

# Cross-Cultural Engagement

## Frost Center Friday

December 10, 2021

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Frost Center Fellow 2021-2022

# Cross-cultural engagement

- The [mission of Hope College](#) is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith
- Helping student develop intercultural and diversity competency and engagement is central to our mission
- How are we doing?

# The datasets

- CIRP: Cooperative Institutional Research Program
  - 2014 / 2020
- ETS: Educational Testing Service
  - 2021
- NSSE: National Survey of Student Engagement
  - 2017 / 2019 / 2020

# CIRP data

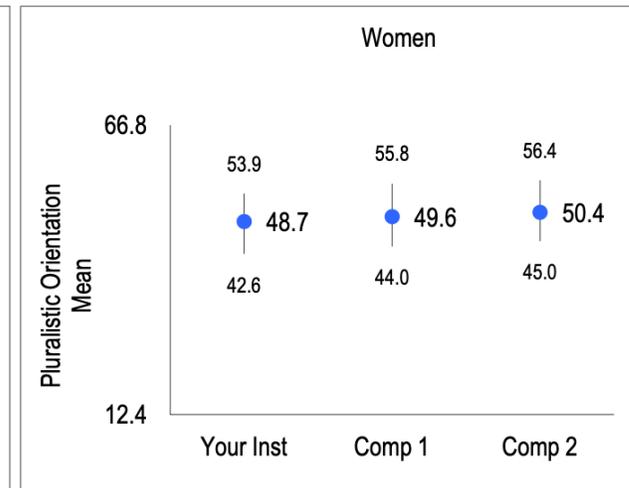
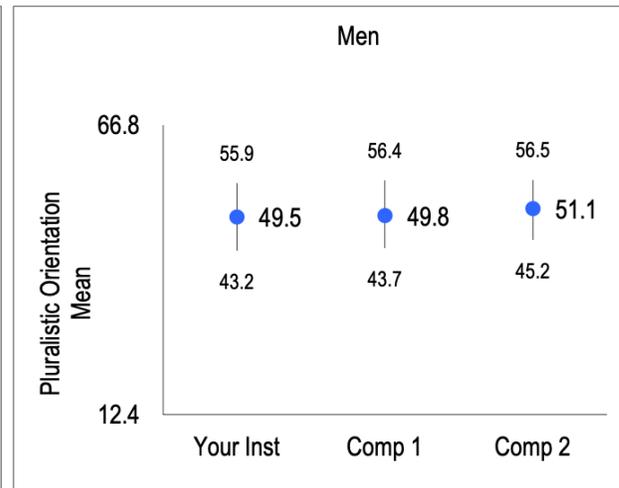
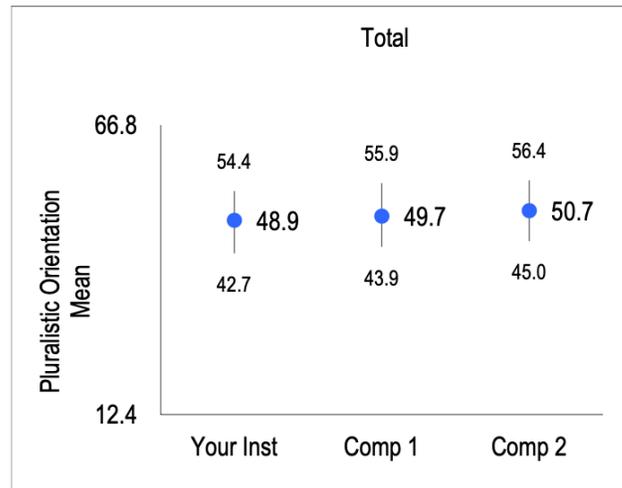
- Examines Hope in relation to two comparison groups
- Comparison School 1: Religious, 4-year, highly selective
- Comparison School 2: Religious, 4-year
  
- Assessed in 2014 and 2020

# 2014 CIRP data: Pluralistic Orientation

**Pluralistic Orientation** - measures skills and dispositions appropriate for living and working in a diverse society.

Hope College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	283	10,576	12,133	77	4,340	5,006	206	6,236	7,127
Mean	48.9	49.7	50.7	49.5	49.8	51.1	48.7	49.6	50.4
Standard Deviation	8.62	8.69	8.30	8.54	9.06	8.56	8.66	8.40	8.08
Significance	-	-	***	-	-	-	-	-	**
Effect Size	-	-0.09	-0.22	-	-0.03	-0.18	-	-0.11	-0.21
25th percentile	42.7	43.9	45.0	43.2	43.7	45.2	42.6	44.0	45.0
75th percentile	54.4	55.9	56.4	55.9	56.4	56.5	53.9	55.8	56.4

Note: Significance \* p<.05, \*\* p<.01, \*\*\* p<.001

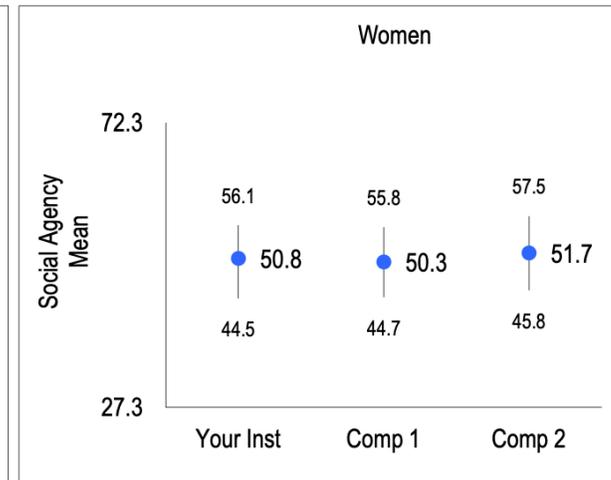
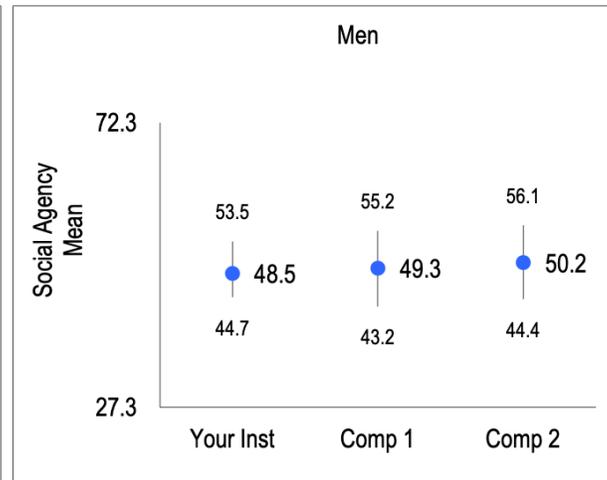
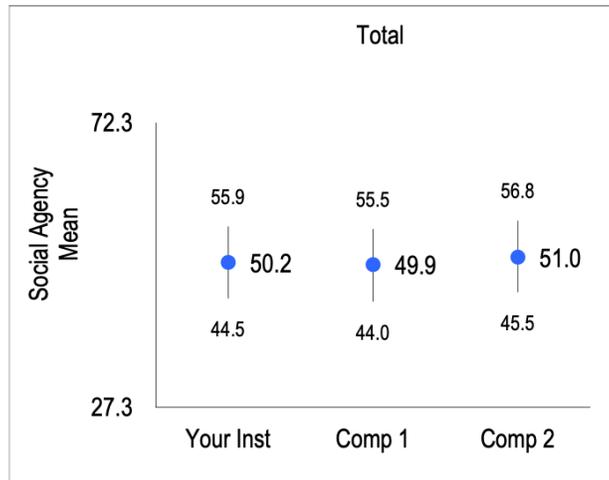


# 2014 CIRP data: Social Agency

**Social Agency** - measures the extent to which students value political and social involvement as a personal goal.

Hope College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	267	10,266	11,641	70	4,189	4,756	197	6,077	6,885
Mean	50.2	49.9	51.0	48.5	49.3	50.2	50.8	50.3	51.7
Standard Deviation	8.91	8.88	9.01	8.25	9.15	9.17	9.07	8.64	8.82
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.04	-0.09	-	-0.09	-0.19	-	0.06	-0.10
25th percentile	44.5	44.0	45.5	44.7	43.2	44.4	44.5	44.7	45.8
75th percentile	55.9	55.5	56.8	53.5	55.2	56.1	56.1	55.8	57.5

Note: Significance \* p<.05, \*\* p<.01, \*\*\* p<.001

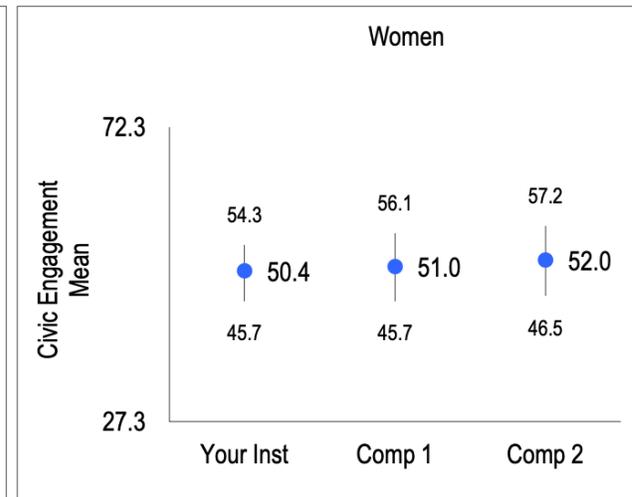
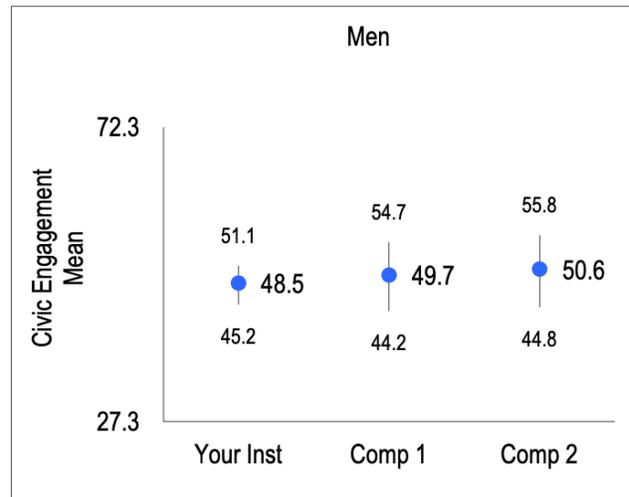
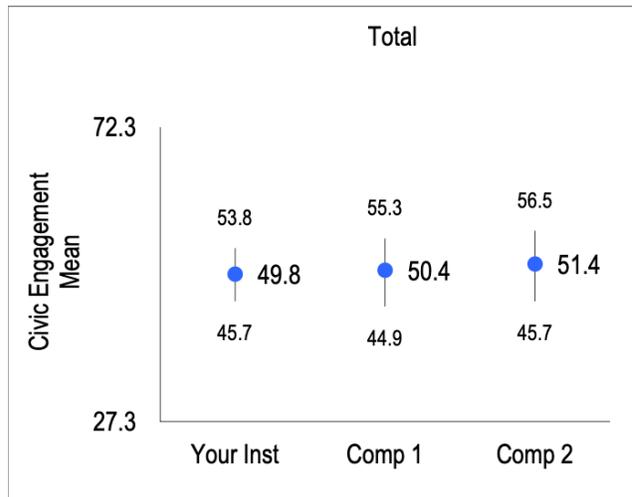


# 2014 CIRP data: Civic Engagement

**Civic Engagement** - measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Hope College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	282	10,666	12,244	76	4,375	5,069	206	6,291	7,175
Mean	49.8	50.4	51.4	48.5	49.7	50.6	50.4	51.0	52.0
Standard Deviation	6.89	7.83	7.96	5.69	7.99	8.05	7.24	7.66	7.83
Significance	-		**	-		*	-		**
Effect Size	-	-0.08	-0.19	-	-0.15	-0.27	-	-0.08	-0.21
25th percentile	45.7	44.9	45.7	45.2	44.2	44.8	45.7	45.7	46.5
75th percentile	53.8	55.3	56.5	51.1	54.7	55.8	54.3	56.1	57.2

Note: Significance \* p<.05, \*\* p<.01, \*\*\* p<.001



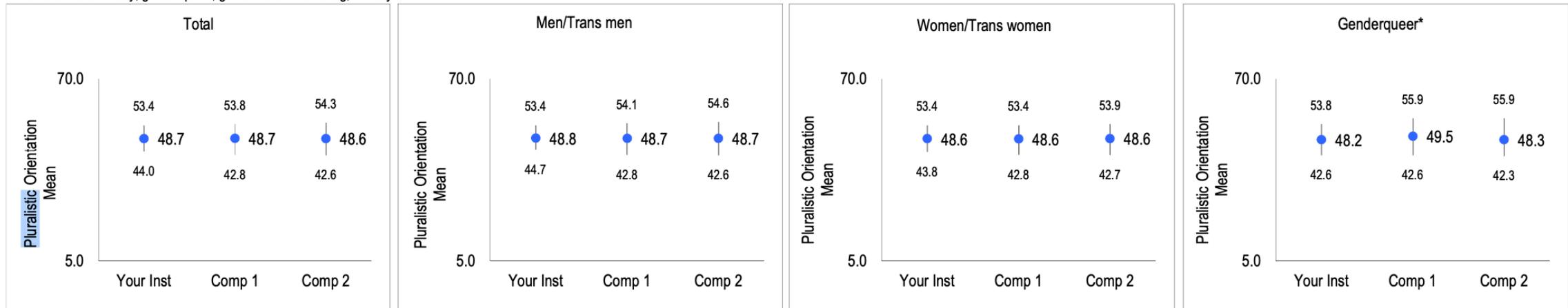
# 2020 CIRP data: Pluralistic Orientation

**Pluralistic Orientation** - measures skills and dispositions appropriate for living and working in a diverse society.

Hope College	Total			Men/Trans men			Women/Trans women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	501	1,915	4,003	173	699	1,462	300	1,091	2,242	21	101	236
Mean	48.7	48.7	48.6	48.8	48.7	48.7	48.6	48.6	48.6	48.2	49.5	48.3
Standard Deviation	7.53	8.00	8.48	7.39	8.00	8.62	7.63	7.95	8.25	8.39	8.47	9.69
Significance	-	-	-	-	-	-	-	-	-	-	-	-
Effect Size	-	0.00	0.01	-	0.00	0.00	-	0.00	0.00	-	-0.15	-0.01
25th percentile	44.0	42.8	42.6	44.7	42.8	42.6	43.8	42.8	42.7	42.6	42.6	42.3
75th percentile	53.4	53.8	54.3	53.4	54.1	54.6	53.4	53.4	53.9	53.8	55.9	55.9

Note: Significance \* p<.05, \*\* p<.01, \*\*\* p<.001

\* Includes non-binary, genderqueer, gender non-conforming, identity not listed



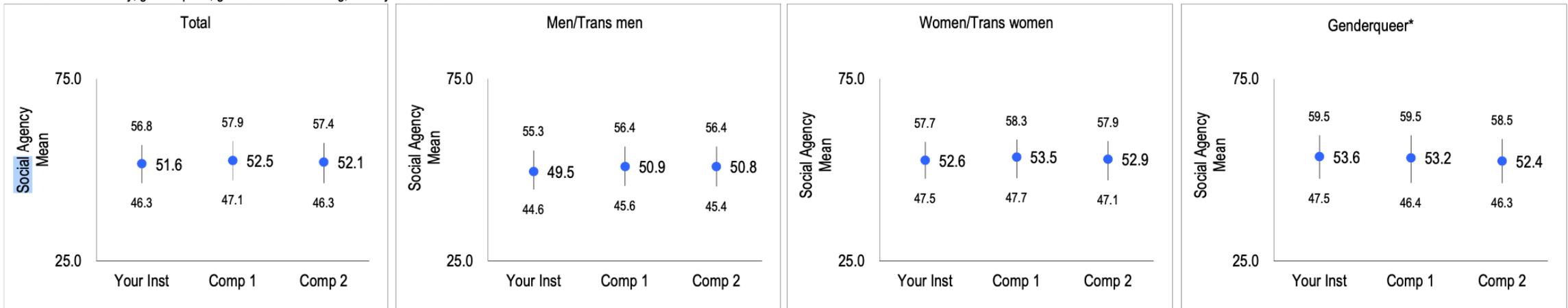
# 2020 CIRP data: Social Agency

**Social Agency** - measures the extent to which students value political and social involvement as a personal goal.

Hope College	Total			Men/Trans men			Women/Trans women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	478	1,843	3,852	160	668	1,404	291	1,055	2,160	21	99	228
Mean	51.6	52.5	52.1	49.5	50.9	50.8	52.6	53.5	52.9	53.6	53.2	52.4
Standard Deviation	8.15	8.33	8.50	8.18	8.35	8.48	7.86	8.13	8.39	9.64	8.25	8.14
Significance	-	*		-			-			-		
Effect Size	-	0.10	0.05	-	-0.16	-0.15	-	-0.10	-0.03	-	0.05	0.15
25th percentile	46.3	47.1	46.3	44.6	45.6	45.4	47.5	47.7	47.1	47.5	46.4	46.3
75th percentile	56.8	57.9	57.4	55.3	56.4	56.4	57.7	58.3	57.9	59.5	59.5	58.5

Note: Significance \* p<.05, \*\* p<.01, \*\*\* p<.001

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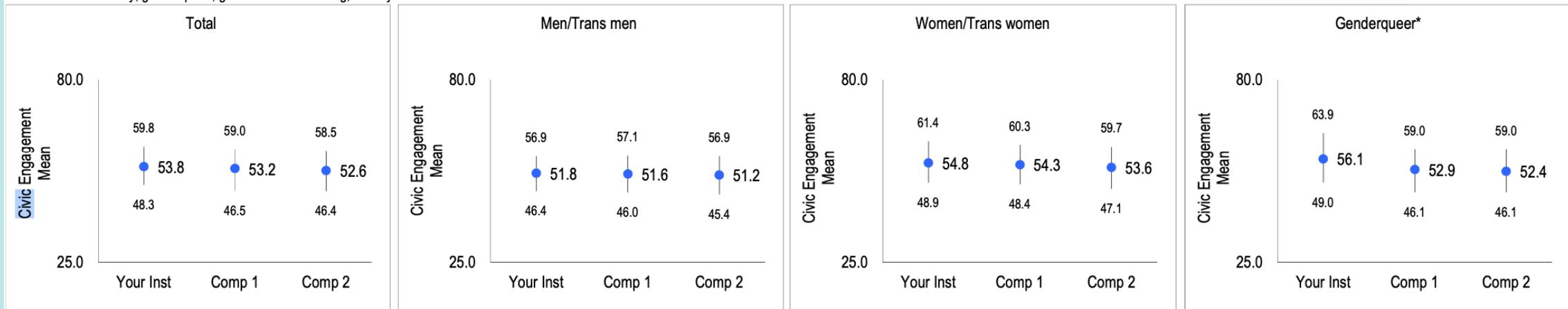
# 2020 CIRP data: Civic Engagement

**Civic Engagement** - measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Hope College	Total			Men/Trans men			Women/Trans women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	506	1,931	4,052	177	706	1,477	301	1,099	2,265	21	102	243
Mean	53.8	53.2	52.6	51.8	51.6	51.2	54.8	54.3	53.6	56.1	52.9	52.4
Standard Deviation	8.65	8.70	8.64	7.85	8.34	8.25	8.90	8.80	8.82	9.81	8.76	8.30
Significance	-	-	**	-	-	-	-	-	*	-	-	-
Effect Size	-	0.07	0.14	-	0.03	0.07	-	0.06	0.15	-	0.37	0.45
25th percentile	48.3	46.5	46.4	46.4	46.0	45.4	48.9	48.4	47.1	49.0	46.1	46.1
75th percentile	59.8	59.0	58.5	56.9	57.1	56.9	61.4	60.3	59.7	63.9	59.0	59.0

Note: Significance \* p<.05, \*\* p<.01, \*\*\* p<.001

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# ETS Data

- 2021
- Examining
  - Analyze
  - Act
  - Approach

# ETS Data

## Analyze & Act

The ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thought into action.

### MEAN SCALE SCORES

(Scale of 150-180)

The mean scale scores and proficiency levels for the Reporting Group and Comparison Group are shown on the right.

Proficiency level information and additional reporting details on the Analyze & Act portion of the assessment start on **page 2**.

#### REPORTING GROUP

**168.6**

**PROFICIENT**

#### COMPARISON GROUP

**167.4**

**PROFICIENT**

## Approach

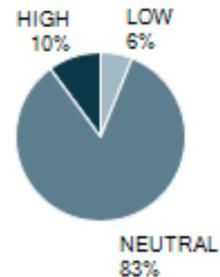
The overall positivity with which an individual views and responds to cross-cultural interactions.

### RESPONSE CATEGORIES AND PERCENTAGES

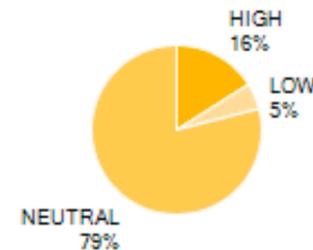
The percentage of students whose responses were categorized as suggesting High, Neutral or Low levels of positivity to cross-cultural interactions are shown to the right for the Reporting Group and Comparison Group.

Mean scaled scores and additional reporting details on the Approach portion of the assessment start on **page 5**.

#### REPORTING GROUP



#### COMPARISON GROUP



See page 5 for level descriptions.



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# NSSE Data

- 2017
- 2019
- 2020

# ICD: Inclusiveness and Engagement with Cultural Diversity

- Coursework

- Seven items examining diversity and inclusion emphases in coursework
- Items were internally consistent across timepoints ( $\alpha = .89$  to  $.92$ )

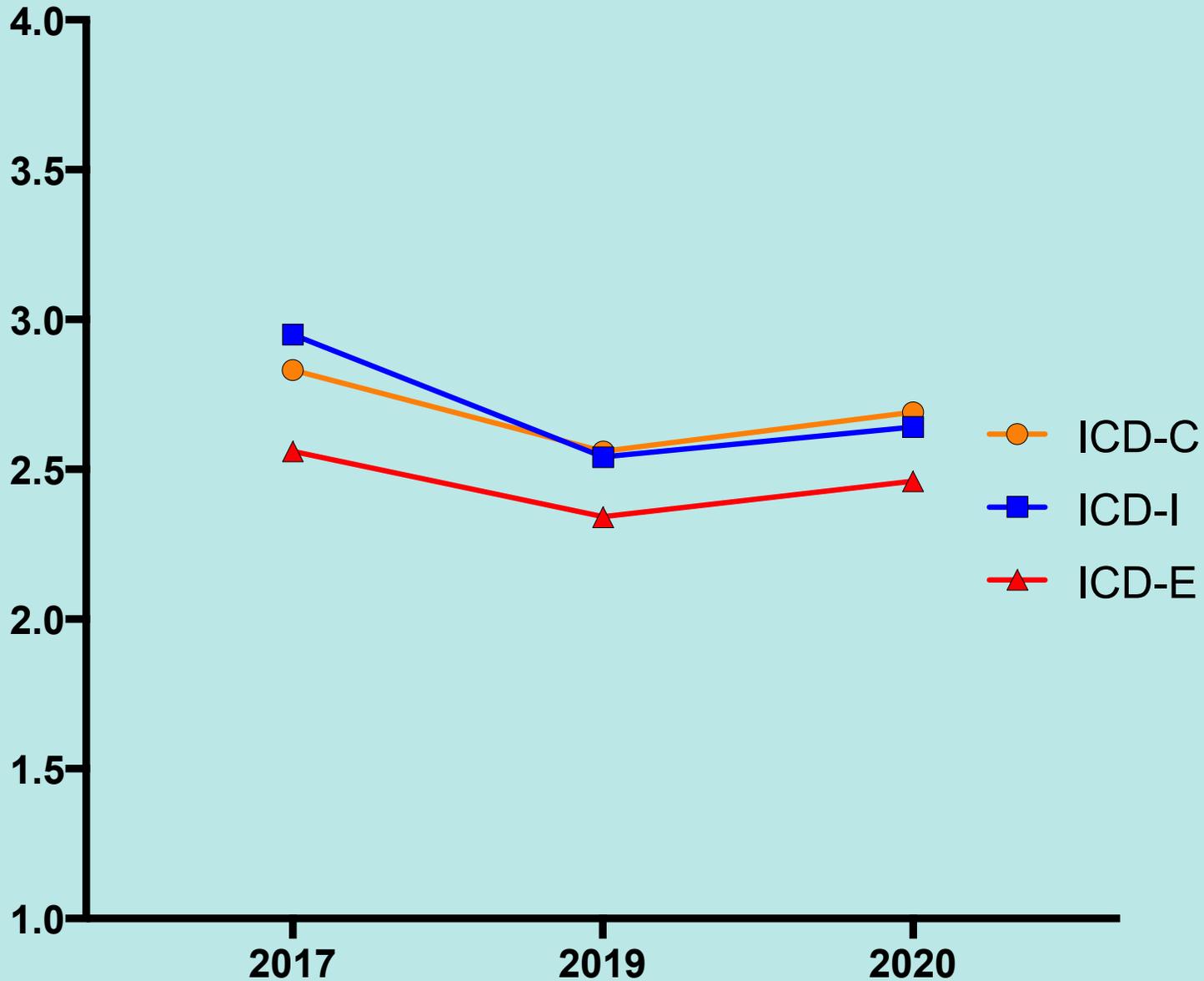
- Institution

- Seven items examining diversity and inclusion emphases on an institutional level
- Items were internally consistent across timepoints ( $\alpha = .86$  to  $.92$ )

- Environment

- Seven items examining whether students felt there was a supportive environment across indicators (e.g. race/ethnicity, sexual orientation)
- Items were internally consistent across timepoints ( $\alpha = .89$  to  $.91$ )

## NSSE Data 2017, 2019, 2020



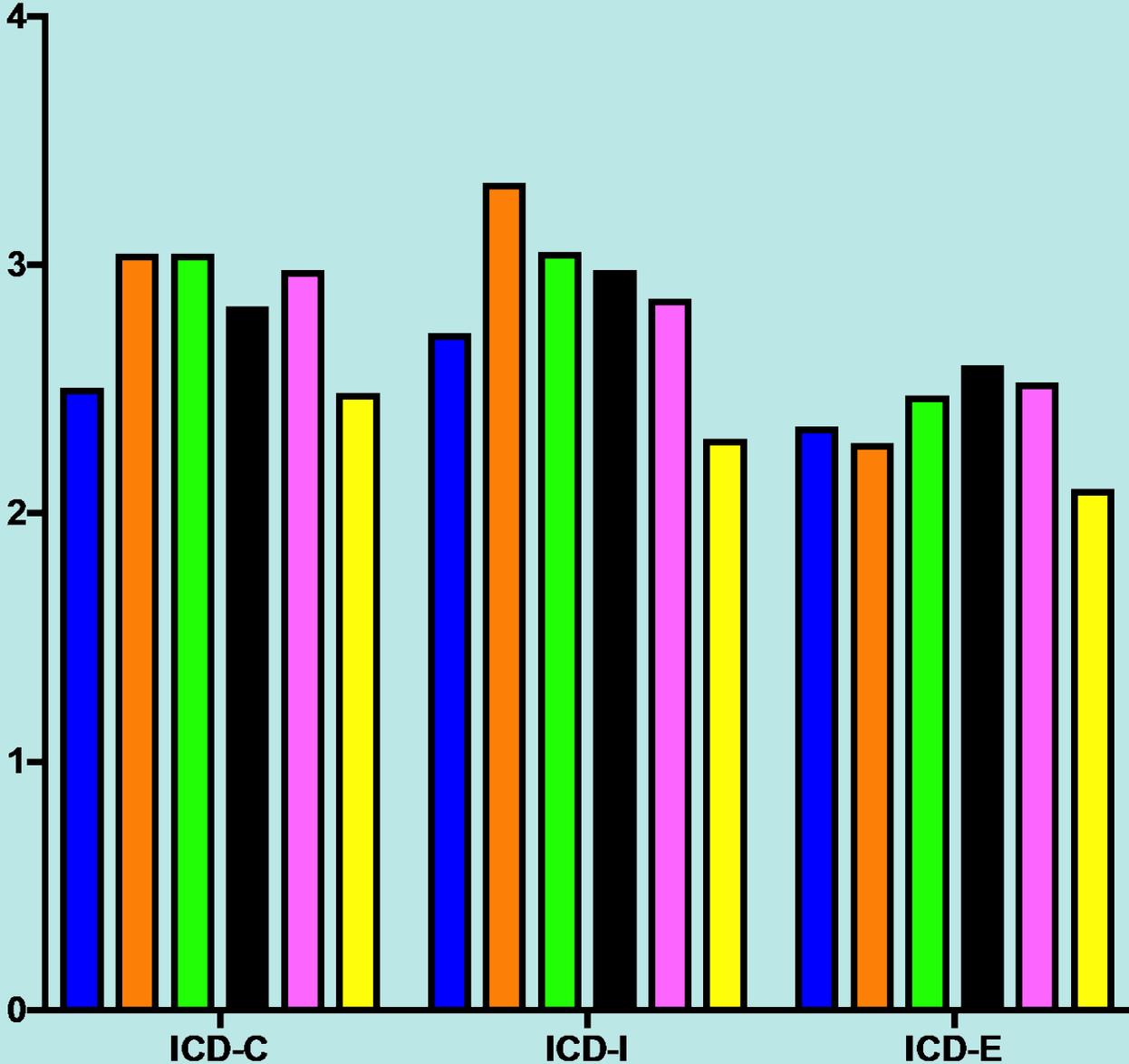
**Intercultural competence  
has stayed flat**



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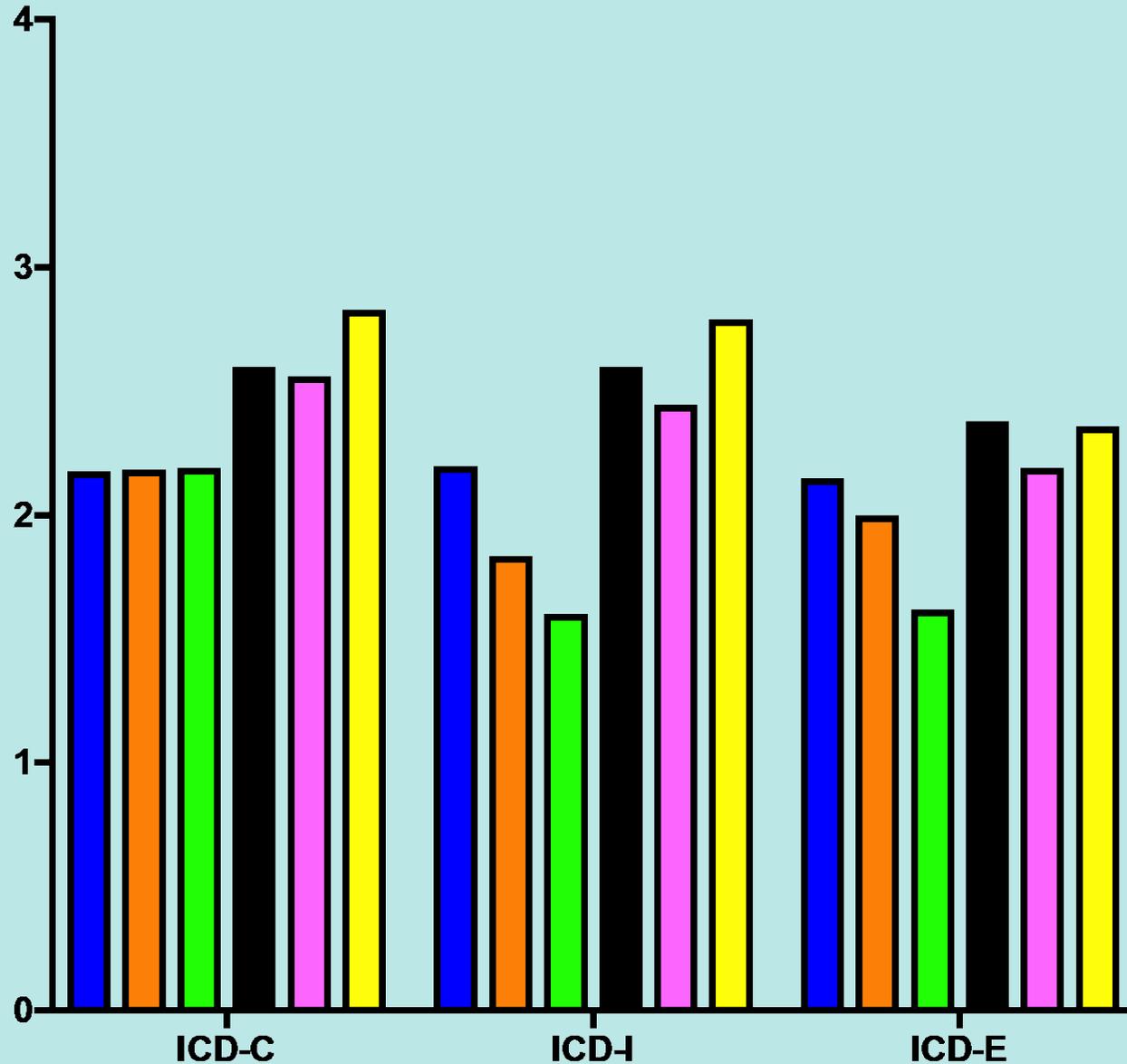
2017 (NSSE)



“Baseline” assessment  
in 2017

- Asian
- Black/African-American
- Hispanic/Latinx
- White
- Multiracial
- No response

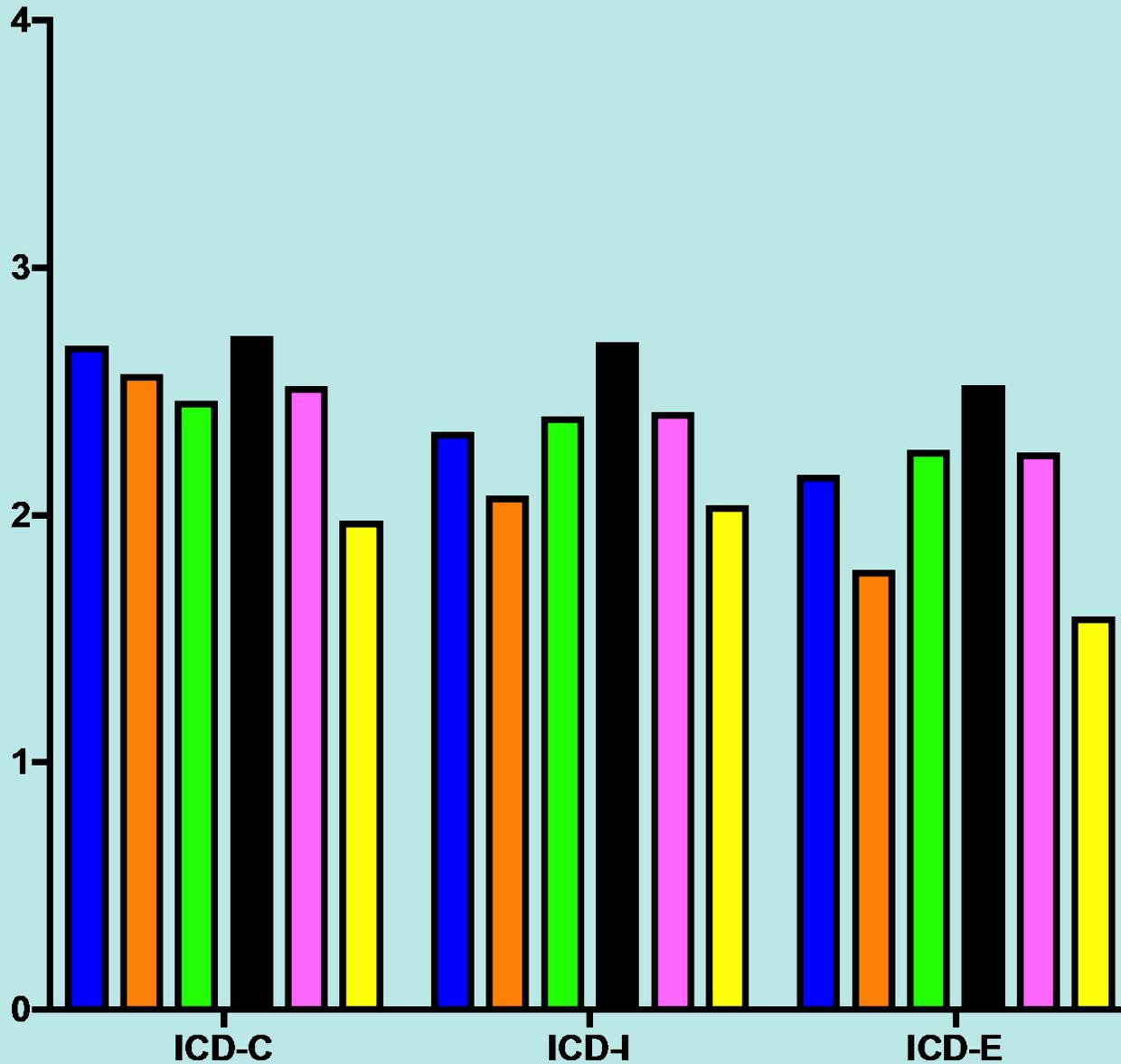
# 2019 (NSSE)



**Scores are dropping, and there are different realities at Hope College**

- Asian
- Black/African-American
- Hispanic/Latinx
- White
- Multiracial
- No response

## 2020 (NSSE)



**The student experience is different based on demographics**

- Asian
- Black/African-American
- Hispanic/Latinx
- White
- Multiracial
- No response



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# Summary of the data

- **CIRP data:** Mixed results—we're underperforming relative to our peers on social agency and are *slightly* better than one peer group on civic engagement (but equal to other peer group)
- **ETS data:** Equal to peers on Analyze and Act, but underperforming relative to our peers on Approach
- **NSSE data:** We're not improving (and may be *slightly* decreasing) in inclusiveness and engagement with cultural diversity, and there are different realities for different students on campus

# Next Steps

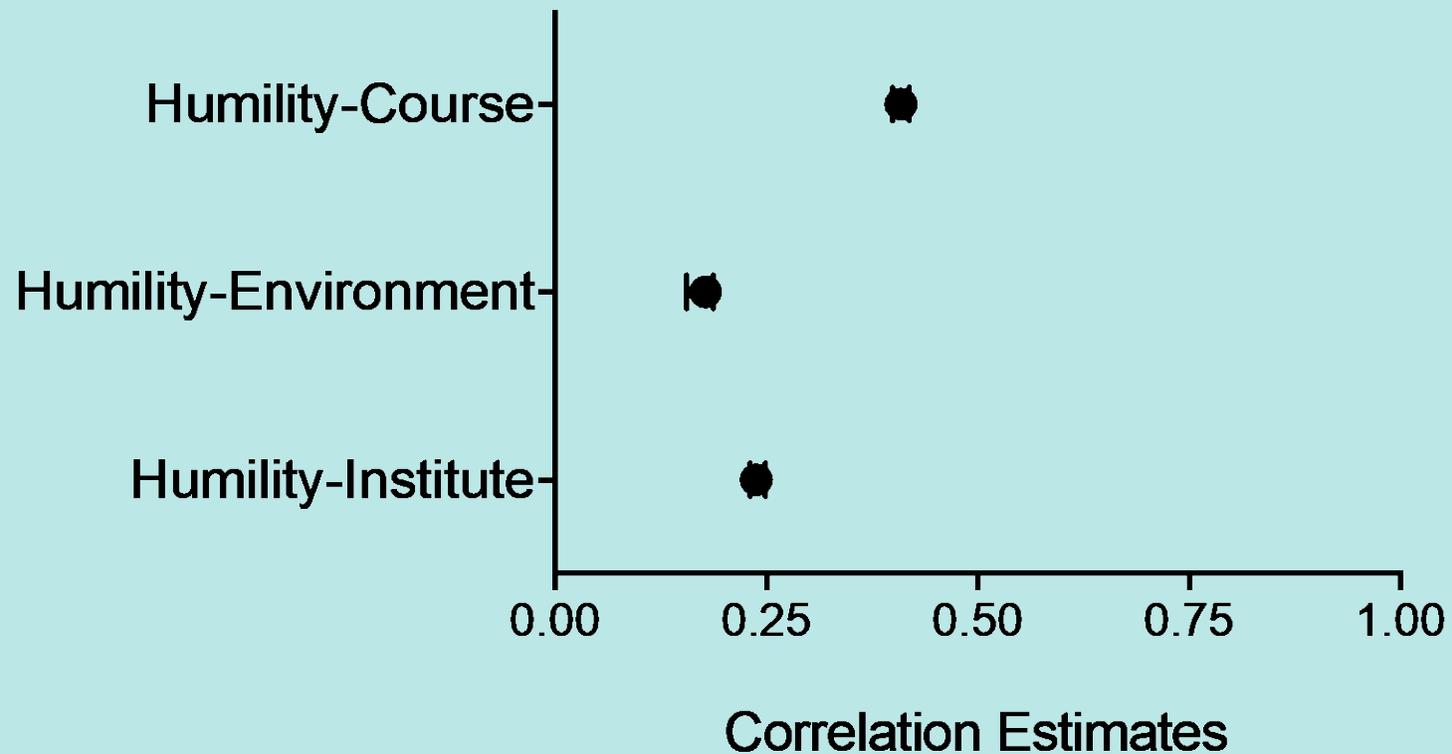
- What do we do with these data?

# Humility

- Composite assessed by three items (in the NSSE data):
  - Examined the strengths and weaknesses of your own views on a topic or issue
  - Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - Learned something that changed the way you understand an issue or concept
- Scores averaged from 2.86 – 2.95 across measurement periods and were internally consistent ( $\alpha$ s = .72 to .75)

# Is humility related to ICD?

- Correlating humility and ICD (2017-2020)



Let's get practical

# Developing Intercultural & Diversity Competencies

Dr. Heidi Kraus  
Director of Global Learning  
General Education Program

[kraus@hope.edu](mailto:kraus@hope.edu)

- 
- We have been working on this cultural and diversity education initiative for two years. This isn't new!
  - The institutional assessment of cultural competencies (*ETS Intercultural Competency & Diversity Assessment – or ICD assessment*) began this academic year for all 1st and 4th-year students
  - ICD is a *direct* assessment of student competencies

# Why is it important for students to develop their intercultural and diversity competencies?

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- To enrich their life
- Live into their faith
- Deepen their relationships
- Contribute to the solutions of local and global challenges
- To prepare for vocational goals

# Goals of the assessment

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1. *Hold us accountable* to our diversity and cultural competency educational goals (e.g., preparing students for lives of service in a global society)
2. Help us *strategically target* areas of education where students are lacking competencies
3. *Identify* which educational opportunities actually promote growth

- 
1. FYS and SRS students *take the ICD assessment* via ETS online testing browser (2 weeks to complete; approx. 1 hr)
  2. *Student debrief* (videos, FTF debriefing opportunities, advising action plan, digital resources)
  3. *Intervention*



We are working to develop *curricular and co-curricular initiatives* that correspond to the cultural competencies assessed in order to *cultivate students' learning* during their time at Hope.



# Dimensions of the Initiative

## APPROACH

- Be *curious, flexible, and open-minded*
- Seek out *diverse groups*
- Approach new situations with *cultural humility*
- Recognize how one's own *identities and experiences intersect* with others' identities and experiences

## ACT

- Consider the *impact* of your actions
- Seek *mutually beneficial* solutions and actions
- *Communicate effectively* in diverse contexts
- Adapt behavior to be *culturally appropriate*

## ANALYZE

- Engage the *complexity of people, communities, and cultures*
- Critique stereotypical *representations of people and cultures*
- Learn about the impact of economic, political, religious, and social *systems on people and cultures*



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# Examples of specific learning opportunities to cultivate these competencies

- Take courses flagged for Global Learning
- Go to cultural heritage events
- Study off-campus
- Intern or volunteer under the guidance of communities that are different from your own
- Attend events and join student organizations that promote diversity
- Travel in ways that engage and serve local communities
- Seek out new sports, music, media, news, films, art, theater, food, books, and experiences to learn about other cultures

# Conversation and Questions

- Who at Hope College (positions or departments) would benefit from the information shared today?
- Thinking about your own work at Hope, how might you use what you've learned today?
- What is the best way to share more detailed information with faculty and staff members who are advising and working with students?