ANALYSIS OF STUDENT’S GLOBAL COMPETENCE APTITUDE ASSESSMENT SCORES BEFORE AND AFTER TRAVELING ABROAD

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

(McDougall, 2009; Niehaus & Komives, 2009; Oddou & Mendenhall, 2008)

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)
“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
THE GLOBAL COMPETENCE MODEL

Internal Readiness

- Global Awareness
- Collaboration Across Cultures
- Historical Perspective
- Open-Mindedness
- Attentiveness to Diversity
- Risk Taking
- Self-Awareness

External Readiness

- Intercultural Capability
THE GLOBAL COMPETENCE MODEL

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

Participants:
- 74 students participating in study abroad programs.

Method:
- Students participating in study abroad programs completed the GCAA before and after studying abroad
- We conducted a paired sample t-test to compare both pre and post scores.

Instrument:
- GCAA - 113 questions
- Average time 30 minutes
<table>
<thead>
<tr>
<th>GROUP</th>
<th>LOCATION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Studies/Study Abroad</td>
<td>England</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Regent Scholars</td>
<td>UK, France and Germany</td>
<td>4 weeks</td>
</tr>
<tr>
<td>International Studies/Study Abroad</td>
<td>Galapagos Island</td>
<td>11 days</td>
</tr>
<tr>
<td>Sophomore Year Experience (Group 1)</td>
<td>Czech Republic and Switzerland</td>
<td>10 days</td>
</tr>
<tr>
<td>Sophomore Year Experience (Group 2)</td>
<td>Spain and Portugal</td>
<td>10 days</td>
</tr>
<tr>
<td>Leadership Without Limits</td>
<td>Spain</td>
<td>10 days</td>
</tr>
<tr>
<td>Faculty Led Study Abroad - Social Work</td>
<td>Costa Rica</td>
<td>8 days</td>
</tr>
<tr>
<td>Faculty Led Study Abroad - Counseling</td>
<td>Costa Rica</td>
<td>6 days</td>
</tr>
</tbody>
</table>
## RESULTS

### Global Competence Aptitude Assessment Pre and Post Study Abroad

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pre</th>
<th>Post</th>
<th>$t(72)$</th>
<th>$p$</th>
<th>$d$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Readiness</td>
<td>76.51 (8.38)</td>
<td>79.50 (8.62)</td>
<td>-3.412</td>
<td>.001</td>
<td>-.400</td>
</tr>
<tr>
<td>External Readiness</td>
<td>60.08 (10.69)</td>
<td>64.58 (11.14)</td>
<td>-3.272</td>
<td>.002</td>
<td>-.380</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>78.21 (11.50)</td>
<td>81.03 (9.43)</td>
<td>-2.01</td>
<td>.048</td>
<td>-.234</td>
</tr>
<tr>
<td>Risk Taking</td>
<td>74.21 (10.06)</td>
<td>77.21 (9.70)</td>
<td>-2.70</td>
<td>.009</td>
<td>-.314</td>
</tr>
<tr>
<td>Open-Mindedness</td>
<td>78.92 (11.43)</td>
<td>80.32 (11.65)</td>
<td>-1.13</td>
<td>.263</td>
<td>-.131</td>
</tr>
<tr>
<td>Attentiveness to Diversity</td>
<td>75.30 (11.75)</td>
<td>79.82 (10.08)</td>
<td>-3.77</td>
<td>&lt; .001</td>
<td>-.438</td>
</tr>
<tr>
<td>Historical Perspective</td>
<td>39.73 (20.50)</td>
<td>48.25 (23.56)</td>
<td>-2.84</td>
<td>.006</td>
<td>-.330</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>47.48 (18.77)</td>
<td>53.82 (17.39)</td>
<td>-2.18</td>
<td>.033</td>
<td>-.253</td>
</tr>
<tr>
<td>Intercultural Capability</td>
<td>75.25 (14.38)</td>
<td>77.21 (10.91)</td>
<td>-1.03</td>
<td>.306</td>
<td>-.120</td>
</tr>
<tr>
<td>Collaboration Across Cultures</td>
<td>73.51 (15.09)</td>
<td>79.05 (15.29)</td>
<td>-2.71</td>
<td>.008</td>
<td>-.315</td>
</tr>
</tbody>
</table>
IMPLICATIONS

- Aids in better understanding students’ levels of global competence.
  - Specifically TAMUC students who are engaged in study abroad.
- One of TAMUC’s goals is to increase students Global Competence.
  - Identifies areas to focus when designing new study abroad opportunities.
  - Empirically highlights the importance of fostering study abroad opportunities.
  - Aids in creation and development of programs designed to improve global competence – for example, our QEP.
- Thus, assists in the improvement of students’ global learning, understanding, and engagement.
FUTURE RESEARCH

- Compare
  - Length of stay
  - Location of trip
  - Type of stay (host family, dorms...)

TEXAS A&M UNIVERSITY COMMERCE
QUESTIONS?

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### 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 ($r = .43, p < .003$)