Assessing Intercultural Competence & Global Learning:
Gaining Perspectives with Longitudinal Data

Joyce Osland,
San Jose State University

Chris Hightower,
Texas Christian University

Dr. Iris Berdrow (in absentia)
Bentley University

Marty Petrone
Miami University of Ohio

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

High-Performing People in Cross-Cultural & Diverse Contexts

- Relevant Operational Knowledge
- Personal Competencies
- Technical Expertise
THE BUCKET (FACTOR) MODEL

PERSONAL COMPETENCIES

Learn & Understand Effectively

Develop & Manage Relationships Effectively

Manage Self Effectively in Challenging Situations
IES - Continuous Learning

- *Exploration*
- *Self-Awareness*
IES – Interpersonal Engagement

- World Orientation
- Relationship Development
IES – Hardiness

• Positive Regard

• Emotional Resilience
### IES Results Report

<table>
<thead>
<tr>
<th>Category</th>
<th>Low</th>
<th>Moderate</th>
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<tr>
<td>Overall Intercultural Effectiveness Scale</td>
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## Overall Intercultural Effectiveness Score

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*Note: Score ranges are from 1 to 7, where 1 indicates low effectiveness and 7 indicates high effectiveness.*
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*
Global Learning VALUE Rubric

- 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?
Education, Training & Development

Outcomes

Individual

Are we really changing attitudes, behavior & performance?

Profile of interculturally competent grads?

Would they get to the outcome on their own?
Case Studies
Using Assessment to Develop Intercultural Competency

Marty Petrone
Global Learning Project Specialist
petronmc@miamioh.edu
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
Bentley University
iberdrow@bentley.edu
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?
INTRODUCTION

ENVIRONMENT
IEIA
International Education Experiences

INPUTS
IEIA
Student Demographics and Prior International Experience

OUTCOMES
IES

What are student intentions, motivations and behaviors relative to IEO’s?

Is there a correlation between engaging in IEO’s and IES?

Are there differences in IES between gender, GPA, choice of major, national background?

2 Instruments:
IEIA (Intercultural Effectiveness Impact Assessment)
IES (Intercultural Effectiveness Scale)
Descriptive DATA Analysis

### Dependent Variables

### 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

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

* Developed and administered by The Kozai Group, Inc.*
# Data collection

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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
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
• **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

Texas Christian University
Chris Hightower
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

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<th>1st Year</th>
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<td>66.01%</td>
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<td>58.88%</td>
<td>75.97%</td>
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<td><strong>Exploration</strong></td>
<td>46.31%</td>
<td>58.43%</td>
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<tr>
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<td>27.59%</td>
<td>39.52%</td>
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<td><strong>Global Mindset</strong></td>
<td>40.10%</td>
<td>57.54%</td>
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<td><strong>Relationship Interest</strong></td>
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<td>47.24%</td>
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<td><strong>Hardiness</strong></td>
<td>43.69%</td>
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<td>49.77%</td>
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<td>43.62%</td>
<td>49.49%</td>
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<td><strong>Overall IES</strong></td>
<td>36.65%</td>
<td>51.67%</td>
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*Aggregated cohorts, scoring 4 or higher*
Chris Hightower
Assistant Director of Institutional Effectiveness
O: 817.257.4169 | F: 817.3453567
2900 South University Drive | Sadler 2016
TCU Box 29708 | Fort Worth, TX 76129
c.hightower@tcu.edu