

Developing Intercultural Competence at Augustana: Using Evidence to Improve our Students' Growth (Part 2)

Assessment for Improvement Committee &
Office of Institutional Research and Assessment

Assessing Intercultural Competence



A Quick Reminder!

✧ 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

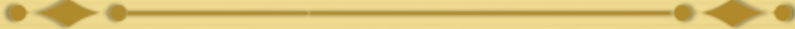
Ex.- I am willing to defend my own views when they differ from others.

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

A Mountain of Hypotheses



- ✦ We were asked to test three types of experiences
 - ✦ Individual structured activity participation
 - ✦ e.g., study abroad, service learning, internship, G or D courses, independent study
 - ✦ Extended structured program participation
 - ✦ e.g., athletics, residential context, major, co-curricular involvement, volunteering, greek membership
 - ✦ Informal unstructured transferable experience
 - ✦ e.g., reflection, perspective-taking, applying across contexts

Our Method of Analysis



- ✧ First, we compared the change on each subscale for students who were part of a particular experience/activity to the overall student change on each subscale
- ✧ Second, we tested all experiences/activities that appear to produce a unique effect in the presence of each other to identify the most robust factors that might drive change

Keep in Mind . . .



- ✧ What do we know so far ?
 - ✧ Overall (i.e., on average), our students grew:
 - ✧ Cognitive Scale – 0.29 (about 3/5th of a Std. Dev.)
 - ✧ Behavioral Scale – 0.12 (about 1/4th of a Std. Dev.)
 - ✧ Affective Scale – no statistically significant change
 - ✧ On average . . .
 - ✧ Women changed more than men
 - ✧ White students changed more the Students of Color
 - ✧ High ACT students changed more than low ACT students

Individual Structured Activity Participation



- ✧ First, what does the relevant research say?
 - ✧ I could find no research pertaining to internships or independent study and ICC growth
 - ✧ There appears to be varying degrees of conflict in findings pertaining to specific courses, service learning, or study abroad and ICC growth
- ✧ What did we find on our own data?
 - ✧ Only study abroad shows signs of a unique effect (service learning and specific courses start higher and finish higher)

Extended Structured Program Participation



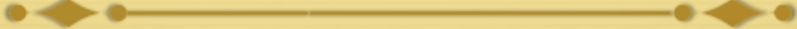
- ✧ First, what does the relevant research say?
 - ✧ I could find no research pertaining to athletics and ICC
 - ✧ Some findings of positive relationship between foreign language study and ICC growth
 - ✧ Some findings of negative relationship between greek membership and ICC growth
 - ✧ Some conflicting findings in studies of a link between residential context, co-curricular involvement, or volunteering and ICC growth

Extended Structured Program Participation



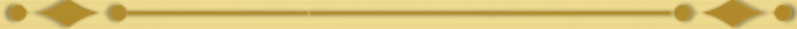
- ✧ What did we find on our own data?
 - ✧ No difference between athletes and all students
 - ✧ We were not able to sufficiently isolate residential context
 - ✧ Foreign language majors grew more than anyone else
 - ✧ Greek member growth appears muted (grew less than all students)
 - ✧ High co-curricular involvement appears to have some positive impact
 - ✧ Volunteering appeared no different than the overall student average; *voluntary* volunteers started higher and finish higher

Informal unstructured transferable experience



- ✧ What does the relevant research say?
 - ✧ Studies focused on liberal arts outcomes regularly find that the quality of experiences (instead of the frequency) are the strongest predictors of learning gains
 - ✧ Reflection and negotiating across difference are positively linked to ICC growth
 - ✧ Frequency of interactions across difference is also positively linked with ICC growth
 - ✧ Applying knowledge across contexts is less strongly and only sometimes correlated with ICC growth

Informal unstructured transferable experience



- ✧ What did we find on our own data?
 - ✧ Frequency of diverse interaction matters
 - ✧ Learning how to interact in the presence of disagreement matters
 - ✧ Frequency of reflection and sense making experience matters
 - ✧ Applying learning across contexts matters although the effect appears smaller

Putting All These Findings Together



- ✦ If we were going to design the most effective and most efficient learning experience, where would our efforts be best directed?
- ✦ We used a multivariate regression equation to examine the impact of all the experiences/activities that appear to produce a unique effect in the presence of each other

Where might we get the biggest bang for our buck?

Putting All These Findings Together



- ✧ What did we find on our own data?
 - ✧ Studying abroad still produces a smaller positive effect on the cognitive scale
 - ✧ Greek membership produces a substantially larger negative effect (than study abroad) on the cognitive scale
 - ✧ High co-curricular involvement produces a positive effect on both the cognitive and affective scales

Putting All These Findings Together



- ✧ What did we find on our own data?
 - ✧ Interaction despite disagreement produces strong growth on all three scales (overpowering the effect of frequency of diverse interactions)
 - ✧ Multi disciplinary sense making and curricular reflection on strengths/weaknesses of personal views produce gains on two of three scales
 - ✧ Applying learning across contexts through Symposium Day produces small effects on the behavioral scale

So what ... ?



- ✦ What are some of the implications that jump out to you in these findings?
- ✦ What type of experiences appear to be giving us the biggest bang for our buck?
- ✦ What does this mean for identifying and implementing changes that should improve our students' intercultural competence growth?