Assessing Intercultural Competence:

Case Studies from the Field - Part A

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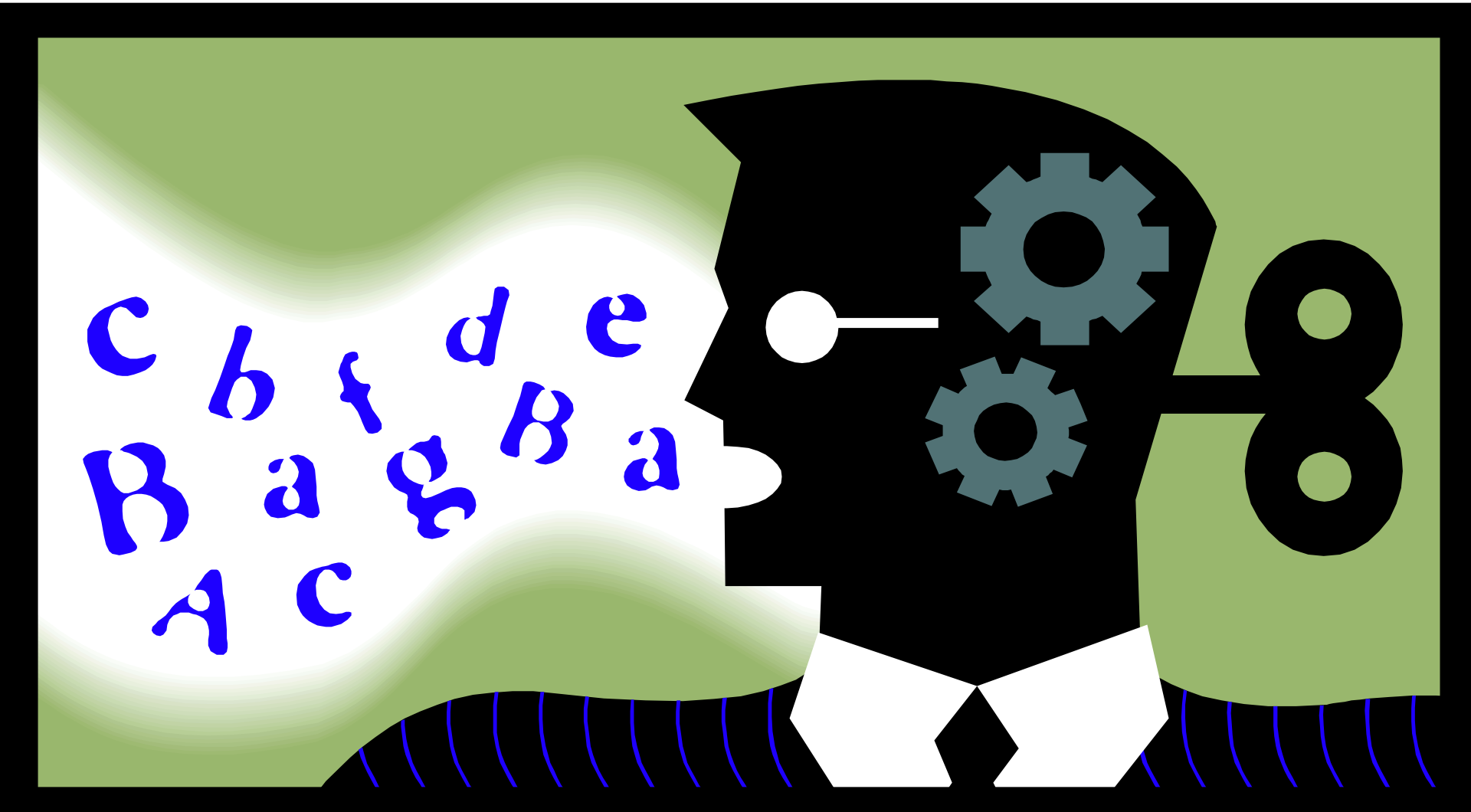
2014 **Assessment** Institute**,**
in Indianapolis

Agenda

- What is it?
- How to recognize it?
- How to asses it?
- Your questions!

Culture is the Software of the Mind



What is a Competency?

The quality of being adequately or well-qualified physically & intellectually.

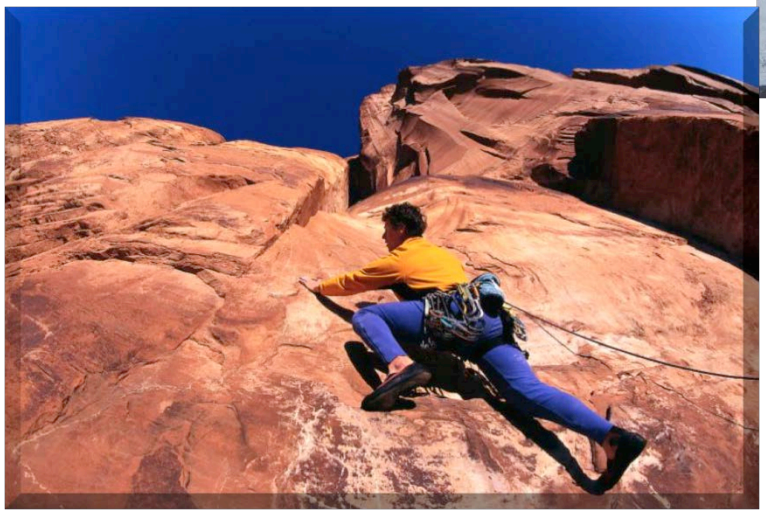
http://www.visualthesaurus.com/

Intercultural Competency:

- **A Mind set:**
  Knowledge
- **A Heart set:**
  Attitude
- **A Skill set:**
  Abilities

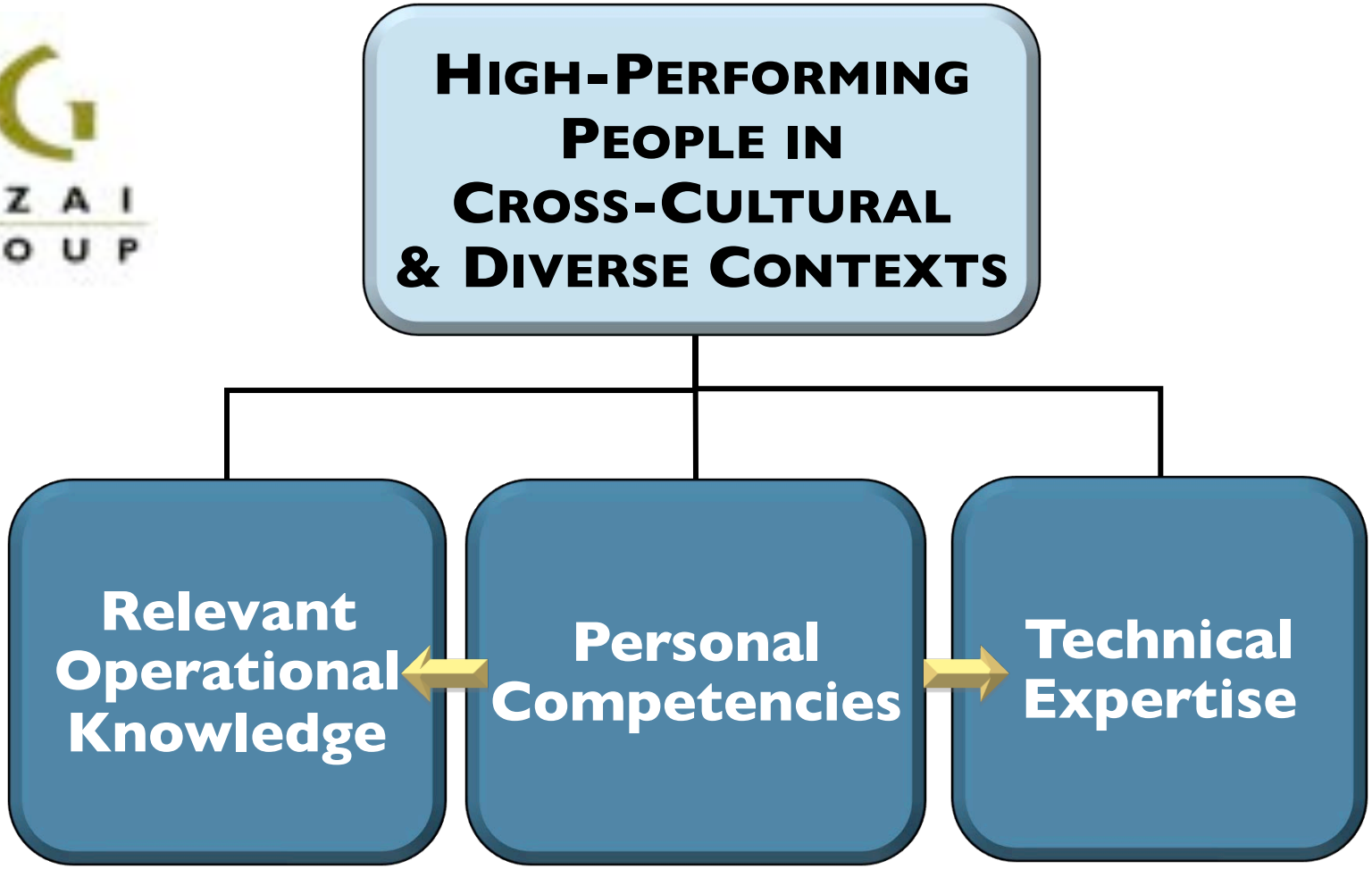
Gap vs. Competency Assessments

GAP

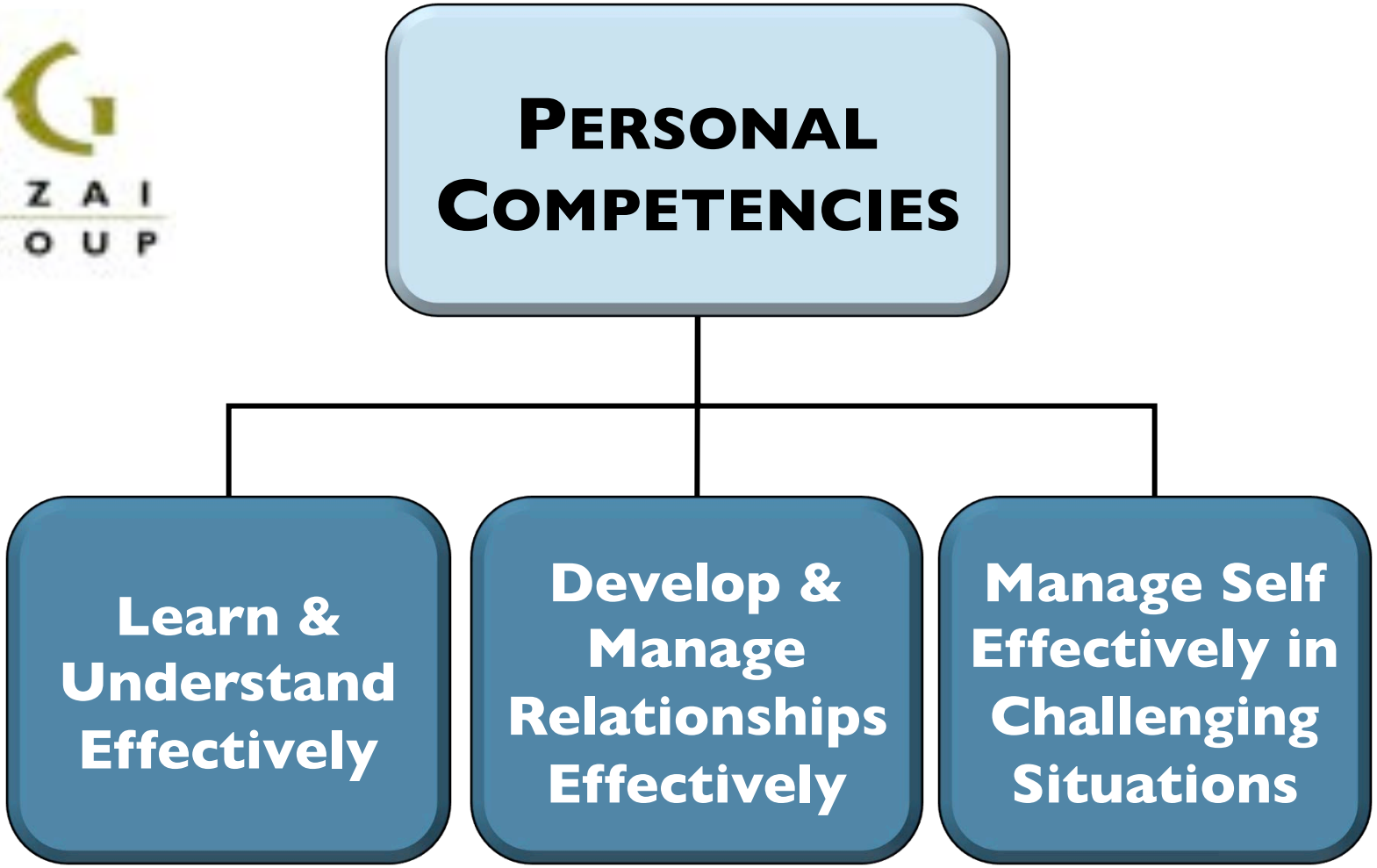


COMPETENCY

Intercultural Adaptation Model



The Bucket (*Factor*) Model



Intercultural Effectiveness Scale

Continuous Learning	Interpersonal Engagement	Hardiness
Exploration	Global Mindset	Positive Regard
Self-Awareness	Relationship Interest	Resilience

IES - Continuous Learning

Self-Awareness & Exploration

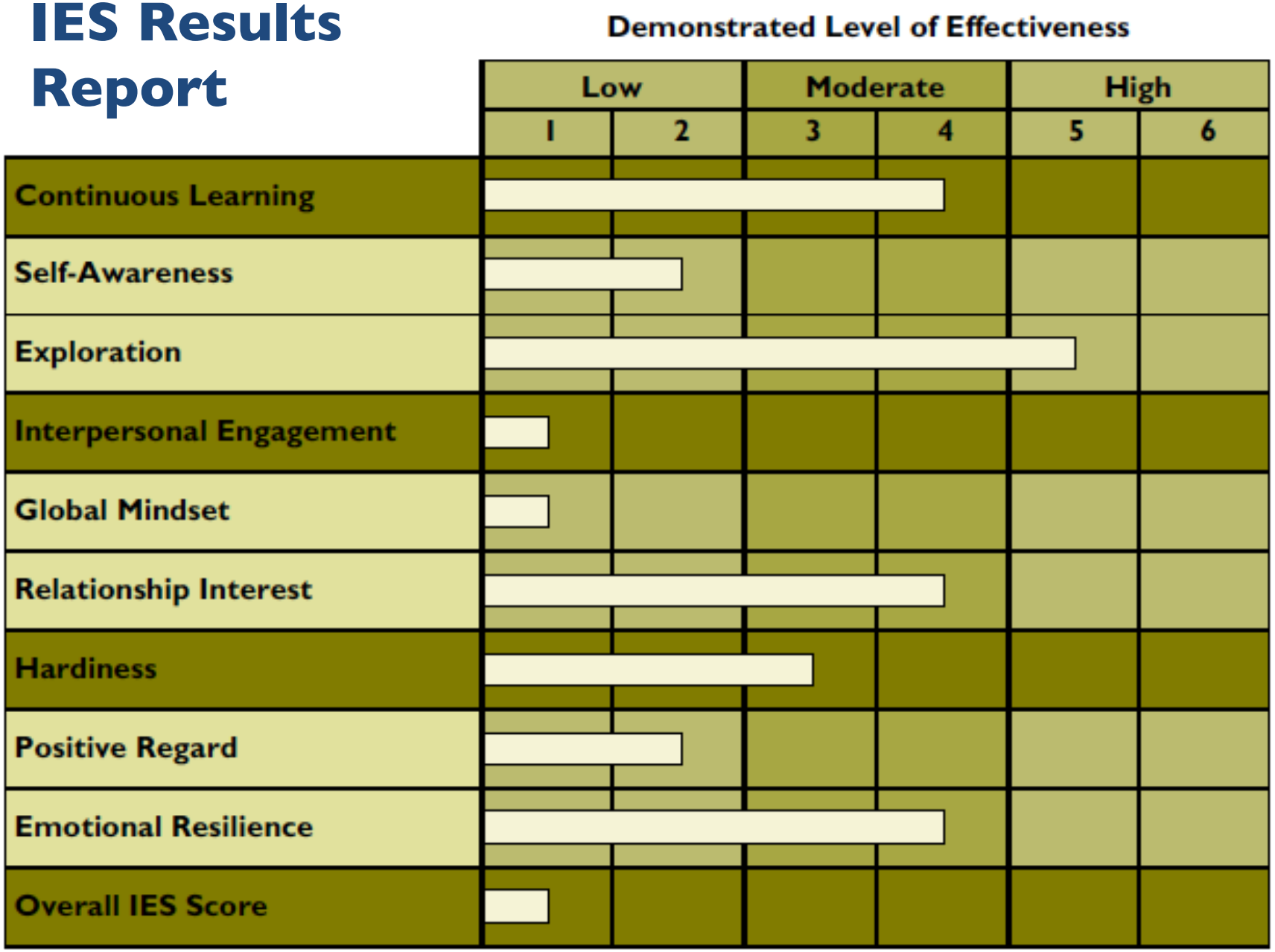
IES – Interpersonal Engagement

Global Mindset & Relationship

IES – Hardiness

Positive Regard & Resilience

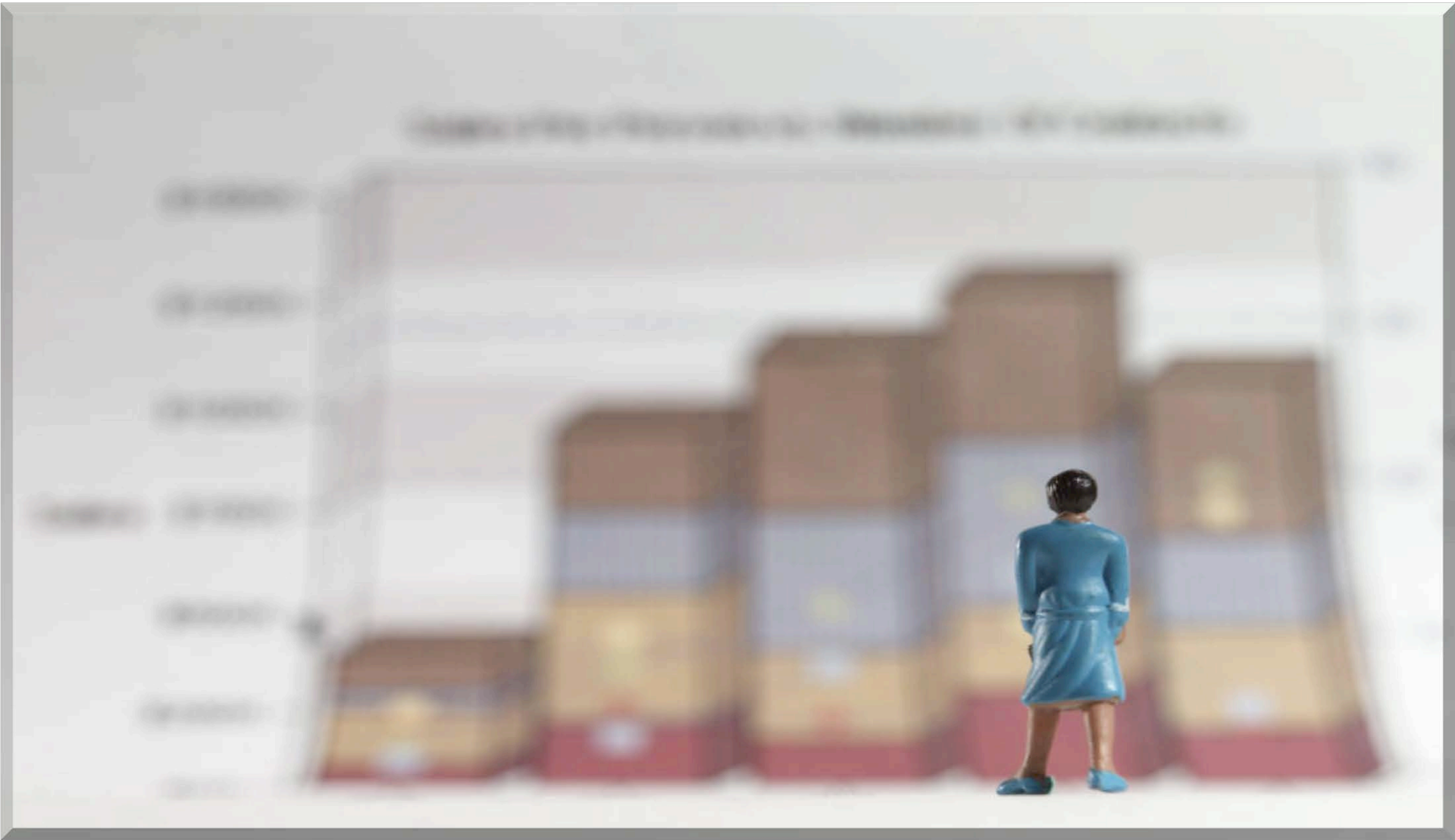
IES Results Report



IES Group Report

	Low		Moderate		High	
	1	2	3	4	5	6
A. Continuous Learning	1	3	1	1	3	7
Exploration		3	1	2	3	7
Self-Awareness	2		1	2	2	9
B. Interpersonal Engagement			3	4	4	5
Global Mindset		1		4	2	9
Relationship Interest		2	2	1	6	5
C. Hardiness			1	2	2	11
Positive Regard					8	8
Emotional Resilience	3	1	1	1	3	7
Overall IES Score				1	4	11

Properties of a Good Assessment Instrument



Intercultural Knowledge & Competence Rubric

- **Knowledge**
  - *Cultural self- awareness*
  - *Knowledge of cultural worldview frameworks*
- **Skills**
  - *Empathy*
  - *Verbal and nonverbal communication*
- **Attitudes**
  - *Curiosity*
  - *Openness*

Association of American Colleges and Universities

Case Studies

Assessing A Pilot Program to Create Higher Impact Short Term Study Abroad

Marty Petrone petronmc@miamioh.edu

Motivation: Results of the Miami University Global Assessment Project

Challenge: How can we encourage study abroad students to engage below the water line?

Goal: To incorporate “stealth” interventions In select study abroad programs intentionally designed to ***both*** enhance and assess student cultural competence.

Reverse Engineering Process

1. Identifying the learning outcomes students are to achieve while studying abroad and…

2. Then work backward to identify and build in the designed to facilitate the achievement of those outcomes.

Engle, L. & Engle, J. 2004

Desired Learning Outcomes

- ✓ Greater awareness of one's own cultural norms and unique worldview
- ✓ Increased understanding of the values underpinning other cultural perspectives
- ✓ Ability to apply cultural competency in daily interactions
- ✓ Better preparation for effective participation in an interconnected, ever-changing world

The Pilot Program

- 28 students studying abroad for six weeks during summer term in Florence Italy

Assessment Strategies

- Intercultural Effectiveness Scale Pre and Post
- Individual Personal Development Planning
- AAC&U **KNOWLEDGE AND COMPETENCE VALUE RUBRIC**
- Contact & Reflection on Private Facebook Site
- Weekly group meetings with cultural mentor
- Peer Assessment/Observation
- Self-Reporting

Four Critical Components

1. Students create a personal development plan based on their IES scores.

2. They report their PDP progress on a frequent basis (could be a journal or blog)

3. They have a truly immersive experience where they form relationships with locals and ideally accomplish a joint task(s) with them at some point.

4. They participate in mediated learning with facilitated discussions to help them make sense of what they encounter.

Sample Interventions

- A two-part pre-departure orientation
- Intercultural training while in Florence including two days of orientation activities
- Reflective assignments designed to fostering independence, self-direction, and personal safety when in Florence or traveling to other locations.
- Survival Italian using LAMP Method
- Weekly structured activities for local engagement
- Re-entry training and post-program debriefing

Midterm Self-Assessment

"I feel like I am on my way to achieving these goals. Through all exploration, I am starting to understand Italian culture. My new goal is to start to feel comfortable with Italian culture. I am in the 2nd level of culture shock and am feeling really out of place here. In order to achieve this goal I'm going to continue to talk to locals and ask them about their culture and try to immerse myself more."

IES Post Test Results

- **Overall score increase** 19
  - **1 point** 5
  - **2 points** 3
  - **3 points** 3
  - **4 points** 4
  - **5 points** 4
- **Overall score maintained** **5**
- **Overall score lower** 4

In what ways do you feel more culturally competent than when you first arrived in Italy?

- ***I have a stronger desire to adapt and fit into other cultures. Also, I have a greater sense of respect and empathy towards people who may not be in a place***

  they feel comfortable.

- ***I observe how people interact/how I interact with people. Learning how things work here gave me a new perspective and patience.***

- ***I am not afraid to start a conversation with someone that doesn't speak English as their native language. I do not fear communication setbacks.***

What is the most significant thing you learned in the past six weeks either in or out of the classroom?

- ***To me, the most important thing I've learned is self-awareness, specifically relating to my American background.***

- ***That even though I was nervous about using the language and sounding dumb, I did it anyways and when I was done I felt accomplished.***

- ***I have learned how my personality and choices affect other people of my own culture and of other cultures. Also [I] developed more awareness of my strengths and weaknesses.***

Discovering Global Citizenship

- Assessing Intercultural Competence at TCU

Texas Christian University
Chris Hightower

TCU Fast Facts

- **Mission**

  To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

- **Students**
  - Enrollment of 10,033 (8,647 undergraduates; 1,386 graduate students)
  - 117 undergraduate areas of study, 62 master's level programs, 25 areas of doctoral study

- **The University**
  - 2014-2015 annual budget of $547 million
  - Endowment as of June 30, 2014, of $1.44 billion
  - Freshman-to-sophomore retention rate of 90 percent
  - Student/faculty ratio approximately 13 to 1

- Developed as a result of the university's Quality Enhancement Plan
- Increased effort toward comprehensive internationalization
- Focused on developing countries and communities where TCU has minimal engagement

qep.tcu.edu

Student Learning Outcomes

- **Foundational Level**

  Students will ***identify*** global issues from the perspectives of multiple disciplines and cultures

- **Engagement Level**

  Students will ***discuss*** critical questions about the impact of global issues on domestic and global communities

- **Understanding Others Level**

  Students will ***develop*** cultural empathy and intercultural competence

- **Action and Application Level**

  Students will ***make*** responsible decisions about global issues

Initiatives

Global Innovators

Visiting Scholars

Global Academy

TCU Abroad

Virtual Voyage

Local-Global Leaders

Texas Christian University
Chris Hightower

Assessment Methods

- **Pre-Test/Post-Test**
  Intercultural Effectiveness Scale (IES)
- **FrogFolio**
  Reflection work using online ePortfolio software provided by Digication
- **Artifact Collection**
  Application of AAC&U Global Learning VALUE Rubric on student products
- **Capstone Projects**
  Observed measurable progress through academic or programmatic projects

Implementation of Methods

- **The University Experience**
  - Build individualized Mentor-Mentee relationships
  - Review individual IES reports
  - Prepare Personal Development Plans
  - Introduce FrogFolio to students
- **Intercultural Effectiveness Scale**
  - All incoming students are asked to complete the IES (72% completion rate: 2013 – 1,355 & 2014 – 1,373)
  - Graduating seniors are asked to complete the IES (43% completion rate: 2014 – 561)
- **Other Data & Database Warehouse**
  - Purple People Counters
  - Student surveys after programs
  - Academic and programmatic artifact collection

Chris Hightower

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INTERCULTURAL EFFECTIVENESS ASSESSMENT: A COMPREHENSIVE PROGRAM DESIGN

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IUPUI 2014

BENTLEY UNIVERSITY

PreparedU Project:

Insights and advice on preparing for the 21st century workforce

- University within a business school
- Accredited by AACSB, EQUIS, NEASC
- Undergraduate Curriculum:
  - General education core (freshmen to senior yrs)
  - General business core (freshmen to senior yrs)
  - Majors/minors (including Liberal Studies Major)
- Graduate Curriculum
  - 3 MBA, 7 MS Programs, MBA+MS
- PhD Program
  - Accountancy, Business

UG General Business Core Goals and Learning Objectives..

Goal: Our students will be knowledgeable about domestic and global business practices.

Learning Objective: Our students will identify the challenges of operating in an international environment.

Goal: Our students will be able to function effectively in cross cultural situations.

Learning Objective: Our students will demonstrate personal competencies associated with environments where there are cultural norms and behaviors different from their own.

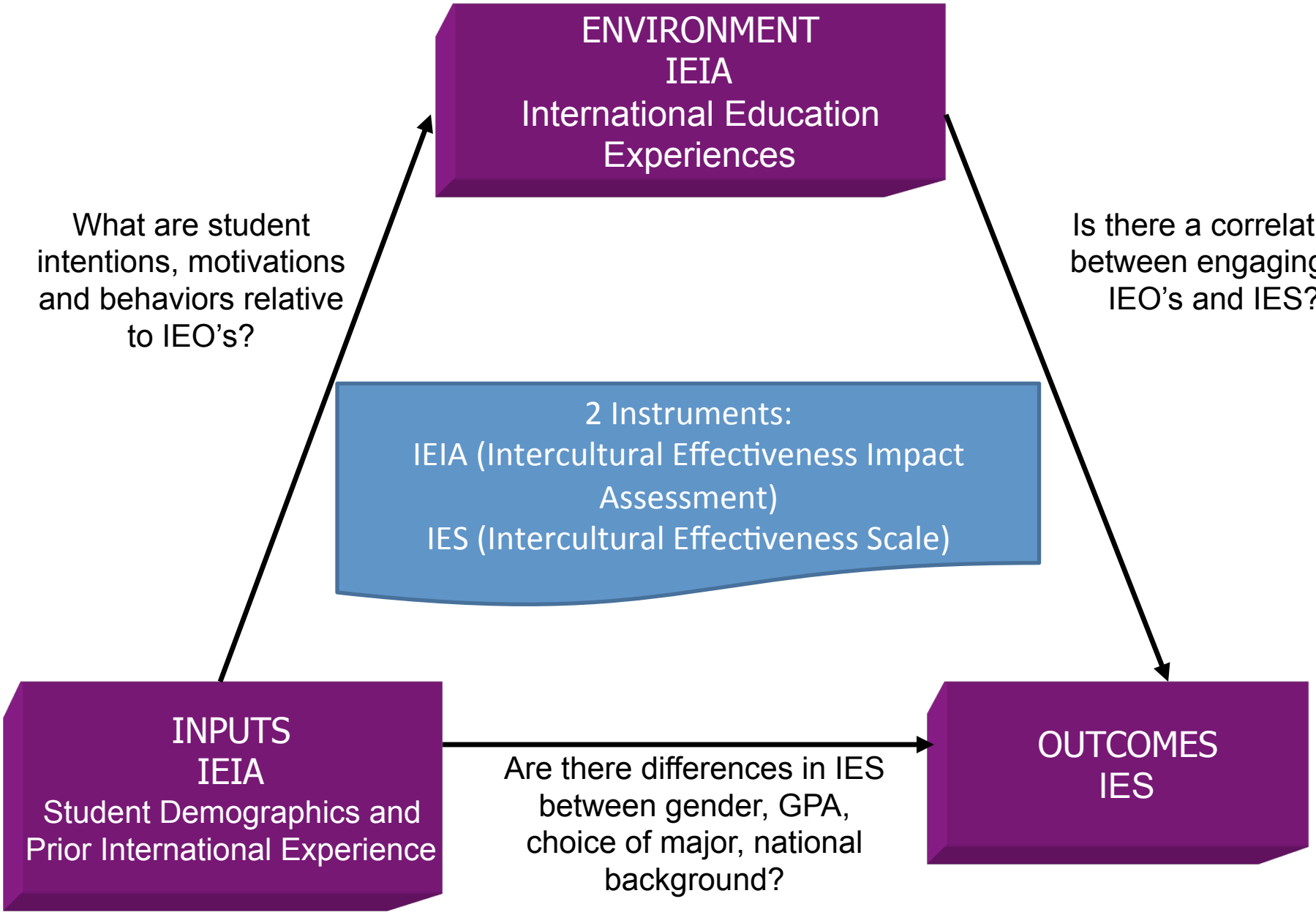
Are student's global competences improving as a result of our efforts to provide cognitive and experiential international education opportunities?

Is it working?

ASSESSMENT IN CONTEXT

Assessment Strategy:
Reflecting and acting on the learning outcomes of our undergraduate and graduate curricula in the context of learning opportunities provided, pedagogies used, as well as students' incoming characteristics, non-curricular experiences and graduation aspirations.

Intercultural Effectiveness Assessment



The Intercultural Effectiveness Scale (IES)

Measures personality predispositions associated with effectiveness in intercultural situations.

Continuous Learning	Interpersonal Engagement	Hardiness
Exploration	Global Mindset	Positive Regard
Self- Awareness	Relationship Interest	Resilience

An *Overall IES* score is generated by combining the scores of the six sub-dimensions

* Developed and administered by The Kozai Group, Inc.

Student Intercultural Evaluation Assignment

- Part 1: IES self assessment and reflection
- Part 2: Creating an IES Profile
- Part 3: General Tendencies
- Part 4: Personal Development Plan
- Part 5: Reflection

DATA ANALYSIS DESIGN

YEAR 2	YEAR 4	LONGITUDINAL ANALYSIS
Intention Behavior Motivation Demographics IES Score	Intention Behavior Motivation Demographics IES Score	• International program effectiveness • Instrument and design testing. • Development of pedagogical materials to support education and development efforts.
CORRELATION ANALYSIS		
• Student self reflection, development , and career planning. • Assessment of global competencies. • Predisposition Assessment.		

DATA COLLECTION

- Pilot I: 2006, 2007 with 514 students
- 2008: IEIA revision
- Pilot II: 2009 (235 students), 2010 (144 students)
- Longitudinal assessment program rollout:
  - Pre assessment in 2010 with sophomores
  - Post assessment in 2012 with Seniors
  - By 2012 could match pre and post
- Current analysis based on 2,096 responses collected between 2010 and 2014:
  - 1632 sophomores
  - 464 seniors

Preliminary Descriptive Findings

- Being at Bentley longer?
  - Seniors scored significantly higher than Sophomores on all dimensions
- Being an International Student?
  - International students scored higher than Domestic students on Exploration, Global Mindset, Relationship. Interest, Continuous Learning, Interpersonal Engagement, and Overall IES.
  - Domestic students scored higher than International students on Positive Regard and Hardiness.

* Results based on independent sample t-tests. Significance assessed at P<.05.

PRELIMINARY DESCRIPTIVE FINDINGS

- Having an International Education Experience while at Bentley?
  - Students who had an IE scored higher on all dimensions.
- Planning on an International Education Experience?
  - Students who were <u>not</u> planning on having an IE scored lower on Exploration, Global Mindset, Relationship Interest, Interpersonal Engagement, and Overall IES.
- Gender?
  - Men scored higher on Self Awareness, Global Mindset, Emotional Resilience, and Hardiness

* Results based on independent sample t-tests. Significance assessed at P<.05.

Lessons Learned

- Faculty Commitment
- Student response to results
- Providing peer and aspirant comparisons
- Data management
- Institutional priorities
- Office of International Education Partnership

obrigado
Dank U
Merci
mahalo
Köszi
спасибо
Grazie
Thank you
mauruuru
Takk
Gracias
Dziękuję
Děkuju
danke
Kiitos

Intercultural Effectiveness Assessment Questions

1. Does just being at Bentley longer correlate with higher IES scores?
2. Does taking an international education experience at Bentley correlate with higher IES scores?
3. Do certain international education experiences correlate differently? I.e. does intensity of experience or cultural distance from home matter more?
4. Does previous international experience influence scores and movement in scores?
5. Do student intentions, motivations and behaviors influence scores?
6. Do some student groups (i.e. honors, LSM, higher GPA's) just score differently?

Assessing Intercultural Competence:

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Agenda

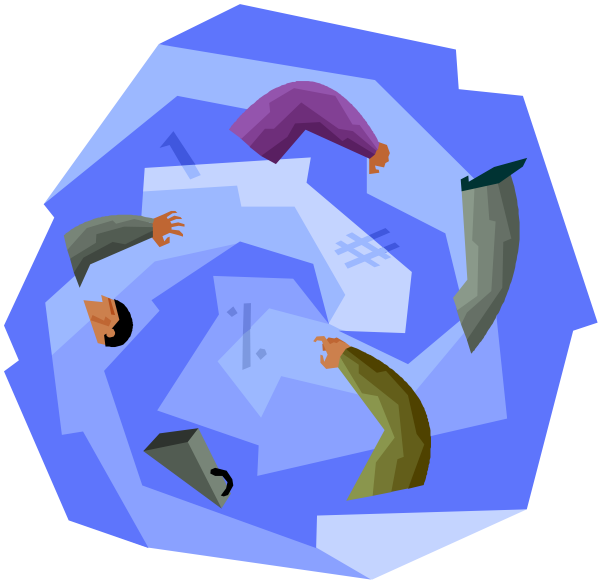
- What is it?
- How to assess it?
- Why asses it?
- What if – we assess it?
- Questions!

Fish is Fish

By Leo Leoni

Perspective

Perspective



Things We Know About Intercultural Competence:

- **Cultural knowledge**
- **Cultural contact**
- **Reduction of stereotypes**
- **Language**

Individual Development

Requires:

- ***Self***-motivation
- Learn & Transform
- Experiential Learning & Reflection
- Crucible Experiences
- Cross-Cultural Exposure
- Extensive Practice

What Can Campuses Do?

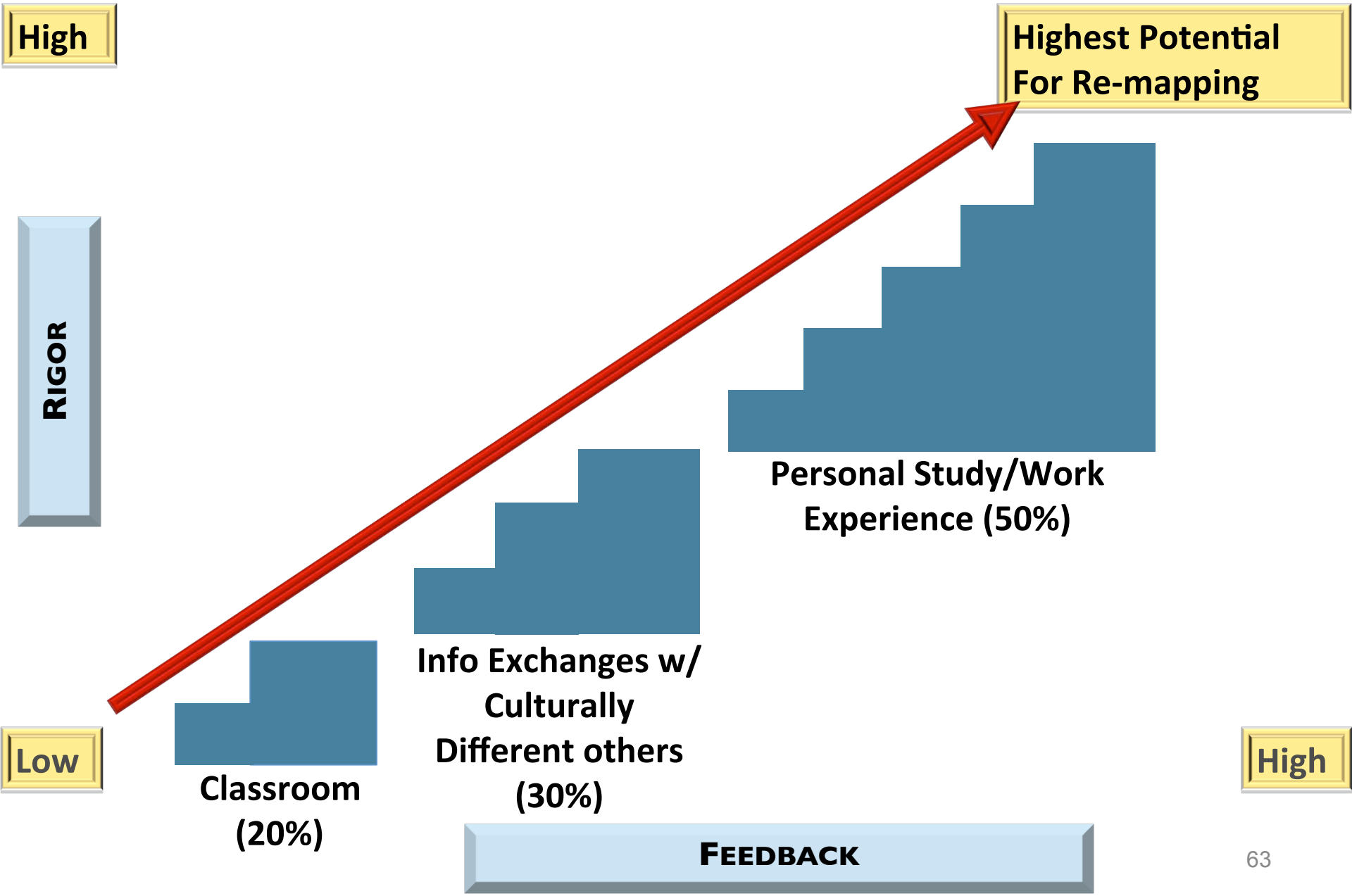
Provide & Leverage Experiences:

- Multicultural teams
- Local cultural immersions
- Study abroad & diverse field work
- Global/diverse projects
- Mentors/coaches
- Behavioral + Pre & Post assessment

What Leads to Intercultural Competence?

- **Intentional Design**
- **Balance**
- **Book End**

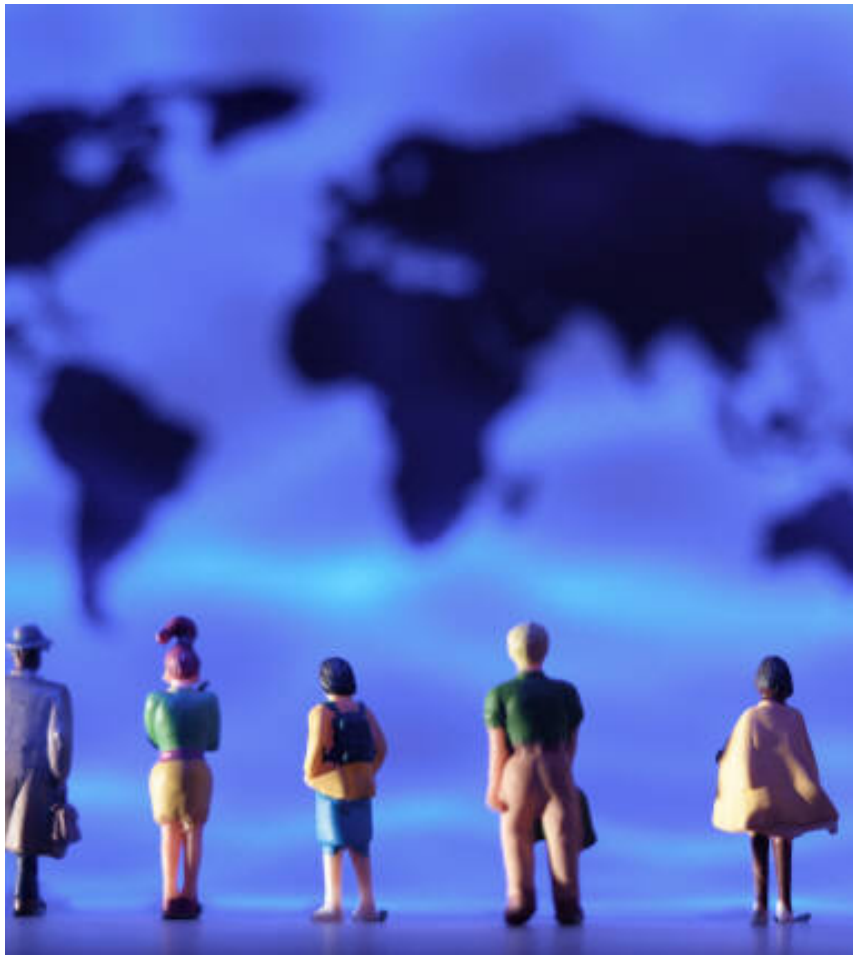
Developmental Methodologies



How do YOU know THEY know?

Discussion

- How do (or would) you assess ICC?
- Why do (or would) you asses ICC?
- What if you assessed ICC?



“There is wisdom in turning as often as possible from the familiar to the unfamiliar: it keeps the mind nimble, it kills prejudice, and it fosters humor.”

-George Santayana, philosopher, (1863-1952)

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