

Assessing Intercultural Competence & Global Learning:

Gaining Perspectives with Longitudinal Data

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WISE 2017

Agenda



- What is it?
- How to assess it?
- How did assessment impact it?
- Your questions!

**Culture is
the Software
of the
Mind**



FOUNDATION OF COMPETENCY RESEARCH

“Underlying characteristic of an individual or team that can be shown to predict effective or superior performance in a job or situation.”

(McClelland 1973)

“Why try to teach a chicken to climb a tree when you can hire a squirrel?”

Lyle Spencer, 1990



Intercultural Competency:

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



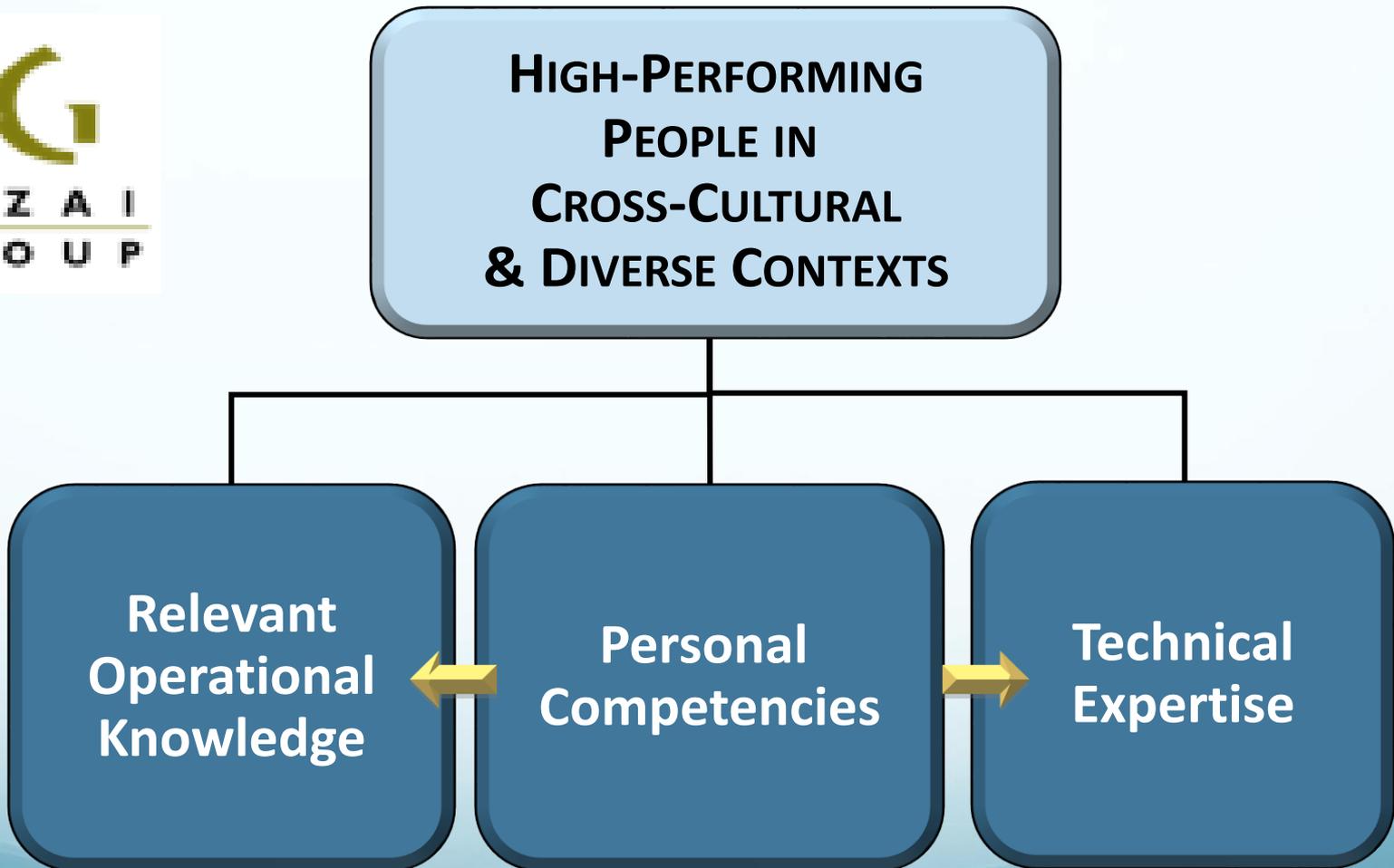
Gap vs. Competency Assessments

GAP

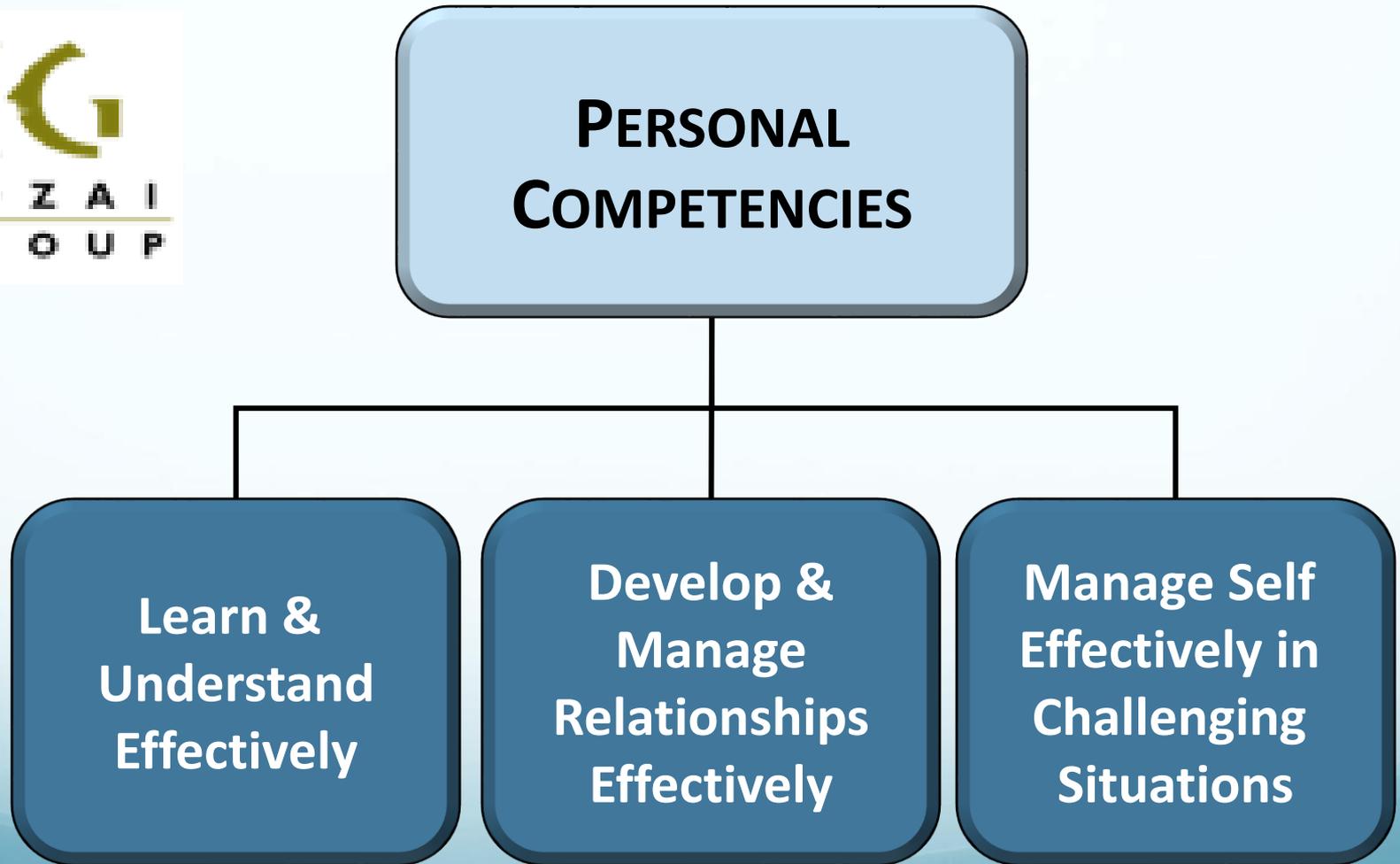


COMPETENCY

INTERCULTURAL ADAPTATION MODEL



THE BUCKET (*FACTOR*) MODEL



IES - Continuous Learning

- *Exploration*
- *Self-Awareness*



IES – Interpersonal Engagement

- **World Orientation**
- **Relationship Development**



IES – Hardiness

- **Positive Regard**
- **Emotional Resilience**



IES Results Report

	Low		Moderate			High	
	1	2	3	4	5	6	7
Continuous Learning			████████████████████				
Self-Awareness	██████████		████████████████				
Exploration	██████████		████████████████████				
Interpersonal Engagement	██████████		██████████				
World Orientation	██████						
Relationship Development	██████████		██████████				
Hardiness	██████████		████████████████████			██████████	
Positive Regard	██████████		████████████████████			██████	
Emotional Resilience	██████████		████████████████████			██████████	
Overall Intercultural Effectiveness Scale	██████████		████████████████████			██████	

Overall Intercultural Effectiveness Score

	Low		Moderate			High	
	1	2	3	4	5	6	7
Continuous Learning	2	4	6	6	5	5	1
Self Awareness	1	3	9	9	4	2	1
Exploration	3	3	7	4	5	5	2
Interpersonal Engagement	1	6	7	2	5	6	2
World Orientation	5	4	7	4	3	3	3
Relationship Development	1	2	2	6	6	5	7
Hardiness	2	4	7	3	2	7	4
Positive Regard	0	0	4	3	10	6	6
Emotional Resilience	5	8	2	4	4	1	5
Overall Intercultural Effectiveness Scale	1	3	7	5	5	7	1

Properties of a Good Assessment Instrument



Intercultural Knowledge & Competence Rubric



*Association
of American
Colleges and
Universities*

Knowledge

Cultural self-awareness

Knowledge of cultural worldview frameworks

Skills

Empathy

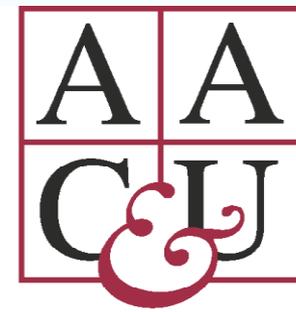
Verbal and nonverbal communication

Attitudes

Curiosity

Openness

Global Learning VALUE Rubric



*Association
of American
Colleges and
Universities*

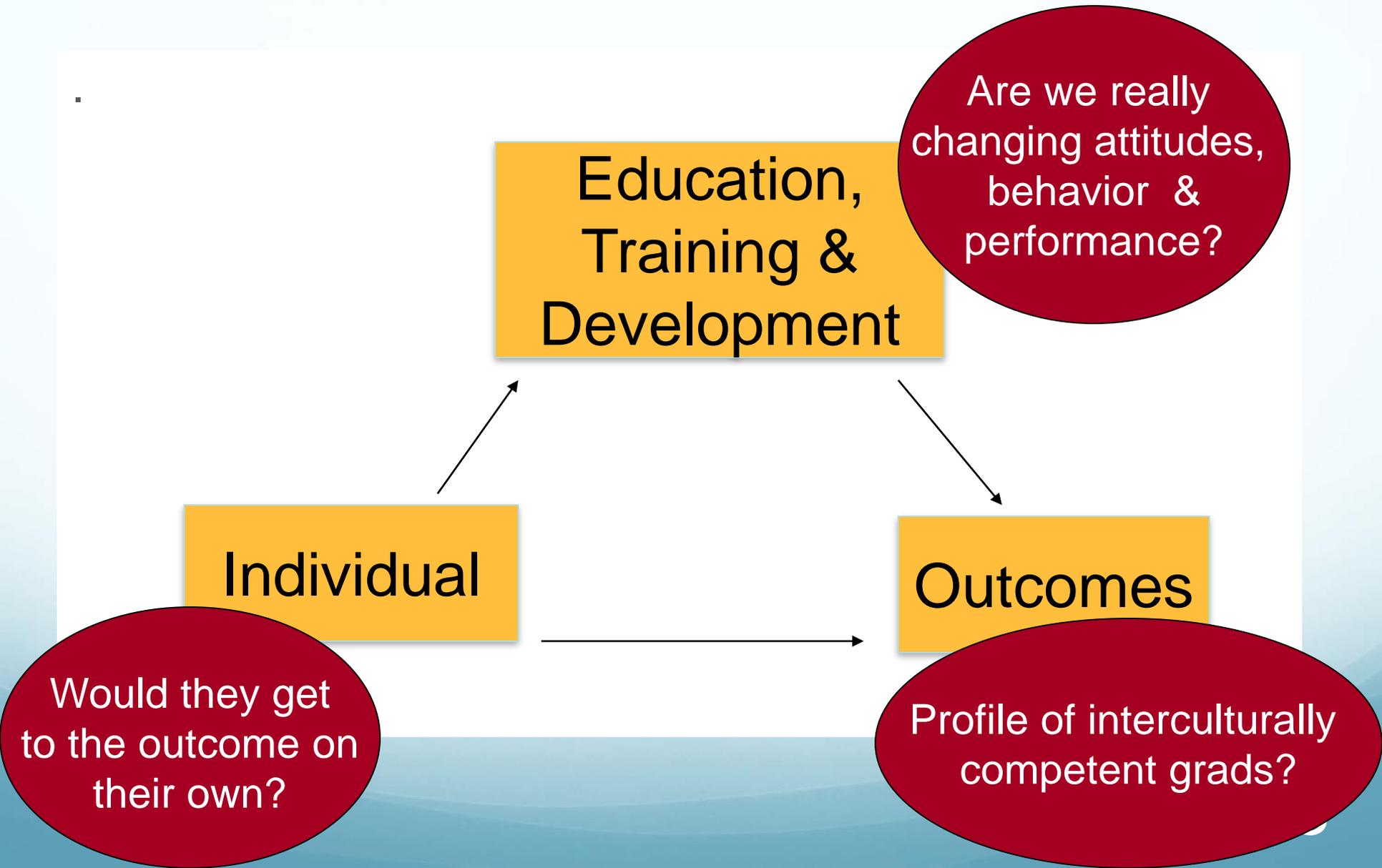
- Global Self-Awareness**
- Perspective Taking**
- Cultural Diversity**
- Personal and Social Responsibility**
- Understanding Global Systems**
- Applying Knowledge to Contemporary Global Contexts**

How do YOU know THEY know?



Development and Assessment Challenges

(I. Berdrow)



Case Studies



Using Assessment to Develop Intercultural Competency

Marty Petrone
Global Learning Project Specialist
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Global Assessment Project



- 2967 students completed the Global Perspectives Inventory
- Data from two years
- A composite of:
 - first year business students,
 - regional campus students and
 - students who participated in study abroad

Global Assessment Project



Are the practices presently
in place in our divisions
fostering the development of
intercultural competence in
our students?

NO.

Recommendations

- Identify and implement **multiple measures** of ICC
- Including mechanisms for **student self-assessment**
- Develop **educational interventions** to foster ICC and Global Knowledge



At Miami University Faculty Leaders...

“are expected to facilitate cross-cultural awareness and cultural competency development in students enrolled in these programs.”

Usually in 3-6 weeks



Would you also like fries with that?





To incorporate [stealth] interventions in study abroad programming intentionally designed to enhance and assess student cultural competence.

Multiple Measures

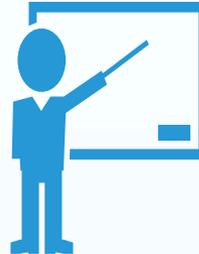
- Intercultural Effectiveness Scale Pre and Post Scores
- Individual Personal Development Planning/Reporting
- AAC&U KNOWLEDGE AND COMPETENCE VALUE RUBRIC
- Contact & Reflection on Private Facebook site
- Weekly group meetings with cultural mentor
- Peer Assessment/Observation
- Self-Reporting in Journal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

IES Applications



Assessing

- Individuals for competencies critical for global work or study
- Outcome measurement for global study abroad programs
- Baseline data for training programs or course design



Coaching

- As a guide for developing critical competencies
- As a diagnostic tool for study abroad risk management



Self-directed Learning

- As a comprehensive guide personal action planning
- As a touchstone for on-going self-reflection and personal development

Alejandro in Mexico

Case Study



INTERCULTURAL EFFECTIVENESS ASSESSMENT: A COMPREHENSIVE PROGRAM DESIGN



Dr. Iris Berdrow
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Bentley's Imperative:

- GB Learning Objectives:
 - student's ability to *“demonstrate personal competencies associated with environments where there are cultural norms and behaviors different from their own.”*
- *Strategic Plan:*
 - commitment to *“preparing a diverse student body for leadership in complex, global organizations and ensuring its graduates are fully prepared for success in an increasingly connected and globalizing world.”*
 - claim to produce *“graduates capable of living and working anywhere through their appreciation of the need for local sensitivity and global relevance.”*



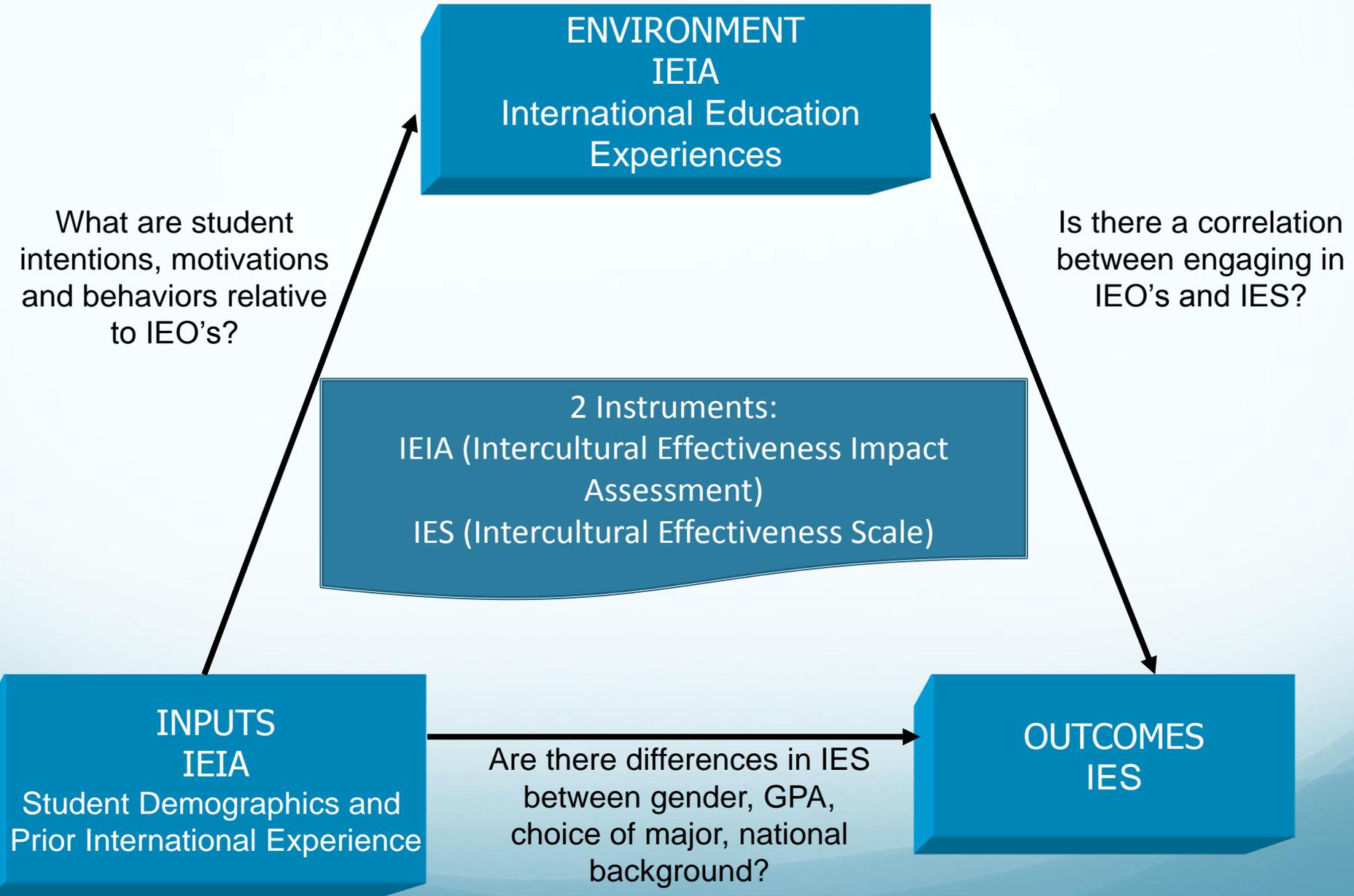
Are student's global competences improving as a result of our efforts to provide cognitive and experiential international education opportunities?



Is it
working?



Intercultural Effectiveness Assessment



Descriptive DATA Analysis

Dependent Variables

The Intercultural Effectiveness Scale (IES): Measures personality predispositions associated with effectiveness in intercultural situations.

* Developed and administered by The Kozai Group, Inc.

Independent Variables

Demographics and Previous International Exposure

- Intentions:
 - will have international education experience
 - will not have international education experience
- Motivations for having/not having international education experience
- Behaviors during and after international education experience
- Demographics: Gender, GPA , Transfer student , LSM , Honors

Data collection

	Total	GB101 Freshmen	GB215 Sophomore	GB401 Senior	GB410 Senior
Spring 2009	109	109			
Fall 2010	394		394		
Spring 2011	438		438		
Fall 2011	482		415	67	
Spring 2012	230		219	11	
Fall 2012	565		426		139
Spring 2013	354		221		133
Fall 2013	277		181		96
Spring 2014	353		274		79
Totals	3202	109	2568	78	447

Plus 400+ Student Reflection Papers

Preliminary Qualitative Analysis

Student reflection papers indicated that:

- Generally students found the IES self-report and results to be informative and useful.
- Many were surprised by their own low levels of intercultural effectiveness when compared to an aspirant group.
- While many opportunities exist through housing arrangements, campus events and course work for intercultural interactions, students do not feel adequately prepared or naturally motivated to interact effectively with students from other backgrounds.
- Some students do not see the need to develop intercultural effectiveness since they will never work outside of the US.

Discovering Global Citizenship

Assessing Intercultural Competence at TCU

2015 Heiskell Award Winner:
Internationalizing the Campus

INSTITUTE OF
INTERNATIONAL
EDUCATION

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 10,323 (8,894 undergraduates; 1,429 graduate students)
- 118 undergraduate areas of study, 53 master's level programs, 25 areas of doctoral study

The University

- 2015-2016 annual budget of \$595.1 million
- Endowment as of May 31, 2014, of \$1.7 billion
- Freshman-to-sophomore retention rate of 90 percent
- Student/faculty ratio approximately 13 to 1



discovering
global citizenship

- **Goal:** Provide a wide range of opportunities and experiences that encourage students to practice and develop skills, knowledge and attitudes that help students achieve intercultural competence (ICC)
- **Objective:** DGC will impact all TCU undergraduate students in a variety of ways. Our goal is to see 80% of students engaging with intentional international and comparative experiences beyond what is required in the TCU Core Curriculum. Therefore, this project will build a strong foundation in global citizenship for approximately 6,800 students, an increase from the approximately 2,550 students who currently participate in international experiences.

dgc.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

Assessment Methods

Pre-Test/Post-Test – Indirect Measure

Intercultural Effectiveness Scale (IES)

FrogFolio – Direct Measure

Reflection work using online ePortfolio software provided by Digication

Artifact Collection – Direct Measure

Application of AAC&U Global Learning VALUE Rubric on student work products

Other Instruments/Surveys – Indirect Measures

Cooperative Institutional Research Program (CIRP), National Survey of Student Engagement (NSSE), In house surveys

Implementation of Methods

Course: 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 (75.1% completion rate: 2013 – 1,364; 2014 – 1,388; 2015 – 1624; 2016 - 1495)
- Graduating seniors are asked to complete the IES (34.0% completion rate: 2014 – 418; 2015 – 567; 2016 - 480)

Other Data & Database Warehouse

- Purple People Counters
- Student surveys after programs
- Academic and programmatic artifact collection

Some Early Findings

	1 st Year	Grads	Δ
Continuous Learning	52.34%	66.01%	13.67
Self-Awareness	58.88%	75.97%	17.09
Exploration	46.31%	58.43%	12.12
Interpersonal Engagement	27.59%	39.52%	11.93
Global Mindset	40.10%	57.54%	17.44
Relationship Interest	45.36%	47.24%	1.88
Hardiness	43.69%	51.95%	8.26
Positive Regard	49.77%	55.49%	5.72
Emotional Resilience	43.62%	49.49%	5.87
Overall IES	36.65%	51.67%	15.02

*Aggregated cohorts, scoring 4 or higher

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