

GLOBAL ENGAGEMENT SURVEY DATA PROJECT

THANDI DINANI & MADELEINE SIEGAL



INTRODUCTIONS



THANDI DINANI

SHE/HER



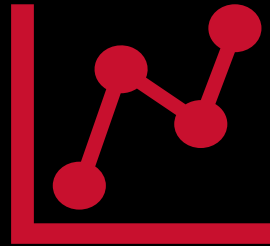
MADELEINE SIEGAL

SHE/HER

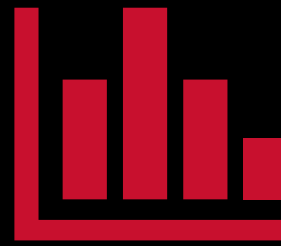
AGENDA



Pretext for This Study



Survey Responses & Data



Data Analysis



Future Implications

NORTHEASTERN UNIVERSITY PROFILE

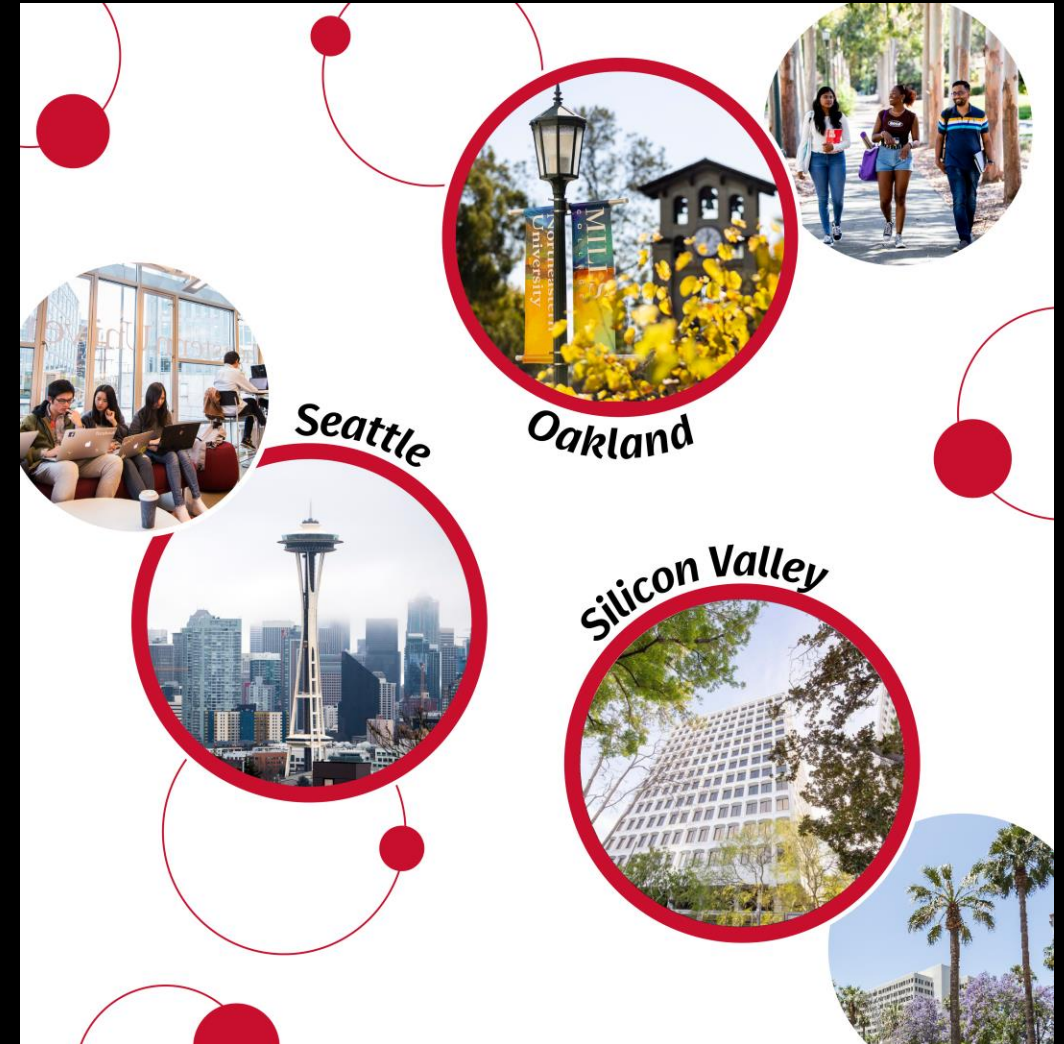
- 30,000 students
 - 36% International, 33% White, 14% Asian, 8% Hispanic, 4% Black, 4% Two or more races
- 16,000 undergraduate students
 - 12% international, 21% MA, 66% Out of State
- Largest Majors: Business Administration, Computer Science, Mechanical Engineering, Health Science, Behavioral Neuroscience, Biology, Psychology



5K Fun Run, Matthew MODOONO/Northeastern University

NORTHEASTERN UNIVERSITY PROFILE

- Global Footprint
 - 14 Campuses
 - Primary Campus: Boston
 - East Coast: Maine, Charlotte, Miami & New York
 - West Coast: Seattle, Silicon Valley & Oakland
 - International: London





13th Annual Great Pumpkin Carving Contest Mariah Tauger/Northeastern University

GLOBAL MOBILITY PROGRAMS

- Traditional Study Abroad & Exchange
- Faculty Led Programs
- Nuln – First Semester Overseas; Second Semester Boston
- Scholars Program – First Year in Oakland/London; Second Year Boston
- Summer/Semester In Program – One Semester/Year at network/partner campus
- Offer optional Global Learning Experience course to all students

GET TO KNOW EACH OTHER

Let's Discuss!

- University Profiles and UG Student Profile
- Types of Mobility Programs offered
- Profile of students who participate in mobility programs
- How does your study abroad office or university assess growth and learning from during study abroad experiences?

GOALS IN ANALYZING DATA

- The toughest thing to measure is value of study abroad experiences. Students continue to reflect on their experiences years after studying abroad and are able to make connections to their learning and development.
- GES helps us get closer to measuring an ongoing measurement

WHAT IS THE GES?

- Better understand student global learning
- Multi-institutional collaboration
- Close ended 5-point Likert scale, and series of open-ended response questions.

3 Components of Global Learning	8 Scales	Closed Q	Open Q	Cronbach's α
Cultural Humility	Openness to diversity	8	4	.78
	Cultural adaptability	7	6	.68
Global Citizenship	Civic efficacy	9	1	.79
	Political voice	8	2	.90
	Conscious consumption	10	1	.86
	Global civic responsibility	4	0	.71
	Human rights beliefs	4	0	.75
Critical Reflection	Critical reflection	8	3	.80

GES SURVEY

FALL 2022 - SUMMER 2023

- 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+

Northeastern Survey Responses

Pre-Study Abroad

539

Post-Study Abroad

280

DATA OVERVIEW

Why this Data?

- Lowest Level of Change
- Relevance to Northeastern
- Personal Interest

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

**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 ÖZDEMİR, 2020

FOUNDATIONAL THEORY FRAMEWORK FOR STUDY

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

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

Cooperative learning practices, community service, cultural courses and sustained cross-racial interactions foster openness to diversity.

(Cabrera et al. (2002))

Openness to diversity assists students in searching for employment and within their careers

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

QUANTITATIVE DATA

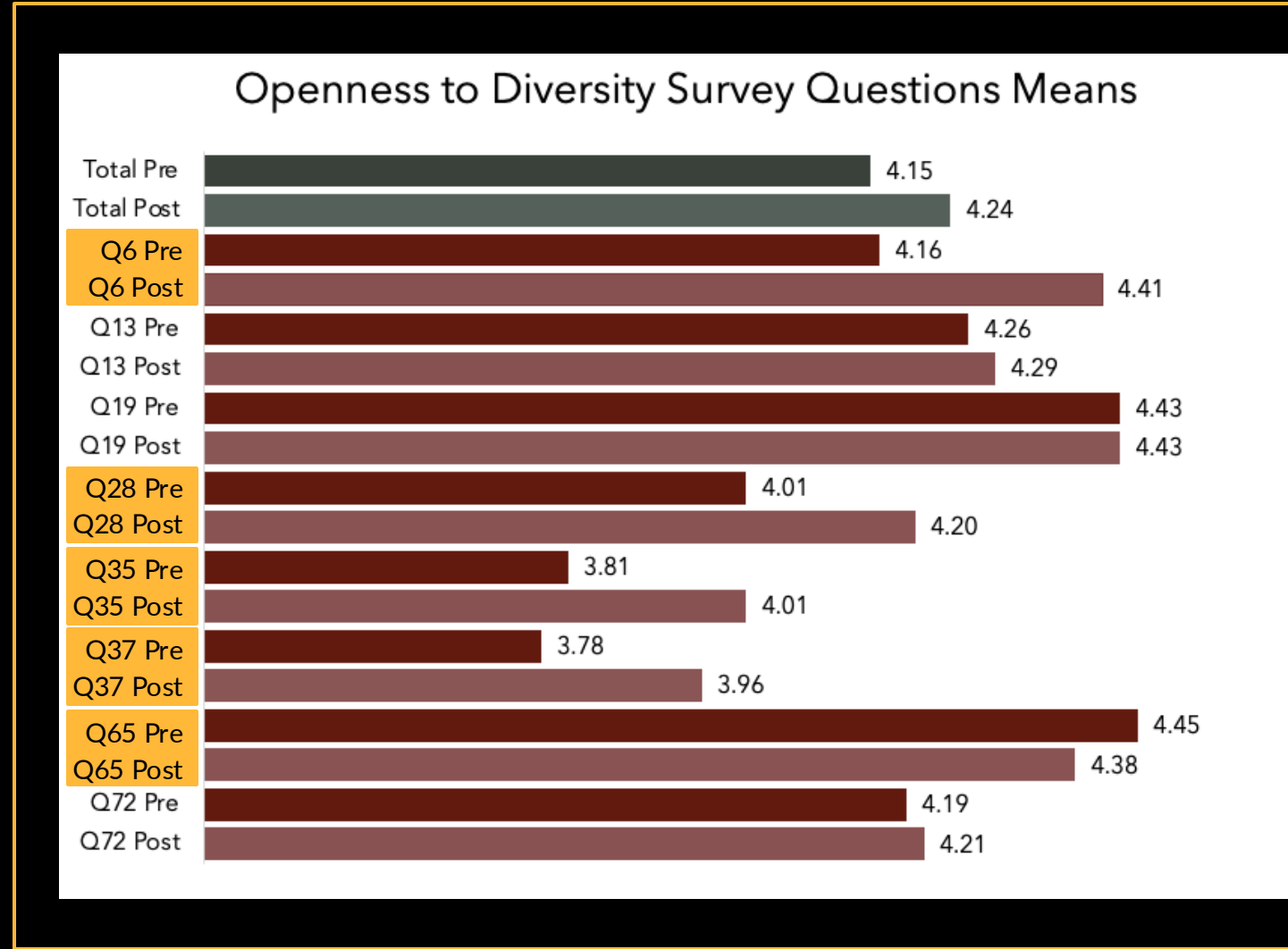
Q6: By interacting with people who are different from me, I have learned that I am flexible in my thinking and ideas. **+5.25%**

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%**



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

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

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 14

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

Inductive Qualitative Analysis and Coding

Knowledge Gaps & Fear of Judgement

- “I always want to make sure that I am respectful of people within other cultures and never want them to think that my questions include judgement”
- “I never want to say the wrong thing or have my words misunderstood”

Majority & Minority Dynamics

- “As a person that has not been discriminated ever, is difficult to understand the problems people from other races and cultures face. In said type of discussion, I would prefer to stay quiet and listen to others as they would have more points of view to discuss”

DISCUSSION

- What are initial questions that occur as you read/analyze the results/findings?
- What could be occurring for students whose scores shifted pre/post?
- What additional questions arise for you?
- For your student population, what additional factors may have been occurring for your students?



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

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

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

- "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?

Inductive Qualitative Analysis and Coding

Work Habits

- “When I was trying to do a group project with people who were not as punctual or cared as much about grades than me”

Cultural & Diversity Challenges

- “I have a hard time working with people who were less exposed to different cultures when they were young because they do not understand what it is like to be a part of a minority group”
- “Background hostility or reservation towards Americans such as myself”

DISCUSSION

- What are initial questions that occur as you read/analyze the results/findings?
- What could be occurring for students whose scores shifted pre/post?
- What additional questions arise for you?
- For your student population, what additional factors may have been occurring for your students?

DATA ANALYSIS

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 students to learn how to engage in difficult or uncomfortable conversations.
- GES demonstrates how data on student growth and learning can be efficiently collected and analyzed.

THANK YOU

PLEASE LET US KNOW IF YOU HAVE
ANY QUESTIONS

THANDI DINANI

EMAIL: t.dinani@northeastern.edu

LINKEDIN: [@thandidinani](#)

MADELEINE SIEGAL

EMAIL: maddysiegal@gmail.com

LINKEDIN: [@MadeleineSiegal](#)

