%	**3.71**	**0.83**	3.67	0.84
I work for the rights of others.	76	0 0%	10 13%	27 36%	23 30%	16 21%	**3.59**	**0.97**	3.63	0.80
I put the needs of others about my own personal wants.	76	1 1%	6 8%	20 26%	30 39%	19 25%	**3.79**	**0.96**	3.78	0.84
I consciously behave in terms of making a difference.	76	1 1%	4 5%	30 39%	25 33%	16 21%	**3.67**	**0.91**	3.75	0.74
Volunteering is not an important priority in my life. (R)	76	25 33%	27 36%	18 24%	4 5%	2 3%	**3.91**	**1.01**	3.71	1.02

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: Interpersonal Social Interaction

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Interpersonal Social Interaction Scale							*3.30*	*0.79*	*3.31*	*0.71*
Most of my friends are from my own ethnic background. (R)	76	2 3%	16 21%	16 21%	30 39%	12 16%	**2.55**	**1.08**	2.68	1.08
I frequently interact with people from a race/ethnic group different from my own.	76	1 1%	6 8%	16 21%	25 33%	28 37%	**3.96**	**1.01**	3.90	0.93
I intentionally involve people from many cultural backgrounds in my life.	75	3 4%	10 13%	29 39%	21 28%	12 16%	**3.39**	**1.04**	3.47	0.90
I frequently interact with people from a country different from my own.	76	4 5%	13 17%	27 36%	20 26%	12 16%	**3.30**	**1.10**	3.20	1.05

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: 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)	76	33 43%	29 38%	12 16%	2 3%	0 0%	4.22	0.81	4.10	0.84
I often get out of my comfort zone to better understand myself.	76	4 5%	12 16%	24 32%	26 34%	10 13%	3.34	1.07	3.34	0.96
I see myself as a global citizen.	76	1 1%	8 11%	29 38%	23 30%	15 20%	3.57	0.97	3.64	0.87

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.

New Student Form Questions

Table 8: High School Course Enrollment

In high school, 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.	75	37 49%	20 27%	12 16%	5 7%	1 1%	0 0%
Foreign language course.	75	18 24%	7 9%	29 39%	9 12%	9 12%	3 4%
World history course.	75	0 0%	33 44%	25 33%	8 11%	6 8%	3 4%
Service learning course.	74	52 70%	11 15%	7 9%	2 3%	2 3%	0 0%
Course focused on significant global/international issues and problems.	75	34 45%	27 36%	9 12%	4 5%	1 1%	0 0%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	75	51 68%	11 15%	8 11%	3 4%	1 1%	1 1%

Note: Percentages may not equal 100% because of rounding.

Table 9: Participation in Planned Events in High School

In high school, 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.	68	0 0%	21 31%	14 21%	19 28%	14 21%	**2.63**	**1.32**	1.53	1.29
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	75	0 0%	31 41%	14 19%	22 29%	8 11%	**2.09**	**1.07**	1.25	1.08
Religious or spiritual activities.	62	0 0%	25 40%	9 15%	14 23%	14 23%	**2.75**	**1.52**	1.73	1.45
Leadership programs that stress collaboration and team work.	52	0 0%	5 10%	6 12%	24 46%	17 33%	**3.63**	**1.19**	2.42	1.26
Community service activities unrelated to a course.	51	0 0%	5 10%	4 8%	22 43%	20 39%	**3.72**	**1.17**	2.52	1.20
Attended a lecture, workshop, or campus discussion on international or global issues.	75	0 0%	39 52%	18 24%	14 19%	4 5%	**1.77**	**0.94**	0.89	1.07

Note: Percentages may not equal 100% because of rounding.

Table 10: Student Initiated Involvement in High School

In high school, 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).	57	0 0%	7 12%	11 19%	21 37%	18 32%	**3.39**	**1.26**	2.12	1.15
Watched news program on television.	57	0 0%	7 12%	8 14%	18 32%	24 42%	**3.51**	**1.23**	2.26	1.10
Followed an international event/crisis (through a newspaper, social media, or other media sources).	56	0 0%	5 9%	9 16%	15 27%	27 48%	**3.61**	**1.18**	2.24	1.15
Discussed current events with other students.	66	0 0%	3 5%	4 6%	23 35%	36 55%	**3.59**	**0.92**	2.47	1.03
Interacted with students from a country different from your own.	66	0 0%	7 11%	23 35%	26 39%	10 15%	**2.88**	**1.14**	2.04	1.19
Interacted with students from a race/ethnic group different from your own.	56	0 0%	6 11%	8 14%	20 36%	22 39%	**3.53**	**1.21**	2.70	1.09

Note: 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.

GPI ™

Oklahoma State

Global Perspective Inventory New Student Report
(Sent to 1000 First-Year Students in Fall 2016)

January 2017

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
Professor of Education
Iowa State University

Table of Contents

Respondent Characteristics

	N	Percent
Gender		
Male	24	36
Female	42	64
Transgender/Gender nonconforming	0	0
Rather Not Say	0	0
Total	66	
Class Year		
First Year	65	98
Sophomore	1	2
Junior	0	0
Senior	0	0
Graduate Student	0	0
Total	66	
Race		
American Indian	3	5
Asian American/Asian	2	3
African-American/Black	0	0
Hispanic/Latino	4	6
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	47	72
Multiracial	9	14
Total	65	
American/International Student		
American student at an American college/university	62	94
Non-American student at an American college/university	3	5
Other	1	2
Total	66	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	1	2
High school graduate	8	12
Some college	8	12
Associate's degree	4	6
Bachelor's degree	22	33
Some graduate school	2	3
Graduate degree (Master's, Doctorate, MD, JD, etc)	20	30
Do not know	1	2
Total	66	
Major Category		
Agriculture and Natural Resources	7	11
Art and Humanities	6	9
Business	14	21
Communications or Journalism	0	0
Education or Social Work	3	5
Engineering	14	21
Health and Medical Professions	8	12
Physical Sciences, Biological Sciences, or Mathematics	2	3
Social Science	3	5
Other Field	9	14
Total	66	
Did you begin college at this institution?		
Yes	63	95
No	3	5
Total	66	

Global Perspective Inventory Scales

GPI Scales

The GPI measures global learning across three dimensions: cognitive, intrapersonal, and interpersonal.

Cognitive Dimension. 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. Intrapersonal development 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. Interpersonal development 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 New Student form since 2015 (n = 4017).

Table 1: Cognitive Knowing

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowing Scale							*3.44*	*0.51*	*3.39*	*0.51*
When I notice cultural differences, my culture tends to have the better approach. (R)	67	0 0%	12 18%	36 54%	18 27%	1 1%	**2.88**	**0.71**	2.91	0.88
Some people have culture and others do not.	67	15 22%	26 39%	14 21%	10 15%	2 3%	**3.63**	**1.08**	3.53	1.13
In different setting what is right and wrong is simple to determine. (R)	66	3 5%	18 27%	16 24%	19 29%	10 15%	**2.77**	**1.15**	2.75	1.09
I take into account different perspectives before drawing conclusions about the world around me.	67	0 0%	3 4%	9 13%	40 60%	15 22%	**4.00**	**0.74**	4.01	0.71
I consider different cultural perspectives when evaluating global problems.	67	0 0%	4 6%	21 31%	30 45%	12 18%	**3.75**	**0.82**	3.77	0.79
I rely primarily on authorities to determine what is true in the world. (R)	67	11 16%	24 36%	20 30%	10 15%	2 3%	**3.48**	**1.04**	3.38	0.99
I rarely question what I have been taught about the world around me. (R)	67	10 15%	29 43%	19 28%	7 10%	2 3%	**3.57**	**0.97**	3.41	1.05

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: Cognitive Knowledge

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowledge Scale							*3.62*	*0.61*	*3.60*	*0.61*
I am informed of current issues that impact international relations.	67	0 0%	12 18%	19 28%	27 40%	9 13%	**3.49**	**0.94**	3.48	0.93
I understand the reasons and causes of conflict among nations of different cultures.	67	2 3%	8 12%	14 21%	36 54%	7 10%	**3.57**	**0.94**	3.64	0.83
I understand how various cultures of this world interact socially.	67	0 0%	6 9%	17 25%	36 54%	8 12%	**3.69**	**0.80**	3.68	0.81
I know how to analyze the basic characteristics of a culture.	67	1 1%	3 4%	26 39%	30 45%	7 10%	**3.58**	**0.80**	3.53	0.79
I can discuss cultural differences from an informed perspective.	67	0 0%	4 6%	19 28%	33 49%	11 16%	**3.76**	**0.80**	3.68	0.84

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: Intrapersonal Affect

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Intrapersonal Affect Scale							*4.07*	*0.58*	*4.07*	*0.53*
I am sensitive to those who are discriminated against.	67	2 3%	2 3%	12 18%	33 49%	18 0%	**3.94**	**0.92**	4.00	0.80
I do not feel threatened emotionally when presented with multiple perspectives.	67	0 0%	3 4%	17 25%	28 42%	19 28%	**3.94**	**0.85**	3.96	0.80
I am accepting of people with different religious and spiritual traditions.	67	0 0%	0 0%	6 9%	27 40%	34 51%	**4.42**	**0.65**	4.31	0.70
I enjoy when my friends from other cultures teach me about our cultural differences.	67	0 0%	1 1%	8 12%	31 46%	27 40%	**4.25**	**0.72**	4.13	0.74
I am open to people who strive to live lives very different from my own life style.	67	0 0%	3 4%	19 28%	33 49%	12 18%	**3.81**	**0.78**	3.97	0.74

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 4: Intrapersonal Identity

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Intrapersonal Identity Scale							*4.03*	*0.56*	*4.04*	*0.51*
I have a definite purpose in my life.	67	0 0%	7 10%	5 7%	24 36%	31 46%	**4.18**	**0.97**	4.14	0.85
I can explain my personal values to people who are different from me.	67	0 0%	1 1%	4 6%	34 51%	28 42%	**4.33**	**0.66**	4.20	0.69
I know who I am as a person.	67	2 3%	3 4%	12 18%	31 46%	19 28%	**3.93**	**0.96**	4.08	0.80
I am willing to defend my own views when they differ from others.	67	0 0%	5 7%	13 19%	28 42%	21 31%	**3.97**	**0.90**	4.00	0.75
I put my beliefs into action by standing up for my principles.	67	1 1%	0 0%	14 21%	36 54%	16 24%	**3.99**	**0.77**	3.96	0.71
I am developing a meaningful philosophy of life.	67	0 0%	2 3%	23 34%	29 43%	13 19%	**3.79**	**0.79**	3.85	0.81

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: Interpersonal Social Responsibility

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Interpersonal Social Responsibility Scale							*3.70*	*0.63*	*3.71*	*0.57*
I think of my life in terms of giving back to society.	67	0 0%	6 9%	26 39%	24 36%	11 16%	**3.60**	**0.87**	3.67	0.84
I work for the rights of others.	67	1 1%	3 4%	26 39%	28 42%	9 13%	**3.61**	**0.83**	3.63	0.80
I put the needs of others about my own personal wants.	67	0 0%	4 6%	14 21%	34 51%	15 22%	**3.90**	**0.82**	3.78	0.84
I consciously behave in terms of making a difference.	67	1 1%	5 7%	18 27%	31 46%	12 18%	**3.72**	**0.90**	3.75	0.74
Volunteering is not an important priority in my life. (R)	67	16 24%	29 43%	11 16%	5 7%	6 9%	**3.66**	**1.19**	3.71	1.02

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: Interpersonal Social Interaction

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Interpersonal Social Interaction Scale							*3.39*	*0.80*	*3.31*	*0.71*
Most of my friends are from my own ethnic background. (R)	67	3 4%	16 24%	15 22%	23 34%	10 15%	**2.69**	**1.13**	2.68	1.08
I frequently interact with people from a race/ethnic group different from my own.	66	0 0%	7 11%	10 15%	25 38%	24 36%	**4.00**	**0.98**	3.90	0.93
I intentionally involve people from many cultural backgrounds in my life.	67	1 1%	9 13%	25 37%	21 31%	11 16%	**3.48**	**0.97**	3.47	0.90
I frequently interact with people from a country different from my own.	67	3 4%	11 16%	21 31%	21 31%	11 16%	**3.39**	**1.09**	3.20	1.05

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: 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)	67	23 34%	30 45%	9 13%	2 3%	3 4%	**4.01**	**1.01**	4.10	0.84
I often get out of my comfort zone to better understand myself.	67	1 1%	15 22%	21 31%	22 33%	8 12%	**3.31**	**1.00**	3.34	0.96
I see myself as a global citizen.	67	3 4%	6 9%	23 34%	26 39%	9 13%	**3.48**	**0.99**	3.64	0.87

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.

New Student Form Questions

Table 8: High School Course Enrollment

In high school, 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.	65	37 57%	16 25%	9 14%	2 3%	0 0%	1 2%
Foreign language course.	65	8 12%	5 8%	32 49%	11 17%	5 8%	4 6%
World history course.	65	3 5%	24 37%	17 26%	12 18%	7 11%	2 3%
Service learning course.	65	35 54%	20 31%	6 9%	1 2%	2 3%	1 2%
Course focused on significant global/international issues and problems.	65	28 43%	21 32%	13 20%	3 5%	0 0%	0 0%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	65	33 51%	15 23%	7 11%	5 8%	3 5%	2 3%

Note: Percentages may not equal 100% because of rounding.

Table 9: Participation in Planned Events in High School

In high school, 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.	65	15 23%	12 18%	16 25%	17 26%	5 8%	**1.77**	**1.28**	1.53	1.29
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	64	22 34%	19 30%	17 27%	5 8%	1 2%	**1.13**	**1.03**	1.25	1.08
Religious or spiritual activities.	65	10 15%	11 17%	14 22%	10 15%	20 31%	**2.29**	**1.45**	1.73	1.45
Leadership programs that stress collaboration and team work.	65	5 8%	3 5%	16 25%	15 23%	26 40%	**2.83**	**1.23**	2.42	1.26
Community service activities unrelated to a course.	65	3 5%	6 9%	18 28%	18 28%	20 31%	**2.71**	**1.14**	2.52	1.20
Attended a lecture, workshop, or campus discussion on international or global issues.	65	31 48%	20 31%	11 17%	2 3%	1 2%	**0.80**	**0.94**	0.89	1.07

Note: Percentages may not equal 100% because of rounding.

Table 10: Student Initiated Involvement in High School
In high school, 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).	65	4 6%	13 20%	26 40%	12 18%	10 15%	**2.17**	**1.11**	2.12	1.15
Watched news program on television.	65	3 5%	11 17%	25 38%	13 20%	13 20%	**2.34**	**1.12**	2.26	1.10
Followed an international event/crisis (through a newspaper, social media, or other media sources).	65	4 6%	9 14%	24 37%	13 20%	15 23%	**2.40**	**1.17**	2.24	1.15
Discussed current events with other students.	65	0 0%	9 14%	20 31%	17 26%	19 29%	**2.71**	**1.04**	2.47	1.03
Interacted with students from a country different from your own.	65	5 8%	11 17%	24 37%	13 20%	12 18%	**2.25**	**1.17**	2.04	1.19
Interacted with students from a race/ethnic group different from your own.	65	3 5%	10 15%	15 23%	17 26%	20 31%	**2.63**	**1.21**	2.70	1.09

Note: 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.

GPI™

Oklahoma State

**Global Perspective Inventory General Form Report
(Sent to 1000 Seniors in Fall 2016)**

January 2017

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
Professor of Education
Iowa State University

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Respondent Characteristics

	N	Percent
Gender		
Male	20	38
Female	30	58
Transgender/Gender nonconforming	0	0
Rather Not Say	2	4
Total	52	
Class Year		
First Year	0	0
Sophomore	0	0
Junior	7	13
Senior	45	87
Graduate Student	0	0
Total	52	
Race		
American Indian	1	2
Asian American/Asian	4	8
African-American/Black	2	4
Hispanic/Latino	4	8
Native Hawaiian/Pacific Islander	0	0
White/Caucasian	33	63
Multiracial	8	15
Total	52	
American/International Student		
American student at an American college/university	50	96
Non-American student at an American college/university	2	4
Other	0	0
Total	52	

Respondent Characteristics (cont.)

	N	Percent
Parental Education		
Less than high school	2	4
High school graduate	8	15
Some college	4	8
Associate's degree	4	8
Bachelor's degree	24	46
Some graduate school	0	0
Graduate degree (Master's, Doctorate, MD, JD, etc)	9	17
Do not know	1	2
Total	52	
Major Category		
Agriculture and Natural Resources	5	10
Art and Humanities	5	10
Business	13	25
Communications or Journalism	1	2
Education or Social Work	4	8
Engineering	10	19
Health and Medical Professions	5	10
Physical Sciences, Biological Sciences, or Mathematics	3	6
Social Science	1	2
Other Field	5	10
Total	52	
Did you begin college at this institution?		
Yes	27	52
No	25	48
Total	52	
Prior to this term, how many quarters or semesters have you studied abroad?		
None	31	62
A short term experience (summer/winter term)	10	20
One	5	10
Two	1	2
More than two	3	6
Total	50	
Have you ever participated in a living-learning community?		
No	45	90
Yes	5	10
Total	50	

Global Perspective Inventory Scales

GPI Scales

The GPI measures global learning across three dimensions: cognitive, intrapersonal, and interpersonal.

Cognitive Dimension. 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. Intrapersonal development 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. Interpersonal development 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 New Student form since 2015 (n = 3619).

Table 1: Cognitive Knowing

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowing Scale							*3.65*	*0.49*	*3.57*	*0.55*
When I notice cultural differences, my culture tends to have the better approach. (R)	52	2 4%	13 25%	28 54%	6 12%	3 6%	**3.10**	**0.87**	3.00	0.95
Some people have culture and others do not.	52	20 38%	15 29%	6 12%	9 17%	2 4%	**3.81**	**1.24**	3.81	1.15
In different setting what is right and wrong is simple to determine. (R)	52	2 4%	16 31%	11 21%	16 31%	7 13%	**2.81**	**1.14**	2.99	1.14
I take into account different perspectives before drawing conclusions about the world around me.	52	0 0%	1 2%	7 13%	24 46%	20 38%	**4.21**	**0.75**	4.14	0.69
I consider different cultural perspectives when evaluating global problems.	52	1 2%	2 4%	9 17%	25 48%	15 29%	**3.98**	**0.90**	3.97	0.72
I rely primarily on authorities to determine what is true in the world. (R)	52	11 21%	24 46%	9 17%	7 13%	1 2%	**3.71**	**1.02**	3.46	1.03
I rarely question what I have been taught about the world around me. (R)	51	17 33%	19 37%	11 22%	3 6%	1 2%	**3.94**	**0.99**	3.59	1.07

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: Cognitive Knowledge

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Cognitive Knowledge Scale							*3.64*	*0.74*	*3.76*	*0.59*
I am informed of current issues that impact international relations.	52	3 6%	11 21%	8 15%	24 46%	6 12%	**3.37**	**1.12**	3.66	0.96
I understand the reasons and causes of conflict among nations of different cultures.	52	0 0%	6 12%	11 21%	28 54%	7 13%	**3.69**	**0.85**	3.70	0.85
I understand how various cultures of this world interact socially.	52	1 2%	5 10%	15 29%	20 38%	11 21%	**3.67**	**0.98**	3.79	0.79
I know how to analyze the basic characteristics of a culture.	52	0 0%	5 10%	18 35%	24 46%	5 10%	**3.56**	**0.80**	3.75	0.76
I can discuss cultural differences from an informed perspective.	51	0 0%	5 10%	6 12%	28 55%	12 24%	**3.92**	**0.87**	3.88	0.79

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: Intrapersonal Affect

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Intrapersonal Affect Scale							*4.26*	*0.47*	*4.17*	*0.50*
I am sensitive to those who are discriminated against.	52	0 0%	2 4%	10 19%	24 46%	16 0%	**4.04**	**0.82**	4.09	0.76
I do not feel threatened emotionally when presented with multiple perspectives.	52	0 0%	1 2%	5 10%	28 54%	18 35%	**4.21**	**0.70**	4.04	0.79
I am accepting of people with different religious and spiritual traditions.	52	0 0%	0 0%	1 2%	22 42%	29 56%	**4.54**	**0.54**	4.35	0.68
I enjoy when my friends from other cultures teach me about our cultural differences.	52	0 0%	1 2%	3 6%	27 52%	21 40%	**4.31**	**0.67**	4.30	0.69
I am open to people who strive to live lives very different from my own life style.	52	0 0%	0 0%	5 10%	31 60%	16 31%	**4.21**	**0.61**	4.06	0.72

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 4: Intrapersonal Identity

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Intrapersonal Identity Scale							*4.06*	*0.54*	*4.11*	*0.50*
I have a definite purpose in my life.	52	0 0%	4 8%	9 17%	25 48%	14 27%	**3.94**	**0.87**	4.16	0.87
I can explain my personal values to people who are different from me.	52	0 0%	2 4%	3 6%	30 58%	17 33%	**4.19**	**0.72**	4.28	0.64
I know who I am as a person.	52	1 2%	0 0%	8 15%	23 44%	20 38%	**4.17**	**0.83**	4.19	0.75
I am willing to defend my own views when they differ from others.	52	0 0%	1 2%	10 19%	25 48%	16 31%	**4.08**	**0.76**	3.98	0.75
I put my beliefs into action by standing up for my principles.	52	0 0%	4 8%	9 17%	23 44%	16 31%	**3.98**	**0.90**	4.01	0.68
I am developing a meaningful philosophy of life.	51	1 2%	0 0%	11 22%	23 45%	16 31%	**4.04**	**0.85**	4.03	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.

Table 5: Interpersonal Social Responsibility

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Interpersonal Social Responsibility Scale							*3.64*	*0.62*	*3.74*	*0.60*
I think of my life in terms of giving back to society.	52	1 2%	4 8%	15 29%	28 54%	4 8%	**3.58**	**0.82**	3.77	0.88
I work for the rights of others.	52	0 0%	4 8%	20 38%	17 33%	11 21%	**3.67**	**0.90**	3.65	0.82
I put the needs of others about my own personal wants.	52	0 0%	4 8%	10 19%	28 54%	10 19%	**3.85**	**0.83**	3.76	0.87
I consciously behave in terms of making a difference.	52	2 4%	2 4%	13 25%	27 52%	8 15%	**3.71**	**0.91**	3.84	0.78
Volunteering is not an important priority in my life. (R)	52	7 13%	23 44%	10 19%	8 15%	4 8%	**3.40**	**1.14**	3.68	1.06

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: Interpersonal Social Interaction

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Interpersonal Social Interaction Scale							*3.42*	*0.77*	*3.34*	*0.75*
Most of my friends are from my own ethnic background. (R)	52	5 10%	10 19%	9 17%	22 42%	6 12%	**2.73**	**1.19**	2.54	1.11
I frequently interact with people from a race/ethnic group different from my own.	52	0 0%	3 6%	6 12%	22 42%	21 40%	**4.17**	**0.86**	3.90	0.96
I intentionally involve people from many cultural backgrounds in my life.	52	1 2%	13 25%	16 31%	14 27%	8 15%	**3.29**	**1.07**	3.55	0.93
I frequently interact with people from a country different from my own.	52	1 2%	7 13%	18 35%	18 35%	8 15%	**3.48**	**0.98**	3.39	1.08

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: 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)	52	20 38%	22 42%	9 17%	0 0%	1 2%	**4.15**	**0.85**	4.09	0.88
I often get out of my comfort zone to better understand myself.	52	1 2%	10 19%	11 21%	20 38%	10 19%	**3.54**	**1.07**	3.51	0.98
I see myself as a global citizen.	52	2 4%	6 12%	12 23%	17 33%	15 29%	**3.71**	**1.13**	3.79	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 8: 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.	39	15 38%	14 36%	7 18%	1 3%	2 5%	0 0%
Foreign language course.	20	6 30%	5 25%	3 15%	1 5%	5 25%	0 0%
World history course.	39	25 64%	13 33%	1 3%	0 0%	0 0%	0 0%
Service learning course.	18	11 61%	6 33%	0 0%	1 6%	0 0%	0 0%
Course focused on significant global/international issues and problems.	30	21 70%	6 20%	1 3%	1 3%	1 3%	0 0%
Course that included opportunities for intensive dialogue among students from different backgrounds and beliefs.	24	10 42%	6 25%	2 8%	4 17%	2 8%	0 0%

Note: Percentages may not equal 100% because of rounding.

Table 9: 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.	50	18 36%	14 28%	8 16%	8 16%	2 4%	1.24	1.22	1.59	1.25
Events or activities sponsored by groups reflecting a cultural heritage different from your own.	50	14 28%	13 26%	16 32%	3 6%	4 8%	1.40	1.20	1.42	1.09
Religious or spiritual activities.	50	12 24%	7 14%	9 18%	15 30%	7 14%	1.96	1.41	1.55	1.39
Leadership programs that stress collaboration and team work.	49	13 27%	12 24%	9 18%	10 20%	5 10%	1.63	1.35	2.00	1.34
Community service activities unrelated to a course.	49	12 24%	8 16%	12 24%	11 22%	6 12%	1.82	1.36	2.03	1.25
Attended a lecture, workshop, or campus discussion on international or global issues.	50	20 40%	13 26%	14 28%	1 2%	2 4%	1.04	1.07	1.39	1.13

Note: Percentages may not equal 100% because of rounding.

Table 10: 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).	50	3 6%	9 18%	12 24%	14 28%	12 24%	**2.46**	**1.22**	2.34	1.16
Watched news program on television.	50	3 6%	11 22%	13 26%	14 28%	9 18%	**2.30**	**1.18**	2.15	1.16
Followed an international event/crisis (through a newspaper, social media, or other media sources).	50	2 4%	8 16%	12 24%	16 32%	12 24%	**2.56**	**1.15**	2.38	1.11
Discussed current events with other students.	50	1 2%	10 20%	14 28%	14 28%	11 22%	**2.48**	**1.11**	2.55	1.04

Note: Percentages may not equal 100% because of rounding.

Table 11: 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.	50	4 8%	21 42%	14 28%	8 16%	3 6%	**1.70**	**1.04**	1.99	1.12
Discussed your academic performance with a faculty member.	50	4 8%	13 26%	14 28%	13 26%	6 12%	**2.08**	**1.16**	2.19	1.07

Note: Percentages may not equal 100% because of rounding.

Table 12: 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.	49	6 12%	16 33%	17 35%	7 14%	3 6%	**1.69**	**1.06**	2.34	1.00
The faculty presented issues and problems in class from different cultural perspectives.	49	5 10%	13 27%	20 41%	8 16%	3 6%	**1.82**	**1.03**	2.23	1.01

Note: Percentages may not equal 100% because of rounding.

Table 13: Community Scale

	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Standard Deviation	National Mean	National Standard Deviation
Community Scale							*3.85*	*0.88*	*3.96*	*0.73*
I have a strong sense of affiliation with my college/university.	50	3 6%	4 8%	11 22%	14 28%	18 36%	**3.80**	**1.20**	3.88	0.97
I feel that my college/university community honors diversity and internationalism.	50	1 2%	2 4%	5 10%	29 58%	13 26%	**4.02**	**0.84**	3.87	0.95
I understand the mission of my college/university.	50	2 4%	5 10%	13 26%	21 42%	9 18%	**3.60**	**1.03**	4.05	0.83
I am both challenged and supported at my college/university.	50	2 4%	1 2%	9 18%	25 50%	13 26%	**3.92**	**0.94**	3.86	0.90
I have been encouraged to develop my strengths at my college/university.	50	3 6%	0 0%	10 20%	19 38%	18 36%	**3.98**	**1.06**	4.11	0.84
I feel I am a part of a close and supportive community of colleagues and friends.	50	2 4%	5 10%	10 20%	19 38%	14 28%	**3.76**	**1.10**	4.00	0.96

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.

Appendix B: Photovoice Report

How I See It: Understanding and Experiencing Diversity at OSU (A Photovoice Project)

Office of University Assessment and Testing:
Sarah Gordon, Ph.D., Past Director of University Assessment and Testing

Diversity Subcommittee of AAIC:
Marshall Baker, Ph.D., Assistant Professor, Agricultural Education
Denise Blum, Ph.D., Associate Professor, Social Foundations
Precious Elmore-Sanders, Ph.D., Assistant Vice President for Institutional Diversity

Executive Summary

During the 2015-2016 academic year, a team of faculty and administrators conducted a Photovoice study to assess student learning regarding diversity. Fifteen students provided 55 photos on this topic and met in five separate focus groups to discuss the photos they took along with their personal experiences with diversity in and out of the classroom.

Key Findings
Six themes emerged from the photograph and focus group data: Course Quality, the OSU Experience, Spaces and Places, Grouping, Responsibility, and Hesitation. Students provided rich data about the things they learned about diversity in and out of the classroom during their time as an OSU student. Students affirmed positive learning experiences, as well as some negative experiences both in and out of the classroom.

Recommendations
The information gained from students in this study will help this university (and potentially others) to understand what and how students are learning with regard to the general education outcome of diversity. Further, findings from this study may help this university develop programs, activities, and resources that will help expand opportunities for students to incorporate diverse experiences into their college career, both in and out of the classroom. Specific suggestions for OSU based on the data in this study include 1) providing instructor/faculty training on how to help those teaching diversity courses create safe spaces, handle controversial issues, provide resources, create helpful and meaningful assignments, and facilitate discussion that does not single anyone out or silence any one perspective; 2) continuing to provide tangible support for underrepresented populations; 3) providing safe spaces and places for all students to allow for authentic conversations about diversity issues; 4) launching a campaign (similar to the https://1is2many.okstate.edu/ effort) that highlights resources for students, faculty, and staff who may face a diversity-related issue or want to engage in further dialogue; and 5) aligning the goals of 'D' and 'I' courses with the university diversity statement and creating goals that create consistent experiences across courses (such as a common assignment, interaction, or experiential learning project).

Assessment of general education is a critical aspect of our work to continuously improve our institution. Our challenge moving forward is clear: to make the most of these findings by using the results to continue with what is working well and to make meaningful changes where they are needed.

Sincerely,

Marshall Baker, Ph.D., Assistant Professor, Agricultural Education
Denise Blum, Ph.D., Associate Professor, Social Foundations
Precious Elmore-Sanders, Ph.D., Assistant Vice President for Institutional Diversity
Sarah R. Gordon, Ph.D., Assistant Professor, REMS and Past Director, UAT

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Introduction

During the discussion at the March 2014 joint meeting of the Council for the Assessment of General Education (CAGE), the General Education Advisory Council (GEAC), and the Academic Assessment and Improvement Council (AAIC), council members proposed that revisions be made to the assessment process for the 'Diversity' general education outcome. A diversity subcommittee was formed to discuss the revisions further and devise a plan for future assessment. The diversity subcommittee suggested a multidimensional approach to assessing diversity as a general education outcome: 1) continue the standard practice of collecting written artifacts and having them assessed by faculty raters; 2) the Global Perspectives Inventory (GPI), which assesses how students think about their own cultures as well as how they relate to individuals whose cultures and values are different from their own, should be administered to first year students and seniors; and 3) a small sample of students (N = ~25) should be invited to participate in a qualitative assessment process using the Photovoice technique. This report summarizes the Photovoice project conducted in Spring 2016.

Overview of Photovoice

Photovoice is an arts-based qualitative method usually housed within community-based participatory action research (CBPR) methodology. As a CBPR methodology, the participants' knowledge and perspectives are not only acknowledged but they become co-researchers in the data collection (using photography) and explanation (in group discussion of their photographs). The key difference between participatory research and conventional methodologies lies in the location of power in the research process. In Photovoice, the participants control the photographic process in order to express, reflect, and communicate their everyday lives, validating their identities or "voices" which are not typically sought on the target issue.

Photovoice as a research concept was developed initially by Wang and Burris in the 1990s to enable rural Chinese women to document their everyday health and work realities with photography (Wang & Burris, 1997). Photovoice is a process by which people can identify, represent, enhance, and learn about their community through a specific photographic technique. Photovoice has three main goals: 1) to enable people to document using photography and reflect their community's strengths and concerns, 2) to promote critical dialogue and knowledge about important issues through group discussion of photographs, and 3) to reach policymakers and/or administrators (Wang & Burris, 1997). In this research project, Photovoice was used to assess OSU students' learning experiences of diversity on campus. The intention of the research is to document the strengths and weaknesses of the current campus practices as well as to consider and improve specific spaces and places that may seem more or less welcoming to students.

According to Wang (1999), several concepts unite the ways in which groups apply the photovoice technique:

1) *Images teach—*they contribute to how we see ourselves, how we define and relate to the world, and what we understand as significant;

2) *Images can influence policy and practices—*photographs do not influence policy in a linear way but instead can shape the way we look at the world and ourselves, moving policymakers or administrators to consider reforms;

3) *The community should participate in producing and defining the images that might influence policy and practices—*people merely creating images is not the key to Photovoice; rather, the process also requires that the community define those images;

4) *The process requires that influential people serve as an audience*—the potential to use Photovoice to influence policies and practices resides in the exchanges among community members and stakeholders over the images of interest;

5) *Photovoice emphasizes individual and community action*—the technique is grounded in the understanding that policies and practices derived from the integration of local knowledge and skills within the affected population will contribute to healthier and more effective practices.

Sample and Data Collection Procedures

Data was collected for this study in March and April 2016. Participants were selected for this study using a combination of purposive and convenience sampling. The researchers originally intended to obtain approximately half the sample (n = ~12) by asking full time staff who work in the Division of Student Affairs and the Division of Institutional Diversity to refer students known to them to participate in the study. The other half of participants were to be gathered through the College of Education SONA system. Several weeks of recruiting on SONA was not fruitful, resulting in only two participants. Thus, in order to complete the study within the timeframe of one academic semester, the researchers chose to cease SONA recruitment and continue word of mouth recruiting through the Division of Institutional Diversity. This recruiting resulted in a sample of 23 students who agreed to participate in the study. Of those 23, 14 completed the study by submitting photos and participating in focus groups. One additional student submitted photos but did not attend a focus group. In all, there were six men and nine women who participated in this study, representing all classifications (first year through senior) and all but one college at OSU. An overview of the characteristics of the participants in the study is provided in Table 1.

Table 1
Sample Demographics

Gender

	Male	6
	Female	9

Race*

	Asian/Asian American	3
	African American/Black	6
	Hispanic/Latino	2
	Arab	1
	White	3

Classification

	First Year	2
	Sophomore	3
	Junior	3
	Senior	7

College

Agricultural Sciences and Natural Resources	4
Arts and Sciences	3
Education	0
Engineering, Architecture, & Technology	3
Human Sciences	2
Spears School of Business	2
University College	1

State of Origin

	Oklahoma	11
	Texas	3
	Unknown	1

Note: Race was self-identified by the participant.

Students who expressed interest in participating in the study attended a workshop to orient them to Photovoice and the research process for this study. All students who agreed to participate in the study after the workshop were given a short demographic survey and were assigned by the researchers to one of five focus groups by the researchers; focus group assignment was based exclusively on students' schedule availability. After students were

assigned to a focus group, they were enrolled in a community on OSU's online classroom (D2L/Brightspace). This allowed them to share photos, captions, and any other information about the study that they wished with one another for the duration of the project. Groups were only allowed to view photos, captions, and discussion boards with their own group members (no one could see other group members' information/uploads).

Once students were enrolled in the D2L/Brightspace community for this project, they were given a prompt to use as they took photos for the 'photo' portion of this Photovoice project. The prompt for this study was: *Take pictures that represent your experience(s) with diversity while you have been a student at OSU. Specifically, include photos that represent your knowledge/understanding of diversity based on a) your OSU coursework (inside the classroom) and b) your experiences outside the classroom. Take as many photos as you like to answer these questions. If you take photos of people, a photo release form must be signed by any individuals in your pictures.*

Students were given one week to take original digital photos (using digital cameras, cell phones, or other photo-taking devices) in response to the Photovoice prompt. After taking the photos, students were asked to choose no more than 10 of the photos they took, upload them to the D2L/Brightspace dropbox, and write a short caption for the photograph following an adapted version of the SHOWED acronym (Wallerstein & Bernstein, 1988). SHOWED (Wallerstein & Bernstein, 1988) stands for: What do you See here? What's really Happening here? How does this relate to Our lives (the lives of the community)? Why does this problem or this strength exist? Does this photograph make you think of anything Else we need to know about? What can we Do about this? The purpose of this 'root-cause questioning' is to identify the problem or the

asset, critically discuss the roots of the situation, and develop strategies for changing the situation. Students also indicated the two photos (one from 'a') inside the classroom' and one from 'b') outside the classroom' in the prompt) that were most meaningful to them; these two photos were discussed further during the focus group.

After students uploaded their photos and captions to D2L/Brightspace, each focus group met at a mutually agreeable time to engage in conversation about their photos and their experiences with diversity issues since becoming an OSU student. The following instructions were given to focus group participants:

We have uploaded to a PowerPoint presentation the 2 photos you submitted as the ones that you wanted to share in the focus group: one photo is about knowledge and understanding of diversity that you learned in the classroom, and the other photo is about knowledge and understanding of diversity that you learned outside of the classroom. As we show you these photos, we would like for the person who submitted the photo to respond to some questions about the photo, and we would like for you, as a group, after the person answers the questions about the photo, to comment freely on them. The following questions will be asked of each person as s/he introduces her/his photo:

When you see your photo, please explain:

a. Why you took this picture.

b. Describe what the picture is about.

c. How it portrays knowledge and understanding of diversity (inside or outside of the classroom),

d. What strengths, problems, or areas of concern it shows,

e. And in what ways this situation could be supported or improved

Two researchers led each focus group. Focus groups were audio recorded and transcribed verbatim. After completing the focus group session, each student was given a $10 gift card to the OSU Student Store.

Analytic Strategy

A qualitative coding methodology was employed in order to "study things in their natural settings, attempting to make sense of or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p. 3). Researchers in this study first employed Saldaña's (2013) initial coding strategy and later utilized *in vivo* coding as patterns began to emerge. *In vivo* codes are direct quotations pulled from the manuscript to represent a common theme or pattern. Initial coding allows for the initial digesting and reflecting on the data. As the researchers read, discussed, and shared, codes began to naturally deduce into subcategories. Once patterns arose, *in vivo* codes were utilized to maintain the students' voice.

In qualitative research, the researchers serve as the research instrument. Thus, it is important that the bias from each researcher is acknowledged and discussed as a part of this process to ensure trustworthiness (Tracy, 2010). The research team was comprised of four individuals: three female researchers and one male researcher. Three of the researchers are White, and one is Black. One team member serves as the director of University Assessment and Testing at OSU, and as such, is heavily invested in the investigation of the diversity requirements and progress. A second researcher is an administrator in the Division of Institutional Diversity. This individual had personal relationships with a number of the students involved in this study, and has been heavily involved in issues related to student diversity on the OSU campus. A third researcher is a faculty member who is well-versed in qualitative methods and the Photovoice

technique, and has been actively involved in advocating for and researching issues related to diversity. The final member of the team is also a faculty member who has conducted research on diversity in higher education and had personal relationships with students involved in the study. Though these biases existed, specific processes were in place to reduce the impact of bias and ensure trustworthiness. Specifically, as suggested by Tracy (2010), rigor, sincerity, resonance, ethics, and credibility were woven into the methodology.

Researchers initially coded each of the transcripts from the five focus groups individually. During this coding process, researchers wrote personal memos that cataloged personal bias, thoughts, reflections, and potential development of patterns. These memos were used to bring context to the codes during discussion. Each of the personal codes and memos were collected by a research assistant and catalogued in a database for later use in final theme development. The initial coding process led to 1,080 individual codes. The research team then met to negotiate further deduction of the data.

The researchers decided to use a postmodern-influenced approach to triangulation called "crystallization." Crystallization offers a framework for conducting qualitative research that invites researchers to examine relational topics using multiple lenses and a variety of genres. It complements social science research with artistic representations of data that enables researchers to render complex, nuanced accounts that serve multiple stakeholder audiences (Ellingson, 2014). In this study, photographs (as an artistic representation of data), together with the focus group interviews and photograph captions, were used. Through the use of data sources and memos, multiple accounts of the same story were shared (Tracy, 2010). This process ultimately led to the identification of six themes comprised of 74 sub-themes (see Appendix A). Upon final

theme identification, the research team sought disconfirming evidence to continue to weave trustworthiness into the analysis.

Key Themes and Findings

Course Quality

As students shared their photos and discussed their experiences with diversity on campus, the theme of "Course Quality" emerged. This theme focused on the content and quality of the courses students take, and the things that makes students' experiences in a course positive or negative. Codes and concepts that helped develop this theme were interactions with instructors/faculty, course content and assignments, accuracy of perspectives, being singled out in the classroom, and professor approachability.

The 'D' course. During conversations about classes, most participants were aware of the OSU requirement for undergraduates to take a 'D' course. Participants were generally aware of which 'D' course they took, and could reflect specifically on that course. Some participants found it helpful, noting "...it just had all these tips and ideas and so I thought was really interesting, and [the content] was something…I would have never thought about on my own" (FG 4, p. 8, line 263). However, another student said "...when I think of a 'D' course, I think of, 'Sweet. Easy class.' I think of a class I'm not going to have to dedicate myself that much to" (FG 5, p. 3, line 67). Based on the data from this project, it is clear that there are mixed opinions about the 'D' course and its effectiveness.

Group work. When reflecting on 'D' courses as well as all courses in general, participants noted that group work was important to them in terms of helping them learn about diversity issues. One student described a photograph she took (see Figure B1), saying "…the

people in this picture, they were coming together to work on a group project. I took this picture because I love the interaction between the group" (FG 2, p. 5, line 181). Another student noted that working together in groups with other students helped him be more aware of other cultures and people. He said, "…since working in my lab, I've learned a lot about it [Nepalese culture]. And I think that it made me more aware as I'm out and about walking around campus…" (FG 1, p. 3, line 99). Other students pointed out that they felt group work would be helpful in allowing students to interact with one another, even if they had not had the opportunity in their courses yet. One student mentioned, "if maybe they [students] started having more group assignments where they have to be assigned to different backgrounds, it would be a lot easier" (FG 1, p. 2, line 75).

Accuracy of texts and depth of conversation. Another topic mentioned by students in the focus groups was a frustration with accuracy and openness of perspectives shared in course text books; it is important to note that participants did not always specifically mention this issue only in relation to 'D' courses, though some did. An Arab-American student reflected on her experience in a 'D' class she took:

"...one culture that we talked about was like the Arab American culture, and me, coming from an Arab background, it was kind of heart-wrenching to hear the things we were talking about, because it came from a book even though it was totally not accurate..." (FG 4, p. 1, line 34).

She further explanted that there might be "some certain accurate spots, but overall it [the text book] was…almost watching like the news and like those stereotypes of what we are..." (FG 4, p. 2, line 36). With regard to his own experience in a different class, another student felt that "... a lot of our voices are shut down and are not voiced into these textbooks" (FG 4, p. 2, line 62).

Another student reflected that sometimes it wasn't only the textbooks that 'shut down' conversation. She noted that "in the actual class, when we were discussing it [a diversity issue], I didn't feel comfortable talking about these issues because my other classmates…didn't seem as welcoming to the idea of talking about like the real perspective" (FG 4, p. 2, line 69).

Other conversation focused around participants feeling that textbooks were not enough or fell short in helping facilitate discussions about diversity issues. For example, one participant said, "…even though these classes are about diversity, we only talk about what's in the book, and we don't talk about everything else that's actually real" (FG 4, p. 2, line 41). A similar sentiment was shared by another participant who noted "…we learned from the books even though there was that diversity in the classroom, so it was just very based on like theory and not actual like real…" (FG 4, p. 10, line 357). This idea of learning from one another rather than 'just' out of a book seems to be similar to the previously discussed suggestion of participating in group work. Participants in this study universally recognized the benefit of interacting with others, noting it gave them a "different aspect towards this other rather just reading it off of a text book" (FG 4, p. 1, line 28). Another student pointed out that when discussions did happen in class, they were not, in his opinion, in-depth enough:

> "Oftentimes….in classrooms, there is that tendency where diversity is not a prominent subject, even in the courses of diversity or these aspects that analyses such as these literature classes that deals with culture and languages across the world—whereas it just talks about the generic, common circumstances of these certain areas rather than talking about the issues or the diversity issues that there is in that specific region or in that particular circumstance" (FG 4, p.1, line 17).

Being singled out in the classroom. In addition to frustrations with textbooks and shallow conversations, participants also discussed experiences of being called on, looked at, or singled out in the classroom by an instructor/faculty member. For example, one student recalled, "...he [the instructor/faculty] asked 'who in here speaks Spanish?' and like he looked at me automatically...and it's like yes I'm brown but I'm not fluent in Spanish" (FG 4, p. 8, line 276). The same student also shared, "I just don't like when I'm called on specifically, especially like because I'm Mexican..." (FG 4, p. 8, line 272). Another student recalled having watched an interaction where a student was singled out: "…we were talking about Trump and China and he called this lady out and he said, and he [the instructor/faculty] was like 'Well how does China feel about Trump?' And um it took me aback…." (FG 3, p. 17, line 576). The same student, reflecting on her experiences of often being in the only African American/Black person in the room, also shared that:

> "…It's awkward when you sit in class and we do talk about um things that are involving race, and if you're the race that you're talking about, then everyone will look at you, and then you become the teacher in the class" (FG 3, p. 18, line 588).

It was clear in these discussions that participants felt that instructors/faculty have a responsibility to foster a safe and comfortable environment in the classroom, and when it was uncomfortable (for whatever reason), the instructor/faculty should or could help. Participants seemed to notice that though not everyone had experienced being 'singled out,' sometimes instructors/faculty were simply unsure or uncomfortable with how to facilitate critical dialogue about diversity issues. One participant commented,

> "...it just felt very awkward whenever he [the instructor] was talking about [diversity topics] and like kinda the way he came off, like I felt like it shouldn't have been awkward

at all, but it was. I felt kind of like we were being, not singled out but, I don't know, I think he was just trying to get a conversation going, but I just don't like when I'm called on specifically, especially like because I'm Mexican, he was like 'What do you have to say about this?' I don't know – if I had something to say I would say it" (FG 4, p. 8, line 269).

That same student put it quite succinctly: "...I thought that was kind of the professor's fault for making me feel uncomfortable when I initially feel like I shouldn't have" (FG 4, p. 8, line 278).

What helps? Finally, while some participants shared unpleasant experiences they had in class, they also discussed what helps make diversity conversations in the classroom pleasant. Specifically, they talked about qualities and characteristics of their instructors/faculty that seemed to facilitate quality discussion and comfortable classroom environments. Participants gave three clear examples of how they felt this can be done:

1) Using Humor

"I would say just being um like comical. I think like, you know, when he's funny or when she's funny and kind of like, you know, cracks a joke. It makes you more comfortable...So it's just being able to relate to your students..." (FG 4, p. 13, line 473).

2) Being Open

"...having a class like that, where it's just open to talk about anything and everything, is -- because that's the purpose of that class – it's to talk about race, you know, so no one's like 'I don't want to talk about it.' The professor was like he was very open so he was he did make it comfortable as well" (FG 4, p. 13, line 457).

3) Sharing a Personal Story When Appropriate

"I think when professors are comfortable enough to…tell a personal story, that they

want you to know that they can relate to a situation or something you might have

gone through...[my professor shared a personal experience and]...I think that was a

really defining moment in that class, where I like really liked her, and trusted her, and

was comfortable talking to her, so, just made it relatable" (FG 4, p. 13, line 481).

OSU Experience

The OSU Experience is a theme that emerged as a characterization of what it was like to be a student at OSU. Codes that contributed to this theme included privilege and lack of diversity, experiential/integrated learning, lack of experiences/opportunities, and recruiting.

A friendly place? Most students had a positive first impression of OSU as a "friendly place." However, many participants indicated that sometimes the friendliness seemed only surface-level and being able to express oneself and be heard was a concern. One female student of color highlighted that the symbolic nature of diversity seen with the international flags, as well as brochures and fliers "with a couple of um outlying ethnicities" (FG 3, p. 12, line 372), was inadequate, if not deceptive or demeaning. She said:

"I feel like there has to be actual power and motivation and action behind those words,

and I don't know, sometimes I look around and I don't feel like that's really fully

expressed by OSU, and I know that the number one thing that people say um about OSU

is that they feel like it's a very friendly place. I felt like OSU was a very friendly place

when I first came here, and I mean I still do to a certain extent, it's just that there are a lot

of things that happen, that sometimes students try to express, but um either someone

doesn't want to take the time to address those things, or they don't feel like it's real

enough issue to address those things." (FG 3, p.12, line 373).

Lack of diversity in the student body. The students of color who participated in this study indicated that the sorely lacking representation of students of color in classes at OSU tends to make students of color feel "uncomfortable" simply being in the classroom, not to mention expressing their opinions. As one student of color stated, "inside the classroom [I] never can um find someone I could maybe relate to or like that really looks like me" (FG 3, p. 1, line 15). Another participant added:

"Being the only black person most of the time . . . I don't typically get too phased by it . .

. I'm used to that…If I walk into a room, I can kind of tune everybody out who's in there,

but if there are people who are like me, I notice them." (FG 3, p. 3, line 90).

Further, participants noted that not all instructors approach the topic of diversity the same way, and perhaps do not make the most of teachable moments, entrenching divisions of class and race. One example was given of a class where students were asked to introduce themselves with a PowerPoint presentation. A male student of color talks about what the non-minority students in his class presented: "This is my lake house…this is us on our jet skis." He mentioned that another classmate stated, "This is me four years old on our ranch. Um, we don't stay here right now, but we still have the ranch. We go back time to time." "And I'm [the participant] like, I didn't show my house" (FG 3, p. 2, line 44). A female student of color in the focus group interjected, "These are my rollerblades I had since I was three." (FG 3, p. 2, line 48). The male student of color next to her added, "This is my back yard with my basketball hoop that's been there forever" (FG 3, p. 2, line 49). This focus group conversation highlighted how differences based on race and class, which many times intersect, can hinder community building and make students with less resources and less classroom representation feel unwelcome and alienated.

Recruitment. Recruitment was another topic addressed in the focus groups. Participants discussed how the OSU cultural climate inside and outside of the classroom is pivotal in ensuring future student recruitment. Several students of color referred to OSU as a "Predominantly White University" (PWI). Although this is indeed prevalent, standard terminology for institutions like OSU, the White students who participated in this project never referred to OSU this way. This repeated terminology selection by students of color was an indication of their institution not fully representing them. As one student commented, "I mean there's not like a lot of like African Americans 'cause I know in some of my classes like I'm the only one" (FG 2, p. 10, line 321). Students of color commented that they had to step outside of their "comfort zone" . . . "cause there's really not many of us" (FG 2, p. 10, line 331).

One student suggested talking to "predominantly black high schools" for recruitment, citing that "the cost might deter people" and some "think that they can't [go to college] so they don't even try" (FG 2, p.11, line 342). Another female student of color asserted:

"I feel like if we were doing more to actually uplift ethnic students on campus, then we would probably see a higher percentage of them coming to schools, because we would see a higher percentage of students actually conveying back to their communities that this is really an inviting and safe place to be….I came to OSU and things just kind of changed, not altogether, but there are small instances that happened… and so I can't like really go back and be like, 'Oh yes, this is the best place for you to send your minority child,' you know, if things like this occurred to me" (FG 3, p. 18, line 598).

When asked, "what happened?" she proceeded to elaborate about this "small thing:"

"I have two Caucasian roommates, and one day -- this year actually -- we were walking back um uh to another friend's house from campus and this um truck of guys pulls up and

it's just me and these two White guys, and this truck of guys pulls up, and they stop and they just yell out 'What's up, you nigger fuckers?' And it was very…things like this happen, you know, and it's very off-putting…" (FG 3, p.18, line 614).

When the researcher asked her how her friends dealt with what happened, she said, "They didn't know what to say. We just kinda, we just kinda all stopped for a second and took a breath, and we just kinda kept walking. And to be honest, we really haven't talked about it since" (FG 3, p. 19, line 635). While other participants in the focus group were shocked and sympathetic to this participant, it is clear that this young woman has reason to express her concern about safety and future recruitment for OSU. Another student echoed concerns about safety, saying:

"When we're trying to strive to do so much more here on campus – and we're trying to strive to be a diverse campus, but if students don't really feel safe here, if diverse students don't feel safe, then how are we doing that, you know?" (FG 3, p. 20, line 650).

Supports, groups, and events. In addition to recruiting, participants reported that learning about diversity needed to be a more integrated and a more holistic experience while students are attending OSU. The OSU campus in general was considered to be "welcoming different diversities" and "welcoming different people no matter what" (FG 2, p. 5, line 133) with several programs and student services, such as the Office of Multicultural Affairs, Campus Life, and the Retention Initiative for Student Excellence (RISE) all playing prominent roles in supporting student success, especially for students of color. One student photographed a plaque that highlighted the role of the Student Union (see Figure B2) and suggested that the Student Union plays a strategic role in reinforcing and supporting the message that diversity is welcome at OSU and should be better utilized in that regard (FG 2, p. 6, line 170).

Participants recommended that OSU student organizations should work together "promoting more diversity events," providing "more space and learning experiences for people" (FG 4, p. 4, line 136). They felt that one of the challenges is that those who belong to the different student organizations "are more open to diversity, so it'd be harder to reach out to people who aren't" (FG 4, p. 10, line 345). Participants recommended using these events to further dialogue in the classroom (FG 4, p. 10, line 347), as well as having students participate in group work, especially with students from different backgrounds (FG 1, p. 2, line 75; FG 1, p. 5, line 192), and going outside the classroom to discover and learn about diversity so that students are exposed to "like get a mixture of like ideas" (FG 2, p. 69, line 188).

Among the programs or organizations most highlighted were RISE and the Big 12 Conference on Black Student Government. Students found RISE very helpful and inclusive of "many different races" (FG 2, p. 8, line 249). When describing one of her pictures (see Figure B3), one participant noted that in RISE people work together and "interact in the room like they help each other" (FG 2, p. 8, line 257) and "like everyone is like accepted" (FG 2, p. 8, line 265). Additionally, the Big 12 Conference on Black Student Government was credited to bringing both international and US Black students together, reflecting a large amount of diversity within the group (FG 3, p. 4, line 116). One participant said, "… we have that sense of community within our black community" (FG 3, p. 10, line 310). She also noted that the international students also bond together at the conference because they "came here from far away" (FG 3, p. 10, line 315).

Participants felt that advertising diversity and cultural events could be improved. Even with bulletin boards, A-frames, and the OSU events calendar, some students reported that they were uninformed and wished that they had "known about some of these opportunities" (FG 4, p. 5, lines 163 & 176). Participants commented that "the bulletin boards are really cluttered" (FG 4,

p. 6, line 218) and the advertisement needs to be dispersed throughout on campus, not just

concentrated around the Student Union, since some students live off campus and the Union is not

frequented by everyone. Participants suggested that event publicity could be reinforced with

professors and advisors emailing their students, and they recommended having an OSU app "that

had all the events" (FG 4, p. 6, line 186).

Spaces and Places

The third theme, *Spaces and Places*, was chosen to represent 53 different initial codes.

Two sub-themes elucidate key constructs that are central to this theme: (a) physical brick and

mortar places and (b) emotional/affective spaces. Each sub-theme will be addressed individually.

Physical brick and mortar places. Students repeatedly discussed the importance of

buildings, international malls, walkways, study areas, signage, and centralized events as a

catalyst for exposure to experiences in diversity. In discussing a photograph in a focus group

(see Figure B4), one participant said:

> "I like this picture [of a walkway on campus] because it's just where everyone from
>
> different nationalities, cultures and backgrounds, [from] agriculture majors to physics
>
> majors, English majors, are going to the Classroom Building. They're all just crossing, so
>
> it's like a highway….so it's really great in terms of just bring[ing] people together in
>
> terms of showing them different cultures around OSU" (FG 1, p.3, line 111).

This student further explained that international students and various international festivals

frequent the specific area noted in the photograph, which creates a serendipitous "crossroads"

where students are exposed to diversity in their daily routine. Another student, who took a

picture of the international mall (see Figure B5) where flags of various countries are displayed,

shared similar sentiments: "I felt that was interesting because I felt like the college was

welcoming different diversities, welcoming different people – no matter what" (FG 2, p. 5, line 132). This same student noted placement of international flags and LGBT signage throughout the Student Union. It was clear that something as simple as a flag, a sign representing various groups, or an area meant to bring people together was important to students.

The Student Union, a central hub for students at Oklahoma State University, was often discussed as a key building for groups to gather. One student said:

"Whether or not [groups of students are] sitting together or conversing together is the fact that you can go into the Student Union – which we are blessed to have like an amazing facility as the Student Union here at OSU – so that is what attracts all the students to at least one area of campus, and then like you said, I think it is just working on what restaurants, activities, whatever, that you have inside the Union is going to kind of, you know, stimulate that diversity interaction" (FG 5, p. 3, line 90).

Though this statement demonstrates the importance of a gathering place, it also highlights the need for more than just a building. Though the physical place was provided, and participants recognized a diverse student body, they also discussed how the groups do not often intermingle (as noted in the participant's statement above).

Students often shared that these spurious interactions were an important part of their experience at OSU. One participant noted:

"OSU's really good at creating places where you're going to have like exchanges with people, and I don't know, just walking along side people I think…I learned more on my own just walking and observing things than I did from enrolling in a diversity course" (FG 5, p. 12, line 426).

In discussing a plaza on campus, another student shared:

"Some things that I've been a part of just because I was walking from class to class. It wasn't like I saw it on a flier and took the time to be a part of it, but actually on that same like courtyard there, one time, … there was like a big cookout thing, and it had showcased all these different foods of different cultures of OSU students…I went over there [to the International Bazaar] and saw it and like ate it up, and just like that's really cool!" (FG 5, p. 14, line 516).

In reference to using the OSU transit system, one student explained:

"[Riding the bus] is a great opportunity for students to kind of have that interaction with diversity… just sitting on the bus this year, I've had conversations, and experiences, and like kind of observed all kinds of things, whether it's someone texting next to me in Chinese … or you know, just overhearing conversations about different like people's days" (FG 5, p. 11, line 396).

Though these interactions are not always viewed as key diversity delivery strategies, the physical places played an important role in bringing the diversity that does exist together.

Though the campus buildings and walkways were important, a number of students shared that there must be purposeful planning around the physical structures to make the interactions meaningful. One participant noted:

"I do think that it takes more than just maybe an International Mall with a bunch of international flags, or maybe just you sending out a couple of brochures to incoming students with a couple of um outlying ethnicities on them to say we're a diverse campus, you know? I feel like there has to be actual power and motivation and action behind those words, and I don't know, sometimes I look around and I don't feel like that's really fully expressed by OSU" (FG 3, p. 12, line 370).

When reflecting on attending cultural events, the same student also reflected:

"I think that in these moments at these cultural events, it's always a great time, you learn

so much, and you get to branch out and meet new people, but I just hope that people, like,

I want to stress that I hope people don't lose sight that there's a whole world outside of a

cultural event that we should probably try to stay in [touch] with and, you know, harness"

(FG 3, p. 15, line 490).

Emotional/affective spaces. Students also often discussed spaces that were either

emotionally safe or unsafe. The second sub-theme focused on the affective responses to various

spaces on campus. A discussion that typifies this sub-theme involved a student feeling safe and

accepted due to the presence of LGBT signage and affirmation in a space. This student noticed a

LGBT logo on an assistant's desk that read, "*No matter whatever you are, you know, you are*

always welcome here. This is a safe zone" (FG 2, p.5, line 134). These types of safe spaces were

repeatedly identified and discussed as important. Edmon Low Library was also discussed as a

safe place. One student explained that the basement was a refuge during tornado warnings, but

seemed to extend that sentiment in describing that it was also a space where she could be

vulnerable, safe, and protected. She said:

"I took that picture [of the Edmon Low Library] – I feel like it just represents a lot of

diversity within itself, in and of itself, because of the fact that like so many people are

welcome in the library…I'm just appreciative of the Edmon Low Library because I think

it's just so much more than just a library" (FG 3, p. 7, line 207).

Participants also described classrooms as spaces that were both very warm and also

awkward and unsafe. One student shared an example of a professor creating a safe space for

discussions of diversity:

"I think when professors are comfortable enough to be, like tell a personal story, that they want you to know that they can relate to a situation or something that you might have gone through, like…one of the days we were talking about diversity [my professor] had told us a story of something that had happened to her and then she opened the floor – she was like, 'Has anyone like ever had something happen to them where they experience something because of their race and culture and stuff like that?'… I remember one boy, he spoke up, and he kind of told one of his experiences, and then another girl did, and then I did, and so it was just really neat 'cause it was kind of like a moment where she like opened up that door to us to make us feel comfortable, and then that, like throughout that class period we were just like, 'Wow, I'm not the only one that that's happened to!'" (FG 4, p. 13, line 481).

Though this example is encouraging, other participants described unsafe classroom spaces. One participant shared that "sometimes the professor in this class, um he will say things that kind of, well he'll say racially charged things and then he'll look at us [minorities] for affirmation on these things…I cannot let myself do that" (FG 3, p. 17, line 573). In reference to the fact that typically there are only one or two minority students in a number of classes, several participants noted they felt singled out in class due to their minority status (see examples in Course Quality theme above).

Even more alarming, a number of students shared experiences where they felt unsafe while on the OSU campus. One such example was shared above in the OSU Experience theme, where a participant described how a group of men shouted racial slurs at her and her friends as they were walking along a street towards a friend's house. A different participant shared another incident that involved a group making monkey noises at a student of color and her friends: "One

night I was coming from the store and, you know, I was with a few friends, and this guy, he was Caucasian of course, but this guy he kept circling us and calling us monkey noises" (FG 2, p. 12, line 387). The impact of these experiences on students was profound, but support and action was limited. Students that were violated in this way lost a sense of safety on campus, described a heightened awareness of issues related to diversity, and often explained that they felt they were to forgive and move on, rather than seek support.

Finally, students of all racial backgrounds expressed angst in discussing the topic of diversity. Throughout the focus groups, students were hesitant in naming other ethnic groups and struggled to use what they perceived to be the correct verbiage. One White student shared that, "…we are now raised in society where [diversity] is…such a touchy subject, so I think a lot of people are very even hesitant about like even talking about diversity" (FG 5, p. 13, line 463). Students expressed a lack of a safe space to have difficult conversations related to diversity.

Grouping

The theme of "grouping" emerged from the data as students photographed groups of people and discussed similarities and differences in the focus groups. Codes and concepts that helped develop this theme were comfort, "clumping," othering, languages, similarities, differences, segregation, and integration.

Comfort and "clumping." Participants noticed that people from similar racial, ethnic, and/or cultural groups tend to hang out together. With regard to his own circle of friends, one participant noted "...there's a pretty large group that I've interacted with at OSU where I gotta say those are like me - those individuals come from the same background or I can relate with them pretty closely..." (FG 5, p. 14, line 479). Another participant pointed out that:

"...when we walk through the Student Union, um it's - you're always like quick to see different, just like ethnic groups like, but they're like always like all together, so I mean you have, you know, whatever group that's always sitting in this corner and they're always conversing together and then there's that group, and they're always you know sitting in that corner and conversing together..." (FG 5, p. 3, line 78).

Several participants referred to this grouping as "clumping" together, and they also noted that this clumping was both out of choice (for safety and comfort) and out of requirement (sometimes making it uncomfortable). With regard to this togetherness as comfort, one participant commented, "Like even just walking through campus, like you can tell, like they [students of similar race/ethnicity/culture] just like hang out together, but I think the reason for that is just is their comfort zone is" (FG 4, p. 10, line 339). While participants recognized that this clumping or grouping often happened out of comfort, they also noted that at times, being required to group together could be uncomfortable. For example, one participant said:

"I mean because we all want different, you know, we all have different majors, different dreams, different, you know, whatever, so you can't just clump in one class and expect us to just, you know, have different experiences, 'cause we want different things in life..." (FG 2, p. 11, line 336).

Participants often noted that international students in particular "clumped" together. One participant said "…oftentimes I find that they [international students] sort of -- everyone kind of clumps together and kind of has their own study groups…" (FG 1, p. 2, line 49). Participants seemed to believe that groupings of students may be related to language or some other similarity. For example, a participant noted:

"...when I'm thinking of a diverse group, it's two things come to mind: one their primary language is something that's not English… You think of international, or just a different ethnic group to where I mean I cannot carry on a conversation with them, or someone who is just raised very differently, different socioeconomic or upbringing or whatever..." (FG 5, p. 14, line 481).

It is important to note that participants often used the language of "othering"—using terms like *they* to describe people different than themselves. This "othering" was common among most participants who discussed grouping or clumping and is demonstrative of yet another type of grouping ("us" or "me" vs. "them"). Participants did not directly address the "othering" language, but the researchers found this to be an important aspect of the conversation to highlight when summarizing how participants described the diverse groups around them.

Bringing groups together. In addition to noticing and discussing how similar groups spend time together, participants also discussed the diversity on campus and the importance of bringing groups together. In particular, several participants noted that just being at the same university brought groups together. For example, while describing her photograph (see Figure B6), one participant reflected:

"And in this picture I see there are lots of different students, different fashion styles, obviously we can't tell of course, but there are going to be different majors and people from different places, different states and cities and even countries, just people with a lot of different backgrounds and yet here we all are at OSU" (FG 1, p. 3, line 88).

Another student also discussed one of their photos (see Figure B7) by saying it captured "…many people from different cultures, from different backgrounds, different sex or orientation you may call it, but we're all clumped in together…" (FG 1, p. 6, line 230).

While the university seemed to provide some common ground for diverse groups to coexist, many participants noted that intentional efforts to bring the diverse groups together was important. One participant seemed troubled by the grouping or clumping he noticed:

"Like you walk in there [Student Union] and I do notice and I am impressed by the amount of different cultural background or just races or whatever you see in the Union, but how are we going to get it to how it's so separated. If you can notice it, then I think that says it's a problem" (FG 5, p. 3, line 95).

Other participants echoed the importance of helping groups interact. For example, a participant, after noting the diversity on campus, questioned "...how can we bring diversity together or these different groups together?" (FG 5, p. 3, line 86). Another participant noted, "There's the locals, there's the internationals, there's the Greeks, there's the...so we have that diversity, it's just the fact that it's not all together is that is the issue for me" (FG 4, p. 9, line 329).

While many participants shared a common belief that bringing diverse groups together was important, some participants recommended doing this carefully. One student shared, "What I think is wrong is that OSU puts people who have never been around these other people, different languages, or people who had never been in that kind of teaching style, it just puts 'em right in there with 'em'" (FG 5, p. 7, line 234). Clearly, this highlights the need for careful consideration for when, where, and how diverse groups are brought together so that students feel comfortable as they learn about people different from themselves and the interaction can be a more positive experience. Nonetheless, the data clearly shows that students are cognizant of diversity among the student body, are aware of differences, and notice like groups "clumping" together. Participants agree that these groups are necessary for nurturing affiliations and identities, but the intermingling of groups is also important during the college experience. As

one participant summed it up, "...although we have very different perspectives, it's about bringing those perspectives or bringing those people together" (FG 5, p. 3, line 87).

Responsibility

The theme of responsibility developed from discussions regarding accountability for addressing issues of diversity at OSU. Key words that emerged in this theme were institutional requirement, shared responsibility, false ownership, dual responsibility, intrinsic motivation, and student and instructor responsibility.

University and personal responsibility. As mentioned in the Course Quality theme, most students were aware of the institutional requirement that all undergraduates take a 'D' course prior to graduation and thus took responsibility for taking the course. Some participants spoke positively about the requirement and understood why the institution implemented the requirement. As one student acknowledged, "it's because our school is really trying to get people just well-rounded about different cultures, religion, and just anything" (FG 1, p. 1, line 33). Other students were unaware of the course (see Figure B8) or felt like the D course requirement did not enhance or build on their level of understanding.

Some students mentioned that they recognized the university's responsibility to expose students to diversity issues, while others felt that at least some of the responsibility fell on students. One participant expressed a desire for more required courses, saying "I took several other diversity courses…incorporating more diversity classes would really expose other Oklahoma State students to the diversity that I think is important" (FG 1, p. 4, line 138). Another participant felt that the responsibility of learning about diversity issues is more up to the student, saying:

"…there's only so much OSU as like a body can do, you know, because it has to come

from within. So we can shove diversity, you know, in people's mouths, but they're not

gonna -- like their mindset isn't gonna change and that's what has to change, so I think

that's the issue right now" (FG 4, p. 4, line 143).

Some participants echoed a similar sentiment regarding instructor responsibility. One of the

follow-up questions that emerged from one focus group asked participants if they thought that

instructors needed to prepare the class for discussions about diversity. Participants suggested

that an instructor can introduce the topic but can also only do so much. A participant responded:

"I think there is only so much a teacher can do. I think it also comes from the actual

students, you know? I think a teacher can say, 'Ok, we're going to sit and we're going to

talk about this issue. We're going to be open.' But at the same time, the students have to

feel that urge like have to feel that 'Yes, this is an issue that we actually do need to talk

about. It's something that's important in our lives now'" (FG 4, p. 2, line 71).

Placing responsibility on students of color and false ownership. Several times during

the focus groups, there were discussions that seemed to place some responsibility of teaching

others about diversity on students of color. This sentiment was subtle but clear and consistent.

Almost exclusively, it was students of color who seemed to take responsibility for dealing with

diversity issues, even when the student was him/herself on the receiving end of insensitive or

exclusionary events. When coding this data, the researchers often coded this as 'false

ownership.' The false ownership of responsibility for encouraging awareness of diversity issues

occurred in several ways. One example is from a student who was reflecting on what it is like to

be the only African American/Black person in a classroom and how she interacts with other

students. This participant shared:

"And with not being very many of us [African Americans] in class, I just say we just

need to step outside of our comfort zone. Um I mean 'cause there's really *not* [emphasis

here] many of us, so I just feel like I don't know either you step outside your comfort

zone and do what you gotta do or, you know, you just I don't know be comfortable, sit

back, or whatever the case is" (FG 2, p. 10, line 330).

Another participant also reflected on interaction with others and whose responsibility it was to

reach out and share cultural knowledge and events with others.

"I think that a lot of the cultural events on campus gather the same audience, which is

people who are already emerged into cultural areas, so maybe like somehow the students

that are in charge of these [cultural] organizations should work with like different

organizations like the Greek life or like work with you know, I don't know, other non-

like very emerged into cultural things I guess, so they can plan events together and the

way both parties go" (FG 4, p. 4, line 139).

In both of these examples, the students of color have expressed responsibility for taking the

initiative to share with or reach out to others (most often, the White majority). There was no

expectation in the students' reflections that the White students reach out to them.

Another example of false ownership can be found in how students of color responded to

situations and incidents where they were victims of hate or faced difficulty as a result of

someone else's ignorance. For example, the story that was recounted in the 'OSU Experience'

theme where a student told about how a truck of 'guys' drove by and yelled a racial slur at her

and her friends, she said that no one in her group did anything when the incident happened, and

no one has talked about it since. After she shared that story, one of the other participants in the

focus group (also a student of color), said, "Yeah, if you can talk to your friends about that, I

would bring it up again, 'Remember that time when that happened? How did y'all feel about that now?'" (FG 3, p. 21, line 703). In this example, the responsibility to bring up the incident and process what happened seems to fall to the victim. Similarly, a participant reflected on difficult things that happen and said:

> "'Cause you have to be reminded sometimes we go through things or most or all the time we go through things, it's not about us, it's about helping others, and so you have this story that could really – it's unfortunate it happened to you, but you could really use it to fuel to help others" (FG 3, p. 22, line 713).

In this example, the negative experiences of persons of color can be used to help people recognize the effects of their behavior on others. While this is a positive sentiment and these stories may indeed make help others make better decisions with regard to how they treat one another, the person of color has to experience terrible things in order to help illicit change in someone else.

One other example of a person of color taking responsibility to right someone else's wrong can be found in a participant's narrative of reading a textbook that, in her opinion, presented incorrect information about Arabs and Muslims. Being an Arab American Muslim woman, she reflected on how much this text bothered her:

> "But it was just having the idea of them kind of judging you that kind of bothered [me]. But it does get to you. You try to tell yourself it doesn't, but it does, so but I mean I would still talk about it but just -- it was one [passage] about like a Muslim woman, [that said] they usually stay home. It was like the stereotypical 'Muslim women don't have rights' and I was like 'really?' I took a picture of it and posted it on Facebook because it bothered me so much from the book, but we…did talk about it in class, but it's just

amazing to me how these books that we teach other students with, they [my classmates]

were lucky 'cause they had me in the class to give my perspective, but think about the

other classes that are just learning it from this book and that book was specifically made

for OSU" (FG 4, p. 9, line 303).

In this example, the participant felt responsible to dispel a stereotype about her culture and

acknowledged that her classmates were fortunate to have her in class to help teach them. While it

is indeed fortunate that others could benefit from her willingness to share and speak up, it should

not have been a students' responsibility to correct a textbook in this way.

Dual responsibility. It is important to note that while there were several instances where

individuals accepted or assumed responsibility for learning about diversity issues, there were

examples where participants voiced expectations of dual responsibility, where no single person

or entity is responsible for this type of learning. There are hints of shared/dual responsibility in

the 'University and Personal Responsibility' section above, where students acknowledged that

the university, instructor, and student can only do so much individually. In discussing dual

responsibility for learning about diversity issues and interacting with others (particularly with

regard to international students), one student pondered:

"…I don't know if like we as, you know, American born and raised Asian Americans are

taking…enough initiative to step in and help them [international students] out. And I

think the fact that we are Asian, it makes us a little bit more approachable, which is why I

think they [Asian international students] come and that they feel comfortable about

coming to me and asking for help. But, you know, the other people in our classes they

think that maybe if there was some way or if they would like take that initiative to step in

and give a helping hand, and it's not kind of like our side and maybe international

students' side meeting in the middle to like break that comfort zone on both sides" (FG 1, p. 2, line 77).

Hesitation

Another major theme that emerged from the Photovoice study was hesitation. Consistently, throughout the focus groups students were hesitant to talk about issues and unsure about how to address topics of race, ethnicity, and diversity in general. However, though they were fearful of saying the wrong thing, they were willing to try to engage in conversations for this project. As one participant out it, "Just kind of like just talking--talking it out is really helpful" (FG 1, p. 9, line 304).

Fear of offending. Participants expressed their desire to share personal experiences about diversity but also shared their hesitancy to share for fear that they might offend someone. In describing a photograph he took (see Figure B9), one participant said:

"…I'm afraid to express diversity issues probably because I'm scared, or probably because I might offend someone so I kinda see it as how I've grown up at OSU and how I'm still working on expressing my diversity, so I kind of put this picture here because the emptiness shows that I still have a lot of stuff that I need to work on to allow people to be exposed to my culture…" (FG 1, p. 5, line 164).

When reflecting on what he has learned about diversity both at school and during his time in the US Army, the same student said:

"…I can't really talk about stuff like that [concerns about diversity issues] without offending someone because…I can't explain what it's like to be African American. I just can't…it's like when people come from war, there some things that we just don't want to

talk about…There are some things I just can't talk about it so I try not to talk about it a whole lot" (FG 1, p. 8, line 272).

Participants were also cautious in how they worded their thoughts and opinions during the focus groups; this was true of students of all backgrounds, races, and ethnicities. They were sometimes hesitant to share for fear of saying something that might be offensive. One student said, "…I'm trying to phrase this in a way that doesn't seem off putting to anyone..." (FG 5, p. 7, line 227). Another student commented, "I'm trying to think of the right verbiage here" (FG 5, p. 9, line 315). When asked about the hesitancy to name or discuss ethnic groups, one student reflected:

> "I think…we're now raised in society where that is such like a – it's definitely okay like all African Americans -- you know...even right now I'm hesitating even like naming off these ethnic groups...just because it's so -- it's like such a touchy subject so I think a lot of people are very even hesitant about like even talking about diversity, personally" (FG 5, p. 13, line 463).

The same student shared that she was nervous to participate in the study at first, and she felt she needed to talk it over with one of the researchers first. She said:

> "…all I think about is….how touchy of a subject that might be sometimes, so it was kind of like okay, I need to go, you know, talk to you as a professor and make sure that I'm understanding exactly what this is because I don't want to step on anyone's toes, or I don't want to take the wrong approach to diversity 'cause I feel like it is something – especially in like I don't know if it's just like how I've been raised, but just like just in culture as general it's just such like a touchy thing I feel like nowadays…" (FG 5, p. 13, line 470).

During another focus group, one participant commented that the project was "very hard" for her. She went on to talk about the project being difficult because she didn't know what was expected from her. The researchers in the study made every attempt to remind participants that there were no right or wrong answer, but participants were still noticeably worried that there were correct and incorrect things to say. One participant requested, "I need to know exactly what you want, 'cause this wasn't hard but it was hard. Because my diversity and my experiences are different from probably what you all are looking for or what you all have experienced…" (FG 2, p. 10, line 30). When reflecting on whether or not she wanted to participate in the project, another participant said, "…I wasn't like trusting myself of knowing what the correct definition of diversity was…" (FG 5, p. 13, line 469). In another group, a participant made reference to political correctness, saying "I see people that are from like maybe the Middle Eastern area, um, then I see you know of course the majority who are, I don't know if I should be politically correct and say White people or Caucasians?" (FG 3, p. 9, line 280).

Fear of being singled out and failure to relate. Students of color noted their hesitancy to speak up about diverse issues for fear of being singled out or being the spokesperson for their race (see comments about "becoming the teacher" in the Course Quality theme). Additionally, they were concerned about not being about to relate to their peers in the classroom because their experiences and perspectives might be dissimilar. Students of color often agreed or seconded each other's statements about being aware that they were the only person of color in class. For example, one student noted that she could relate to her fellow focus group participant, especially "…the things he was like saying about not being able to relate to people in the class, um because of being the only black person most of the time…" (FG 3, p.3, line 89). Further, as mentioned in the OSU Experience theme, students of color were the only participants in this study to refer to

OSU as a "Predominantly White Institution" (PWI). One participant recounted that while in a class where they were discussing race, "…I actually had a friend um uh say to me…'Does it really matter because those things didn't happen to you?'" (FG 3, p. 18, line 612).

Uncertainty in handling difficult situations. When participants did share personal experiences in the focus group, they also shared how those situations were handled by those around them. Most often, the situations were not addressed due to the hesitancy or avoidance of those who witnessed the incident. Recall from the OSU Experience theme that a student told a story about how a truck of young men drove by and yelled a racial slur at her and her friends. She said that no one in her group did anything when the incident happened, and no one has talked about it since. When the participant shared the story, other focus group participants expressed concern about the incident and could not understand why her friends were silent and never addressed the incident. The participant responded:

> "We're all learning from each other. And you know they might not know uh how to respond to it, but sometimes picking up, well you just don't talk about it. No! To me that's not the answer. But it was an awkward, terrible situation that happened, but I don't think that it's something that -- I would even bring it up" (FG 3, p. 21, line 708).

It was clear that even in these very difficult and clearly racist and traumatizing situations, there is hesitancy to respond or do something—the lack of knowledge of how to deal with these types of situations becomes clear. It appears there is recognition that these issues need to be talked about and addressed, but no one seems sure of how to do this.

<p align="center">Use of Results/Suggestions for Use</p>

The results of this study may be beneficial for colleges and universities, specifically in the area of assessment and understanding student learning. The information gained from

students in this study will help this university (and potentially others) to understand what and how students are learning with regard to the general education outcome of diversity. Further, findings from this study may help this university develop programs, activities, and resources that will help expand opportunities for students to incorporate diverse experiences into their college career, both inside and outside of the classroom. Understanding what students are (and are not) learning will allow the university to maintain successful programs/curricula and develop additional opportunities for students to learn about diversity issues; this will contribute to student success (academically, professionally, and personally) both in college and beyond. Finally, this study serves as an important demonstration of OSU's efforts to understand student experiences, assess learning outcomes across the undergraduate curriculum, provide necessary data for internal and external accountability groups, and demonstrate value added. Specific suggestions for OSU based on the data in this study follow.

What is Going Well?

This project has its beginnings in the conversation from a joint meeting of CAGE, AAIC, and GEAC in 2014, where attendees noted that they felt that the university's assessments were not accurately capturing what students experience and what they are learning about diversity. The results of this study at least in part support that statement—students *are* learning about diversity. We, the researchers, felt it is important to point out what students reported as positive, as these things should clearly be continued and/or considered as these results are used to refine the assessment process and make changes to current practice.

First, it is important to note that, at least among the students who participated in this study, there is a willingness to have critical dialogue about diversity issues. Students demonstrated empathy for the human experience and an interest in thinking critically about

diversity. The participants in this study all belonged to different demographic and social groups, and they spent time thinking and reflecting about other groups and their perspectives. Participants acknowledged differences, similarities, inequities, and difference in opportunity.

Further, the students also spent time highlighting programs and spaces that already exist on campus where they feel safe and learned about diversity. There were many places that students felt were comfortable (such as the library and the student union), and places where they felt were physical markers that emphasized a campus commitment to diversity issues (such as the international mall). Participants also discussed programs that are already in place at OSU, such as Cultural Night, where they learned about other cultures and people in a safe, positive way. These places, spaces, and programs are important to students and should be nurtured by university faculty and staff in order to continue to provide students with important safe places and experiences. This study also seemed to provide students with an opportunity to safely talk and discuss their experiences and perceptions. The social climate regarding diversity issues in our country over the past few years has shown that students want to be heard and want a place to share, talk, listen, learn, validate—this study was an opportunity to provide that, which is an important consideration when determining if and how to continue studies such as this one.

Finally, there was recognition among participants that they learned about diversity issues in D courses, as well as in other courses and experiences across campus. It is clear that 'diversity' is not the responsibility of one person or office on campus, nor is it the responsibility of the university alone, as students in this study acknowledged that there is individual responsibility in learning about diversity issues. Further, while students reported some negative experiences in their courses, they also provided some good examples of experiences in classes where professors are willing to open and give opportunities for discourse about student's lives

and perspectives. Also, at least one participant noted that she learned about diversity in class even when she did not expect to. Thus, though there are recommendations to follow about how to improve students' experiences in courses, it is important to take a moment and celebrate the fact that students recognize that they must take these classes and learning is taking place for some students. Based on the results of this study, the courses can be refined but certainly should remain an important part of the curriculum.

Instructor/Faculty Training

Instructor/faculty training is necessary to help those teaching these courses create safe spaces, handle controversial issues, provide resources, create helpful and meaningful assignments, and facilitate discussion that does not single anyone out or silence any one perspective. The onus is on the instructor/faculty to make the most of the course and build community in the classroom so that no one feels too "uncomfortable" to share because he or she is alone in his/her experience. Good pedagogy is important in order to gauge appropriate timing and sound activities to help shift a student's mindset to be open to dialogue about sometimes difficult and/or sensitive issues about difference and privilege.

At OSU, the Provost's Initiative: Focus on General Education could be a good outlet in which to help provide this training. Some online trainings could also be developed so that anyone who wishes to learn more about creating a safe and comfortable classroom space (regardless of whether they teach an 'I' or 'D' course) could easily access the training. Such training may be required for anyone who teaches an 'I' or 'D' course, and this requirement could be made known when a person or department applies for 'I' or 'D' designation for a course.

Tangible Support and Serious Action

OSU is described as a friendly place in marketing materials and by our own students, but this study revealed this is not always the case. Some students feel alienated before classes even begin [this was demonstrated when some participants made reference to their awareness that they were attending a Predominately White Institution (PWI)]. Purposefully creating a culture where underrepresented populations are attracted to OSU and are supported and welcome for the duration of their time at the university is a must. A start to this would be promoting more of a 'we', less of a 'us vs. them' attitude and dialogue. This study supports the need to go beyond symbolic support (e.g., hanging plaques, flying flags, etc.) and take actions that demonstrate there is power behind the words and gestures that are made with regard to inclusivity and support. An increased campus-wide effort to provide more programs, tangible support, dialoging on diversity issues, and redirecting or reprimanding inappropriate actions is needed, rather than having these efforts occur in "pockets" or in departments whose job it is to promote and handle diversity issues and diverse students (e.g., Division of Institutional Diversity, the Office of Multicultural Affairs, the Department of Housing and Residential Life, the International Students and Scholars Office, etc.).

Safe Places for Authentic Discussion and Expression

Providing spaces and places for authentic conversations for all students ('majority' and minority) is critical. As evidenced in this study, students (and others) are reluctant and hesitant to engage in dialogue that they deem difficult or sensitive; it is vital that spaces are created for students to have conversations on diversity issues and difficult topics in order to encourage learning and understanding. Training for how to create safe and comfortable spaces and engage in meaningful dialogue is crucial, and it must be attended and supported by members from all

stakeholder levels (i.e., students, staff, faculty, and administrators). As evidenced by one of the participants in this study, when influential people (in her case a course instructor) appropriately share personal narratives and experiences, others are made to feel more comfortable and realize they are not alone. Providing training for how to share personal narratives and how to handle those that are shared is vital so that awkwardness is mitigated, over-addressing is minimized, and conversations are handled well. Discussions about diversity issues and authentic expression should also be incorporated with stakeholders when they enter the university system—for students, this could start in orientation seminars, and for faculty, staff, and administrators this can start when they are selected for hire. This also helps provide an opportunity to demonstrate action behind statements of inclusivity and acceptance.

Campaign, Response, and University Culture

The university has engaged in training for a variety of serious issues that affect college students and campuses, and this project provides evidence that diversity discussions is another such issue that needs purposeful attention. A campaign (similar to the https://1is2many.okstate.edu/ effort) that highlights resources for students, faculty, and staff who may face a diversity-related issue or want to engage in further dialogue would be beneficial. Creating a bias response team (similar to BCT) for diversity issues is important for ensuring concerns and issues are being actively watched for and addressed before they become major problems would be helpful. Providing bystander training (similar to Cowboy Up!) to help students, faculty, and staff learn more about how to handle difficult, discriminatory, or racially charged situations that they may witness helps create a culture of "we" on campus and further provides an opportunity to demonstrate action behind statements of inclusivity and acceptance, which helps contribute to a university culture where there is a desire for and appreciation of

diversity. Finally, highlighting diverse programming already offered on campus can help students learn more about the world around them without ever leaving OSU; this can create experiential learning opportunities that can be beneficial in and out of the classroom.

Suggestions for General Education ('D' and 'I' Courses)

One of the major takeaways from this project is that how a course is taught matters in terms of what students learn—whether or not a course carried a 'D' or 'I' course designation seemed to be of minimal importance compared to the experiences the students had in and out class that helped facilitate dialogue and critical thinking on a given topic. Open discussions in class, opportunities for experiential learning, incorporating activities that foster collaboration, and employing pedagogy and methodology that promote student interaction is critical. Ensuring all instructors of 'D' or 'I' courses have reviewed the rubric used for assessment of 'D' and 'I' courses would be helpful in providing guidance on the types of assignments that will be most beneficial for university-level assessment of student learning in these courses. Also, ensuring that instructors of these courses have all undergone training (as mentioned above) is critical in helping ensure the classroom environment and experience is given important consideration in these courses.

Further, based on the data from this project, revisiting the goals of 'D' and 'I' courses would be beneficial. In particular, aligning the goals of these courses with the university diversity statement and creating goals and assignments that encourage a consistent experience (such as guaranteeing experiential learning and purposeful interactions) and common writing product (such as creating a personal statement/definition of diversity, or writing about positionality, self-awareness, or exploration of diversity issues) across 'D' courses would be helpful in assuring the effectiveness of these courses and facilitate assessment of what students

are learning about diversity issues. Additionally, setting expectations for the types of assignments that best facilitate learning of the 'D' outcomes is critical—having clear statements for what students should be able to articulate or answer after taking a "D" course (e.g., After taking a "D" course, students at OSU will be able to….") is vital for helping instructors and students understand the purpose of the course and the types of assignments to give/expect in these courses.

Future Plans/Suggestions for Future Iterations of this Assessment Method

Since we believe this project was worthwhile and worthy of repeating, we (the assessment team for this project) would like to end this report with recommendations and suggestions for future iterations of this assessment method. These suggestions and recommendations are as follows:

- Time commitment: First and foremost, future assessment team members should know that this type of study is very time intensive but we found it to be very rewarding and worthwhile.

- Directly involving students in assessment: This assessment method gave students a chance to voice their experiences and have people in positions of perceived "power" (i.e., administrators and faculty) take the time to listen to them. Undertaking this type of assessment project helps give students, especially students of color, an opportunity to be heard. Involving students directly in assessment in this way should be continued.

- Sampling/recruitment: Sampling for this study was difficult. In future iterations of this study, those planning the assessment should spend time developing a strategy

to recruit a diverse pool of participants that represent all colleges and student demographics. We recommend that faculty/staff from each college be involved in helping recruit participants from each college to ensure adequate representation and help build rapport. It is of note that for this assessment every student who participated had some connection to a member of the research team—that is, the student participants knew at least one researcher through title/position, participation in events together, as an instructor in class, etc. Also, as with all studies, more participants than needed should be recruited, as some will drop out or be unable to participate.

Further, it is of note that we had a very difficult time recruiting White students to participate in this study. During one of the focus groups, participants gave us some hints as to why that may be—for example, one White participant specifically mentioned needing to go talk to someone before agreeing to participate in order to be sure the participant wasn't "[stepping] on anyone's toes" (FG 5, p. 13, line 473). Based on this and other responses, we (the assessment team) speculate that some White students perceive their participation in this study as risky, if not at least too uncomfortable to consider participating. This recruitment challenge could reflect that critical dialogue about diversity, and the necessary verbiage to have these dialogues, is still needed so that all students can feel confident and comfortable in having these discussions. This also seems to further underscore the theme of Spaces and Places—if there are not safe spaces for all students to have these conversations, we will never truly know what our

students think and what they have (and have not) learned with regard to diversity issues.

Finally, though we attempted to use SONA as a method to recruit participants, it is clear that this type of study does not work well on SONA in terms of recruitment. It is too in depth—over 40 students took the demographic survey on SONA, but when they were called to schedule their participation in the larger study (taking photos and participating in focus groups), all but two students declined.

- Participation incentive: Students who participated in this study received a $10 gift card to the OSU student store. Given the amount of time this study involved (at least three hours for each student), a larger incentive would be helpful in both recruiting more participants and showing respect and appreciation for the time they invested in their participation.

- Focus groups: The focus groups in this study were somewhat homogenous in terms of participant demographics; we (the researchers) hoped that this afforded students' identity comfort and facilitated a richer discussion. Future assessment teams should also consider the makeup of the focus groups, as well as consider what can be learned from more heterogeneous groups.

- Use of Photovoice as an assessment method: Photovoice was a good catalyst for the discussions necessary for this assessment, as it provided an indirect route (photo) to "break the ice" and allow for discussions about students' stories, experiences, and opinions. The photos also offered a lot of context to the discussion, but we felt that sometimes the photos also limited the discussion

because the discussion was so tied to the photos; we often felt like we were just getting started in terms of content when the time for each focus group was up. More time allotted for the focus group might have rendered even more depth. However, coordinating students' and researchers' schedules for these focus groups would have been further complicated if more time was required. We wonder what we would have learned if we had conducted semi-structured interviews instead or in addition to the focus group discussions.

- Timeline of the study: When we conducted this study, we applied for IRB approval in the fall semester and had students take photos and attend focus groups in the spring semester. We recommend starting the study earlier so that photo-taking and focus groups occur in the mid-fall semester. This would allow the spring semester to be used for data analysis and member checking.

- Member checking: We did not have an opportunity to allow for member checking in this study due to the time constraints (mentioned above). In future iterations of this study, we recommend having students read the focus group transcripts and give them the opportunity to elaborate on or clarify any of their statements. We also recommend giving the students the opportunity to review the codes the assessment team ascribed to their statements. Additionally, it would be interesting to see what codes/themes the participants might come up with on their own.

- Use of D2L/Brightspace: We used a D2L/Brightspace community to provide students a safe, secure place to share their photos as they took them. We recommend using this method again in future iterations of this study.

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Appendix A

Table A1
Summary of Final Themes and Sub-Themes

1. Course Quality
   - Teacher/faculty
   - Content
   - Accurate perspectives
   - Gained limited knowledge
   - "Group work"
   - Classroom teaching and learning
   - Text choices
   - Heightened awareness
   - Theory vs. reality
   - "Not what but how"
   - Being "singled out" (token)
   - Silencing
   - Professor approachability
   - "Checking the box"
   - Quota
   - Having to be culturally appropriate
   - Privilege

2. OSU Experience
   - Experiential learning and/or integrated holistic learning
   - Mandatory D course
   - Programs – OMA
   - Campus resources
   - Need for resources/training
   - Privilege
   - "I'm used to it"
   - Lack of diversity
     - Numbers and quotas
     - Diverse faculty
     - Recruiting
     - Lack of experiences/opportunities
   - "Not really any of us"

3. Spaces and Places
   - Physical/brick and mortar
     - "Crossroads"
     - "Highway"
     - Student Union
     - Library
     - Flags
     - Placards
     - Area of refuge
     - International
     - Veterans' lounge
   - Emotional/affective
     - "Comfort zones"
     - Discomfort zones
     - Safe place

4. Grouping
   - Homogenous
     - Noticed
     - As comfort
   - Greek
   - "Clumping"
   - Othering
   - Color vs. culture – "vertical diversity"
   - I vs. D
   - Languages
   - Similarities
   - Differences
   - Isolation
   - Assimilation
   - Rejection
   - Forced cultural grouping
   - Segregation
   - Integration

5. Responsibility
   - Shared responsibility
   - False ownership
   - Dual responsibility

   - Intrinsic
   - Institutional requirement
   - Student and instructor responsibility

6. Hesitation
   - How do we talk about it?
   - Fearful but willing
   - Forced discomfort
   - Anxiety to discuss/offend

   - Distrust
   - Need for resources/training
   - Attempting to define

Note. The use of quotation marks denotes an *in vivo* code where the student's voice was maintained in the naming of the code/category.

Appendix B

Selected Participant Photographs

Note: All photo titles were created by the student participants in this study.

Figure B1. Photograph and reflection related to Course Quality theme.

Photo Title: *Group Diversity*

Student Caption/Reflection Provided for the Photo:
I took this picture because I loved the interaction between the group. The picture is all about the mixture of ideas coming together to create one big plan/solution for a group project. I see no problems here – they are smiling, working together, and achieving so much. This picture gives me life because this was more than just a picture. It is a way of life. It could be supported if we widened the range of students connecting in this lounge to establish a solution to their project.
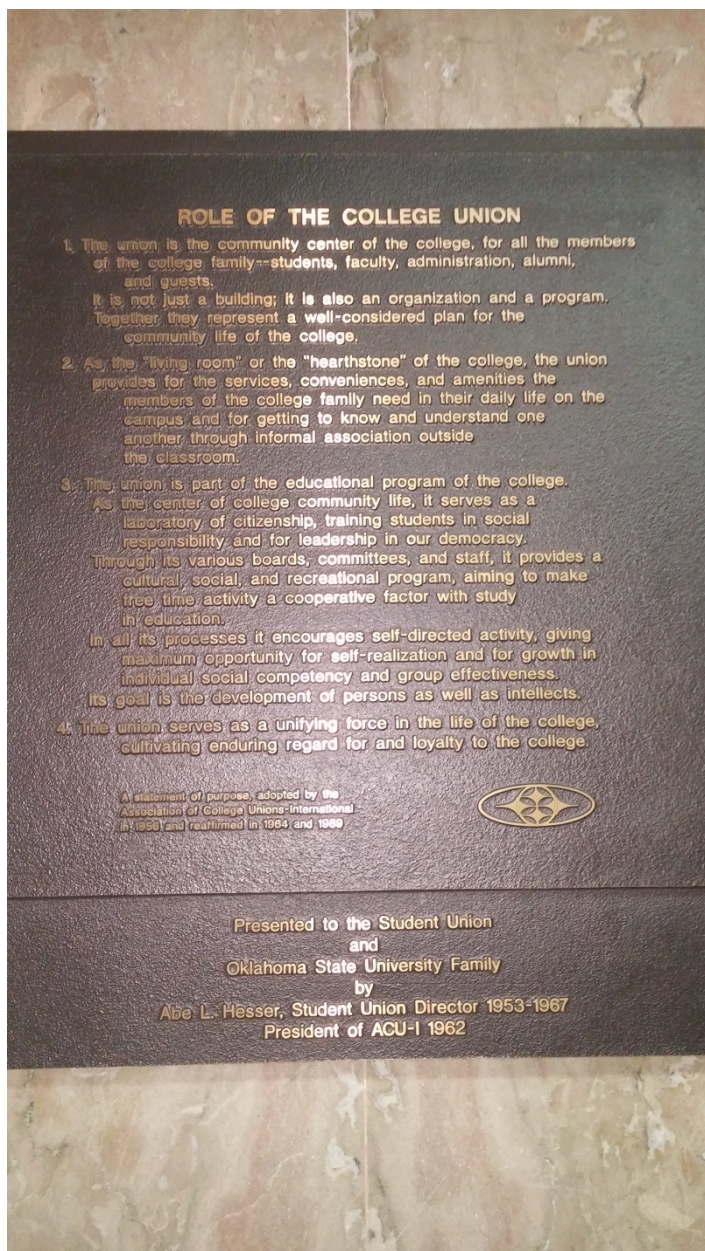
Figure B2. Photograph and reflection related to OSU Experience theme.

Photo Title: *Role of a College Union*

Student Caption/Reflection Provided for the Photo: *none provided*

Figure B3. Photograph and reflection related to OSU Experience theme.

Photo Title: *Diversity in RISE*

Student Caption/Reflection Provided for the Photo:
I was amazed at the variety of students that joined the RISE program. In this picture, students are completing study hours for the RISE Program, which helps students develop strong study habits and work ethic to become future leaders. This picture shows even outside the classroom that students can come together and accomplish goals. I think this could be even bigger if more people were aware of this program because it's a great way to meet so many different people. In this program everyone is welcome if approved [meets qualifications]. This program could be advertised more by the students already in the program or even have special nights where they go out and welcome new people.

Figure B4. Photograph and reflection related to Spaces and Places theme.

Photo Title: *untitled*

Student Caption/Reflection Provided for the Photo:
I have personally experienced multiple incidences of diversity outside of the classroom. To me, this photo displays the many different individuals going about their daily lives. Although many of us share the same core values, differences in our culture, language, and opinion set us apart. Since my time here at Oklahoma State, I've been frequently involved with various International Student Organizations. I've learned about countries and cultures that I was previously unaware of; I've even tried foods and learned to say 'hello' in several other languages.
On the surface, it would seem that experiencing diversity outside of the classroom is most likely possible specifically at cultural events, such as the annual international food bazaar or the Harvest Moon festivals during the fall. I found that I was immersed in more culture throughout my daily school schedule than while attending these events! For the past year or so, I've worked in a research lab on campus with PhD students and lab technicians from different countries. Interacting with them and getting to know them was an extremely enriching experience and I believe that I still hold these experiences with me today.
Having been born and raised in Tulsa, Oklahoma, I never imagined that I would attend school with students from Nepal, Malaysia, and Africa! My experiences with internationals whose backgrounds greatly differ from my own have instilled in me a more wholesome mindset. I believe that experiencing diversity for both adults and children, whether it be in the form of academics or culture, promotes humility and encourages tolerance. .

Figure B5. Photograph and reflection related to Spaces and Places theme.

Photo Title: *Flags That Help Symbolize Our Integration*

Student Caption/Reflection Provided for the Photo: *none provided*

Figure B6. Photograph and reflection related to Grouping theme.

Photo Title: *untitled*

Student Caption/Reflection Provided for the Photo:
Some of my most distinct experiences with diversity within the classroom occur in my biochemistry classes. As I have advanced further into classes more so related to my major, the class sizes have decreased and the faces of classmates have become more and more familiar. Although we are all unified through academics, we are nothing but different from one another in our career related endeavors. Some students double as engineers and wish to pursue a career in the biochemical spectra of engineering. Many of the students are studying for the MCAT or GRE to be admitted to medical school or other health care related profession. Others want to continue education and become scientists. The career goals of each individual is different and may set us apart, but I find that it unifies us more than anything. In study groups for exams or homework, each individual is capable of bringing to the table something different and innovative. For example, a mechanism of remembering the names of amino acids or a song to memorize glycolysis have all been taught to me from my colleagues.

Figure B7. Photograph and reflection related to Grouping theme (image blurred to protect identities of subjects).

Photo Title: *Blue*

Student Caption/Reflection Provided for the Photo:
Diversity is something we all deal with even in the military. We all came from different parts of the world [and promised] we would look for each other's back no matter who we were or what we are.
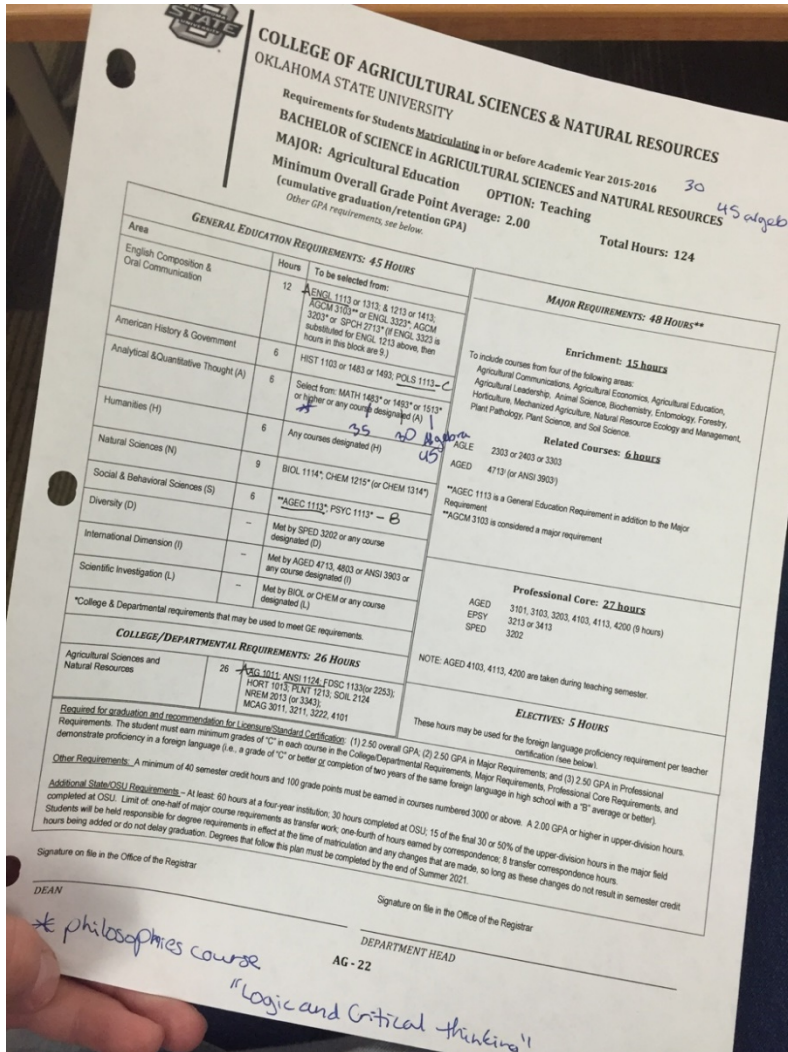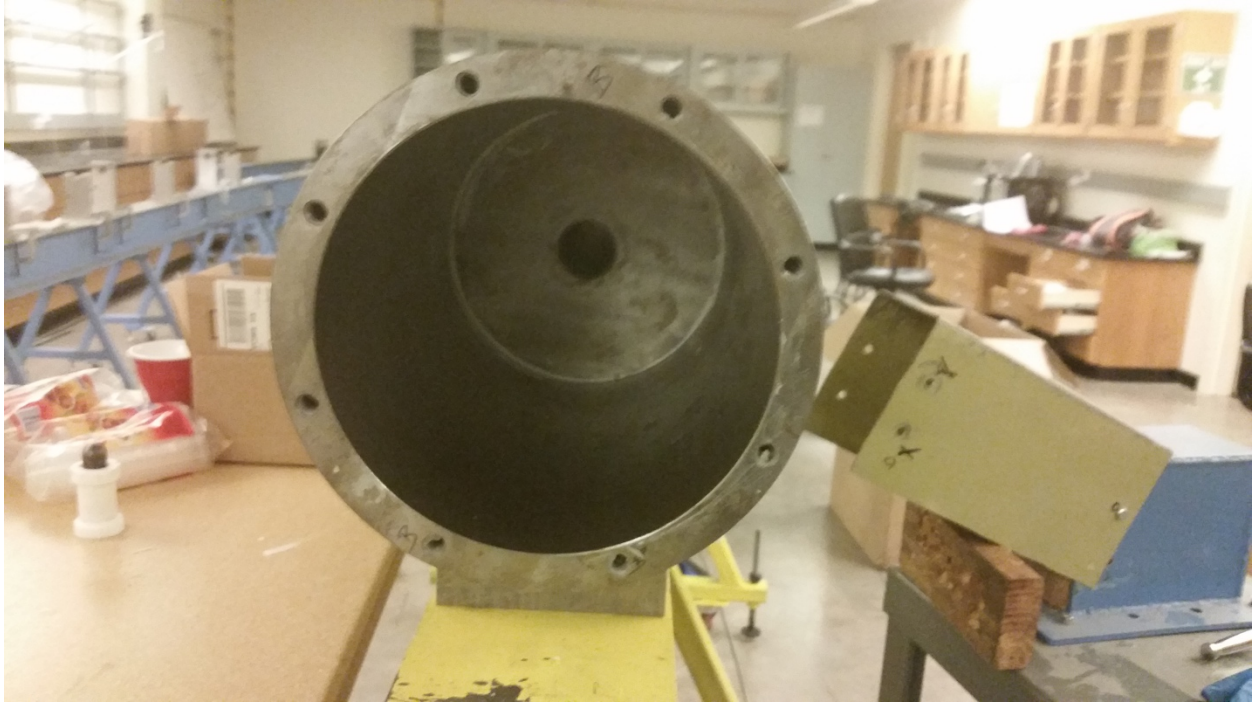
Figure B8. Photograph and reflection related to Responsibility theme.

Photo Title: *D-Course Requirement*

Student Caption/Reflection Provided for the Photo:
This is the photo I chose to represent the diversity found within the classroom setting. It is a picture of a degree sheet. A week ago, while I was chatting with a professor, they had mentioned classes that were to be taken in order to graduate, called "D-Courses". When they mentioned that phrase, I was at first unaware of what they were talking about. Honestly, I am still a little confused of the actual purpose and definition of a D-course. However, as my conversation with this professor progressed, I soon learned that I needed to take classes that were based on diversity, and thats what these D-cources were. I had never been exposed to this idea of coursework, or even heard of it until this research project. To me this shows a hole within our system somewhere. If we as a university are going to continue to promote the diversity of our campus, then we must make certain that students are being provided the appropriate knowledge about taking courses on diversity.

Figure B9. Photograph and reflection related to Hesitation theme.

Photo Title: *Room*

Student Caption/Reflection Provided for the Photo:
[This is the] place where I work in school for research. I'm using this piece that sometimes I struggle with expressing myself when it comes to diversity so I surround myself in a room with work. It shows me how we need to have diversity in our classroom or we just feel like an empty room with all the work we do. It shows that we still lack some sort of freedom in terms of expressing. I feel that when I work there I am sometimes just hiding myself. It can be supported by the analogy of diversity and how it promotes a open environment to express oneself and not be subjected to a room not being able to.