EVALUATION OF STUDY ABROAD STUDENTS’ GLOBAL COMPETENCE APTITUDE ASSESSMENT SCORES

PRE-DEPARTURE AND POST-REENTRY

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Researchers and practitioners have pointed to the importance of international experience in fostering global competence.

Positive outcomes:
- cultural knowledge and understanding
- flexibility and adaptability
- ability to recognize and appreciate differences
- emotional resilience and independence
- desire to learn
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”

Hunter, 2014, p. 81
ROLE OF HIGHER EDUCATION

- Produce graduates who are prepared, in both practice and knowledge, to embrace and embody a global world view.

Bourn & Shiel, 2009; Hicks, 2003; McLean, Cook, & Crowe, 2008; Pike, 2000; Reimer & McLean, 2009; Robbins, Francis, & Elliott, 2003
GCAA is based on over ten years of rigorous research.

Provides a visual representation of the knowledge, skills and attitudes that research shows are necessary for developing Global Competence.

The instrument assesses and reports on individual ability to fit and function within a global environment.
CURRENT STUDY

- **Purpose:**
  - Assess students’ level of global competence before and after studying abroad

- **Participants:**
  - Students participating in study abroad programs.
    - 195 completed pre-departure assessments and
    - 182 completed post-reentry assessments

- **Method:**
  - Students participating in study abroad programs completed the GCAA before and after studying abroad

- **Instrument:**
  - GCAA - 113 questions
  - Average time 30 minutes
RESULTS

▪ Increase in overall readiness (internal and external) after a study abroad experience.
▪ In all categories of internal readiness we find a two point increase.
▪ In all categories of external readiness, we find significant growth.
  ▪ full point increase in intercultural capability
  ▪ five point increase in collaboration across cultures
  ▪ near five point increase in historical perspective
  ▪ over twelve points increased in global awareness
### Results

#### 2014

<table>
<thead>
<tr>
<th>Group</th>
<th>Study Abroad Pre-Departure 2014</th>
<th>Study Abroad Post-Reentry 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>Sample Size</td>
<td>Mean</td>
</tr>
<tr>
<td>Internal Readiness</td>
<td>112</td>
<td>75.7</td>
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<tr>
<td>Self-Awareness</td>
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<td>78.2</td>
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<tr>
<td>Risk Taking</td>
<td>112</td>
<td>73.3</td>
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<tr>
<td>Attentiveness to Diversity</td>
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<td>74</td>
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<tr>
<td>Open-Mindedness</td>
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<td>77.7</td>
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<tr>
<td>External Readiness</td>
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<tr>
<td>Global Awareness</td>
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<td>49</td>
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<tr>
<td>Historical Perspective</td>
<td>112</td>
<td>42.9</td>
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<tr>
<td>Intercultural Capability</td>
<td>112</td>
<td>72.1</td>
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<tr>
<td>Collaboration Across Cultures</td>
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<td>71.9</td>
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</table>

#### 2015

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<tr>
<td>Internal Readiness</td>
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• Aids in better understanding students’ levels of global competence, specifically TAMUC students who are engaged in studying abroad.

• Aids in creation and development of programs designed to improve global competence – for example, our QEP.

• May assist in improving students’ global learning, understanding, and engagement.
THANK YOU!

QUESTIONS?

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INSTRUMENT ASSESSMENT

Internal Readiness Scale

- Reliability Tests:
  - Cronbach’s Alpha (38 item scale) = .85

- Criterion Validity:
  - Significant correlation between IR and self-appraisals ($r = .32, p< .03$)
  - Non-significant correlation between IR and years spent abroad ($r = .17, p< .25$)

External Readiness Scale

- Reliability Tests:
  - Kuder-Richardson coefficient target .70 (54 items = .706)

- Criterion Validity:
  - Significant correlation between ER and self-appraisals ($r = .48, p< .001$)
  - Significant correlation between ER and years spent abroad ($r = .43, p< .003$)

The State University of New York Validation Study, 2010