

How Ready are Your Students to Study Abroad?



With the Cross-Cultural Adaptability Inventory (CCAI™) your students gain critical insight into their ability to adjust to new cultures and environments and to effectively handle stressors that may lie ahead.

- ◆ Make study abroad participation decisions with confidence
- ◆ Prepare students more realistically for the cross-cultural experience
- ◆ Reduce potential of premature returns or disruptive incidents
- ◆ Easy and cost-effective to administer

The CCAI is a self assessment that takes only about 15-30 minutes to complete and can be administered online or in paper-and-pencil formats. The CCAI measures the important cross-cultural competence dimensions of Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy.

See reverse side for important CCAI study data.

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CCAI™ – Helping Measure Student Growth in Cross-Cultural Competence



When educators think about the benefits of study abroad programs, they often think about learning new cultures, foreign languages, geography, or history. However, there is increasing support for the idea that – in addition to these traditional areas of learning – study abroad programs enhance students’ cross-cultural sensitivity and competence as global citizens.

The Cross-Cultural Adaptability Inventory (CCAI™) is an instrument that has been used in a number of studies and study abroad programs to help investigate students’ ability to adapt to living effectively in another culture and to interact effectively with people of the host culture. Ward, Berno, and Main (2000) conducted two studies that helped demonstrate that the CCAI assessment was a reliable and valid instrument for helping assess the personality and behavioral skills essential to a successful cross-cultural adaptation. These two

studies of international students demonstrated that Emotional Resilience, Flexibility/Openness, Perceptual Acuity, and Personal Autonomy – the four dimensions focused on by the CCAI assessment – are related to psychological and sociocultural adaptation.

The CCAI assessment received support through criterion-related validation techniques in these studies. The first study was a multinational sample of 95 students in New Zealand. The study revealed that higher scores on the Emotional Resilience and Flexibility/Openness dimensions were related to fewer psychological and sociocultural adaptation problems and increased psychological well-being (correlations were around .4). Emotional resilience appeared to be particularly important for psychological adjustment and was associated with fewer symptoms of depression. In addition, higher scores on the Perceptual Acuity and Personal Autonomy dimensions were associated with fewer sociocultural difficulties involving adaptive behavior.

The second study involved 88 Singaporean students in Australia. All four CCAI assessment dimensions were significantly related to students’ psychological and sociocultural distress (correlations ranging from -.3 to -.6). Two other studies worth noting include Kitsantas and Meyers (2001) and a study conducted by the School of International Training (SIT) (2001). Kitsantas and Meyers looked at 24 students enrolled in study abroad courses in Greece. They found that the students who had studied abroad scored higher on all four CCAI assessment dimensions than the control group. The study by the SIT followed groups of students in their sojourns abroad to ten countries. CCAI assessment results showed significant differences between pre- and post-sojourn scores on the Emotional Resilience dimension, indicating students had improved on this during their stay abroad.

The CCAI assessment has been used in a number of studies abroad and exchange programs in the following ways:

1. As part of a pre-departure training that helps prepare students more realistically for the cross-cultural experience.
2. To demonstrate measurable results of the overall effectiveness of a program in terms of meeting students’ goals of increasing cross-cultural awareness, intercultural sensitivity, and increased personal benefit from the international experience.
3. To assess outcomes of study abroad programs to help demonstrate the effectiveness of international education.
4. To help develop an effective self-selection and/or screening program to help predict a student’s potential success in a foreign setting. Individuals can make informed decisions, thereby reducing premature returns or disruptive incidents.
5. To provide students and staff with a common language and framework for discussing and understanding the cross-cultural experience.