

# 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 and Global Learning**

*A Joint Project by the American Council on Education and the National Survey of Student 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:



## Topical Module: Global Learning

NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, perspectives, cultures, and global environmental issues. The module is applicable to and complementary with the 2016 NSSE questionnaire about student experiences and engagement. The data for this module are available in the 2016 NSSE data files. For more information on the 2016 NSSE data files, please visit the NSSE website at [www.nesse.org](http://www.nesse.org). The 2016 NSSE data files are available in the 2016 NSSE data files. The 2016 NSSE data files are available in the 2016 NSSE data files.

- How much does your institution emphasize the following?
 

	Very much	Quite a bit	Some	Very little
1. Providing courses that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Providing opportunities for students to study abroad and non-academic topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Which of the following have you done or do you plan to do before you graduate?
 

	Never	Seldom	Often	Very often
1. Complete a course that focuses on global trends or issues (e.g., global health, global business, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Complete a course that focuses on perspectives, cultures, or events from other countries or regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Complete a course that focuses on religions or cultural groups other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- During the current school year, how much has your coursework encouraged you to do the following?
 

	Very much	Quite a bit	Some	Very little
1. Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- During the current school year, about how often have you done the following?
 

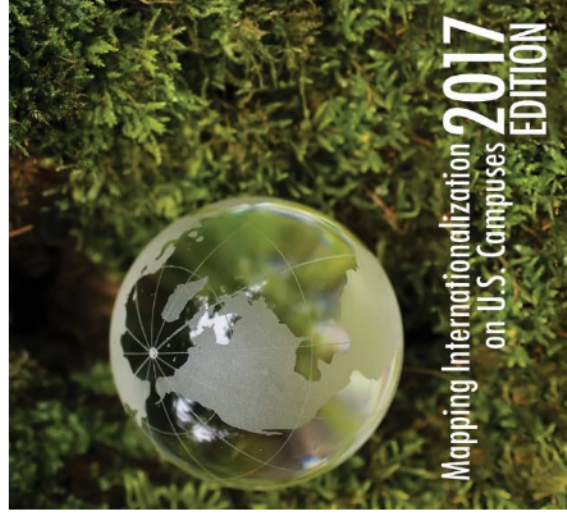
	Very often	Often	Sometimes	Never
1. Discussed international or global topics and issues with your classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Taken part in international opportunities (study abroad, international internships, Model UN, field study or research abroad, etc.) with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assisted events or activities that promote the understanding of different world cultures, nationalities, and religions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Attended international or global events, conferences, student groups, etc. with an international or global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participated in a program that pairs domestic and international students (language partners, buddy programs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. 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  
 No  
 Not sure
55. Which of the following were your sources of information? (Select all that apply.)
- Study abroad or international studies office  
 International development office  
 Career center  
 Academic advisor



AIEA 2019

# Mapping Internationalization on U.S. Campuses



- Only **comprehensive** source of data and analysis on U.S. higher education internationalization.
- Survey conducted **every 5 years** (2001, 2006, 2011, 2016).
- 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](http://www.acenet.edu/mapping)



# ACE's Model for Comprehensive Internationalization

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



# Assessing Students Global Learning Experiences

## NSSSE: Assessing Global Learning

**Topical Module: Global Learning**

**NSSSE**  
national survey of  
student engagement

*NSSSE Global Learning Experiences module captures and documents their activities about ethics, world cultures, experiential, internships, and civic commitment. The module is designed to add depth to data in the core NSSSE questionnaire about student experiences and provide for different breakdowns, cross-examine on various and regional learning, and provide an early alertness in a report to the President for the Global Council on Education's 2016 efforts of the National Student Experiences on U.S. Campaign survey, launched in 2016. The Global Learning module captures the national Global Experiences module.*

1. How much does your institution emphasize the following?

	not at all	low	medium	high	very high
a. Providing courses that focus on global and international topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing activities and programs that focus on global and international issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	not at all	low	medium	high	very high
a. Complete a course that focuses on global trends or issues (e.g., world affairs, international relations, world health, business, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Complete a course that focuses on perspectives, issues, or events from other countries or regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Complete a course that focuses on regions or cultural groups other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	not at all	low	medium	high	very high
a. Investigate the experiences, values, or traditions of different world cultures, countries, or regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Develop skills for interacting effectively and appropriately with those from different world cultures, countries, and regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	not at all	low	medium	high	very high
a. Discussed international or global topics and issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Taken part in experiential opportunities (study abroad, international internships, Model UN, case study or research abroad, etc.) with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participated in courses or activities that promote the understanding of different world cultures, countries, and regions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on out-of-class activities (forums, events, conferences, student groups, etc.) with an international or global focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participated in a program that pairs domestic and international students (language partners, health partners, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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, volunteerism abroad, etc.)?

Yes  
 No

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

Study abroad or international studies office  
 Academic advisor  
 Career office  
 Professors  
 Other



# 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)



Topical Module: Global Learning

NSSE’s Global Learning module assesses students’ experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The results are aggregated in and compared to and complemented with the core NSSE questionnaire about student experiences with people from different backgrounds, career exposure on enterprise and employee knowledge, and perspective on study abroad. It is designed to complement the American Council on Education’s 2016 edition of the *Internationalization on U.S. Campuses survey*, launched in 2016, the *Global Learning module* tracks the overall Global Perspectives results.

student engagement  
IDENT REPORT

1. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Providing courses that focus on global and international topics	0	0	0	0
b. Providing activities and experiences (speakers, events) that focus on global and non-regional issues	0	0	0	0

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

	Never	Once	More than once
a. Complete a course that focuses on global trends or issues (e.g., world politics, international relations, world health, cinema, etc.)	0	0	0
b. Complete a course that focuses on world cultures, nationalities, religions, or events from other countries or regions	0	0	0
c. Complete a course that focuses on religions or cultural groups other than your own	0	0	0

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

	Very much	Quite a bit	Some	Very little
a. Investigate the viewpoints, values, or traditions of different world cultures, nationalities, and regions	0	0	0	0
b. Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and regions	0	0	0	0

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

	Very often	Often	Sometimes	Rarely	Never
a. Discover international or global topics and issues with others	0	0	0	0	0
b. Take a 2014 international opportunity (study abroad, international internship, Model UN, field study or research abroad, etc.) with a faculty member or advisor	0	0	0	0	0
c. Attend events or activities that promote the understanding of different world cultures, nationalities, and regions	0	0	0	0	0
d. Participate in a program that pairs domestic and international students with an international or global focus	0	0	0	0	0
e. Participate in a program that pairs domestic and international students (language partners, study partners, etc.)	0	0	0	0	0

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  No  Not sure

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

- Study abroad or international studies office
- Major academic department office
- Career office
- Other

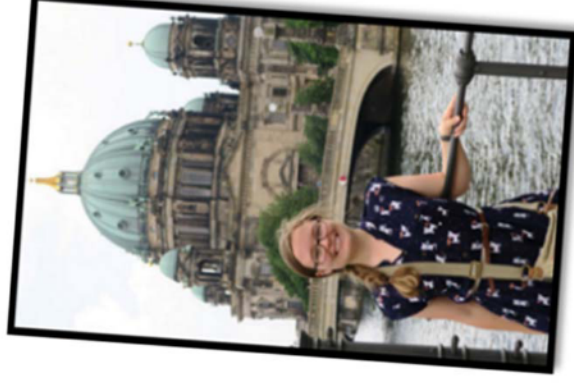


AIEA 2019

[http://nsse.indiana.edu/html/topical\\_module\\_participation.cfm](http://nsse.indiana.edu/html/topical_module_participation.cfm)

## **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





- **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)**

**NSSE**  
National Survey of Student Engagement

**Topical Module: Global Learning**

© 2019 National Student Engagement Inc. All rights reserved. This document is the property of National Student Engagement Inc. and is intended for use by the institution that purchased this document. No part of this document may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or by any information storage and retrieval system, without the prior written permission of National Student Engagement Inc.

**1. For each item, indicate the extent to which you agree or disagree with the statement.**

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My institution has a strong emphasis on global learning.	1	2	3	4	5
2. My institution has a strong emphasis on global learning.	1	2	3	4	5
3. My institution has a strong emphasis on global learning.	1	2	3	4	5
4. My institution has a strong emphasis on global learning.	1	2	3	4	5
5. My institution has a strong emphasis on global learning.	1	2	3	4	5
6. My institution has a strong emphasis on global learning.	1	2	3	4	5
7. My institution has a strong emphasis on global learning.	1	2	3	4	5
8. My institution has a strong emphasis on global learning.	1	2	3	4	5
9. My institution has a strong emphasis on global learning.	1	2	3	4	5
10. My institution has a strong emphasis on global learning.	1	2	3	4	5
11. My institution has a strong emphasis on global learning.	1	2	3	4	5
12. My institution has a strong emphasis on global learning.	1	2	3	4	5
13. My institution has a strong emphasis on global learning.	1	2	3	4	5
14. My institution has a strong emphasis on global learning.	1	2	3	4	5
15. My institution has a strong emphasis on global learning.	1	2	3	4	5
16. My institution has a strong emphasis on global learning.	1	2	3	4	5
17. My institution has a strong emphasis on global learning.	1	2	3	4	5
18. My institution has a strong emphasis on global learning.	1	2	3	4	5
19. My institution has a strong emphasis on global learning.	1	2	3	4	5
20. My institution has a strong emphasis on global learning.	1	2	3	4	5
21. My institution has a strong emphasis on global learning.	1	2	3	4	5
22. My institution has a strong emphasis on global learning.	1	2	3	4	5
23. My institution has a strong emphasis on global learning.	1	2	3	4	5
24. My institution has a strong emphasis on global learning.	1	2	3	4	5
25. My institution has a strong emphasis on global learning.	1	2	3	4	5
26. My institution has a strong emphasis on global learning.	1	2	3	4	5
27. My institution has a strong emphasis on global learning.	1	2	3	4	5
28. My institution has a strong emphasis on global learning.	1	2	3	4	5
29. My institution has a strong emphasis on global learning.	1	2	3	4	5
30. My institution has a strong emphasis on global learning.	1	2	3	4	5
31. My institution has a strong emphasis on global learning.	1	2	3	4	5
32. My institution has a strong emphasis on global learning.	1	2	3	4	5
33. My institution has a strong emphasis on global learning.	1	2	3	4	5
34. My institution has a strong emphasis on global learning.	1	2	3	4	5
35. My institution has a strong emphasis on global learning.	1	2	3	4	5
36. My institution has a strong emphasis on global learning.	1	2	3	4	5
37. My institution has a strong emphasis on global learning.	1	2	3	4	5
38. My institution has a strong emphasis on global learning.	1	2	3	4	5
39. My institution has a strong emphasis on global learning.	1	2	3	4	5
40. My institution has a strong emphasis on global learning.	1	2	3	4	5
41. My institution has a strong emphasis on global learning.	1	2	3	4	5
42. My institution has a strong emphasis on global learning.	1	2	3	4	5
43. My institution has a strong emphasis on global learning.	1	2	3	4	5
44. My institution has a strong emphasis on global learning.	1	2	3	4	5
45. My institution has a strong emphasis on global learning.	1	2	3	4	5
46. My institution has a strong emphasis on global learning.	1	2	3	4	5
47. My institution has a strong emphasis on global learning.	1	2	3	4	5
48. My institution has a strong emphasis on global learning.	1	2	3	4	5
49. My institution has a strong emphasis on global learning.	1	2	3	4	5
50. My institution has a strong emphasis on global learning.	1	2	3	4	5



# Initial Inquiry explored:

1. What internationalization efforts are underway on campuses?
2. What do we know about students' global learning experiences?

## Mapping

## NSSE

# 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



# 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

### RANK

- |   | RANK |
|---|------|
| A. Being informed about current international & global issues             | 1*   |
| B. Speaking a second language   | 6    |
| C. Seeking international or global opportunities out of your comfort zone | 5    |
| D. Understanding how your actions affect global communities               | 4    |
| E. Preparing for life and work in an increasingly globalized era          | 3    |
| F. Encouraging your sense of global responsibility                        | 1*   |
- 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

## 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?

# Internationalization and Global Learning

A Joint Project by the American Council on Education and the National Survey of Student Engagement



## Overall Status and Trends

How would you say the level of internationalization at your institution in the last three academic years (2012-13 to 2014-15) has been:

# Matched Institutions

### Topical Module: Global Learning

**NSSE** national survey of student engagement  
NSSE's Global Learning module assesses student experiences and awareness that encompass global affairs, world cultures, international subjects, and other international topics. The module is organized by six components: items on the core NSSE questionnaire, items on the internationalization survey, and items on the internationalization survey. The module is organized by six components: items on the core NSSE questionnaire, items on the internationalization survey, and items on the internationalization survey.

1. How much does your institution emphasize the following?

- a. Providing courses that focus on global and international topics.
- b. Providing activities and experiences 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 (political, regional, international relations, world history, culture, etc.)
- b. Complete a course that focuses on perspectives, issues, or events from other countries or regions.
- c. Complete a course that focuses on regions or cultural groups other than your own.

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

- a. Understand the perspectives, values, or customs of different world cultures, religions, and regions.
- b. Develop skills for the active analysis and application of information 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 impacts and topics with others.
- b. Taken a course or participated in an activity (seminar, international workshop, short-term study or research abroad, etc.) with a faculty member or advisor.
- c. Participated in a program that provided the understanding of different world cultures, religions, and regions (e.g., study abroad, international student groups, etc.).
- d. Taken an international or global issue course.
- e. Participated in a program that provides the perspective of international students (e.g., language partner, buddy program, etc.).

5a. During the current school year, how often have you done the following?

- a. Discussed international or global impacts and topics with others.
- b. Taken a course or participated in an activity (seminar, international workshop, short-term study or research abroad, etc.) with a faculty member or advisor.
- c. Participated in a program that provided the understanding of different world cultures, religions, and regions (e.g., study abroad, international student groups, etc.).
- d. Taken an international or global issue course.
- e. Participated in a program that provides the perspective of international students (e.g., language partner, buddy program, etc.).

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

- a. Study abroad or international studies office
- b. International studies department office
- c. Career office
- d. Academic advisor

How would you say the level of internationalization at your institution in the last three academic years (2012-13 to 2014-15) has been:

- a. Yes, significantly
- b. Yes, somewhat
- c. No change
- d. No, but my institution has always been a leader in this area

3. What are your institution's main reasons for internationalizing? Select up to THREE:

- a. Improve student preparedness for a global era
- b. Diversify students, faculty and staff at the home campus
- c. Become more attractive to prospective students at home and overseas
- d. Raise international reputation and rankings
- e. Support institutional accreditation
- f. Generate new revenue for the institution
- g. Attract global talent (faculty and researchers)
- h. Contribute to international development initiatives
- i. Participate in U.S. diplomacy efforts

# 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**





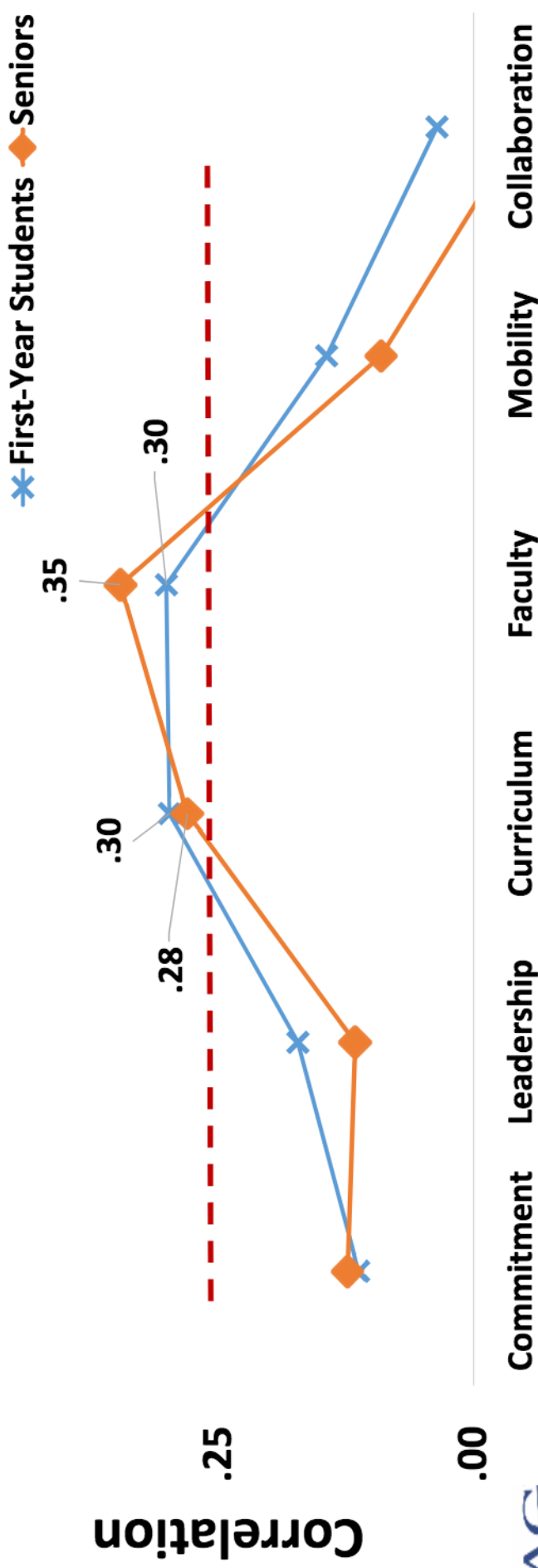
## NSSE and ACE Matched Data

- 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)





# NSSE and ACE Findings

- |  |    |
|--|----|
| <b>1. Articulated Institutional Commitment</b>                 | —  |
| <b>2. Administrative Leadership, Structure, &amp; Staffing</b> | —  |
| <b>3. Curriculum, Co-curriculum, &amp; Learning Outcomes</b>   | +  |
| <b>4. Faculty Policies &amp; Practices</b>                     | +  |
| <b>5. Student Mobility</b>                                     | -- |
| <b>6. Collaboration &amp; Partnerships</b>                     | -- |

# 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
  - Intrn'l Res. Halls
- Regular Festivals/Events

- Broad impact all ALL GL measures!

# ACE & NSSE Faculty Policies

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

**Fac Recognition for  
intn'l activity**

- Talked about intrn'l opps with fac/advisor
- Looked for info about global ed programs



# ACE & NSSE Faculty Policies

**Initiatives with greatest impact on  
SENIOR global learning**

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

- 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.



Leadership and Advocacy

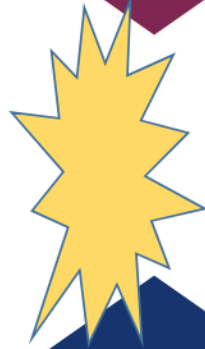


# ACE & NSSE Faculty Professional Development

**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!



Leadership and Advocacy



AIEA 2019

# 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



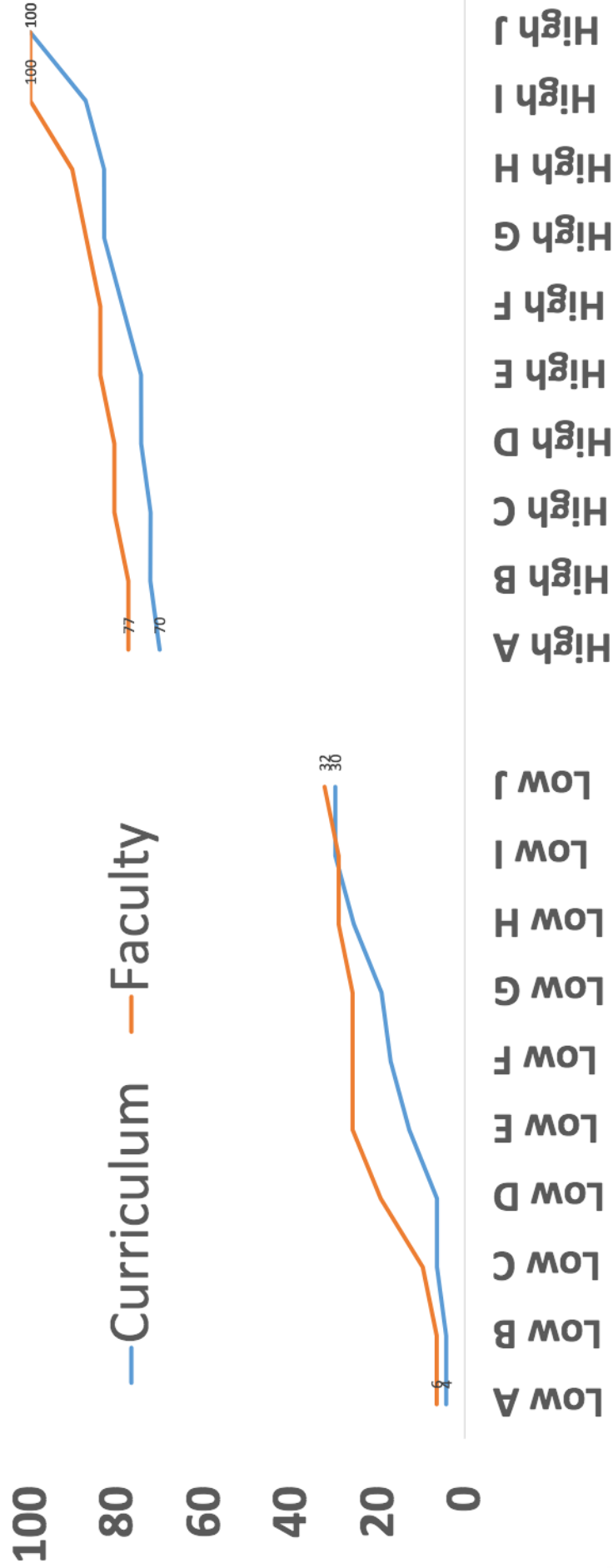
- 1. Articulated Institutional Commitment**
- 2. Administrative Leadership, Structure, & Staffing**
- 3. Curriculum, Co-curriculum, & Learning Outcomes**
- 4. Faculty Policies & Practices**
- 5. Student Mobility**
- 6. Collaboration & Partnerships**

***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



# 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%)

# ACE & NSSE

## Top 10 vs. Low 10

**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](http://www.nsse.indiana.edu)**

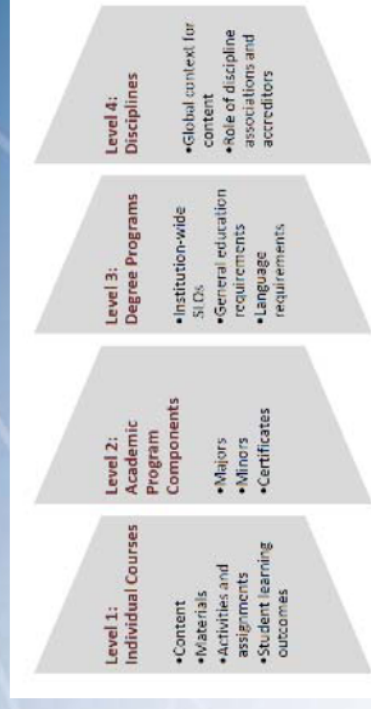


**Internationalization and Global Learning**  
*A Joint Project by the American Council on Education and the  
National Survey of Student Engagement*

# ACE Resources

## Research

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



## Programs

- Internationalization Collaborative
- Internationalization Laboratory

2017-2019  
ACE Internationalization  
Laboratory Cohort

**Now accepting applications!**

**For more information, visit [www.acenet.edu/cige](http://www.acenet.edu/cige)**