

## Holistic Approaches to Assessing Intercultural Agility

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Folder Link: <https://tinyurl.com/y9kp6mje>

### Activity: Revising Application Questions for Assessment

Education abroad applications serve many functions. This group will consider how to align application essay questions in order to gather qualitative pre-program evidence of student knowledge and skill. This approach has many potential benefits. It can,

- yield stronger written work to assess student readiness and facilitate selection,
- provide a baseline related to a student's intrapersonal, interpersonal, and intercultural strengths and opportunities for growth,
- and initiate reflection on the purpose and meaning of the international experience to initiate learning related to program goals.

Using similar questions during pre-departure, while abroad, and after students return and scoring all against a rubric can provide evidence of student learning.

Refining application prompts begins at the Student Learning Outcomes stage in the assessment cycle. For this exercise we have selected some outcomes from the AAC&U Values Rubric on Intercultural Knowledge and Competence

(<https://www.aacu.org/value/rubrics/intercultural-knowledge>), because it is closely aligned with IFSA's Intercultural Agility construct.

#### Examples for Future Reference:

Each of these has strengths and opportunities for development. Together they may give you ideas for building a strong set of questions and evaluation rubrics for your program.

#### Beloit College Essay Questions and Rubric:

[https://www.beloit.edu/oie/assets/Study\\_Abroad\\_Essay\\_Prompts\\_and\\_Rubrics\\_2016\\_November.pdf](https://www.beloit.edu/oie/assets/Study_Abroad_Essay_Prompts_and_Rubrics_2016_November.pdf)

#### Santa Clara University Prompts and Evaluation Rubric:

<https://www.scu.edu/globalengagement/study-abroad/apply/>

Follow links for "Preview the Application Questions" and "Read the Application Rubric"

#### University of Delaware Interview Prompts for Program Leaders:

[http://www1.udel.edu/global/studyabroad/information/interviewing\\_students.html](http://www1.udel.edu/global/studyabroad/information/interviewing_students.html)

#### Tools/Resources for this Activity:

#### AAC&U Intercultural Knowledge and Competence Values Rubric:

<https://www.aacu.org/value/rubrics/intercultural-knowledge>

#### Bloom's Question Stems:

[https://www.centergrove.k12.in.us/cms/lib/IN01000850/Centricity/Domain/1217/blooms\\_qstems.pdf](https://www.centergrove.k12.in.us/cms/lib/IN01000850/Centricity/Domain/1217/blooms_qstems.pdf)

## Student Learning Outcomes

Definitions and Outcomes from: American Association of Colleges & Universities  
Intercultural Knowledge and Competence Values Rubric\*

**Definition:**

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In ***Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations***, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)\*

Knowledge/Cognitive	Attitude/Affective	Skill/Behavioral
<b>Student Learning Outcome:</b> <i>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)*</i>	<b>Student Learning Outcome:</b> <i>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.*</i>	<b>Student Learning Outcome:</b> <i>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.*</i>
<b>Current Questions:</b> <i>What experience(s) do you have with other countries and cultures?</i> <i>What academic, professional, and personal knowledge do you hope to gain?</i>	<b>Current Questions:</b> <i>Why do you want to study abroad?</i> <i>Where do you want to study abroad?</i>	<b>Current Questions:</b> <i>What do you hope to gain from this experience?</i> <i>How do you contribute to a group?</i>
<b>What question could you ask to yield richer data that allows you to assess against the outcome above?</b> <i>Consider prompts such as "what do you know about?" or "how would you describe?"</i>	<b>What question could you ask to yield richer data that allows you to assess against the outcome above?</b> <i>Use "provide examples," "list and explain," or "</i>	<b>What question could you ask to yield richer data that allows you to assess against the outcome above?</b> <i>Start with "describe a time when," "explain how you," "what will you do to," or "give an example of."</i>