Influence of Global Travel on Students’ Global Competence

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STUDY ABROAD

Researchers and practitioners have pointed to the importance of international experience in fostering global competence. (Hunter, 2004, p. 81)

Positive outcomes:

- Cultural knowledge and understanding  (Bates, 1997; Drews & Meyer, 1996; Hutchins, 1996; Williams, 2005)
- Flexibility and adaptability  (Black & Duron, 2006; Willard-Holt, 2001)
- Ability to recognize and appreciate differences  (Bates, 1997; Hutchins, 1996)
- Emotional resilience and independence  (Black & Duron, 2006)
- Desire to learn  (Carson & Widaman, 1988; Forgues, 2005; Hadis, 2005; Hutchins, 1996)
GLOBAL COMPETENCE DEFINED

“Having an open mind while actively seeking to understand cultural norms and expectations of others, and leveraging this gained knowledge to interact, communicate and work effectively in diverse environments” (McDougall, 2009; Niehaus & Komives, 2009; Oddou & Mendenhall, 2008)
THE GLOBAL COMPETENCE MODEL

- GCAA tool has been employed by the university as part of the QEP.
- The scale points ranges from 1-100 on each measurement
**INTERNAL READINESS**
Personal Traits and Attitudinal Drivers of Global Competence
- Risk Taking
- Open-Mindedness
- Self-Awareness
- Attentiveness to Diversity

**EXTERNAL READINESS**
Acquired knowledge through education or life experience
- Historical Perspective
- Global Awareness
- Collaboration Across Culture
- Intercultural Capability
CURRENT STUDY

Purpose

- To evaluate GCAA score on the basis of length of the trips.
- Investigate the significant mean difference between Short Trips and Long Trips in year 2015-2016.
- Run regression analyzes on the data collected from GCAA portal on different travel groups travelled in 2015-2016.
- Show the relationship between Length of the trip and GCAA score.
### GCAA Score Comparison Short and Long Trips 2015

#### Travelling Groups (1 week - 2 weeks) Year 2015

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>GCAA Pre Score</th>
<th>GCAA Post Score</th>
<th>Duration (Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Yr. Experience 1 - Prague, Zurich</td>
<td>5</td>
<td>86.52</td>
<td>82.82</td>
<td>9</td>
</tr>
<tr>
<td>Sophomore Yr. Experience 2 - Spain, Portugal</td>
<td>23</td>
<td>63.42</td>
<td>66.59</td>
<td>9</td>
</tr>
<tr>
<td>Faculty Led Study Abroad - Costa Rica (Social Work - Dr. Judd)</td>
<td>28</td>
<td>72.21</td>
<td>71.13</td>
<td>7</td>
</tr>
<tr>
<td>Office of Global Program - Study Abroad - UK (London)</td>
<td>1</td>
<td>65.9</td>
<td>59.45</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>64.66</td>
<td><strong>66.59</strong></td>
<td><strong>8.333333333</strong></td>
</tr>
</tbody>
</table>

#### Travelling Groups (3 weeks - 16 weeks) Year 2015

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>GCAA Pre Score</th>
<th>GCAA Post Score</th>
<th>Duration (Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Scholars (UK, FR, DE)</td>
<td>20</td>
<td>71.32</td>
<td>74.37</td>
<td>20</td>
</tr>
<tr>
<td>Office of Global Program - Study Abroad - UK (London)</td>
<td>4</td>
<td>70.65</td>
<td>74.68</td>
<td>27</td>
</tr>
<tr>
<td>Texas A&amp;M - Spring 15 - Study Abroad</td>
<td>148</td>
<td>69.6</td>
<td>71.6</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>172</td>
<td>70.125</td>
<td><strong>73.14</strong></td>
<td><strong>22.66666667</strong></td>
</tr>
</tbody>
</table>
## GCAA Score Comparison Short and Long Trips 2016

### Travelling Groups Year 2016 (1 week - 2 weeks) Year 2016

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>GCAA PRE Score</th>
<th>GCAA POST Score</th>
<th>Duration (Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMUC Study Abroad; Spring 2016; Art&amp;Design; Tianjin China</td>
<td>8</td>
<td>71.3</td>
<td>69.5</td>
<td>14</td>
</tr>
<tr>
<td>TAMUC Study Abroad; Spring 2016; Social Work; Cuba</td>
<td>8</td>
<td>69.6</td>
<td>65.5</td>
<td>8</td>
</tr>
<tr>
<td>TAMUC Study Abroad; Spring 2016; Social Work; Costa Rica</td>
<td>12</td>
<td>66.55</td>
<td>69.55</td>
<td>10</td>
</tr>
<tr>
<td>TAMUC Study Abroad; Spring 2016; Medical Sociology; Sweden</td>
<td>8</td>
<td>72.8</td>
<td>78</td>
<td>7</td>
</tr>
<tr>
<td>Dept. of Music - Instrumental/Choral; Travel Students SP '16</td>
<td>88</td>
<td>62.85</td>
<td>65.01</td>
<td>9</td>
</tr>
<tr>
<td>Cambodia Trip Fall 2016</td>
<td>6</td>
<td>67.8</td>
<td>65.2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>130</td>
<td>62.85</td>
<td>65.01</td>
<td>9</td>
</tr>
</tbody>
</table>

### Travelling Groups Year 2016 (3 weeks - 16 weeks) Year 2016

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>GCAA PRE Score</th>
<th>GCAA POST Score</th>
<th>Duration (Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMUC Study Abroad; Spring 2016; USAC; France, Ghana, Spain</td>
<td>5</td>
<td>74.68</td>
<td>71.5</td>
<td>28</td>
</tr>
<tr>
<td>TAMUC Study Abroad; Spring 2016; Political Science; Poland</td>
<td>5</td>
<td>69.8</td>
<td>68.2</td>
<td>21</td>
</tr>
<tr>
<td>TAMUC Study Abroad; Spring 2016; BSP; London</td>
<td>4</td>
<td>78.4</td>
<td>78.8</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>69.8</td>
<td><strong>68.2</strong></td>
<td>21</td>
</tr>
</tbody>
</table>
METHODS & ANALYSIS

Regression Analysis/Correlation Analysis:

- 371 travelling students in the year 2015-2016.
- Correlation analysis proves 36% of variability in GCAA score due to variability in length of the trip.
- Significance of the regression model is a good fit as “Significance f < 0.5”
- Confidence level used 95%, p value < 0.5 or equal to prove model is correct.
REGRESSION ANALYSIS

RESULTS

- R Square shows 36% variability in GCAA score due to variability in Length of the trips.

- Calculated Significance f is 0.016 which proves to be a good fit regression model.

- P- value proves our intercept to be 99.99% correct. (P-value- 3.61E-14)
IMPLICATIONS & RESULTS

- The present analysis shows significant relationship between Length of Trips and GCAA score.
- The results proved a better GCAA score by students taken long trips.
- Regression Analysis shows a 36% variability in GCAA score due to variability in Length of Trip, remaining 64% may depend on Location, Purpose and Learning.
- The current study is important resource to QEP as it provides further to data to conduct research on other factors to show remaining 64% variability.
- These results provide source for further research on the remaining factors impacting GCAA score.
- The result aids in better understanding students’ current levels of global competence, specifically the duration of time spent between short and long trip.
THANK YOU!!

QUESTIONS??

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