



ASSESSING EDUCATION ABROAD OUTCOMES: a review of the BEVI, IDI, and GPI

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A Brief Introduction to Challenges in Assessing Learning Abroad

There is an increasing need to assess the impact of education abroad experiences on student learning and development. Even though this is a relatively recent phenomenon, a large number of instruments have been published that are designed to measure various learning abroad outcomes. For example, assessment tools might target language acquisition, content knowledge concerning a specific culture or knowledge of global affairs, salient personality variables, intercultural sensitivity, or (quite frequently) intercultural competence (Deardorff, 2006). The assessment of intercultural competence in particular has been plagued by methodological challenges. Perhaps the most poignant challenge is the lack of a consistent definition of what constitutes intercultural competence (Van de Vijver & Leung, 2009; Fantini, 2006; Steglitz, 2002). Scholars use different definitions of terms, operationalize the same concepts differently, and don't always agree on what constitutes the core elements of intercultural competence, how these elements interact, and how the elements manifest in actual intercultural encounters (Van de Vijver & Leung, 2009). It is, therefore, no surprise that there is considerable variability in approaches found in the pertinent literature and comparisons across research projects can be challenging. Deardorff (2009) recommends several ways to avoid common pitfalls while assessing intercultural competence:

- Clearly define or prioritize what is being measured.
- Create an assessment plan and avoid blindly borrowing assessment plans, tools and methods.
- Align assessment tools and methods with stated goals and objectives of the program.
- Evaluate the assessment plan and process regularly.

Although there is little empirical evidence as of yet, multi-method and multi-perspective approaches (Van de Vijver & Leung, 2009) may prove to be useful in assessing student learning and intercultural competence in education abroad contexts.

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Using This Publication



ince 1957, MSU has played an active role in the development of the education abroad field.

Today, supporting one of the largest study abroad programs in the world, MSU has rich potential to continue its contribution to the existing knowledge base. For scholars and practitioners interested in assessing education abroad outcomes, it can be challenging to choose from among the many instruments available. The Office of Study Abroad supports program leaders in the development of research projects, offers related workshops, and has staff certified to administer the Intercultural Development Inventory (IDI) and the Beliefs, Events and Values Inventory (BEVI) and provide guidance on using the Global Perspectives Inventory (GPI). An overview chart of additional available assessment tools is provided. Finally, this document contains a table suggesting how these three measures relate to MSU's Institutional Learning Goals. We provide this information in hopes that it will help colleagues interested in education abroad assessment identify and utilize the right tool their efforts to develop, improve, or revitalize their education abroad programs.



Contents

BEVI (Beliefs, Events, Values Inventory)	1
IDI (Intercultural Development Inventory)	3
GPI (Global Perspectives Inventory)	5
Easy-reference suggestions for using the BEVI, IDI, and GPI in the context of MSU's Institutional Learning Goals	7
Other Assessment Tools Used	11
in Education Abroad	
References	17

<http://studyabroad.isp.msu.edu/research/>

BEVI

Beliefs, Events, Values Inventory

DESCRIPTION

The BEVI is an assessment measure used in a wide range of applied settings, evaluative contexts, and research projects.

The BEVI seeks to understand “who the person is” prior to participating in an experience, “how the person changes” as result of the experience, and how these factors interact to produce a greater or lesser likelihood of learning and growth, i.e. “who learns what and why, and under what circumstances.”

Overall, the BEVI asks extensive background and demographic items along with validity and process scales in order to assess variables that may influence or shape both the processes and outcomes of international or multicultural learning.

More information can be found at: www.ibavi.org

MSU participated in the FORUM-BEVI project, funded by a FIPSE grant, begun in 2007. As part of OSA's efforts to support research on education abroad at MSU, OSA invited Craig Shealy and Dawn Pysarchik to present the instrument to the Deans' Designees for Study Abroad in 2010. MSU is using the BEVI as part of a larger project to measure global learning for all undergraduate students, coordinated by Dawn Pysarchik, working with the Associate Provost for Undergraduate Education.

The following charts are adapted from Ramin, V., Earlham College: “The BEVI, GPI, IDI Table.” [Shared on SECUSS-L, a list-serv for education abroad professionals managed by NAFSA: Association of International Educators, May 9, 2012; Personal Communication on May 16, 2012].

WHAT IT ASSESSES

Evaluates basic openness; global engagement, such as receptivity to different cultures, religions, and social practices; the tendency to (or not to) stereotype in particular ways; self/emotional awareness; and, worldview shifts.

Allows for the examination of complex processes that are associated with belief/value acquisition, maintenance, and transformation.

COSTS

Institutional use: for 1,000 students or less, the annual fee is \$500

Training for certified person(s): \$1,000 per day plus travel

Fees associated with certain types of reports. Outputs of the reports include individual, group, and organizational reports. Customized analyses and access to raw data can be provided on request.

The BEVI may be paired with other measures to meet additional assessment needs.

FORMAT (ONLINE)

Three parts to each version: Demographic questions, likert-scale questions, open-ended questions

Inventory includes four interrelated components:

- demographic/background items (i.e. age, gender, ethnicity, citizenship, and countries visited),
- life history/background questionnaire,
- two validity and eighteen “process scales”, and
- three qualitative “experiential reflection” items

Full Version:

Inventory includes 494 questions. Students normally take about 45 minutes to complete the inventory.

Amended Version:

Confirmatory factor analysis allowed for the elimination of over 150 items on the BEVI short version. Students normally take 20 and 30 minutes to complete the inventory.

EXAMPLES OF USE (MSU)

Graduate Learning Experiences and Outcomes (GLEO): Education Abroad in 2011, 2012

- PI: John Dirkx, Professor in Higher, Adult, and Lifelong Education, College of Education, Kristin Janka Millar, Associate Director, Center for Latin American & Caribbean Studies, Int. Studies and Programs, & Brett Berquist, Executive Director, Office of Study Abroad.
- Administered to approximately 60 doctoral students participating in three of MSU's College of Education Fellowship to Enhance Global Understanding (Botswana, China, and Vietnam).

Office of International Students and Scholars (OISS) in 2011

- 10 full-time professionals in the office (leadership team) were administered the BEVI

Academic Orientation Program (AOP) in 2010, 2011, 2012, 2013, 2014

- 600-800 incoming freshman students are administered the BEVI each year

Study abroad program "Made in Italy" in 2013

- Pre-and post-assessment administered to 10 undergraduate participants

GENERAL CONSIDERATIONS

The BEVI is a comparative instrument that is designed to compare across three areas: Individual changes in thinking (pre/post) over time, individual results v. cohort comparison/trends, and the impact of events on individuals.

The BEVI has been revised and refined through multiple analyses and has been administered to nearly 2,000 undergraduates internationally.

Strengths:

The ability to parse out the actual effect of study abroad on changes in the students themselves as opposed to individual's predisposition to improvements because of their existing demographic profile/experiences/family background, etc. It also has many customizations that can be useful for a university or other organization to more specifically target certain areas or to add questions that will be useful to the goals of the organization.

Possible Limitations:

- Often difficult to interpret some of its scales to students or faculty. However the possibility of getting individual or group narrative reports of the results is a novel feature.
- Requires formal training to use it appropriately.

PERSON(S) CERTIFIED TO ADMINISTER

Craig N. Shealy, Professor and Executive Director, James Madison University, International Beliefs and Values Institute, bevi@thebevi.com

MSU Representatives

Only certified BEVI administrators can administer the instrument:

Elizabeth Wandschneider, PhD, Assistant Director for Program Management, Office of Study Abroad, wandsch@msu.edu, 517-432-9544

Dawn Pysarchik, Professor, Advertising, Public Relations, & Retailing, pysarchi@msu.edu, 517-355-2351

IDI

Intercultural Development Inventory

DESCRIPTION

The Intercultural Development Inventory (IDI) uses the Developmental Model of Intercultural Sensitivity (DMIS) to define six stages of intercultural competence, and the IDI measures one's perceived and actual place on the DMIS continuum. The IDI measure one's status and progression through the DMIS developmental stages, including denial, defense reversal, minimization, acceptance, adaptation and integration. These stages represent an individual's increasingly sophisticated capacity to apprehend and accurately experience cultures that are different from their own. After the test, the IDI results report offers suggestions on how to further develop one's intercultural competence.

IDI is currently in twelve languages (Bahasa Indonesian, English, French, German, Italian, Portuguese, Spanish, Russian, Korean, French, Japanese and Chinese).

Only certified IDI administrators can use the instrument. Required to attend a three-day seminar to learn to use it and to agree to licensing.

More information is available at: www.idiinVENTORY.com/resources.php

WHAT IT ASSESSES

A student's developmental progress along the various stages of development in the Bennett's Development Model of Intercultural Sensitivity Personal development.

An individual is plotted on a continuum representing their cultural sensitivity, ranging from a mono-cultural mindset to an intercultural mindset. Student's feelings and thoughts about cultural differences are also assessed.

COSTS

\$20 per student for pre and post test

\$10 per test

FORMAT (ONLINE)

50 item questionnaire "back translated" into 14 languages

Includes open-ended "context" questions and ability to add up to 6 unique questions with up to 12 answers each.

The inventory has been rigorously tested for validity and has high levels of scientific reliability.

EXAMPLES OF USE (MSU)

Graduate Learning Experiences and Outcomes (GLEO): Education Abroad in 2011, 2012

- PI: John Dirx, Professor in Higher, Adult, and Lifelong Education, College of Education, Kristin Janka Millar, Associate Director, Center for Latin American & Caribbean Studies, Int. Studies and Programs, & Brett Berquist, Executive Director, Office of Study Abroad.
- Administered to approximately 60 doctoral students participating in three of MSU's College of Education Fellowship to Enhance Global Understanding (Botswana, China, and Vietnam).

Study abroad program “Emerging Issues and Sustainability in International Agriculture” in 2013

- Pre-and post-assessment administered to four undergraduate students, four extension educators, and one faculty member resulting in a peer-reviewed publication: Karcher, E.L., Wandschneider, E., & Powers, W.J. (2013). Emerging Issues and Sustainability in International Agriculture: A Study Abroad Program to Vietnam. NACTA Journal 57 (3a), 69-73.

Study abroad program “Global Finance Studies in Belgium” in 2014

- Pre-and post-assessment administered to 15 undergraduate students

Office of Study Abroad (OSA) and Office for International Students and Scholars (OISS) in 2013

- The IDI was used for staff development at annual retreats (25 full-time professionals in the OSA and 15 full-time professionals in the OISS).

GENERAL CONSIDERATIONS

The IDI measures how a person or group of people tend to think and feel about cultural difference stemming from any aspect of diversity, human identity, and cultural difference. IDI assesses the core mindset regarding diversity and cultural difference. The system produces customized Group Profile Reports, Individualized Profile Reports, and Individual Intercultural Development Plans.

Strengths:

- Through a number of studies, IDI is cross-culturally validated with over 10,000 individuals across a wide range of cultures—both domestic & international diversity.
- Used by: 1,400 qualified IDI admin. in 30 countries—at over 170 universities in the U.S. & internationally.

Possible Limitations:

- Often difficult to interpret some of its scales to students or faculty. However, the possibility of getting individual or group narrative reports of the results is a novel feature.
- Requires formal training to use it appropriately.

PERSON(S) CERTIFIED TO ADMINISTER

Mitchell R. Hammer, Principal, IDI, LLC & Hammer Consulting, Professor Emeritus, International Peace & Conflict Resolution, The American University, mhammer@hammerconsulting.org, 410-208-1120

MSU Representative

Only certified IDI administrators can administer the instrument:

Elizabeth Wandschneider, PhD, Assistant Director for Program Management, Office of Study Abroad, wandsch@msu.edu, 517-432-9544

GPI

Global Perspectives Inventory

DESCRIPTION

The GPI is a self-report test that measures both student learning outcomes and student experiences; that is, it focuses on connections between student experiences on and off campus on the one hand and global student learning and development outcomes on the other. It is intended to help educators improve the learning experiences they provide students.

Three forms of the instrument exist:

- the General form for students at any stage of their college experience (also used as the Pretest for study abroad research);
- the New Student form for students entering college for the first time (includes questions about their high school experiences); and
- the Study Abroad form for students who have completed study abroad (has specific questions about their study abroad experience). This form measures the three dimensions of global learning and development and student reports of experiences and engagement while abroad.

WHAT IT ASSESSES

Three dimensions of global learning and development: the cognitive dimension (including knowing and knowledge), the intrapersonal dimension (including identity and affect), and the interpersonal dimension (including social interactions and social responsibility).

Student experiences: curriculum (content and pedagogy), co-curriculum (out-of-classroom interventions and programs), and community (campus community, campus identity, and campus relationships with external stakeholders and partners).

COSTS

First access codes (for 1-200 students): \$600

Each additional access code: \$200 (so pre/post testing would cost \$800 for up to 200 students)

Extra fees for analysis of sub-group data (e.g., all women, all first-generation students, etc.)

FORMAT (ONLINE)

Number of items varies by specific form used (between 67 - 76 items); Likert-Scale and demographic/ background information. The validity of the GPI rests on face, consequential, and construct validity (Braskamp, 2012). Students normally take 15-20 minutes to complete.

EXAMPLES OF USE (MSU)

Multi-Racial Unity Living Experience (MRULE)* in 2012 and 2013

- PI: Dr. Jeanne Gazel, Director of MRULE
 - Piloted in 2012-2013 with MRULE students taking a three-credit Integrative Social Studies course and a control group of non-MRULE students taking the same course to understand the similarities and difference between groups. In 2013-2014 the GPI was administered with improved practices to attract greater student involvement.
- * MRULE is a living and learning community in MSUs Residential Neighborhoods that provides opportunities for students to increase knowledge and understanding of what they can do to contribute to positive race relations in their lives and communities.

GENERAL CONSIDERATIONS

No certification is required.

Strengths:

- Based in student development theory and uniquely suited for assessment at the undergraduate level.
- Relatively short.
- Cross-institutional comparisons and norms are available (averages from data collected on some 42,000 students at a cross-section of institutions of higher education).
- Relatively inexpensive compared to BEVI/IDI.
- Allows addition of 5-10 institution-specific items (at a cost).

Possible Limitations:

- Value based.
- Does not allow for qualitative analysis.
- Mostly useful at the group level, though individual GPI responses are provided.

PERSON(S) CERTIFIED TO ADMINISTER

Administration occurs in collaboration with the GPI institute, which provides guidance on administration protocols, creates group reports, and assists with institution-specific considerations.

Larry Braskamp, The GPI Institute, and Professor Emeritus Loyola University Chicago,
braskampl@central.edu, 312-420-1056

More information is available at: gpi.central.edu

Individuals interested in using the GPI should contact Dr. Elizabeth Wandschneider (wandsch@msu.edu) for guidance.

Chris R. Glass, (MSU Ph.D. 2013), Assistant Professor of Educational Foundations and Leadership, Old Dominion University, has worked with Dr. Braskamp and published on the GPI:

Glass, C. R., & Westmont-Campbell, C. (2014). Comparative effects of belongingness on the academic success and cross-cultural interactions of domestic and international students. *International Journal of Intercultural Relations* 38(1), 106-119.

Glass, C. R. (2012). Educational experiences associated with international students' learning, development, and positive perceptions of campus climate. *Journal of Studies in International Education*, 16(3), 228-251.

Easy-reference Suggestions for Using the BEVI, IDI, and GPI in the Context of

<p style="text-align: center;">LIBERAL LEARNING GOAL</p> <p style="text-align: center;">undergrad.msu.edu/learning</p>	<p style="text-align: center;">LIBERAL LEARNING OUTCOME</p>
<p>Analytical Thinking</p> <p>The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.</p>	Acquires, analyzes, and evaluates information from multiple sources.
	Synthesizes and applies the information within and across disciplines.
	Identifies and applies, as appropriate, quantitative methods for defining and responding to problems.
	Identifies the credibility, use and misuse of scientific, humanistic and artistic methods.
<p>Cultural Understanding</p> <p>The MSU graduate comprehends global and cultural diversity within historic, artistic, and societal contexts.</p>	Reflects on experiences with diversity to demonstrate knowledge and sensitivity.
	Demonstrates awareness of how diversity emerges within and across cultures.
<p>Effective Citizenship</p> <p>The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.</p>	Understands the structures of local, national, and global governance systems and acts effectively within those structures in both individual and collaborative ways.
	Applies knowledge and abilities to solve societal problems in ethical ways.
<p>Effective Communication</p> <p>The MSU graduate uses a variety of media to communicate effectively with diverse audiences.</p>	Identifies how contexts affect communication strategies and practices.
	Engages in effective communication practices in a variety of situations and with a variety of media.
<p>Integrated Reasoning</p> <p>The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values.</p>	Critically applies liberal arts knowledge in disciplinary contexts and disciplinary knowledge in liberal arts contexts.
	Uses a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings.

MSU's Institutional Learning Goals

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MSU has developed a set of liberal learning and global competency goals for all students. Other institutions may have a similar guiding framework. This table is intended to help researchers understand how the three instruments may be applied to MSU's Institutional Learning Goals.

* After completing the IDI the participants receive the Intercultural Development Report and the Intercultural Development Plan. The Intercultural Development Plan is designed to engage the participant in targeted developmental learning to increase intercultural competence.

Note: Please see http://global.undergrad.msu.edu/userfiles/file/LLG__GC_combined_table.pdf for details regarding MSU's Institutional Learning Goals.

<p style="text-align: center;">LIBERAL LEARNING GOAL</p> <p style="text-align: center;">undergrad.msu.edu/learning</p>	<p style="text-align: center;">GLOBAL COMPETENCY</p>
<p>Analytical Thinking</p> <p>The MSU graduate uses ways of knowing from mathematics, natural sciences, social sciences, humanities, and arts to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.</p>	<p>Understand the complexity and interconnectedness of global processes-such as environment, trade, and human health-and is able to critically analyze them, as well as compare and contrast them across different cultures and contexts.</p>
	<p>Synthesizes knowledge and meaning from multiple sources to enhance decision-making in diverse contexts.</p>
	<p>Uses technology, human and natural capital, information resources, and diverse ways of knowing to solve problems.</p>
<p>Cultural Understanding</p> <p>The MSU graduate comprehends global and cultural diversity within historic, artistic, and societal contexts.</p>	<p>Understand the influence of history, geography, religion, gender, race, ethnicity, and other factors on their identities and the identities of others.</p>
	<p>Recognizes the commonalities and differences that exist among people and cultures and how these factors influence their relationship with others.</p>
	<p>Questions explicit and implicit forms of power, privilege, inequality, and inequity.</p>
	<p>Engages with and is open to people, ideas, and activities from other cultures as a means of personal development.</p>
<p>Effective Citizenship</p> <p>The MSU graduate participates as a member of local, national, and global communities and has the capacity to lead in an increasingly interdependent world.</p>	<p>Develops a personal sense of ethics, service, and civic responsibility that informs their decision-making about social and global issues.</p>
	<p>Understands the connection between their personal behavior and its impact on global systems.</p>
	<p>Uses their knowledge, attitudes, and skills to engage with issues that address challenges facing humanity locally and globally.</p>
<p>Effective Communication</p> <p>The MSU graduate uses a variety of media to communicate effectively with diverse audiences.</p>	<p>Recognizes the influence of cultural norms, customs, and traditions on communication and uses this knowledge to enhance their interactions across diversity.</p>
	<p>Employs a proficiency in a second language and understands how language relates to culture.</p>
	<p>Uses observation, conflict management, dialogue, and active listening as means of understanding and engaging with different people and perspectives.</p>
	<p>Communicates their ideas and values clearly and effectively in multiple contexts, with diverse audiences, and via appropriate media and formats.</p>
<p>Integrated Reasoning</p> <p>The MSU graduate integrates discipline-based knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values.</p>	<p>Understands their place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends.</p>
	<p>Perceives the world as an interdependent system, recognizing the effects of this system on their lives and their personal influence on the system.</p>
	<p>Frames, understands, and acts upon their judgments from multi-disciplinary perspectives and worldviews.</p>
	<p>Understands how different disciplines contribute to knowledge of global processes, such as those related to health, food systems, energy and other areas.</p>
	<p>Understands the cultural, disciplinary, and contextual role, potential, and limits of problem-solving techniques and that cultures and disciplines conceptualize data, methodologies, and solutions differently.</p>

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Other Assessment Tools Used in Education Abroad

Adapted from Fantini (2009).

ASSESSMENT NAME	DESCRIPTION
<p>GAP (The Global Awareness Profile)</p>	<p>A self-report inventory that includes 126 questions based on common knowledge in two main categories: seven geographical areas (Asia, Africa, North America, South America, the Middle East, Europe, and Global) and seven subject areas (environment, culture, politics, geography, religion, socioeconomics, and global).</p> <p>Source: J. Nathan Corbitt. Intercultural Press. P.O. Box 700 Yarmouth, ME 04096.</p>
<p>OPI (Oral Proficiency Interviews)</p> <p>SOPI (Simulated Oral Proficiency Interviews)</p>	<p>The American Council on the Teaching of Foreign Languages developed proficiency guidelines for assessing writing and speaking proficiency levels.</p> <p>Source: Language Testing International. www.languageTesting.com/acad_opi.htm</p>
<p>CWMS (Cross-cultural World-mindedness Scale)</p>	<p>The scale consists of 26 items that evaluate attitudes toward race, religion, immigration, patriotism, economics, war, world governments, and global education.</p> <p>Source: contact derkarab@laverne.edu</p>
<p>ELP (European Language Portfolio)</p>	<p>Requires students to assemble: 1) a language portfolio that includes information about their linguistic identity; 2) a language biography that includes language learning goals, progress, and record of language learning and intercultural experiences; and 3) a dossier that contains a selection of their work and foreign language proficiency.</p> <p>Source: The Council of Europe's Modern Language Division.</p>
<p>GMS (The Global-Mindedness Scale)</p>	<p>Attempts to assess a "worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs, and behaviors" (Hett, 1993, p. 143). The scale has been used to evaluate the effect of study abroad programs on participating students.</p> <p>Source: E. Jane Hett (1993). Florida State University.</p>
<p>IES (International Education Survey)</p>	<p>Typically used to assess how an international experience contributes to intellectual development and personal development.</p> <p>Source: Unknown.</p>

**EXAMPLES OF USE RELATED
TO EDUCATION ABROAD**

The GAP test has been used as a pre/post measure of global competence in a multi-site evaluation of the usage of The World in Transition (WIT) series curriculum enhancement volumes published by the Southern Center for International Studies in Atlanta. The test was used to get a baseline of social studies pre-service teacher global competence prior to an intensive seminar that deals with the WIT materials in depth, and then again at the end of the course to assess gains.

Vande Berg, M., Connor-Linton, J., & Paige, R. M. (Fall 2009). The Georgetown University Consortium Project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-75. Findings suggested that learner characteristics are significant to intercultural and foreign language learning abroad.

Der-Karabetian. A. (1992). World-mindedness and the nuclear threat: A multinational study. *Journal of Social Behavior and Personality*. 7 (2), 293-308. According to data taken from a survey conducted by 10 nations, internal reliability varied between countries from .69 (India) to .90 (England). The alpha coefficients showed more consistent results.

Many research studies have been conducted around the world using the ELP system.

See the website for listing of research projects:

www.tcd.ie/slscs/research/projects/current/

Kehl, K., & Morris, J. (2007). Differences in global-mindedness between short-term and semester-long study abroad participants at selected private universities. *Frontiers: The Interdisciplinary Journal of Study Abroad* 15(1), 67-81. Statistical analysis indicates insufficient evidence to conclude that significant differences exist in the global-mindedness of students who study abroad for eight weeks or less and those who plan to study abroad in the future. It was also noted that among all groups, participants who reported their parents' annual income to be above \$100,000 indicated significantly lower levels of global-mindedness.

Dwyer, M.M. (Winter, 2004). Charting the impact of studying abroad. *International Educator*, 13(4), 14-20. The study measured the long-term benefits of study abroad of 3,400 students. Findings suggest that regardless of the duration, study abroad has significant and enduring impacts.

ASSESSMENT NAME	DESCRIPTION
<p>ISAS (Intercultural Student Attitude Survey)</p>	<p>The scale consists of 35 items created to assess changes in the attitudes and future plans of undergraduate students who study abroad. The measure focuses on assessing motivational cultural intelligence and has 6 constructs: cross-cultural open-mindedness, ability to manage stress, adventurousness, self-confidence, disposition toward an international career, and foreign language study.</p>
<p>MPQ (Multicultural Personality Questionnaire)</p>	<p>A multidimensional instrument aimed at measuring multicultural effectiveness of expatriate employees and students. The questionnaire has five scales: cultural empathy, open-mindedness, emotional stability, social initiative, and flexibility.</p>
<p>ILO (Intercultural Learning Outcomes Survey)</p>	<p>The survey measures the learning outcomes, academic performance, liberal arts aspirations, programs and student characteristics.</p>
<p>CCAI (Cross-cultural Adaptability Inventory)</p>	<p>The scale consists of a 50 item self-report measure that helps an individual identify strengths and weaknesses in intercultural communication and interaction: emotional resilience, flexibility/openness, perceptual acuity, and personal autonomy. It is not intended to be a stand-alone selection instrument, but it has utility as part of a battery of interviews and testing.</p>
<p>WICS (Wesleyan Intercultural Competence Scale)</p>	<p>The scale presents 16 different situations that study abroad students are likely to encounter. For each situation, six different responses are presented. Students are asked to indicate the degree to which each response fits actual behaviors and thoughts during participation in study abroad. The scale is based on Bennett's (1986) developmental model.</p>
<p>GCAA (Global Competence Aptitude Assessment)</p>	<p>The GCAA® is the product of ten years of extensive original research on the knowledge, skills and attitudes necessary to become Globally Competent. Measures dimensions of knowledge, skills and attitudes, as well as internal and external readiness to experience different cultures.</p>
<p>AIC (Assessment of Intercultural Competence)</p>	<p>Measures intercultural competence, including language proficiency. The questionnaire is in a YOGA Format ("Your Objectives, Guidelines, and Assessment"). The tool monitors the development of the intercultural competence of sojourners (and hosts) over time.</p> <p>Source: For permission to use, contact alvino.fantini@sit.edu</p>

**EXAMPLES OF USE RELATED
TO EDUCATION ABROAD**

The pre-post study compared 457 students from multiple US universities studying abroad with 701 control students in the US, mostly business and economics majors. Students of minority ethnicity, students with previous international travel experience, and students with international career goals scored higher than contrasting groups at pre-test. Study abroad students' scores rose significantly while control students' scores did not change. (See Shaftel, J., & Shaftel, T.L. (2011). Evaluation of Study Abroad Outcomes. Kansas City, MO: University of Kansas).

The study considered the reliability and validity of the 78-item revised version of the MPQ. Participants were native and foreign students of an international business school (N=171) in the Netherlands. The MPQ scales appeared to be more strongly predictive of adjustment of international students as compared to native students. Moreover, the instrument was able to explain variance in students' adjustment beyond self-efficacy. See Van Oudenhoven, J. (2002).

Sutton, R. & Rubin, D. (2004). The GLOSSARI Project: Initial findings from a system-wide research initiative on study abroad learning outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad* 10, 65-92. Findings from the author's work (sample size 19,000 students) suggest that graduation rates and GPAs are higher for students who participate in study abroad, increased contextual learning (not factual), and no difference in geographical location in which students study abroad.

The tool is designed to assess individual potential for cross cultural adaptability based on an assumption that individuals adapt to other cultures and share common feelings, perceptions, and experiences that occur regardless of their own cultural background or target culture characteristics (see ccaiaassess.com/Research.html).

Source: Kelley, C., & Meyers, J. Intercultural Press.

This is a new scale that has not been tested. Colleagues at Wesleyan University are looking for institutions that would be willing to participate in studies.

Please contact Carolyn K. Sorkin, Wesleyan University, csorkin@wesleyan.edu

Research related to the Global Competence Aptitude Assessment® has been featured in both national and international academic journals, presented at a series of academic and business conferences, and has been highlighted on a variety of both American-and internationally-based academic, diplomatic and business websites.

See list at: <http://www.globallycompetent.com/>

The purpose was to explore and develop a comprehensive construct of intercultural competence, develop a tool for its assessment, and investigate intercultural outcomes on participants and their hosts in select civic service programs including implications for their lives and work. The research project was important to the Experiment Federation worldwide because it engaged three Member Organizations (Great Britain, Ecuador, and Switzerland) in a learning process that was intended to further their efforts in several areas. See Fantini, A. & Tirmizi, A. (2006). Exploring and Assessing Intercultural Competence. World Learning Publications. Paper 1.

ASSESSMENT NAME	DESCRIPTION
<p>BASIC (Behavioral Assessment Scale for Intercultural Communication)</p>	<p>Measures cross-cultural behavior. The scale is based on an empirical study identifying skill profiles.</p> <p>Source: Olebe, M., & Koester, J. (1989). Exploring the cross-cultural equivalence of the behavioral assessment scale for intercultural communication. <i>International Journal of Intercultural Relations</i>, 13, 333-347.</p>
<p>Homespun</p>	<p>The instrument measures global engagement, such as civil engagement, voluntary simplicity, knowledge production, philanthropy, and social entrepreneurship, as well as the long-term impact of study abroad.</p>
<p>COI (Cultural Orientations Indicator)</p>	<p>A web-based cross-cultural assessment tool that allows individual to assess their personal cultural preferences and compare them with generalized profiles of other cultures.</p> <p>Source: http://www.tmc Corp.com</p>

EXAMPLES OF USE RELATED TO EDUCATION ABROAD

Results of the administration of the BASIC measure to 263 college students demonstrated that the new scale was reliably used, correlated highly with another measure of communication effectiveness, and represented one underlying dimension.

Olebe, M., & Koester, J. (1989). Exploring the cross-cultural equivalence of the Behavioral Assessment Scale for Intercultural Communication. *International Journal of Intercultural Relations*, 13(3), 333-347.

Paige, R.M., Fry, G., Stallman, E., Jon, J., Josic, L., & La Brack, B. (various publications). Sage Project: Beyond immediate impact- Study abroad for global engagement. Retrieved on February 15, 2012 from <http://www.calstate.edu/engage/documents/study-abroad-for-global-engagement.pdf>. The SAGE project documents the ways returnees remain globally engaged. The most conclusive finding from the project is that more students who participated in study abroad went on to graduate school, for most outcomes > 50 % of participants see study abroad as having influence on their global engagement.

Often used in the corporate world to assess individual and group cultural preferences. The Thunderbird School of Global Management, which has operations in the United States, Switzerland, the Czech Republic, Russia, Central and South America, Singapore, and China has used the indicator with over 1200 students. Empirical evidence is not easily accessible.

This document is intended to guide researchers interested in undertaking research on education abroad and was produced at the suggestion of MSU's Study Abroad Research Advisory Council. Please consult our [webpage](#) for more information on completed and ongoing research projects at MSU. The Office of Study Abroad will be pleased to discuss your project with you and consider potential assistance.

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