Mapping and NSSE: Relating Institutional Internationalization Efforts and Student Global Learning

Jillian Kinzie
Indiana University, National Survey of Student Engagement

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American Council on Education’s Center for Internationalization and Global Engagement
Internationalization Efforts and Student Global Learning

• What experiences and educational gains are essential for globally competent graduates?

• How do we design and deliver undergraduate education to assure globally competent graduates?
Two data sources to answer these questions:
Mapping Internationalization on U.S. Campuses

- Only comprehensive source of data and analysis on U.S. higher education internationalization.
- Includes a range of institution types:
  - Associates (community colleges)
  - Baccalaureate (4-year liberal arts)
  - Master’s
  - Doctoral
- Most recent report released in June 2017.
  - Available at www.acenet.edu/mapping
ACE’s Model for Comprehensive Internationalization

6 interconnected target areas for institutional initiatives, policies, and programs:

- Articulated institutional commitment
- Administrative leadership, structure, and staffing
- Curriculum, co-curriculum, and learning outcomes
- Faculty policies and practices
- Student mobility
- Collaboration and partnerships

COMPREHENSIVE INTERNATIONALIZATION
Assessing Students Global Learning Experiences

NSSE: Assessing Global Learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>1. How much does your institution emphasize the following?</td>
<td>a. Preparing students for global and international roles, b. Enriching their understanding of global contexts, c. Encouraging students to think globally, d. Teaching about cultural differences, e. Promoting cross-cultural awareness.</td>
</tr>
<tr>
<td>2. Which of the following have you done or do you plan to do before you graduate?</td>
<td>a. Participated in a study abroad program, b. Participated in a service-learning project, c. Worked on a team project with students from diverse cultural backgrounds, d. Volunteered for an organization that works with international students.</td>
</tr>
<tr>
<td>3. During the current year, how much has your school encouraged you to do the following?</td>
<td>a. Participate in a study abroad program, b. Participate in a service-learning project, c. Work on a team project with students from diverse cultural backgrounds, d. Volunteer for an organization that works with international students.</td>
</tr>
<tr>
<td>4. During the current year, how often have you done the following?</td>
<td>a. Participated in a study abroad program, b. Participated in a service-learning project, c. Worked on a team project with students from diverse cultural backgrounds, d. Volunteered for an organization that works with international students.</td>
</tr>
<tr>
<td>5. During the current year, have you had contact with students from countries other than your own?</td>
<td>a. Yes, I have had contact with students from countries other than my own, b. No, I have not had contact with students from countries other than my own.</td>
</tr>
</tbody>
</table>

*Note: This is a simplified and fictional example of a survey question related to global learning experiences. Actual surveys may vary in content and format.*
NSSE and Global Learning

• Optional module “Global Learning” 2016 -2018

• Assesses student experiences & coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics

• Administered at 131 Bachelor’s-granting institutions (2016-18)

http://nsse.indiana.edu/html/topical_module_participation.cfm
NSSE Global Learning Survey Items

Global Learning (20 items) Example items include:

• how much the institution emphasizes providing courses that focus on global and international topics

• how much coursework has encouraged development of skills for interacting with those from different world cultures, nationalities, and religions

• how much students discussed international or global topics or issues with others

• NSSE core survey includes question about study abroad
NSSE Global Learning Scales

• Institutional Emphasis (1 a,b)
• Global Course-Focus (2 a-c; 3 a,b)
• Global Engagement (4 a-e; 5 a,b)
• Global Gains (6 a-f)
• Study Abroad (core survey 11d)
Initial Inquiry explored:

1. What internationalization efforts are underway on campuses?

2. What do we know about students’ global learning experiences?
Mapping Headlines: Overall Optimism & Commitment

• **72%** of institutions report that internationalization has **accelerated**.

• More institutions report a **high level of internationalization**.

• About half of institutions include internationalization in **mission statements & strategic plans**.

![Reported overall level of institutional internationalization in recent years](chart)

- **2011**:
  - Very high: 6
  - High: 15
  - Moderate: 35
  - Low: 22
  - Very low: 22

- **2016**:
  - Very high: 8
  - High: 21
  - Moderate: 37
  - Low: 20
  - Very low: 13
Mapping Headlines: Reasons for Internationalizing

#1 Improve student preparedness for a global era.

#2 Diversify students, faculty, and staff at the home campus.

#3 Become more attractive to prospective students at home and overseas.

*Primacy of students & global learning*
Mapping Headlines: Priority Activities

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

#1: Increasing study abroad for U.S. students
#2: Recruiting international students
#3: Partnerships with institutions abroad
#4: Internationalizing the curriculum/co-curriculum
#5: Faculty development
NSSE Headlines: Students Keen to Global Emphasis, Experiencing some Activities & Courses

• Almost 50% seniors have done a global course
• Students interact about global issues, but could do more global focus out-of-class (events, committees)

13% Seniors have “done” study abroad
NSSE Global Learning Gains: Senior Rankings

Gains

A. Being informed about current international & 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

RANK

1*
6
5
4
3
1*
NSSE Headlines: Students Keen to Global Emphasis, Experiencing some Activities & Courses

• Almost 50% seniors have done a global course

• Students interact about global issues, but could do more global focus out-of-class (events, committees)

• **Active** global engagement matters to global gains

• Institutional emphasis matters to course taking and study abroad participation

• **Strong** global learning course focus = to study abroad in terms of contributing to gains

• Some disciplines have limited global focus
Global Learning & Internationalization Findings

A Glimpse of Global Learning: Assessing Student Experiences and Institutional Commitments

By: Jillian Kinzie, Robin Matross Helms and James Cole

Liberal Education, Spring 2017, Vol. 103, No. 2
What we’re exploring now:

NSSE & Mapping

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

To explore the implications of research for campus strategies and practices
Pairing NSSE Global and ACE Mapping

56 US bachelor’s-granting institutions with matching data on NSSE Global & ACE Mapping

- NSSE Global Learning module
- ACE Mapping Internationalization survey
  - Range of institutional types
    - 41% public
    - 52% <5,000 enrollment
Findings Organized by 6 Pillars
ACE Mapping Internationalization on US Campuses

6 pillars delineate key areas that together constitute a comprehensive internationalization approach

1. Articulated Institutional Commitment
2. Administrative Leadership, Structure, & Staffing
3. Curriculum, Co-curriculum, & Learning Outcomes
4. Faculty Policies & Practices
5. Student Mobility
6. Collaboration & Partnerships
NSSE and ACE Matched Data

• From ACE survey, items within each Pillar were summed & converted to 0 to 100 score
• Each institution has one score for each Pillar
• From NSSE survey, each global learning item was averaged at the institution level
• First step was looking at the overall relationship between institutional activities and efforts (ACE) and student reported activities and engagement (NSSE)
NSSE and ACE Findings

Average correlations between institutional efforts and activities (ACE) with student engagement in global learning (NSSE GL)

- First-Year Students
- Seniors

Correlation

- .50
- .35
- .30
- .28
- .25
- .00

Commitment  Leadership  Curriculum  Faculty  Mobility  Collaboration

AIEA 2019
NSSE and ACE Findings

1. Articulated Institutional Commitment
2. Administrative Leadership, Structure, & Staffing
3. Curriculum, Co-curriculum, & Learning Outcomes
4. Faculty Policies & Practices
5. Student Mobility
6. Collaboration & Partnerships
Cut to the Chase…

Faculty and curriculum efforts make the biggest difference when it comes to student global learning.

SO…
Given our goals for internationalization...

#1 Improve student preparedness for a global era.

#2 Diversify students, faculty, and staff at the home campus.

#3 Become more attractive to prospective students at home and overseas.

**Primacy of students & global learning**
...it seems we are emphasizing the wrong activities.

PRIORITY ACTIVITIES FOR INTERNATIONALIZATION

#1: Increasing study abroad for U.S. students
#2: Recruiting international students
#3: Partnerships with institutions abroad
#4: Internationalizing the curriculum/co-curriculum
#5: Faculty development
Focusing in on 3 Priority Activities for Internationalization

• **Internationalizing Curriculum & Co-Curriculum and Learning Outcomes**
  - Ex: specified global learning outcomes, internationalizing curriculum, international residence halls, buddy programs, festivals

• **Faculty Development: Faculty Policies**
  - Ex: Faculty recognition for international activities, international work considered in tenure decisions, hosting international faculty

• **Faculty Development: Professional Development**
  - Ex: Travel to meetings/conferences abroad, studying/conducting research abroad, funding to lead students on study abroad
ACE & NSSE
Curriculum, Co-curriculum, & Learning Outcomes

Initiatives with greatest impact on FIRST YEAR STUDENT global learning

- Efforts to internationalize curric.
- Dept. & Course-level curric change
- Intn’l Res. halls

- Attended events promoting understanding cultures, nationalities
- Worked on out of class activities w/ global focus
ACE & NSSE
Curriculum, Co-curriculum, & Learning Outcomes

Initiatives with greatest impact on SENIOR global learning

- GL outcomes
- Efforts to internationalize curric.
- Dept & Course change
- Intn’l Res. Halls
- Regular Festivals/Events

- Broad impact all ALL GL measures!

AIEA 2019
Initiatives with greatest impact on **FIRST YEAR STUDENT** global learning

- Fac Recognition for intn’l activity
- Talked about intn’l opps with fac/advisor
- Looked for info about global ed programs
Initiatives with greatest impact on SENIOR global learning

- Intn’l considered in P&T
- Fac Recognition for intn’l activity

ACE & NSSE Faculty Policies
- Complete course on global trends
- Complete course on intn’l issues
- Courses encourage understanding cultures
- Courses encourage develop cultural skills
- Gains in prep for global era
- Gains in global responsib.
ACE & NSSE
Faculty Professional Development

Initiatives with greatest impact on FIRST YEAR STUDENT global learning

- Funding fac to... intn’lize courses/prog; lead study abroad; travel abroad; research abroad

- Broad impact all ALL GL measures!
ACE & NSSE
Faculty Professional Development
Initiatives with greatest impact on SENIOR global learning

- Funding fac to intn’lize courses/prog; lead study abroad; travel abroad; hosting intn’l faculty
- Broad impact all ALL GL measures!
Considering Results

1. Articulated Institutional Commitment
2. Administrative Leadership, Structure, & Staffing
3. Curriculum, Co-curriculum, & Learning Outcomes
4. Faculty Policies & Practices
5. Student Mobility
6. Collaboration & Partnerships

What does this suggest for practice?

How does this match what you’re emphasizing?
ACE & NSSE

Top 10 and Low 10 on Curriculum and Faculty

Curriculum  Faculty

Low A  Low B  Low C  Low D  Low E  Low F  Low G  Low H  Low I  Low J

High A  High B  High C  High D  High E  High F  High G  High H  High I  High J

AIEA 2019
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%)
Yet, there were some areas where students in Top 10 schools did not have significantly higher global engagement/experiences compared to peers at Low 10

**No differences...**

- how much courses encouraged students to understand viewpoints, values, or customs from different cultures (3a)
- or, developing skills to interact effectively with those from different cultures (3b)
- how often students worked on out of class activities (4d) or participated in program pairing domestic & intn'l students (4e)
What does this suggest for institutional practice?

• Are institutions focused on the practices that truly make a difference to student global learning experiences and gains?

• What else might institutions do to advance efforts to increase global learning gains?
“Efforts to promote global learning must be intentional and well integrated into the institution.” (2015)

Dawn Michele Whitehead

Senior Director for Global Learning and Curricular Change, Office of Integrative Liberal Learning and the Global Commons, AAC&U
Discussion

What do these results suggest for your campus?

What else do you want to know about your students' global learning? About internationalizing efforts on campuses?

THANK YOU!!! For more: www.nsse.indiana.edu
ACE Resources

Research
• Internationalization in Action
  – Curriculum (4-part series)
  – Co-curriculum (3-part series)
• Internationalization Toolkit

Programs
• Internationalization Collaborative
• Internationalization Laboratory

For more information, visit www.acenet.edu/cige