NSSE’s Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module is appended to and complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad. It is designed to complement the American Council on Education’s 2016 edition of the Mapping Internationalization on U.S Campuses survey. Launched in 2016, the Global Learning module replaces the retired Global Perspectives module.

1. How much does your institution emphasize the following?

   a. Providing courses that focus on global and international topics
   b. Providing activities and experiences (speakers, events) that focus on global and international topics

2. Which of the following have you done or do you plan to do before you graduate?

   a. Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)
   b. Complete a course that focuses on perspectives, issues, or events from other countries or regions
   c. Complete a course that focuses on religions or cultural groups other than your own

3. During the current school year, how much has your coursework encouraged you to do the following?

   a. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions
   b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions

4. During the current school year, about how often have you done the following?

   a. Discussed international or global topics and issues with others
   b. Talked about international opportunities (study abroad, international internship, Model UN, field study or research abroad, etc.) with a faculty member or advisor
   c. Attended events or activities that promoted the understanding of different world cultures, nationalities, and religions
   d. Worked on out-of-class activities (campus events, committees, student groups, etc.) with an international or global focus
   e. Participated in a program that pairs domestic and international students (language partners, buddy program, etc.)

5a. During the current school year, have you looked for information about global education programs and opportunities (study abroad, international internships, international field studies or research, volunteering abroad, etc.)? YES or NO.

5b. Which of the following were your sources of information? (Select all that apply.)

   - Study abroad or intn’l studies office
   - Major/academic department office
   - Career office
   - Academic advisor
   - Faculty member
   - Attendance at international programs/events
   - Website, newsletter, catalog, or other published sources
   - Family members
   - Other, please specify: ____________________________

6. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

   a. Being informed about current international and global issues
   b. Speaking a second language
   c. Seeking international or global opportunities out of your comfort zone
   d. Understanding how your actions affect global communities
   e. Preparing for life and work in an increasingly globalized era
   f. Encouraging your sense of global responsibility

7. Since enrolling at your current institution, have you lived with students from a country other than your own (exclude study abroad and other programs in other countries)?

   O Yes   O No
Mapping and NSSE: Relating Institutional Internationalization Efforts and Student Global Learning

Jillian Kinzie
Indiana University, National Survey of Student Engagement
Robin Helms & Lucia Brajkovic
American Council on Education's Center for Internationalization and Global Engagement

Internationalization Efforts and Student Global Learning
What we’re exploring now:

3. What is the relationship between campus internationalization efforts and students’ global learning experiences and gains?

NSSE & Mapping

Two data sources to explore these questions:

NSSE and ACE Findings
Average correlations between institutional efforts and activities with student engagement in global learning

ACE & NSSE
Top 10 vs. Low 10
Students at Top 10 institutions (Curriculum & Faculty ACE scores) significantly more engaged with global learning activities than peers at Low 10 institutions:

- institution emphasized courses & activities that focus on global learning (1a & 1b)
- plan/complete a course that focuses on global trends/issues (2b)
- more engaged in discussions & activities (4a - 4e)
- more likely to seek information about global ed programs (5)
- greater global learning gains on all items (6a - 6f)

Students at Top 10 Curriculum schools much more likely to live with students from another country (7) (25% vs 12%)