

Assessment of Student Success in Study Abroad: The Intercultural Student Attitude Scale

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Purpose of the Study

- To evaluate the sensitivity of the ISAS
- To compare control students in the US with study abroad students in Italy
- To measure changes within the control and study abroad student groups

Results

- Reliability was .90 at pre-test and .92 at post-test.
- The international study group scored higher on all factors except Foreign Language and the Total at pre-test and on all factors and the Total at post-test.
- Students who choose to study internationally are different from students who stay home.

Sex and Ethnicity

- Males (n=440) rated themselves significantly higher on Stress Management and Self-Confidence at both times.
- Females (n=490) rated themselves higher on New Experiences, Open-Mindedness, and Foreign Language at both times.
- Total scores did not differ by sex.
- Minority students (n=222; African American, Native American, Hispanic, Asian, and Multiple or Other Ethnicities) scored significantly higher than White students (n=934) on Open-Mindedness at pre-test and on International Career, Foreign Language, and Total score at both pre-test and post-test.
- There were no interactions of group (control or study abroad) with sex or ethnicity.

Previous Travel Experience and Encouragement

- Students who had previously travelled outside their native country for one week or more scored significantly higher on all factors except Stress Management at pre-test.
- Students with previous travel experience scored higher on International Career and Total score at post-test.
- There was no interaction of group (control or study abroad) with previous travel.
- Encouragement by friends had an effect on scores by interacting with group.
- Among students who were *not* encouraged by friends, study abroad students scored higher than controls on Open-Mindedness, International Career, Foreign Language, and Total.
- Among students who reported receiving encouragement from no one, study abroad students scored higher than controls on Open-Mindedness, International Career, Foreign Language, and Total.

Grade Point Average and Length of Term

- Students with higher GPAs (3.0 or above) scored themselves significantly higher on Self-Confidence at pre-test.
- Students who travelled for the summer session scored lower on International Career and Foreign Language at pre-test and higher on Open-Mindedness at post-test than those who travelled for the spring or fall semester.

Six Intercultural Attitude Factors

- New Experiences: adventurousness, risk taking, willingness to try new things
- International Career: interest in working internationally after college
- Foreign Language: interest in learning a foreign language
- Stress Management: ability to handle unfamiliar situations calmly
- Open-Mindedness: interest in and open-mindedness about cultural differences
- Self-Confidence: being outgoing, ability to manage oneself in many situations

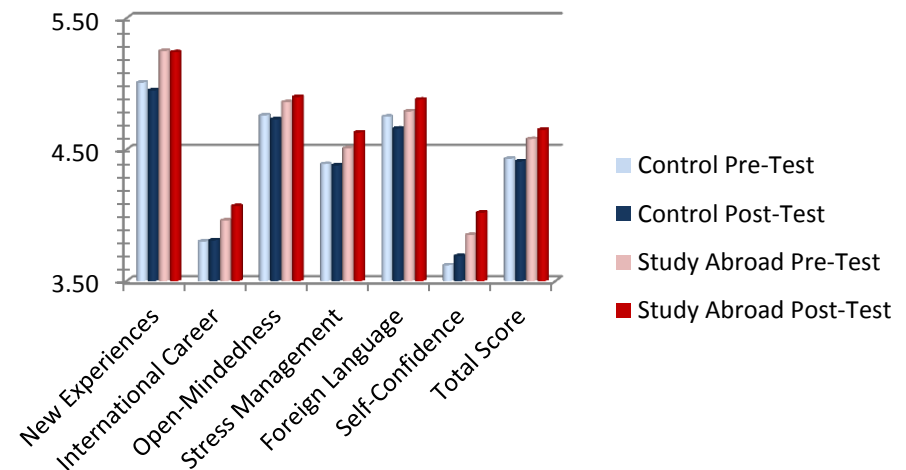
Concurrent Validity

- Cross-Cultural Adaptability Inventory (Kelley & Meyers, 1992)
- Six Factor Personality Questionnaire (SFPQ, Jackson, Paunonen, & Tremblay, 2000)

Participants

- Control students enrolled at four major US universities: 701
- Study abroad students from over 30 US universities who studied in Italy for a 1-month summer term or a 4-month fall or spring semester: 457
- Data collection: spring, summer, and fall 2010

Group Differences



Group	Sex		Ethnicity						GPA		Year			
	Male	Female	Native American	Asian	African American/Black	Hispanic	White	Multiple/Other	<3.0	≥ 3.0	Fr	So	Jr	Se
Control	373	328	4	67	37	30	524	10	224	467	280	231	84	102
Percent	53.2	46.8	0.6	9.6	5.3	4.3	74.8	2.2	32.4	67.6	39.9	33.0	12.0	14.6
Study Abroad	203	254	1	19	5	12	410	10	78	379	2	100	274	81
Percent	44.4	55.6	0.2	4.2	1.1	2.6	89.7	2.2	17.1	82.9	0.4	21.9	60.0	17.7

Group	New Experiences	International Career	Open-Mindedness	Stress Management	Foreign Language	Self-Confidence	Total Score
Control Group							
Pre-test	5.01 (.65)	3.80 (1.01)	4.76 (.62)	4.39 (.69)	4.75 (1.05)	3.62 (.87)	4.43 (.52)
Post-test	4.95 (.65)	3.81 (1.02)	4.73 (.60)	4.38 (.77)	*4.66 (1.04)	3.69 (.83)	4.41 (.54)
Cohen's <i>d</i>	-0.09	0.01	-0.05	-0.01	-0.09	0.08	-0.04
Study Abroad							
Pre-test	5.25 (.53)	3.96 (.85)	4.86 (.51)	4.51 (.63)	4.79 (.89)	3.85 (.86)	4.58 (.46)
Post-test	5.24 (.65)	*4.07 (.90)	*4.90 (.60)	*4.63 (.74)	*4.88 (.90)	*4.02 (.87)	*4.65 (.54)
Cohen's <i>d</i>	-0.02	0.13	0.07	0.17	0.10	0.20	0.14

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Study Abroad	*5.25 (.53)	*3.96 (.85)	*4.86 (.51)	*4.51 (.63)	4.79 (.89)	*3.85 (.86)	*4.58 (.46)
Cohen's <i>d</i>	0.40	0.17	0.17	0.18	0.04	0.27	0.30
Post-test							
Control	4.95 (.65)	3.81 (1.02)	4.73 (.60)	4.38 (.77)	4.66 (1.04)	3.69 (.83)	4.41 (.54)
Study Abroad	*5.24 (.65)	*4.07 (.90)	*4.90 (.60)	*4.63 (.74)	*4.88 (.90)	*4.02 (.87)	*4.65 (.54)
Cohen's <i>d</i>	0.45	0.27	0.28	0.33	0.22	0.39	0.44