

## NSSE 2018: Global Learning

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The National Survey of Student Engagement (NSSE) was administered during the spring 2018 semester to all first-year and senior students at CWRU.

The initial sample consisted of 2,409 students. The groups combined to complete 1,298 surveys, resulting in a 54% response rate. A breakdown of response rate by class and demographics are presented in Appendix A.

This report focuses on the results of the Global Learning Module. The Global Learning module assesses student experiences and coursework with an emphasis on world cultures, global affairs, and other international topics. This module was selected given the current emphasis on global learning and internationalization of CWRU. There were seven other research universities (R1 and private R2) that administered this module, to which the CWRU data were compared.

Overall, there was consistency in the student experience within CWRU as first-years and seniors responded similarly. Compared to students at the other research universities, CWRU students were:

- More likely to attend events or activities that promote an understanding of different world cultures, nationalities, and religions
- More likely to work on out-of-class activities such as campus events and committees with an international or global focus
- More likely to live with another student from a country other than their own
- Less likely to acknowledge their institution's and coursework's emphasis on global or international topics

The differences and resulting effect sizes between CWRU and the peer group are quite small. Taken together, there is room for growth in how coursework could encourage students to understand viewpoints of diverse individuals and to develop skills for interacting effectively and appropriately with those from different backgrounds. However, CWRU students may be exposed to other cultures, religions, and nationalities in ways not captured on this instrument, such as through extracurricular activities or the interactions with the diverse students with whom they live.

*Note on the statistics:* The following tables report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. Effect sizes less than 0.2 are considered small, while 0.5 represents a medium effect size and 0.8 is a large effect size. Thus, a difference might be statistically significant but where effect sizes are in the small- to medium- range, the true differences are trivial.

### Institutional Emphasis on Global and International Topics

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When assessing institutional emphasis, CWRU students feel their school has less emphasis than peers on providing courses and/or activities and experiences that focus on global or international topics. This was true for both first-year students as well as for seniors. While the percentages and mean ratings are not very different and the effect sizes are small, they were found to be statistically significant. Ultimately, CWRU's emphasis on global and international topics is somewhat behind the other research universities sampled, but not to a great extent. The data for institutional emphasis on global and international topics is presented in Table 1.

Table 1. Institutional Emphasis on Global and International Topics

<b>My institution emphasizes...</b>				
<b>Providing courses that focus on global or international topics</b>				
	<b>First-years</b>		<b>Seniors</b>	
	<i>Quite a bit/Very much</i>	<i>Mean</i>	<i>Quite a bit/Very much</i>	<i>Mean</i>
CWRU	52%	2.5	36%	2.3
Research Peers	60%	2.7	56%	2.6
Effect size	-.23*		-.37*	
<b>Providing activities and experiences (speakers, events) that focus on global or international topics</b>				
	<b>First-years</b>		<b>Seniors</b>	
	<i>Quite a bit/Very much</i>	<i>Mean</i>	<i>Quite a bit/Very much</i>	<i>Mean</i>
CWRU	55%	2.6	46%	2.5
Research Peers	66%	2.8	59%	2.7
Effect size	-.27*		-.26*	

\* denotes difference between comparison group and CWRU is statistically significant ( $p < .05$ )

### Global and International Learning Activities

When exploring the global and international learning activities in which our students are engaged, there are a lot of similarities between the first-year and senior students. Compared with the peer group, both groups of CWRU students are more likely to have attended events or activities that promoted the understanding of different world cultures, nationalities, and religions, and worked on out-of-class activities such as campus events or committees with an international or global focus. First-year students are less likely than peers to have discussed international or global topics or issues with others, while seniors are less likely to have talked about international opportunities such as study abroad or international internship with a faculty member or advisor. The results of the global and international learning items are presented in Tables 2 and 3.

Table 2. Global and International Learning: First-Years

<b>First-Years</b>					
During the current school year, about how often have you done the following?	<b>CWRU</b>		<b>Research Peers</b>		<b>Effect Size</b>
	<i>(Very) Often</i>	<i>Mean</i>	<i>(Very) Often</i>	<i>Mean</i>	
Discussed international or global topics or issues with others	47%	2.5	50%	2.6	-.09*
Talked about international opportunities (study abroad, international field study) with a faculty member or advisor	33%	2.1	36%	2.2	-.06
Attended events or activities that promoted understanding of different world cultures, nationalities, and religions	35%	2.2	27%	2.0	.23*
Worked on out-of-class activities (campus events, committees) with an international or global focus	21%	1.8	19%	1.7	.14*
Participated in a program that pairs domestic and international students (language partners, buddy program)	15%	1.5	13%	1.4	.06

Table 3. Global and International Learning: Seniors

<b>Seniors</b>					
During the current school year, about how often have you done the following?	<b>CWRU</b>		<b>Research Peers</b>		<b>Effect Size</b>
	<i>(Very) Often</i>	<i>Mean</i>	<i>(Very) Often</i>	<i>Mean</i>	
Discussed international or global topics or issues with others	54%	2.7	53%	2.7	-.01
Talked about international opportunities (study abroad, international field study) with a faculty member or advisor	22%	1.8	28%	2.0	-.16*
Attended events or activities that promoted understanding of different world cultures, nationalities, and religions	31%	2.1	25%	2.0	.17*
Worked on out-of-class activities (campus events, committees) with an international or global focus	24%	1.9	19%	1.7	.15*
Participated in a program that pairs domestic and international students (language partners, buddy program)	12%	1.4	12%	1.4	.03

\* denotes difference between comparison group and CWRU is statistically significant ( $p < .05$ )

### Institutional Contribution

More similarities were found between CWRU first-years and seniors in relation to how their experience contributed to their knowledge, skills, and personal development in several areas. Compared with students from peer institutions, CWRU students reported substantially less contribution from the institution related to personal development on global and international understanding and preparation. Though statistical significance was found, differences between CWRU students and their peers were small and effect sizes were low. Complete results for first-years and seniors on the institutional contribution to knowledge, skills, and development are presented in Tables 4 and 5.

Table 4. Institutional Contribution to Knowledge, Skills, and Development: First-Years

<b>First-Years</b>					
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<b>CWRU</b>		<b>Research Peers</b>		<b>Effect Size</b>
	<i>Quite a bit/ Very much</i>	<i>Mean</i>	<i>Quite a bit/ Very much</i>	<i>Mean</i>	
Being informed about current international and global issues	35%	2.2	42%	2.4	-.17*
Speaking a second language	26%	1.8	24%	1.8	-.01
Seeking international or global opportunities out of your comfort zone	30%	2.1	34%	2.1	-.08
Understanding how your actions affect global communities	32%	2.1	35%	2.2	-.11*
Preparing for life and work in an increasingly globalized era	43%	2.3	47%	2.5	-.11*
Encouraging your sense of global responsibility	41%	2.3	48%	2.5	-.15*

Table 5. Institutional Contribution to Knowledge, Skills, and Development: Seniors

<b>Seniors</b>					
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	<i>CWRU</i>		<i>Research Peers</i>		<i>Effect Size</i>
	<i>Quite a bit/ Very much</i>	<i>Mean</i>	<i>Quite a bit/ Very much</i>	<i>Mean</i>	
Being informed about current international and global issues	38%	2.3	46%	2.5	-.20*
Speaking a second language	23%	1.8	31%	2.0	-.23*
Seeking international or global opportunities out of your comfort zone	27%	1.9	33%	2.1	-.15*
Understanding how your actions affect global communities	28%	2.0	39%	2.3	-.27*
Preparing for life and work in an increasingly globalized era	37%	2.2	48%	2.5	-.22*
Encouraging your sense of global responsibility	37%	2.2	49%	2.5	-.27*

\* denotes difference between comparison group and CWRU is statistically significant ( $p < .05$ )

When asked if they have lived with another student from a country other than their own, CWRU students were significantly more likely to have reported “yes” than students from peer institutions. The substantial difference between CWRU and the peer group was found for both first-years and for seniors, with effect sizes in the low-to-moderate range (.44 and .34, respectively). These data are provided in Table 6.

Table 6. Living With Students from Other Countries

Since enrolling at your current institution, have you lived with students from a country other than your own? (NOT study abroad or other programs)	<i>CWRU</i>	<i>Research Peers</i>	<i>Effect Size</i>
<b>First-Years</b>	55%	34%	.44*
<b>Seniors</b>	53%	37%	.34*

\* denotes difference between comparison group and CWRU is statistically significant ( $p < .05$ )

### Global or International Coursework

The next few items asked students if they plan to, or have completed, courses with a global or international focus. First-year students from CWRU were more frequently planning to complete a course that focuses on global issues or trends than students from the peer institutions. Further, the CWRU seniors reported having taken courses like this more frequently. The students from peer institutions were more likely to have completed a course that focuses on perspectives, issues, or events from other countries or regions as both first-years and seniors. The CWRU students were significantly less likely to plan to or complete a course that focuses on religions or cultural groups other than their own. Full results on the likelihood of taking courses are presented in Table 7.

Table 7. Courses with a Global or International Focus

<b>First-Years</b>					
Which of the following have you done or do you plan to do before you graduate?	<i>CWRU</i>		<i>Research Peers</i>		<i>Effect Size</i>
	<i>Plan to do</i>	<i>Done</i>	<i>Plan to do</i>	<i>Done</i>	
Complete a course that focuses on global trends or issues (human rights, world health)	44%	19%	40%	19%	.02
Complete a course that focuses on perspectives, issues, or events from other countries or regions	43%	15%	41%	19%	-.09*
Complete a course that focuses on religions or cultural groups other than your own	33%	13%	34%	17%	-.13*
<b>Seniors</b>					
Which of the following have you done or do you plan to do before you graduate?	<i>CWRU</i>		<i>Research Peers</i>		<i>Effect Size</i>
	<i>Plan to do</i>	<i>Done</i>	<i>Plan to do</i>	<i>Done</i>	
Complete a course that focuses on global trends or issues (human rights, world health)	6%	51%	9%	47%	.08
Complete a course that focuses on perspectives, issues, or events from other countries or regions	6%	47%	8%	50%	-.05
Complete a course that focuses on religions or cultural groups other than your own	6%	40%	7%	45%	-.10*

\* denotes difference between comparison group and CWRU is statistically significant ( $p < .05$ )

The final set of questions asked students how much their coursework has encouraged them to develop a deeper understanding, as well as skills, related to different world cultures, nationalities, and religions. For both the first-year and senior student groups, CWRU students are significantly less likely to say their coursework had encouraged them to understand the viewpoints, values or customs or to develop skills for interacting effectively with individuals of different cultures, nationalities, or religions. The full results of the coursework questions are presented in Tables 8 and 9.

Table 8. Coursework's Emphasis on Global and International Topics: First-Years

<b>First-Years</b>					
During the current school year, how much has your coursework encouraged you to do the following?	<i>CWRU</i>		<i>Research Peers</i>		<i>Effect Size</i>
	<i>Quite a bit/ Very much</i>	<i>Mean</i>	<i>Quite a bit/ Very much</i>	<i>Mean</i>	
Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	46%	2.4	53%	2.6	-.12*
Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	44%	2.4	49%	2.5	-.10*

Table 9. Coursework’s Emphasis on Global and International Topics: Seniors

<b>Seniors</b>					
During the current school year, how much has your coursework encouraged you to do the following?	<b>CWRU</b>		<b>Research Peers</b>		<b>Effect Size</b>
	<i>Quite a bit/ Very much</i>	<i>Mean</i>	<i>Quite a bit/ Very much</i>	<i>Mean</i>	
Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions	36%	2.6	52%	2.6	-.35*
Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions	35%	2.2	49%	2.5	-.35*

\* denotes difference between comparison group and CWRU is statistically significant ( $p < .05$ )

### Conclusion

Students from the peer group were more likely than either first-year and senior students from CWRU to acknowledge their institution’s and coursework’s emphasis on global or international topics. While CWRU students were more likely to work on out-of-class activities such as campus events and committees with an international or global focus, attend events or activities that promote an understanding of different world cultures, nationalities, and religions, and to live with another student from a country other than their own, other institutions were more likely to emphasize development of students’ knowledge and skills of an international or global focus. Ultimately, there is room for CWRU to grow in how coursework could develop skills for interacting effectively and appropriately with those from different backgrounds and encourage students to understand viewpoints of diverse individuals. It is expected that CWRU students may be exposed to other religions, nationalities, and cultures in ways not captured on this instrument.

Appendix A: Sample and Administration Information

Sample and Response Breakdowns

Representativeness	<i>First-years</i>		<i>Seniors</i>	
	Respondents	Population	Respondents	Population
Sample and Responses	n = 804	n = 1,298	n = 494	n = 1,111
<b>Response Rate</b>	<b>62%</b>		<b>45%</b>	
	Respondent %	Population %	Respondent %	Population %
Female	49	43	54	43
<b>Race/ethnicity<sup>a</sup></b>				
Asian	22	20	22	20
Black/African American	4	4	5	5
Latinx	7	7	5	6
White	50	48	55	52
International	11	14	6	10
Two or more races	4	5	4	5
Unknown	1	1	2	2

a. Based on the IPEDS categories submitted by the institution.

The data collected during the 2018 administration allow us to compare CWRU students to AAU peers, large city, private institutions, and all institutions administering NSSE during 2017 and 2018. In addition, CWRU administered NSSE most recently in 2015 and 2012, allowing also for comparison across time.

The 2018 administration saw much greater participation from CWRU relative to peer groups as well as a substantial increase over past rates. Peer groups’ response rates range from 21% to 24%, while our 2015 response rate was 27%. The marked increase in participation is likely due to administration through the University’s learning management system, Canvas. Ultimately, greater participation from students as evidenced through a stronger response rate suggest the data provide a more accurate depiction of student engagement across the university.