

Evaluating a Gap/Bridge Year Program: Challenges of Self-selected Participants and Evaluating in a New and Unexplored Field

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The Study

This evaluation is part of Nina Hoe's dissertation study on postsecondary delay, college access, and the potential role of gap/bridge year experiences. This piece focuses on advancing the knowledge of gap/bridge year programs – what they are, who they enroll, (why they enroll), and what outcomes are correlated with participation.

About Global Citizen Year

Each year, Global Citizen Year recruits and trains a diverse corps of high potential high school graduates and supports them through a transformative "bridge year" before college. Through intensive training and immersion in communities across Africa and Latin America Fellows contribute to local efforts in education, technology, health and the environment. The goal is for youth to develop the global competence, entrepreneurial savvy and self-awareness they need to be transformative leaders in college, careers and life.

Guiding Questions

1. Who participates in the Global Citizen Year Bridge Year Program?
2. What are the outcomes associated with participation? / Does participation in Global Citizen Year relate to participants' Global Perspective, Grit, Global & Civic Engagement, Entrepreneurial Leadership, College Readiness?
3. Which elements of Global Citizen Year programming affect these changes?

Methodology

- Baseline Survey administered August 2012 (N=93); "Impact" Survey administered April 2013 (N=81); Analyzed July 2013

Challenges

1. One Group Pre-Posttest Design (Threats to Validity: History, Maturation, Testing, Instrumentation, Statistical regression, Interactions)
2. Self-selected participant group (no comparison or control group)
3. No existing data on other bridge/gap year programs
4. No established growth goals/targets
5. Potential Reference Bias (use a real or retrospective pretest?)

Findings

	Real Gain Score (on scale of 1-5)
Global Perspectives Inventory	0.23***
Grit Test	-0.11
Global and Civic Engagement (Global Citizen Year)	0.09
Entrepreneurial Leadership (Global Citizen Year)	0.35***
College Readiness (Global Citizen Year)	0.39***

Discussion

- Why did fellows not experience significant growth in measured Grit or Global and Civic Engagement?
 - Explanation 1: The Global Citizen Year program does not foster growth in these areas.
 - Explanation 2: The measures are not designed for pre-to-post measuring.
 - Grit Test not used pre-to-post because of reference bias (evidence of this in interviews)
 - Are the items in the GCE component different from those in EL and CR?

Conclusions

1. There are statistically significant real gains in participants' Global Perspective, Entrepreneurial Leadership, College Readiness, and/or Global and Civic Engagement from pre to post program.
2. The program elements that participants said were most influential were: their Homestay and Apprenticeship Experiences, their Relationships with other Global Citizen Year Fellows and the Training Blocks.
3. There is a need for (1) other gap and bridge year programs to conduct similar evaluations and (2) more pre to post data available on college freshman.



This evaluation is part of a larger dissertation study on postsecondary delay, college access, and the potential role of gap/bridge year experiences.

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Nina Hoe, University of Pennsylvania Graduate School of Education



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3. Which elements of Global Citizen Year programming are related to learning, development and growth in these domains?

Methodology

- Baseline Survey administered August 2012 (N=93)
- "Impact" Survey administered April 2013 (N=81)
- Analysis completed summer 2013

Challenges

1. One Group Pre-Posttest Design (Threats to Validity: History, Maturation, Testing, Instrumentation, Statistical regression, Interactions)
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Global Perspectives Inventory

	GPI Freshman Norm Mean	GPI Norm Pre-to-Post Program Gains	2012 GCY Posttest	2013 GCY Posttest	2013 GCY Gains (N=81)
N	12,119	700+	54	81	81
Cognitive Knowing	3.42	0.11	4.02	4.16	0.11*
Cognitive Knowledge	3.51	0.27	3.8	3.85	0.52***
Interpersonal Social Interaction	3.41	0.13	4.11	3.98	0.26***
Interpersonal Social Responsibility	3.61	0.06	4.08	3.77	-0.04
Intrapersonal Identity	3.67	0.13	4.13	4.84	0.25**
Intrapersonal Identity	4.05	0.15	4.17	3.98	0.29***
Overall			4.02	4.23***	

Source: Braskamp, L. A., Braskamp, D. C., & Merrill, K. C. (2008). Global perspective inventory (GPI): Its purpose, construction, potential uses, and psychometric characteristics. Chicago: Global Perspective Institute Inc. Retrieved from <https://gpi.central.edu/supportDocs/manual.pdf>

Grit Test: Choose the statement (L or R side) that best describes you - Really true for me, Sort of true for me, A little true for me; 6 = extremely gritty, 1 = not gritty at all; 1, 3, 5 are reverse coded		Pretest	Posttest	Change
New ideas and projects sometimes distract me from previous ones.	When a new idea or project comes along, I usually stay interested in ones that I have already been working on.	3.25	3.14	-0.10
Setbacks don't discourage me.	Setbacks make me want to pursue more realistic goals.	3.46	3.75	0.30
I have been obsessed with a certain idea or project for a short time but have later lost interest.	I can't seem to lose interest in ideas or projects once I become I obsessed with them.	3.44	4.04	0.53
I am a hard worker.	I try to strike a good balance between working hard and having fun.	2.88	2.64	-0.30
I often set a goal but later choose to pursue a different one.	Once I have a goal in mind, I rarely choose to pursue different ones.	3.62	3.32	-0.35
I like to focus on projects that take more than a few months to complete.	I prefer to focus on projects that generate results quickly.	3.10	3.11	0.06
I finish whatever I begin.	I know when it is time to move on.	3.21	2.69	-0.54
I am diligent.	I am laid-back.	3.89	3.43	-0.46
Total		3.36	3.27	-0.11

Source: Duckworth, A.L. (2012). Grit test: Style of work scale. Duckworth, A.L., Peterson, C., Matthew, M.D. & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. Journal of personality and social psychology, 9, 1087-1101.

Global and Civic Engagement

	2013	
	Retro Change	Real Change
N	80	80
Global and Civic Engagement Composite Score	0.40***	0.09
I plan to take internationally focused courses in college.	0.31	0.03
I plan to study abroad during college.	0.17	0.01
I plan to study abroad in a developing country during college.	0.57***	0.09
I plan to volunteer abroad in a developing country during college.	0.69***	0.06
I plan to contribute money to non-profit causes that address international issues.	0.247*	-0.34**
I plan to vote in state and/or national elections.	0.40***	0.68***

Pre-Global Citizen Year



Post-Global Citizen Year

Throughout:
*p<.05, **p<.01, ***p<.001

Entrepreneurial Leadership	2011	2012	2013
	Retro Change	Retro Change	Real Change
N	33	54	80
Entrepreneurial Leadership Composite Score	1.09***	1.09***	0.23**
I have a clear understanding of how other people perceive me.	0.84***	0.84***	0.51**
I have a clear sense of my strengths and weaknesses as a leader.	1.22***	1.22***	0.51***
I am comfortable with ambiguity and uncertainty.	1.72***	1.72***	0.25
I am confident in my ability to start something new from scratch.	1.06***	1.06***	0.14
My peers consider me to be a leader.	0.53***	0.26	-0.13
I consider myself to be a leader for social change.	1.19***	1.19***	0.08

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Gender	Characteristics of 2012-2013 Global Citizen Year Fellows	Program tuition paid
Female	56 69%	Full
Male	25 31%	Partial (received some aid)
Race/ethnicity		Less than \$500 (full aid)
Asian	5 6%	State
Black or African Am.	13 16%	CA
Hispanic or Latino	9 11%	NC
White	53 65%	MA
High school type		GA, NY TX, WI
Charter	4 5%	NJ, PA
Private	14 17%	VA, WA
Public	54 67%	IL, MD, MN, NH
		AZ, CO, CT, FL, IN, IA, OH, OR, RI, UT

College Readiness	2011	2012	2013
	Retro Change	Retro Change	Real Change
N	33	54	80
College Readiness Composite Score	1.06***	1.06***	0.39***
I am confident in my ability to make sound decisions on my own.	0.97***	0	0.88***
I feel academically prepared for the rigors of college.	1.41***	0.04	-0.17
I feel emotionally prepared for the rigors of college.	1.00***	1.19***	1.36***
I have clear goals for what I want to get out of college.	1.2***	0.27	1.42***
When I encounter a problem, personally or academically, I feel comfortable seeking support or help from others.	1.81***	1.56***	1.01***
I am excited for college.	1.42***	1.49***	0.37**

#1 Most Influential Program Element (2013 Fellow Reported)	
Relationships with other Global Citizen Year Fellows	28%
Homestay	22%
Training Blocks (In-country seminars an	15%
Apprenticeship	12%
Fall Training (US)	7%
Language Training (ongoing)	6%
Re-Entry Training (US)	5%
Capstone/Spring events (US)	1%
In-Country Orientation	1%
Storytelling: Videos, Blogging, Social	1%

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 - Are the items in the GCE component different from those in EL and CR?
- Which program elements *should* be having the greatest impact? Why?
 - Which elements cost the most?
 - Which require the most human capital?

Conclusions

1. There are statistically significant real gains in participants' Global Perspective, Entrepreneurial Leadership, and College Readiness from pre to post program.
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