



ASSESSING INTERCULTURAL COMPETENCE:

Elements to Consider

SOURCES

- RESEARCH ON EFFECTIVE PRACTICES
- EXPERIENCE OF PORTLAND COMMUNITY COLLEGE
- SUMMER INSTITUTE FOR INTERCULTURAL COMMUNICATION- REED COLLEGE, PORTLAND, OREGON-Dr. Darla Deardorff

Why Is Assessment of IC Important to Internationalization Efforts?

- Many institutions now engaged in efforts to internationalize their curriculum, processes.
- Intercultural competence seen as a goal
- Assessment of intercultural competence helps to measure effectiveness of internationalization strategies
- Helps to give meaning to outputs (numbers) cited in internationalization efforts (1)

What Is Intercultural Competence?

- Many definitions, but general agreement on a ranged of needed competencies.
Intercultural competence includes:
 - Knowledge-Geography, issues, etc.
 - Skills-critical thinking, communication
 - Attitudes-openness, self-awareness, empathy, tolerance for ambiguity (2)

How Do You Assess Intercultural Competence?

- First, take a step back – some questions :
 - ◆ What is the institutional context?
 - ◆ What are institutional core outcomes? Is IC one of those outcomes; are there similar outcomes? PCC experience
 - ◆ Is there an institutional assessment plan?
 - ◆ What have been the assessment efforts to date?
 - ◆ How does encouraging intercultural competence in students fit into the overall strategic plan of the college?

An Assessment Plan for Intercultural Competence

- A thoughtful, coordinated effort involving stakeholders
- Basic considerations:
 - ◆ What is the purpose of the assessment?
 - ◆ To measure student outcomes-which ones?
 - ◆ To measure institutional outcomes?
 - ◆ How are college goals translated into measurable, attainable objectives?

Measuring Student Outcomes- Considerations: Is the Goal

- ◆ The measurement of internal outcomes (transformation of thinking) or external (improved communication skills)?
- ◆ The measurement of student capability for intercultural competence, achievement of it at the end of a course of study (summative), or the degree of competence at a point in time?

Assessing Student Outcomes, contd.

- Student factors: Students' prior life experience (intercultural maturity), student characteristics, learning styles

Measuring Student and Institutional Outcomes

- What will be measured?
- What is the criteria for success? – e.g., number of study abroad opportunities
 - ◆ Will focus be on quantity or the quality or nature of the experiences?

Institutional outcomes as means to student outcomes

What Assessment Methods Will Be Used? Some possibilities:

- Attitude, skills tests and surveys— pre and post
- Student papers, journals
- E portfolios
- Discussion re audience experience at end

How Will the Results Be Used?

- To determine progress toward achieving core student outcomes, institutional outcomes?
- To inform individual, institutional stakeholders?
- To be included in efforts to obtain funding for programs?

Who will benefit from the information?

The Portland Community College Experience

- Aligning ic outcomes with core student outcomes
- Involving the stakeholders
- Evaluating the process
- Contextual factors

Discussion

The Experience of Other Institutions