Introduction and Background

- The Texas A&M University-Commerce Quality Enhancement Plan (QEP) was created to improve students’ levels of global competence, to address employers’ calls for improvements to students’ knowledge of global dynamics (issues, trends, processes, systems), and to improve students’ ability to apply that knowledge of the interconnectedness of global dynamics, and their ability to view themselves as engaged citizens within an interconnected and diverse world.

- Global competence has been defined as: 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, 2004, p. 81).

- A commonly used measurement instrument of individuals' levels of global competence is the Global Competence Aptitude Assessment (GCAA) (Hunter, 2006), which has been employed by the university as part of the QEP. The scale points ranges from 1-100 on each measurement.

The Global Competence Model™

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

Current Study

Purpose of the study

- Assess the validity of the GCAA instrument by conducting a correlation analysis and Factor Analysis
- Measure the internal consistency of the data (reliability) using Cronbach’s Alpha
- Investigate the significant mean differences in scores between the four colleges and one school at Texas A&M University-Commerce using Analysis of Variance (ANOVA)

Method and Participants

- ANOVA: 494 incoming, first-time, full time freshman students from College of Business (COB) (N=78, 16%), College of Education and Human Services (CED) (N=153, 31%), College of Humanities, College of Social Sciences and Arts (COH) (N=66, 13%), College of Science and Engineering (COS) (N=120, 24%) and School of Agriculture (SOA) (N=77,16%) in Fall 2015.

Results and Discussions

- As prior research (Hunter, 2006) and studies have shown, our study supports that the GCAA is a reliable and valid instruments of measuring the constructs related to global competence.

Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>Based on Standardized Items</th>
<th>N of Items</th>
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<tbody>
<tr>
<td>.815</td>
<td>.847</td>
<td>10</td>
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- The Cronbach’s alpha for 10 constructs in GCAA was α = 0.82 indicating the instrument was a highly reliable one.

- Item 1 through Item 5 were significantly correlated to one another while Item 5 through Item 10 were significantly correlated to one another, which correspond to the two components the instruments claimed to have.

Using ANOVA while comparing college differences in the ten constructs of measurement, five of them showed significant differences across the colleges. They were Self Awareness, F (4, 489) = 3.33, p = .010 (p <.05); Attentiveness to Diversity F (4, 489) = 3.36, p = .010 (p <.05); External Readiness F (4, 489) = 6.84, p = .000 (p <.05); Global Awareness F (4, 489) = 4.86, p = .001 (p <.05); and Intercultural Capability F (4, 489) = 4.34, p = .002 (p <.05)