GLOBAL ENGAGEMENT SURVEY DATA PROJECT

LAUREN THOMPSON & MADELEINE SIEGAL

INTRODUCTIONS

LAUREN THOMPSON

SHE/HER

MADELEINE SIEGAL

SHE/HER

AGENDA

LITERATURE
REVIEW

SURVEY
REPONSES & DATA

DATA ANALYSIS

FUTURE
IMPLICATIONS

GES SURVEY
FALL 2022 – SUMMER 2023

NORTHEASTERN SURVEY RESPONSES

PRE- STUDY ABROAD:

539

POST-STUDY ABROAD:

280

- Primary Responders: GBST1012 students, NUin students, Digital Badge students, & DoC students

- Majority of respondents identify as female, Caucasian, American, Agnostic/Atheist, and come from a household where the combined income is $250,000+

OPENNESS TO DIVERSITY IS DEFINED AS:

AN AWARENESS AND POTENTIAL ACCEPTANCE OF BOTH SIMILARITIES AND DIFFERENCES IN OTHERS AND CAN BE EXPRESSED THROUGH ONE'S BELIEFS, FEELINGS, AND BEHAVIOR.

FUERTES ET AL., 2000, P. 158, AS CITED IN ÖZDEMIR, 2020

LITERATURE REVIEW OVERVIEW

1. Impact of Study Abroad on Openness to Diversity

2. Aspects of Study Abroad Fostering Openness to Diversity

1. Study abroad experiences, even short-term ones, can positively influence students' openness to diversity

2. Cooperative learning practices
   o Community service
   o Cultural courses
   o Sustained cross-racial interactions

[1] Pascarella et al. (1996); Cabrera et al. (2002); Clarke et al. (2009); Ryder et al. (2015); Wang et al. (2009)

[2] Cabrera et al. (2002)

LITERATURE REVIEW OVERVIEW

3. Importance of Openness to Diversity

4. Gaps in the Literature

3. Openness to diversity has been proven to assist students both in the pursuit of careers and within those careers

3 Barkeley et al. (2021); Maharaja (2018); Shim & Perez (2018)

4. There remains limited research on the nuanced influences that contribute to student attitudes toward diversity, as well as the long-term impact of student openness to diversity

RESEARCH QUESTION

In what ways do student attitudes change pre- and post-survey regarding their openness to diversity?

OBJECTIVES

1. Quantitative Analysis – Define and evaluate areas of greatest and least change

2. Qualitative Analysis, 1 – Assess most prevalent themes across student responses

3. Qualitative Analysis, 2 – Evaluate areas of greatest and least change

4. Literature Review – Compare findings to relevant literature to identify strategies for enhancing student outcomes regarding openness to diversity

DATA OVERVIEW
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Why this Data?

1. Lowest Level of Change

2. Relevance to Northeastern

3. Personal Interest

QUANTITATIVE DATA

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Q6: By interacting with people who are different from me, I have learned that I am flexible in my thinking and ideas.

+5.25%

Q28: I am able to communicate in different ways with people from different cultures.

+4.74%

Q35: When I am in a cultural space that is different from my home culture, I make efforts to adapt my language to include local language, sayings, or speech patterns.
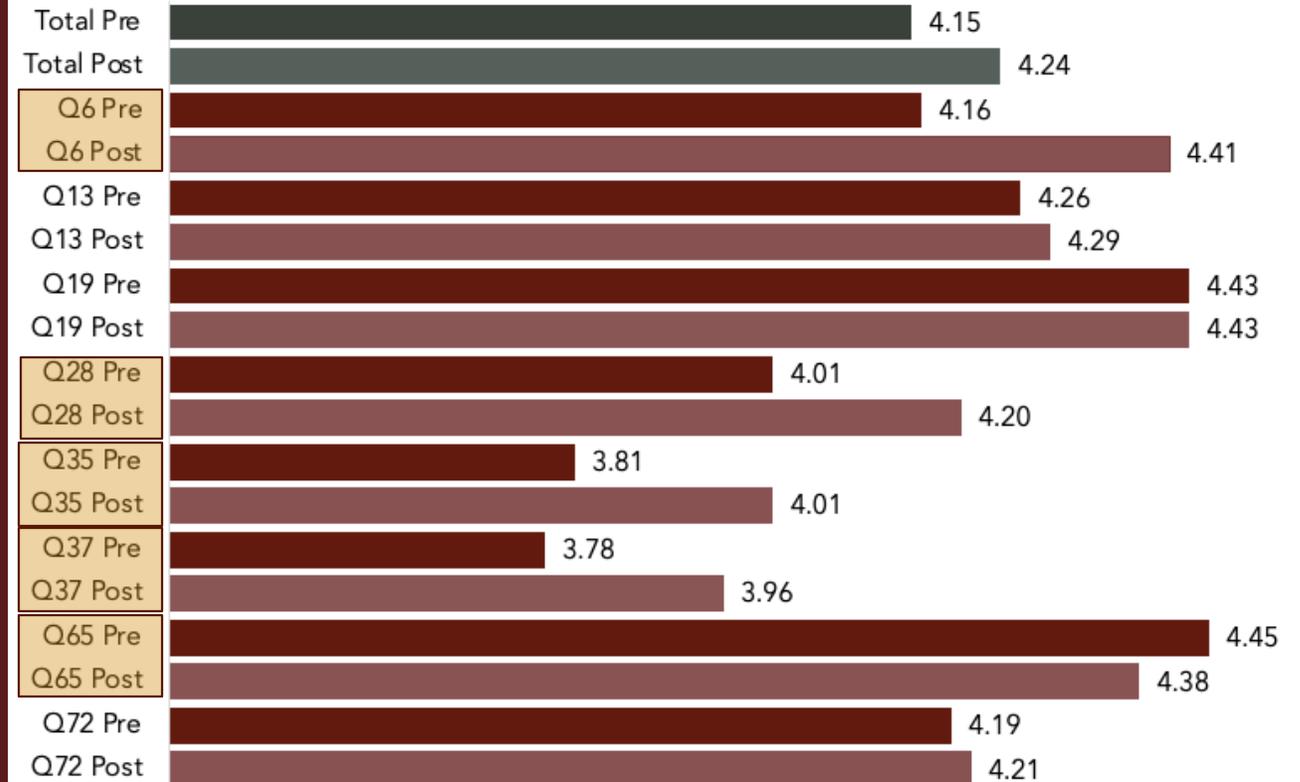
+5.25%

Q37: When I am in a cultural space that is different from my home culture, I adjust my expectations and defense of personal space.

+4.76%

Q65: I enjoy when friends from other cultures teach me about our cultural differences.

-1.57%

Openness to Diversity Survey Questions Means

Question	Mean
Total Pre	4.15
Total Post	4.24
Q6 Pre	4.16
Q6 Post	4.41
Q13 Pre	4.26
Q13 Post	4.29
Q19 Pre	4.43
Q19 Post	4.43
Q28 Pre	4.01
Q28 Post	4.20
Q35 Pre	3.81
Q35 Post	4.01
Q37 Pre	3.78
Q37 Post	3.96
Q65 Pre	4.45
Q65 Post	4.38
Q72 Pre	4.19
Q72 Post	4.21

QUESTION 14

Could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?

	Knowledge Gaps & Fear of Judgement		Disagreement & Negative Views		Majority & Minority Dynamics		Topic-Specific		No Issue	
Pre- Study Abroad (458 Responses)	91	21.1%	167	38.7%	32	7.4%	50	11.6%	91	21.1%
Post - Study Abroad (219 Responses)	46	22.1%	68	32.7%	16	7.7%	25	12.0%	53	25.5%

QUESTION 14 | Inductive Qualitative Analysis and Coding

Disagreement & Negative Views	• "...when that person makes a comment that is uneducated or offensive about my own culture" • "When people are too strongly opinionated about an issue and will not see another point of view" • "When I know they have a closed mind or do not come from a diverse background or a place that has more homogeneity"
No Issue	• "No, I really do not have any discomfort when discussing diversity" • "I don't get uncomfortable talking about diversity"

QUESTION 18

Could you describe when you have a hard time working with people who are different from you?

	Work Habits		Interpersonal Challenges		Communication Issues		Cultural & Diversity Challenges		No Issue	
Pre- Study Abroad (420 Responses)	111	25.5%	161	36.9%	53	12.2%	25	5.7%	86	19.7%
Post - Study Abroad (195 Responses)	52	27.4%	46	24.2%	27	14.2%	11	5.8%	54	28.4%

QUESTION 18 | Inductive Qualitative Analysis and Coding

Interpersonal Challenges

- "I would have a hard time working with someone openly bigoted"
- "I have a hard time with people who are unwilling to step out of their own experiences and see the reasons other people come to different conclusions."

No Issue

- "I do not have a hard time working with people who are different than me".
- "No, I get along with people very well".

DATA ANALYSIS

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QUANTITATIVE

- Increase in flexible thinking
- Increase in cross-cultural communication
- Increased willingness to adapt language use
- Increased flexibility in adjusting to cultural expectations
- Slight decrease in enjoyment in cultural exchange

QUALITATIVE

- Question 14:
  - Decrease in conflict and disagreement serving as a barrier to discussing diversity
  - Increase in no issue with discussing diversity
- Question 18:
  - Decrease in interpersonal challenges serving as a barrier to working with diverse people
  - Increase in no issue with working with diverse people

FUTURE IMPLICATIONS

- Collaborative learning, culture courses or community service.

- Classroom environments with open and respectful dialogue.

- Resources which teach/facilitate the ability for them to learn how to engage in difficult or uncomfortable conversations.

THANK YOU

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