

Goal : Intercultural Competence



From Augustana Student Learning Outcomes:

“Demonstrate an awareness of similarity and difference across cultural groups,
exhibit sensitivity to the implications of real and imaginary similarities and differences,
employ diverse perspectives in understanding issues and interacting with others,
and appreciate diverse cultural values.”

Defining Intercultural Competence



Intercultural Competence involves three components:

- ✦ **Knowledge** – of existence and implications of culture
- ✦ **Motivation(s)** – feelings and intentions that ground the prospect of interacting across difference
- ✦ **Skills** – performance of the behaviors

Defining Intercultural Competence



Different Terminology - - - Similar Concepts

- ✦ Knowledge = cognitive domain (“Intellectual Sophistication”)
- ✦ Motivations = affective domain (“Intrapersonal Conviction”)
- ✦ Skills = behavioral domain (“Interpersonal Maturity”)

Assessing Intercultural Competence



- ✦ 4-Year Longitudinal Study of 2012 Cohort
 - ✦ Surveyed during First Year Orientation
 - ✦ Surveyed during Senior Year Spring Term
 - ✦ Linked by ID number to all other student data
 - ✦ senior survey, freshman survey, student readiness survey, admissions data, course taking data
- ✦ Global Perspective Inventory (GPI)
 - ✦ Survey designed to measure intercultural competence in traditional-aged college students

Assessing Intercultural Competence



✦ Making sense of the GPI in two ways

1. Represent Intercultural Competence Generally

Organize the data into three scales –

cognitive, behavioral, and affective

2. Represent Intercultural Competence through the student development lens

Organize the data into six scales as envisioned by authors –

useful for deeper dives into the findings

Assessing Intercultural Competence



✦ Cognitive Scale: awareness and knowledge of differences

Ex.- I can discuss cultural differences from an informed perspective.

✦ Behavioral Scale: the act of engaging with difference

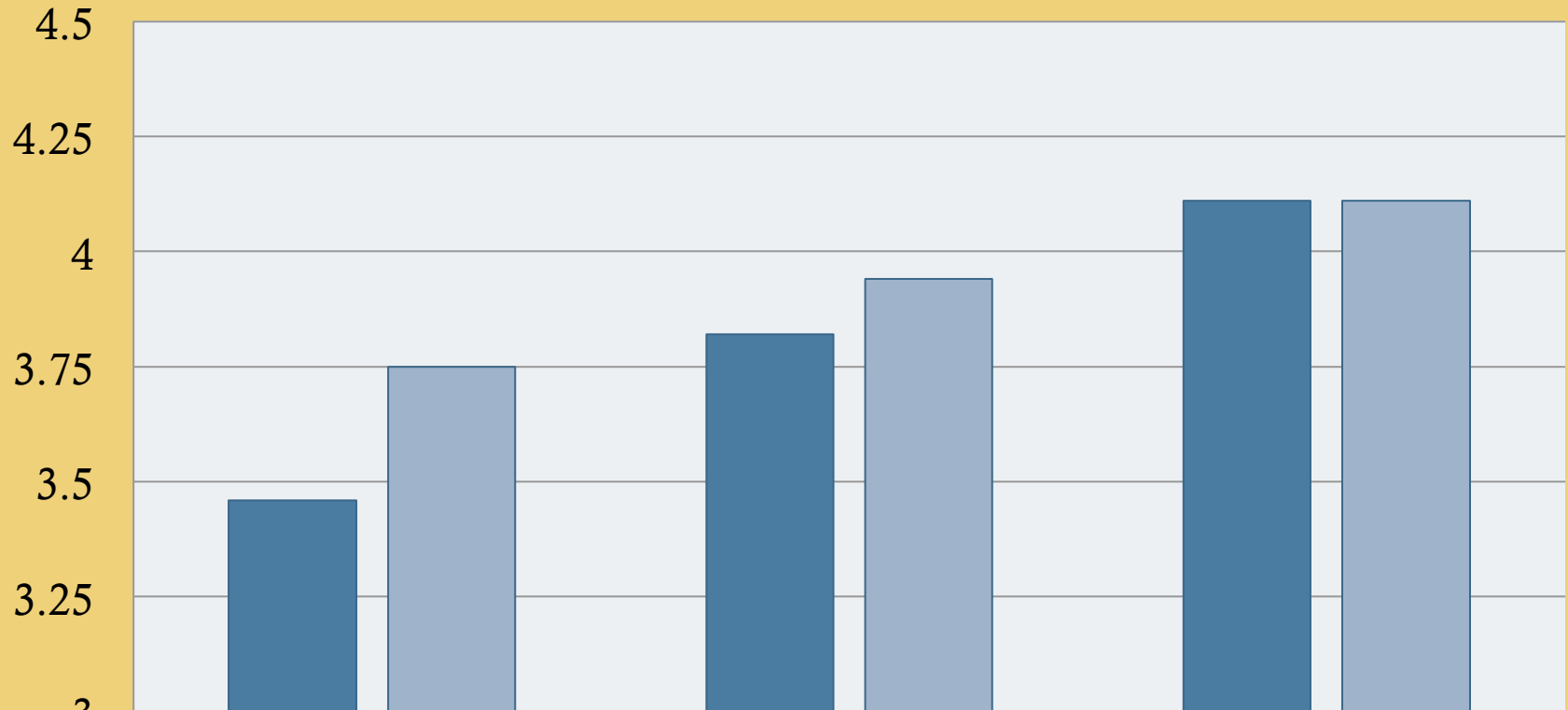
Ex.- I intentionally involve people from many cultural backgrounds in my life.

✦ Affective Scale: intention/values underlying actions

Ex.- I am willing to defend my own views when they differ from others.

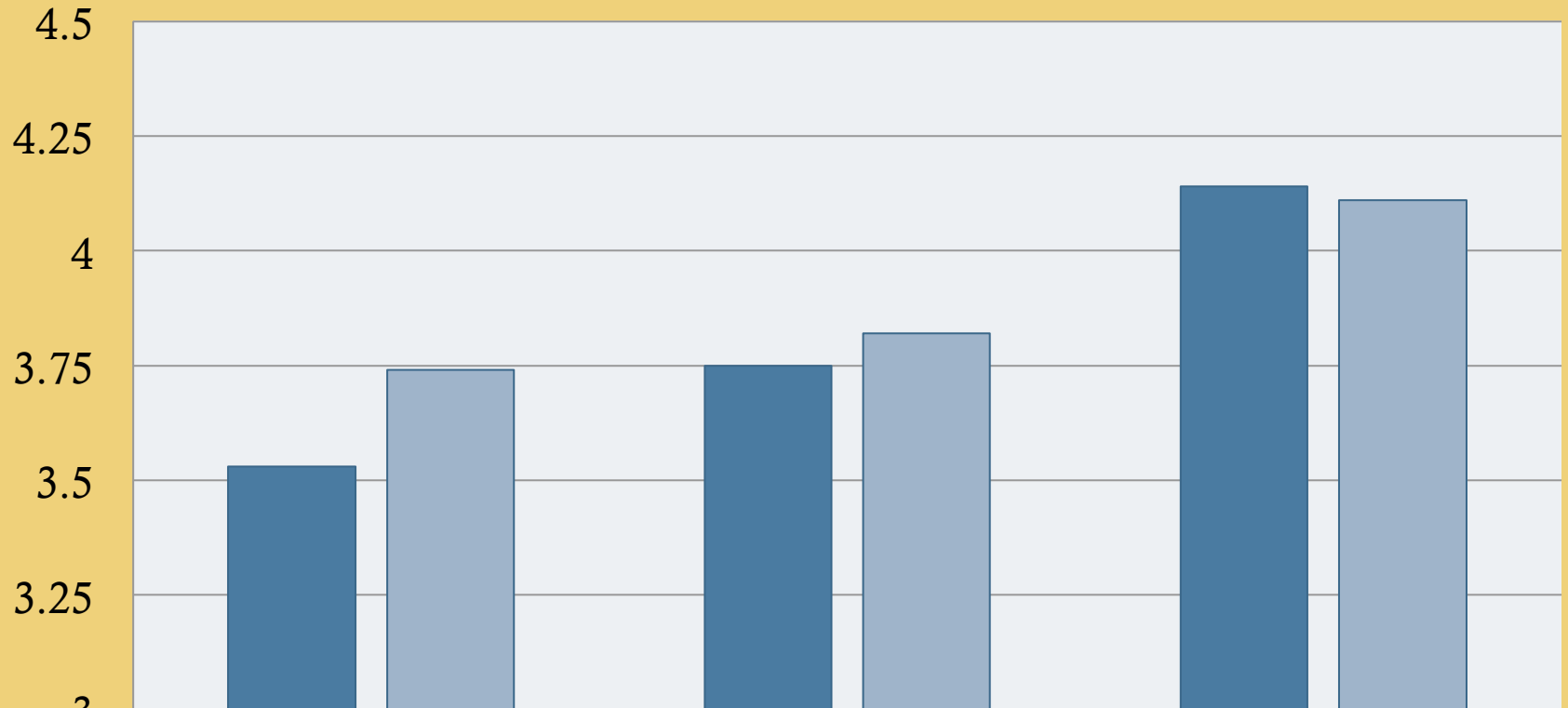
***** Asterisks denote statistically significant change *****

Evidence of Change - Overall



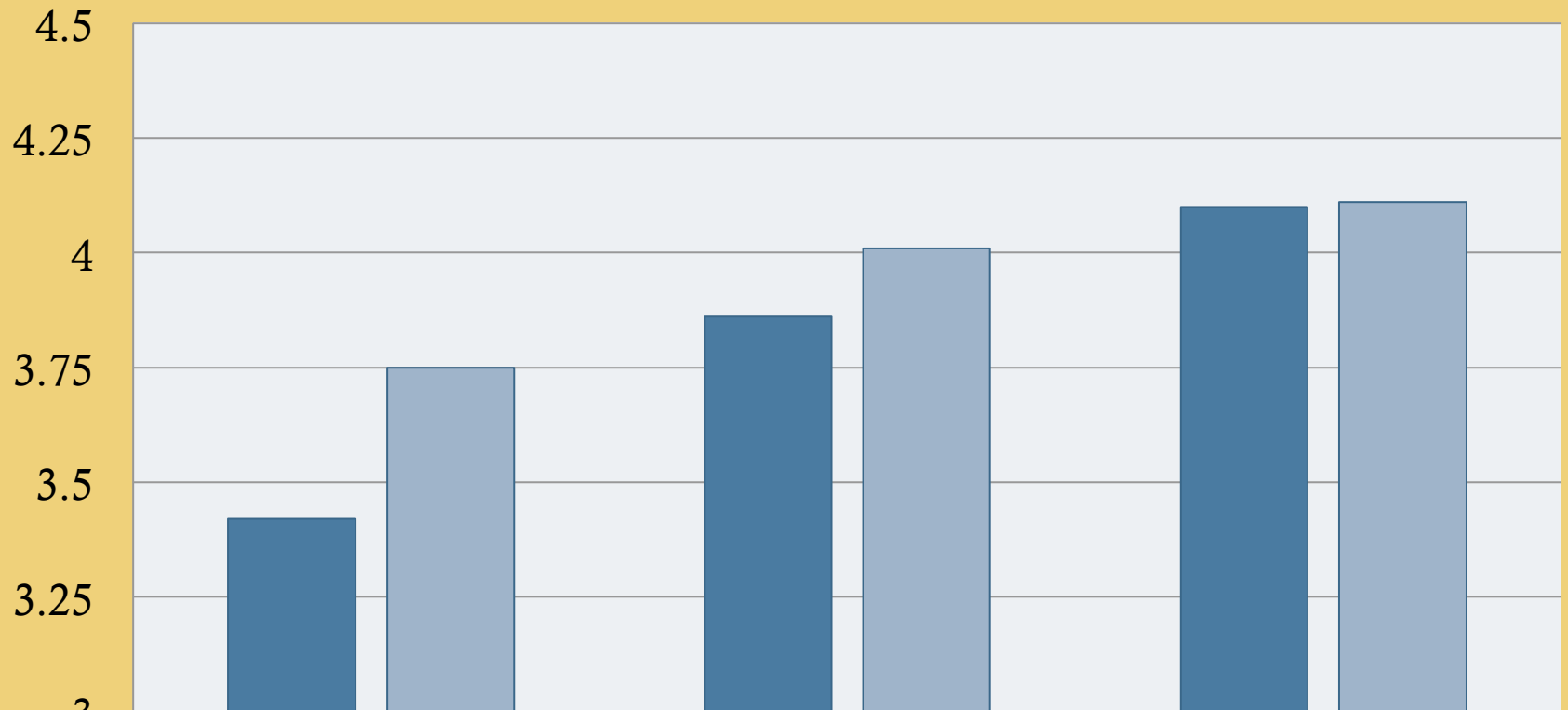
	Cognitive Scale***	Behavioral Scale***	Affective Scale
■ Pretest	3.46	3.82	4.11
■ Posttest	3.75	3.94	4.11

Male Students



	Cognitive Scale***	Behavioral Scale	Affective Scale
■ Pretest	3.53	3.75	4.14
■ Posttest	3.74	3.82	4.11

Female Students



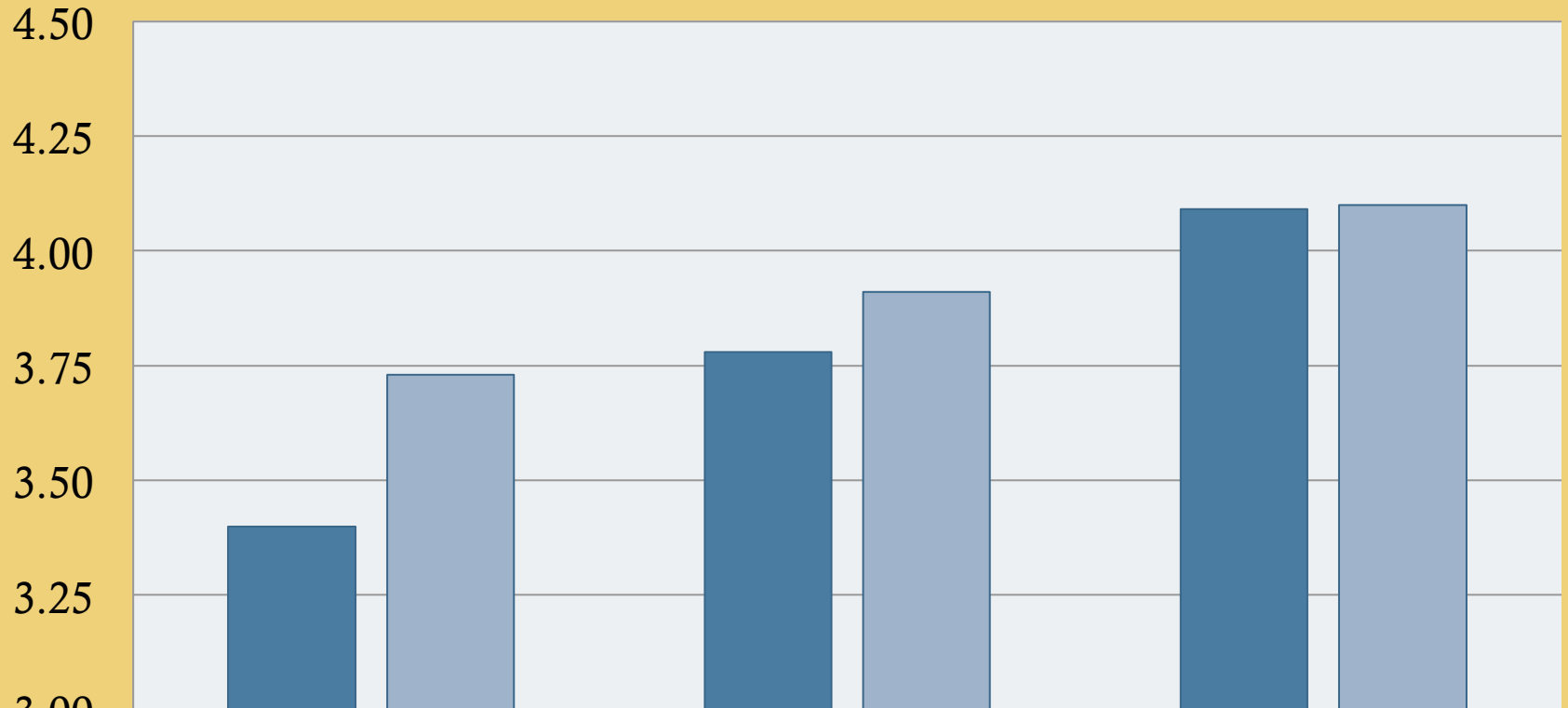
	Cognitive Scale***	Behavioral Scale***	Affective Scale
■ Pretest	3.42	3.86	4.10
■ Posttest	3.75	4.01	4.11

Some Observations



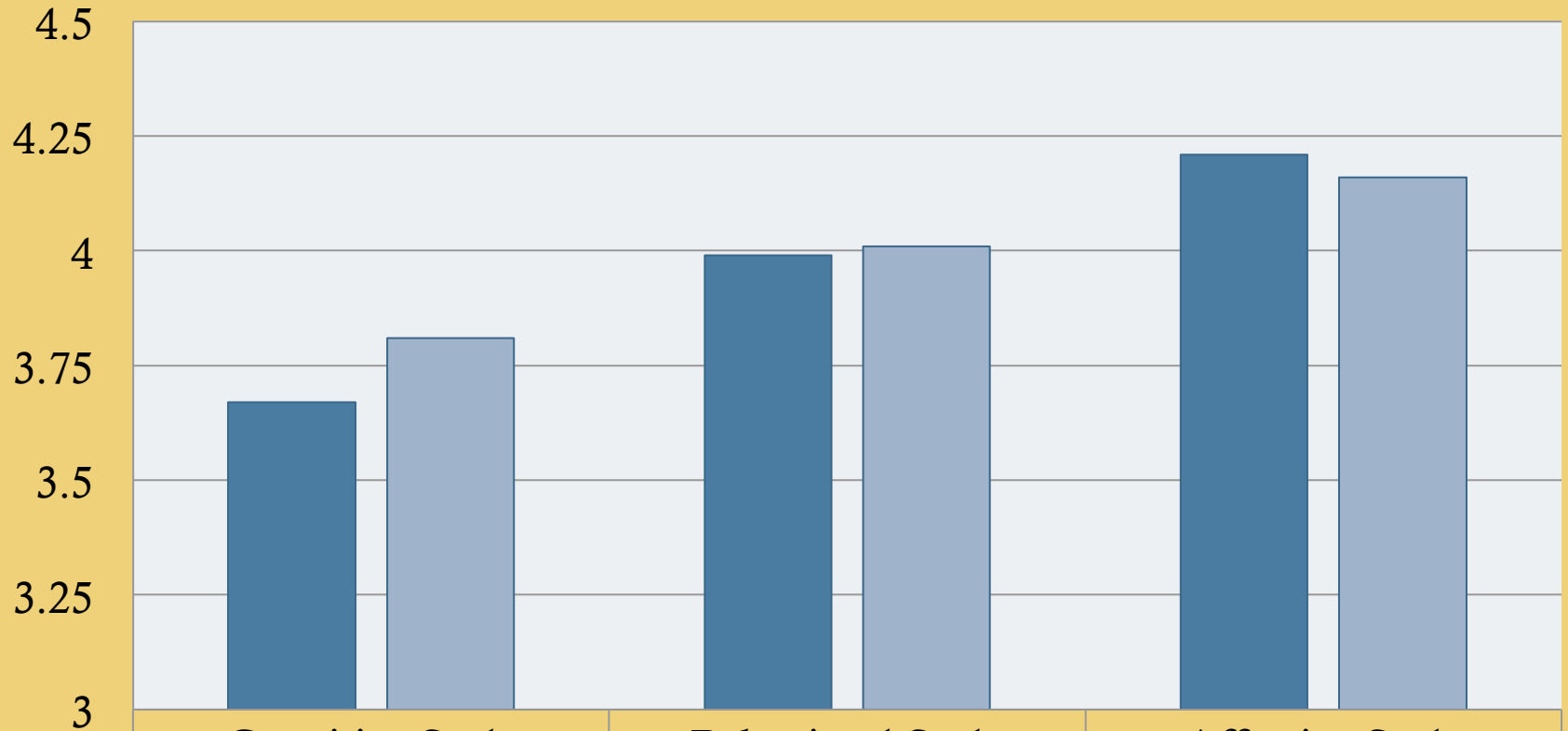
- ✦ Men change on the cognitive scale
- ✦ Women change on both cognitive and behavioral scales
- ✦ Men start ahead(ish) of women on the cognitive scale ($p=.06$)
- ✦ Four years later, women have erased the deficit
- ✦ Women start ahead of men on the behavioral scale (.11)
- ✦ Four years later, that gap has grown substantially (.20)

White Students



	Cognitive Scale***	Behavioral Scale***	Affective Scale
■ Pretest	3.40	3.78	4.09
■ Posttest	3.73	3.91	4.10

Students of Color



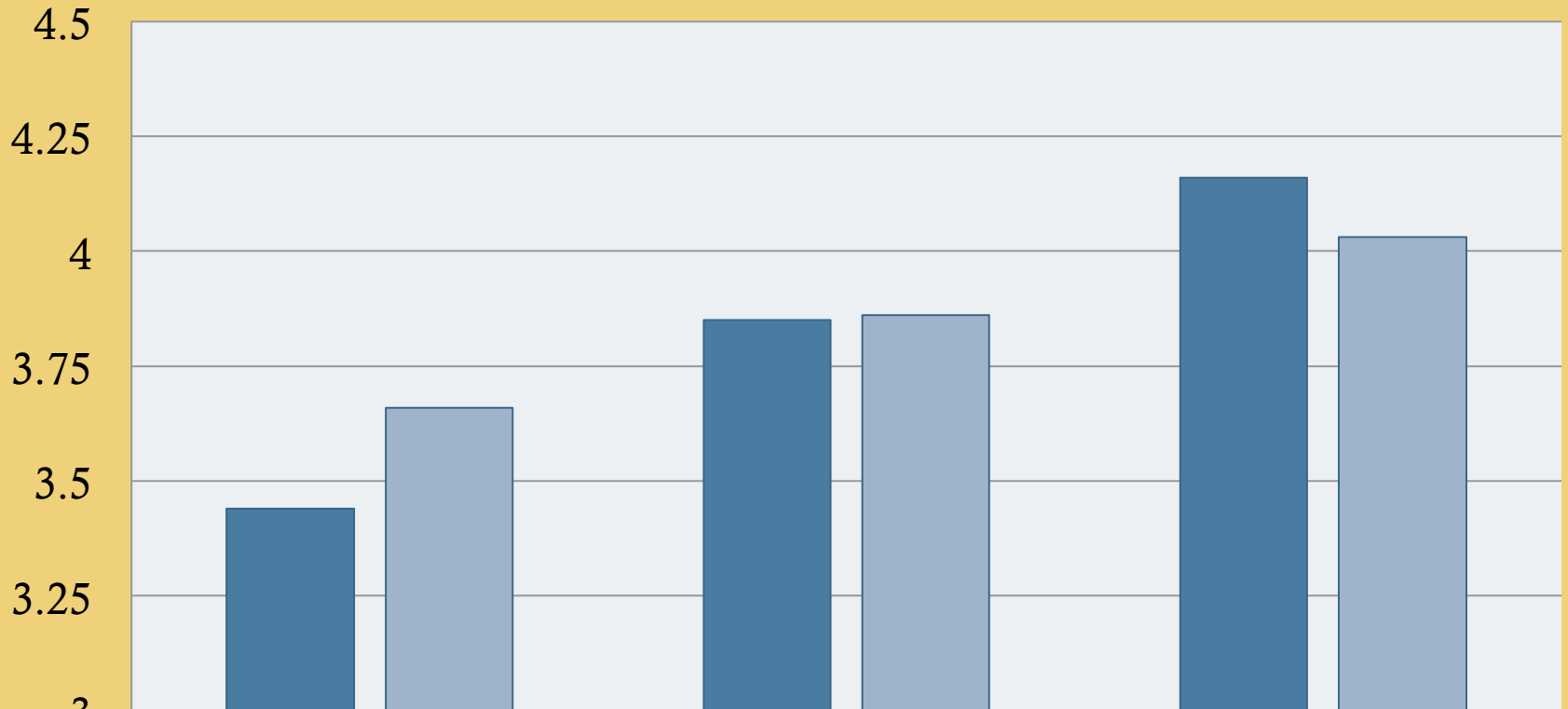
	Cognitive Scale	Behavioral Scale	Affective Scale
■ Pretest	3.67	3.99	4.21
■ Posttest	3.81	4.01	4.16

Some Observations



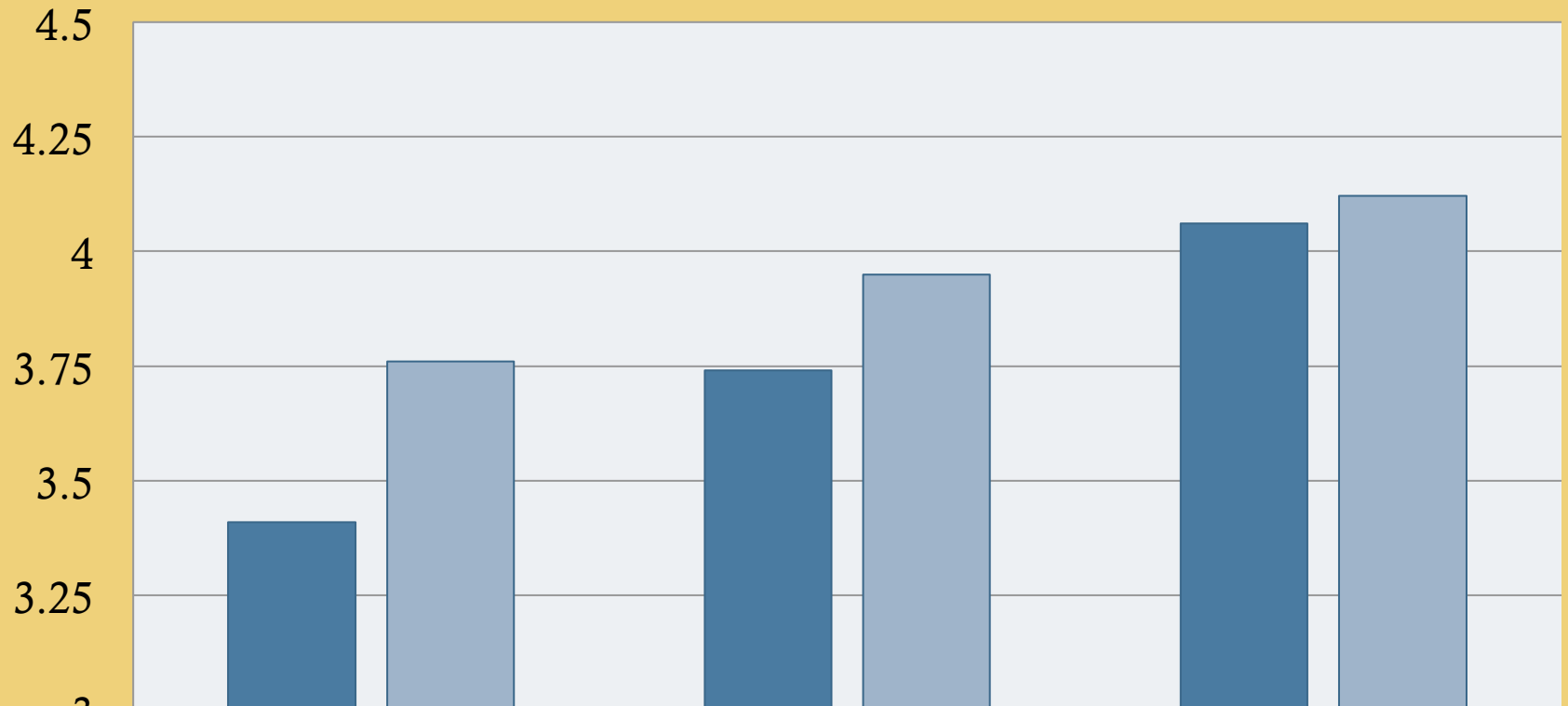
- ✦ White students change on both cognitive and behavioral scales
- ✦ Students of Color do not exhibit *statistically significant* change
- ✦ As freshmen, white students start behind students of color on all three scales
- ✦ Four years later:
 - ✦ The deficit on the cognitive and affective scales is erased
 - ✦ The deficit on the behavioral scale is cut in half (.2 to .1)

Low Academically Prepared



	Cognitive Scale**	Behavioral Scale	Affective Scale
■ Pretest	3.44	3.85	4.16
■ Posttest	3.66	3.86	4.03

High Academically Prepared



	Cognitive Scale***	Behavioral Scale***	Affective Scale
■ Pretest	3.41	3.74	4.06
■ Posttest	3.76	3.95	4.12

Some Observations



- ✦ Low academically prepared students change on the cognitive scale only
- ✦ High academically prepared students change on both the cognitive and the affective scales
- ✦ As freshmen, low academically prepared students begin with a marginal advantage on the behavioral scale ($p=.07$)
- ✦ Four years later, high academically prepared students have passed them by (and maybe then some)

What do you think?



- ✦ What are your hypotheses for the experiences that impact intercultural competence?
 - ✦ Individual experiences . . .
 - ✦ Combinations of experiences . . .
 - ✦ Broader themes across an array of experiences . . .