

Campus-Wide Assessment of Intercultural Competence

Basic Assessment Model:

Inputs + Environment = Outcomes

What is Working?:

- IES Pre/Post
- VALUE Rubrics
- E-Portfolio
- Capstone Projects
- Observations
- learning outcomes
- value rubrics
- moving towards awareness
- 1st year student survey – SAF/A.A.
- general education -> reviewing Intercultural Competence
- Bringing together directors / fact staff engagement
- Programmatic efforts
- Mapping institutional outcomes
- student swipe cards
- participation
- undergrad research with external experts (student completes project)
- required courses / programming (embedded in core curriculum)
- multiple measures
- “Assess Fest” – day designated to assessment
- faculty evaluate student work (mostly writing)

What is NOT Working or Challenging?:

- implementation
- Adapting rubrics
- Operationalizing at campus level
- Data collection without analysis or distribution
- No campus-wide assessment
- Writing/reflection
- Integration
- Construct
- How to collect / assess more than writing samples

Program-Wide Assessment of Intercultural Competence

What is Working?:

-
- pre / post assessment
- different designs –
ie. “programs”, eg. Community engagement
- results lead to program improvement, eg. Intake criteria
- on campus opportunities international and domestic students
- understanding issues like demographic specific attrition
- alternative programs “service learning”
- instrument data + narrative data
- global imperative
- remedy . . . *criteria agreement*
- learning outcomes as guide
- multiple artifacts
- student body offers cultural diversity

What is Not Working or Challenging?:

- personnel change
- access to tools
- self-report vs. direct measures
- level of student diversity
- development vs. experience
- mindset of students “we don’t need this”
- focus on specific c. groups
- defining “program”
- common requirements across departments
- defining concept of Multicultural vs. Intercultural
- range of faculty comprehension
- Δ student demographic
- terms / language
- getting colleagues on board
- instrument choice
- lens on Intercultural & “culture”
- pre/post in a 2 year on shorter program
- transfer vs. traditional students
- determining the intercultural course “home” especially if it is not a required course
- institutional vs. program Learning Objectives
- selection of artifacts
- assessment of those artifacts
- reaching agreement on calibrating level of Intercultural Competence within assessment team
- assessment responsibility
- “seeing” student diversity

In-Course Embedded Assessment of Intercultural Competence

What is Working?:

- Energized faculty
- Embedded assignments – language
 - random sample
 - starting assessment
 - starting
 - moving in right direction
 - working in course for Hawaii culture
 - autonomous faculty
 - large study abroad component
 - revising global general education program

What Not Working or Challenging?:

- indigenous instructor issues – political issues
- language assess requirement alternative req.
- incorporate in class
- not measuring
- align assignments
- not doing course level experience
- not as much emphasis
- self reporting