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Constructing the Learning Outcomes with Intercultural Assessment: A 3-Year Study of a Graduate Study Abroad and Glocal Experience Programs

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Abstract

Constructing the learning outcomes and designing the optimal learning environment are valuable practices in teaching and learning endeavors. Doing so for intercultural learning requires a deft balance of learner inputs and instructional acumen. Assessment of intercultural competence is an essential component since it offers learners and instructors insights on where students are, where they wish to grow, and the success of treatment outcomes. In this study of practice, we examine three years of pre-post mixed-method intercultural assessment data, along with teaching and learning practices and outcomes, to gain insights into how this work of instructional design for intercultural competence can succeed. We also provide suggestions for improvements. The learners were 203 MBA students from the U.S. Pacific Northwest who were enrolled in either a short-term study abroad program or a "glocal" learning experience course. Learners were assessed using the Intercultural Effectiveness Scale (IES) and the AAC&U VALUE Rubric on Intercultural Knowledge and Competency (IKAC). Results support the criticality of intentional instructional course design based on intercultural assessment data for improved intercultural competency development.

Keywords:

Intercultural Competence, Assessment, International, study abroad, Glocal

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Introduction

Construction of learning outcomes for any education endeavor can be complex. If we factor in improved intercultural competence as the learning outcome of a course, the complexity can become labyrinthian. In this article we document our exploration of both the process and the outcomes of data collected over 3-years from an intensive MBA summer course designed to meet an accreditation standard of global management competencies. There is no single ingredient or secret recipe for creating this type of learning outcome; however, we endeavor to share our sojourn and how we employed quantitative and qualitative intercultural assessment practices to build the evidence of improved outcomes for our learners. Ultimately our evidence was included in support of an accreditation review process that demonstrated achievement of the goal of global competency development.

The Context

The focus of this study was graduate business students from an urban campus in a major city of the northwestern United States. The campus is a comprehensive doctoral degree-granting institution with both graduate and undergraduate programs and is largely non-residential. The business school receives its accreditation from Association to Advance Collegiate Schools of Business (AACSB.) In accordance with current accreditation practices, the business school assesses student learning outcomes regularly to provide evidence that it is meeting—if not exceeding—its required educational standards. For the purposes of this study, intercultural competence was the focus of the course design and its assessed outcomes.

The school chose to define the intercultural competency learning outcome as follows: “MBA Graduates will engage in new and unfamiliar cultural contexts in a manner that enables understanding, experiencing, and adjusting.” More specifically, MBA graduates will demonstrate:

- the willingness to seek to understand cultural ideas, values, norms, situations, and behaviors different from their own.
- the willingness to seek new cultural experiences that offer new insights and perspectives.
- an ability to learn from cross-cultural mistakes and adjust behavior to ensure success

Starting in 2015, the school launched a summer intensive program to offer students an opportunity to learn more directly about themselves as potential global business managers, as well as the career options they may choose to pursue. This initiative was named the Summer Intensive Program (SIP) and ran from 2015 to 2019. For the first two years, the SIP built capacity (logistically and academically) to guide their learners through multiple learning options, which provided choices that were either global or “glocal” (defined as global-like opportunities engaged through locally delivered experiences). These options were:

1. Study abroad trip to Asia (Vietnam and China, and later Vietnam and Japan)
2. Study abroad trip to Europe (France, and later France and Belgium)

3. Study abroad trip to Columbia
4. Study abroad trip to Chile and Argentina
5. Stay-at-home Glocal experience (e.g., engagement with local businesses that work globally)
6. Stay-at-home Glocal Design Thinking experience (e. g. hosting MBA students from France)

At the earliest stage, the only course option offered to the learners was specific to the program site and provided a general overview of the business history and practices in the specific country or region in question (i.e., one course, with 5 to 6 sections, each with a focus on a different location.) Faculty were selected for their expertise and experience in a given content area (marketing or supply-chain management, as examples); familiarity with the country or region; and possibly the language(s) spoken in the regions being explored. The assignments included student observations and case-studies of the business practices prevalent in the regions (or hosted with the glocal design thinking section). There was also a non-credit student orientation that reviewed some cultural general and specific dimensions pertinent to the places being visited, along with an overview of intercultural competency; however, no direct assessment of, or instruction on, intercultural competency as a learning outcome was provided for this orientation. Although the Summer Intensive Program was popular, (as measured by student evaluations), it was apparent after the first two years that the school had no discernible evidence that it was meeting the required accreditation benchmarks, or that students were gaining the expected global or intercultural competencies. Therefore, the systematic instructional design process described below was undertaken for the next three years of instructional offerings.

The Learners

Our learners in this study were 203 MBA students at a major urban university in the Northwestern U.S. As graduate students in a professional program, the most frequently reported age range was between 30-39 years old; they were relatively evenly split between male (53%) and females (47%). The majority (81%) were working in either a managerial position or a professional occupation at the time they took our course. Most were from the local area (74%), while the remaining 26% reported coming from other parts of the U.S. and the world. Depending on the year, approximately 20% reported being non-U.S. citizens, 37% reported being biracial, 50% reported being white, 14% reported being Asian, 5% reported being Hispanic, with the remainder as Other, “mixed” or unreported.

Prior to our first cohort in 2017, we conducted a pre-program survey and found the results to be important from a curricular design point of view. Specifically, this survey revealed that of our first 75 learners, 35 of them (or 46%) applied for their first U.S. passport in order to participate in this course’s international experience. Of these 75 learners, 18 of them (or 24%) purchased their first plane ticket in order to participate in this international experience. We did not replicate this same pre-program survey in the remaining years, but instead asked for students to self-identify during the Program Orientation session to confirm that the general trend toward first international experience and first plane flight was consistent and it was. In terms of international experience and travel in general, we had a significant proportion of learners who were about to have their first experience on both fronts during the ten-day overseas experience. This information combined with our intercultural assessment data to inform our practice in terms of the challenge we faced,

and the support work mentioned above, as well as the limited level of sophistication we could expect from our leaners.

Each year, our cohorts had slights variations in their demographic profiles. In the first year (2017), we had many graduate students from the business school's International Management (i.e., non-MBA) degree program that chose to take our Culture Module course as an elective. As a result, we had a high percentage of both younger (i.e., 20-29 years old) and international students coming largely from Pacific Rim countries. In addition, many of these students chose the overseas option that took them back to the world regions they had come from (i.e., mainly SE Asia and South America); in these instances, students were thus already familiar with the countries, language, and cultural norms of the places they visited in the SIP program. Though a subset of each class, the students who fit this profile were able to act as interpreters, informal guides, and cultural insiders for their classmates. In the subsequent cohorts, there were still approximately 27% of students who were from other countries, but more were from Central and South America, the Middle East, and Europe (as opposed to Asia) than in the first cohort. We also observed that across all three cohort years, there was a sub-population of students who had emigrated to the U.S. earlier in life and were now naturalized U.S. citizens—as a result, they were not counted as "international students" even though they had significant experience outside of the U.S. This cadre of students who were foreign-born (but had become U.S. citizens) tended to choose one of the glocal course options, reporting greater interest in either the local cross-cultural experience, or hosting international visitors to the local area.

The Summer Intensive Program (SIP)

Both our intensive global and our glocal summer programs consisted of the following two elements:

1. A 4-credit hour business and country-specific course.
2. A 1-credit hour Culture Module.

For our business and country-specific course, Table 1 provides an overview of the options that were available for students to choose from each year.

Table 1. Business and Country-specific Learning Options for MBA Students.

Site	*Content*	*Type*	*Years Offered*
Vietnam & China	International Business in Asia	International Travel	2017 & 2018
Vietnam & Japan	International Business in Asia	International Travel	2019
France	International Business in Europe	International Travel	2017
France & Belgium	International Business in Europe	International Travel	2017 & 2018
Colombia	International Social Entrepreneurial Studies	International Travel	All 3 years
Chile & Argentina	International Business in South America	International Travel	All 3 years
Portland, OR, USA	International Business in the Pacific NW	Glocal	All 3 years
Portland, OR, USA	Design Thinking (hosting MBA students from France)	Glocal	2017 & 2018

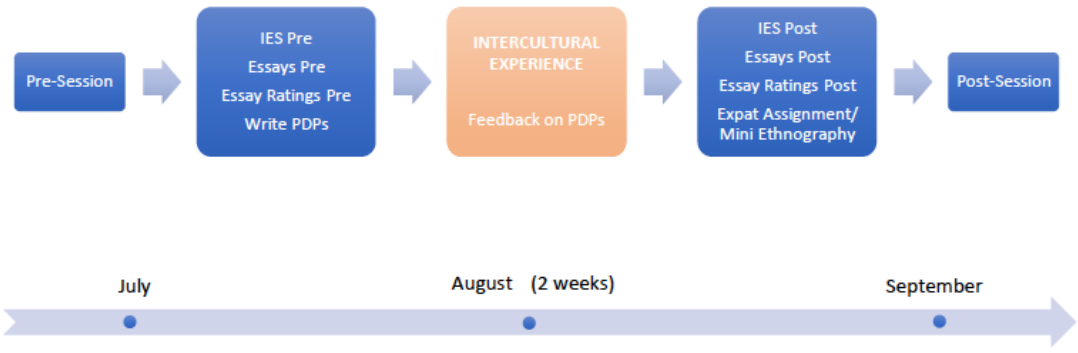
The specific business discipline focus varied from course to course in Table 1, depending on the expertise of the faculty members. Specifically, one of the overseas courses focused on supply-chain management, another on social-entrepreneurship, another on international finance, and another on marketing practices in the respective regions, and another on design thinking. Although the content in these business courses was not designed to explicitly address intercultural competencies, students would nevertheless address them through their consideration of business practices in their global or glocal section 4-credit course. As such, through their assignments within the context of the 1-credit Culture Module course, students were both welcome and encouraged to explore the cultural differences they observed.

For the remainder of this paper, we focus primarily on the instructional design and assessment practices employed in our Culture Module course. In this class, we explicitly provided targeted instruction and education on intercultural competencies that was built on the following elements of a book-ended format approach:

1. A 3-hour pre-departure orientation session.
2. A series of assignments that were completed during the summer at different intervals, and especially during their 10-day global or glocal learning experiences.
3. A 3-hour re-entry session.

Figure 1, below (Schneider 2019), offers a general flow of the Culture Module elements.

Figure 1. Culture Module Elements and Timeline.



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The Instructional Design

In this section we share our process for layering the instructional design (ISD) models and development of our Culture Module, which was the title of the 1-credit course offered to the students. The reader can and should consider how this layering approach supports or detracts from their purpose in supporting their own learners in intercultural development. The primary intercultural instructional designer of this course utilized this process as a check-list for their work. A metaphor might be the 'systems checks' employed

by a pilot before takeoff. The intercultural instructional design checklist shared here is thus quite idiosyncratic to the education, training, and preference of the authors. (For readers with a preference for reviewing instructional exercises or assessment tools first, we recommend a close review of the appendices first, since this paper will focus on the instructional design process and assessment outcomes described there.)

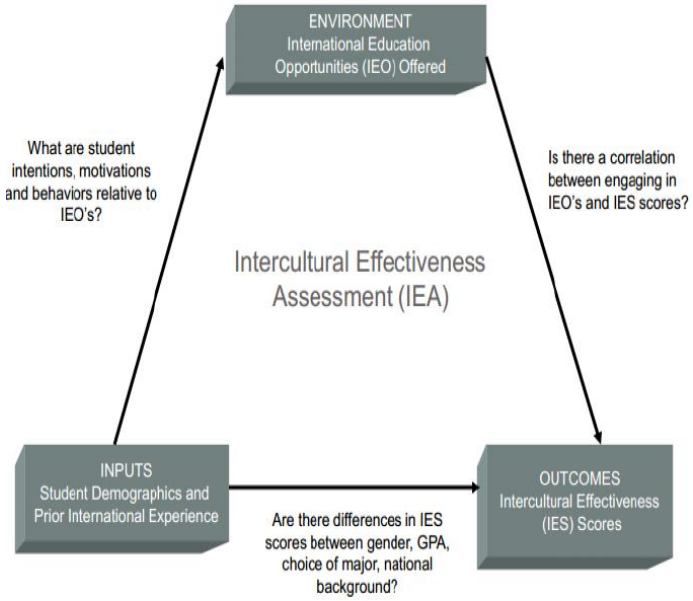
The objective for our design process was to build a 1-credit course to support intercultural development over the summer in which learners would have an average of ten days of experience through either direct international travel or glocal engagement (i.e., global experiences that are locally delivered). The campus is on a quarter-credit system, so each credit hour is composed of 10 hours of direct instruction. The Culture Module course acted as an envelope or bookend to the global or glocal learning experience business content classes by starting before and ending after the students launched and returned from those experiences. The goal was to produce measurable intercultural development outcomes for learners that the school could document. Because the abbreviated 3- months of the summer session length with only ten days of directly facilitated engagement with difference is an exceedingly short time-frame in which to operate, the instructional design would need to be carefully crafted, with clear expectations for all participants—both learners and faculty.

ISD Check List Lens 1: Assessment Practice

To achieve the desired outcomes across the next three-years of this program (2017-2019), we started this instructional design process with a pre- and post-assessment model. Additionally, to ensure that what we measured in the beginning, and again at the end, was consistent, we built the instructional design with both performance and self-report data to balance the perspectives on the intercultural learning outcome. For this, we adopted the assessment model developed by Berdrow & Evers (2011; see Figure 2) to guide the process. This model was built upon Astin's (1985) Input-Environment-Output Model for Evaluating Excellence in Higher Education, but with a specific focus on intercultural development.

Figure 2. Berdrow and Evers (2011)

Model of Intercultural Effectiveness Assessment



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For the pre- and post-assessments for this program, we utilized the *Intercultural Effectiveness Scale* (IES; Bird, Mendenhall, Stevens & Oddou, 2010; Kozai Group, 2009), which is a quantitative Likert-scaled psychometric measure (see Appendix A). For a qualitative outcome assessment, we utilized the guidance of the AAC&U VALUE Rubric on Intercultural Knowledge and Competency (IKAC; Rhodes, 2010), which is a qualitative student work performance measure (see Appendix B). We administered these two assessments at both the beginning and at the end of each 3-month summer instructional period in order to have triangulated evidence that the curriculum of the Cultural Module was achieving the desired learning outcomes for both the learners and the school's accreditation review process. In addition, the results of both assessments (IES and IKAC) were provided to the students, when collected, so that they could gauge both their starting point and their progress at the end of the course.

ISD Check- List Lens 2: Intercultural Competence Outcomes

We next moved to the course content for developing intercultural competence. The working definition we used for intercultural 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, 2008, 95). The Deardorff (2009) Process Model of Intercultural Competence was used to sequence and track the learning exercises embedded in our course. This model closely resembles the Wlodkowski and Ginsberg (1995) model in the stages and flow of learning but is specific for content focused on intercultural competence. Specifically, the Deardorff Process Model invites instructors to:

1. Initiate learning with attitudes of respect, openness, and Curiosity
2. Move to knowledge, comprehension, and skills
3. Move on to unearthing the learner's internal outcome
4. Finally, to move into the learner's external outcomes

ISD Check-List Lens 3: Access and Inclusion

For building competencies in general for our adult learners, we chose The Motivational Framework for Culturally Responsive Teaching (Wlodkowski & Ginsberg, 1995) as the framework in order to assure access and inclusion. As per this model, we initiated the learning experience by.

1. Establishing inclusion so that learners know they are welcome and safe with this class and are motivated by the learning outcome.
2. Developing attitudes favorable to the pending learning experience, guiding students to find the personal relevance of the learning objectives to their individualized contexts, and volitionally engaging the learning.
3. Enhancing the meaning of the learning by cultivating challenging and engaging learning experiences that include the learners' own perspectives and values.
4. Engendered competence by creating an understanding that the learners are/have been effective in learning something they value.

In the Wlodkowski and Ginsberg (1995) model, sequencing of learning is stressed to avoid learner resistance. In intercultural learning—where the learners' often unconscious

and deeply held cultural values, beliefs, and behaviors are brought to the surface to be examined, evaluated, and sometimes transformed—effectively managing learner resistance is critical for achieving the learning outcomes.

(As noted above, the layering in of this model on top of the Deardorff model is idiosyncratic to the authors' instructional design process.)

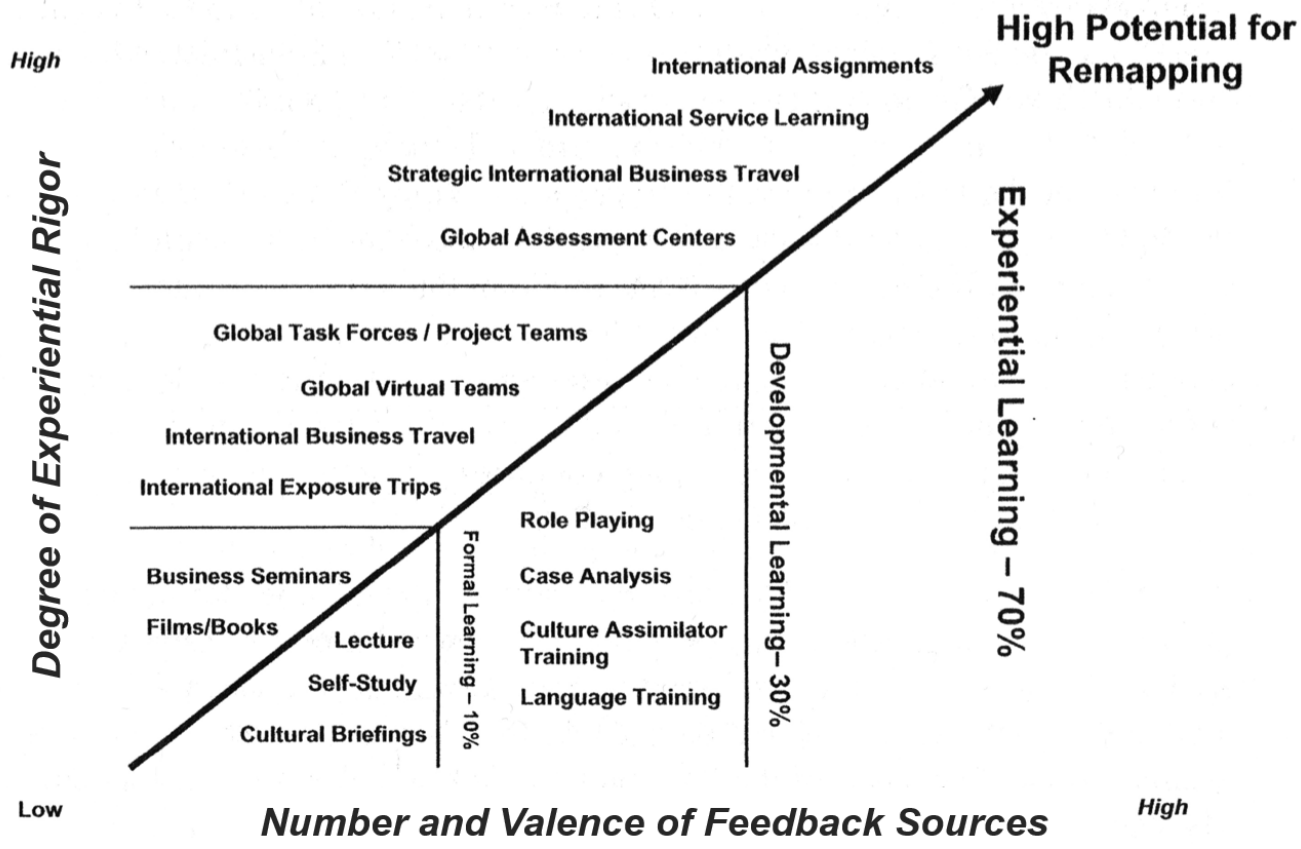
ISD Check-List Lens 4: Employ the Bookend Process

At this point in our design procedure, we moved on to the process of assessment and learning. Vande Berg, Paige and Lou (2012) and La Brack (2016) provide strong evidence supporting a bookend structure approach to intercultural learning, which means that learners are first oriented or introduced to what their learning experience will entail, followed by the experience, and then finally are returned to reflect on what was learned in the form of a guided re-entry session.

ISD Check List Lens 5: Methodologies for Transformation

Based on Oddou and Mendenhall (2018), our instructional design was evaluated for its degree of experiential rigor of engagement across difference (vertical axis) and the number and valance of the feedback (horizontal axis) provided to learners (see Figure 3).

Figure 3. Methodologies with Most Potential for Transformation (Oddou & Mendenhall, 2018)



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Since we started our Culture Module course with pre-assessment collection of both qualitative and quantitative data, we entered into the learning experience at a high level of depth and feedback, followed by asking students to participate in helping us build their learning goals according to the feedback they received on their assessments, and based on the curricular design engagement to support their development. We sought multiple ways to support the learners engaging directly with difference and then reflecting on the process in order to bump rigor up to the upper levels. By designing a curriculum with this level of depth and feedback, we were able to better advance our goal of stimulating student engagement that would maximize potential for intercultural development and transformation. A comprehensive description and overview of our approach to this course design methodology are provided in Appendix C.

ISD Check List Lens 6: Challenge and Support

The developmental methodologies and their relative potential for transformation as codified by Osland (2008) relate directly to the Model of Challenge and Support in learning originally developed by Sanford (1966). It explains the need for supporting learners to navigate the learning zone between challenge and support in order to achieve maximum growth. Bearing this in mind is essential in planning intercultural learning experiences, as learners can often find the required level of deep personal awareness learning to be intimidating and uncomfortable. The pre-departure assessment data we collected and shared, helped provide learners and faculty with a gauge for managing the learners' individual learning improvements. This model also ties in with the Wlodkowski and Ginsberg model in that is supports learners in remaining motivated to learn by reframing difficult insights and to avoid resisting the hard lessons. We explicitly invited the learners to use the intercultural assessment data to identify and explore their own learning edges. Through our multiple feedback loops, we supported them in stretching the boundaries of their comfort zones in order to get the most out of the SIP course.

ISD: Assignments

The following learning activities and assignments were deployed to support students' intercultural development (see Appendix C for detailed description of each element):

1. Pre-departure Orientation, including reflective exercises and cultural simulations.
2. Intercultural Engagement Assignment and Survey with AAC&U Intercultural Knowledge (IKAC) and Competency Rubric scoring.
3. Administration of *Intercultural Effectiveness Scale* (IES) with completion of Personal Development Plans (PDP).
4. Critical Moment Dialogue (CMD) exercise. (year 3 only)
5. Mini-Ethnography or an Expatriate assignment (depending on course option).
6. Re-entry session with group reflection exercises.

We suspect that perhaps many educators and professional instructional designers would review the multiple models employed in creating this learning outcome and balk at the sheer complexity of it, and we will not dissuade readers of this notion. Let us instead reframe it by first acknowledging that the complexity of the assignment was daunting for

us. As a result, we carefully examined each piece of this very tight instructional design from as many perspectives as possible in an effort to ensure that each element of the course contributed positively to the learners' intercultural development and in ways we could measure. In sum, we are not presenting a detailed or exacting guide for others to follow, but instead offer a description of the teaching and learning sojourn we took to arrive at our destination. The assessment practice we adopted for the SIP and Culture Module are presented below as well as the results and insights from this practice. Again, the details of the instructional element or treatment can be found in the appendices.

The Pre- and Post-Assessments

The following table is of pre- and post-assessments that were incorporated into our study to provide both quantitative and qualitative evaluations to gauge the effectiveness of student learning outcomes for the Culture Module course:

Table 2. Assessments Employed in the Culture Module Course.

Assessment	***Type***	***Frequency***
Intercultural Effectiveness Scale	Quantitative	Pre-Post
IC Engagement/Questionnaire with IKAC Rubric	Qualitative	Pre-Post
Intercultural Interview (Mini-Ethnography)	Qualitative	Post
Expatriate Assignment	Qualitative	Post

The *Intercultural Effectiveness Scale* (IES) was selected for inclusion because it provides insights into key intercultural dimensioned deemed essential to effective in engaging difference; a detailed overview of the IES is provided in Appendix A. The AAC&U VALUE Rubric titled the Intercultural Knowledge and Competence (IKAC) was selected for inclusion because it offers a perspective on the encounters with cultural differences that learners had experienced, and what they learned from these encounters prior to joining the course; a detailed overview of these assessments is provided in Appendix C.

The Intercultural Engagement/Questionnaire with the IKAC Rubric scoring offered a perspective on the experience of difference that the learners had had and what they had learned from this experience prior to joining the course. The Intercultural Interview/Mini-Ethnography (or the Expatriate Assignment) were both included as options because they offer an end-of-term evaluation (i.e., they were provided only post-assessments evaluations)—in these assignments, learners demonstrated their acumen in effectively engaging culturally different people and provided in-depth reflections on their own abilities to stay engaged with cultural differences for an extended period of time; a detailed overview of these assessments is provided in Appendix C

In order to help frame the evaluation of learning outcomes for our Culture Module course, our pre- and post-assessments were sequenced in such a way that both the learners and faculty could clearly see each learner's baseline at the start of the program, target specific areas for growth and development, and then verify the extent to which learning was demonstrated by the end of the course. By using this mixed-method approach, both learners and faculty were able track individual progress toward the Culture Module's learning goals.

Initial Instructional Design Insights and Assessment Outcomes

In year one, we received feedback that the business students seemed intimidated by the writing assignments. Their educational coursework had historically trained them in the single-page executive summary, and they found the open writing format to be daunting. They also found the ethnography methodology to be an unfamiliar academic approach. As a result, we modified the instructions (to provide more detailed directions) and changed the title of the Mini-Ethnography assignment to Intercultural Interview Assignment. We also simplified the Intercultural Engagement Assignment and renamed it the Intercultural Questionnaire and provided a template in Excel where learners could enter very brief replies while still retaining enough detail to complete the Rubric ratings. For the foreign travel program option (as opposed to the glocal option), students also found the ethnography/interview assignment difficult to manage, so we developed the Expatriate Assignment alternative, which served a purpose similar to the ethnography but was better suited to the limitations faced by students participating in the foreign travel option. These adjustments are examples of changes we made based on our revisiting of the Wlodkowski and Ginsberg (1995) and Sanford (1967) instructional design models, which argue that if learners feel uncomfortable in the learning environment—or are having trouble establishing an attitude toward success due to the jargon and types of assignments being employed—then there is a higher likelihood that they will disengage or resist. Our instructional design adjustments were enlisted specifically to correct for this potential error early on.

In addition, we observed during the first cohort year that the results seemed uneven on the IES (specifically for the Exploration and Relationship Development scores), as well as one of the IKAC Rubric values. In another instance, a group of learners turned in individual PDP reports; and each student seemed to be describing vastly different locations and experiences, but with very narrow and uncoordinated perspectives—other than the date and time noted in their PDP reports, we essentially would have been unable to recognize that they had been in the same place at the same time. To remedy this, we asked students to choose a cohort peer as their PDP accountability buddy and start sharing their experiences directly with each other before submitting their final reports. We also added the need to coordinate the Expatriate Assignment plan with at least two traveling cohort peers. As a result of these adjustments, students were better able to calibrate their perspectives through this process of "peer-to-peer comparing and contrasting," which provided each student with the opportunity to think through how their classmates might be experiencing the same or similar encounters of cultural differences. We conclude that these adjustments are suitable instances of rethinking Deardorff's (2009) sequencing of the development of intercultural competencies that we were offering, allowing us to tighten the linkages with better follow through. It also is an example of the application of Oddou and Mendenhall (2018) experiential rigor versus feedback model, which we used to help guide our efforts at increasing the intensity of our Culture Module program's elements, thus elevating both the rigor and the feedback loops present for our learners.

After year two of the program, the team was gifted with a graduate intern with an interest in assessment of intercultural competence. With this new team member's verve for data analysis, we took a detailed look at our assessment data and observed the unusual pattern of lowered post-test scores on approximately 10% the students IES results (i.e., some students showed lower scores on certain IES dimensions at the end of the program relative

to the beginning). We also found that we had no evidence of why this had happened and, more importantly, whether the learners were able to make sense of the reversal in their learning experience (which would signal self-awareness and emotional resilience). This ability is a stated goal of the School's intercultural competency learning outcomes (reframing and learning from negative experiences.) To support deeper reflection on the part of the learners, we layered in the Critical Moment Dialogue (CMD) assignment from the Personal Leadership school of leadership (Schaetti, Ramsey, & Watanabe, 2008) as a component of the PDP process. We asked the students to interrogate any challenges they were facing during their ten-day intensive traveling/hosting program, with their accountability buddy, on at least two occasions (see Appendix C for a description of the CMD assignment). In year three, results again showed the same 10% percentage of learners with lower post-test scores on one or more their IES dimensions. However, as a result of the program redesign described above, we now had narrative evidence, from student's CMD assignments, explicitly showing their recognition of the challenges they had faced, along with their efforts to reframe them into positive learning experiences. This adjustment is an example of recalibrating in Sanford's (1966) Challenge and Support Model, Wlodkowski and Ginsberg's (1995) motivational model in enhancing meaning and engendering competence —by reframing a challenging experience into a learning gain, which students would have otherwise experienced as a negative event.

The Rubric ratings using the IKAC assessment showed consistent improvement (pre-to-post) in their questionnaire responses across all three years, with 85% of students showing a greater ability to re-articulate and improve their rating by at least one or two levels. By year three, all students were able to move up at least one level on the rubric in at least one area.

Finally, with both the Mini-Ethnography Interviews and the Expatriate assignments, students were consistently able to demonstrate their new understanding of, and experience with, intercultural competence. We observed that the scores on both the intercultural engagement assignments and their self-reflection exercises (as cultural beings and how they might engage difference) improved each year—this was especially the case after the CMD was introduced as a reflection assignment.

Changes in IES Quantitative Outcome Measures

The data presented below (in Tables 3–6) summarize the results of the IES pre- and post-test assessments over all three years of this study. It offers supportive quantitative evidence of the intercultural development in our learners. In sum, the results show statistically significant changes in Overall IES scores as predicted in all cases, with dependent samples *t*-test values of 5.60 for the year one (see Table 4) cohort group, 5.15 for the year two (see Table 5) cohort group, and 10.88 for the year three cohort group (see Table 6). The cumulative combined with *t*-test value for all three years combined is shown in Table 3. All dependent samples *t*-test values are significant at $p < .01$ (one-tailed).

Table 3. Descriptive statistics and dependent samples *t*-test values for growth in intercultural competencies for all groups combined.

	N	M (Pre)	M (Post)	Std. Error Mean	*t*-statistic*
A. Continuous Learning	203	4.19	4.38	0.02	8.64
1. Self-awareness	203	4.04	4.27	0.03	8.56
2. Exploration	203	4.33	4.48	0.02	6.48
B. Interpersonal Engagement	203	3.71	3.97	0.03	8.97
3. World Orientation	203	3.34	3.70	0.04	8.70
4. Relationship Development	203	4.08	4.24	0.03	5.61
C. Hardiness	203	3.55	3.82	0.03	8.96
5. Positive Regard	203	3.64	3.90	0.03	7.30
6. Emotional Resilience	203	3.46	3.74	0.04	7.80
Overall IES	203	3.82	4.07	0.02	11.31
*Note. All *t*-test statistics are significant at $p < .01$ (one-tailed).					

Table 4. Descriptive statistics and dependent samples *t*-test values for growth in intercultural competencies for 2017 cohort group.

	N	M (Pre)	M (Post)	Std. Error Mean	*t*-statistic*
A. Continuous Learning	76	4.22	4.37	0.04	3.81
1. Self-awareness	76	4.07	4.29	0.05	4.41
2. Exploration	76	4.40	4.45	0.04	2.20
B. Interpersonal Engagement	76	3.73	4.00	0.05	5.31
3. World Orientation	76	3.38	3.76	0.07	5.36
4. Relationship Development	76	4.08	4.23	0.05	2.98
C. Hardiness	76	3.52	3.72	0.04	4.49
5. Positive Regard	76	3.56	3.81	0.06	4.60
6. Emotional Resilience	76	3.48	3.63	0.05	2.83
Overall IES	76	3.83	4.04	0.04	5.60
*Note. All *t*-test statistics are significant at $p < .01$ (one-tailed).					

Table 5. Descriptive statistics and dependent samples *t*-test values for growth in intercultural competencies for 2018 cohort group.

	N	M (Pre)	M (Post)	Std. Error Mean	*t*-statistic*
A. Continuous Learning	71	4.17	4.32	0.04	4.32
1. Self-awareness	71	4.05	4.20	0.04	3.70
2. Exploration	71	4.30	4.45	0.04	3.88
B. Interpersonal Engagement	71	3.69	3.88	0.05	3.84
3. World Orientation	71	3.36	3.60	0.07	3.67
4. Relationship Development	71	4.01	4.16	0.05	2.85
C. Hardiness	71	3.61	3.83	0.06	4.03
5. Positive Regard	71	3.75	3.91	0.06	2.80
6. Emotional Resilience	71	3.48	3.76	0.07	4.20
Overall IES	71	3.83	4.03	0.04	5.15
*Note. All *t*-test statistics are significant at $p < .01$ (one-tailed).					

Table 6. Descriptive statistics and dependent samples *t*-test values for growth in intercultural competencies for 2019 cohort group.

	N	M (Pre)	M (Post)	Std. Error Mean	*t*-statistic*
A. Continuous Learning	56	4.17	4.46	0.04	8.11
1. Self-awareness	56	4.01	4.35	0.05	7.70
2. Exploration	56	4.33	4.57	0.04	6.15
B. Interpersonal Engagement	56	3.72	4.05	0.05	7.20
3. World Orientation	56	3.27	3.74	0.07	6.36
4. Relationship Development	56	4.17	4.37	0.05	4.28
C. Hardiness	56	3.51	3.94	0.05	7.91
5. Positive Regard	56	3.63	4.00	0.07	5.46
6. Emotional Resilience	56	3.40	3.88	0.07	7.17
Overall IES	56	3.80	4.16	0.04	10.88
*Note. All *t*-test statistics are significant at $p < .01$ (one-tailed).					

Final Reflections on the Practice of Assessing Intercultural Competence

This study of practice has offered a perspective on our sojourn of teaching and learning intercultural competencies and how careful use of a multi-layered assessment practices can guide both learners and faculty to a clear understanding of the individual growth and development process. The instructional design we used to develop our Culture Module course sought to include multiple perspectives—just as the learners are encouraged to do in their own sojourn in intercultural learning. What's more, the availability of both quantitative and qualitative assessment data allowed us to take a deeper dive into understanding our learning outcomes, successfully facilitate an earnest graduate intern's effort to complete their thesis, reinvigorated our attention to learning outcomes, and produced markedly better results for the graduate students in our MBA program.

As for limitations of our study, it is insightful to note that not all MBA students from this program chose to participate in this Summer Intensive Program, so our participant pool is skewed toward people who did choose to do so. Also, we need to acknowledge that we did not have the opportunity to engage a control group of students who did not participate in the SIP, nor take any of the intercultural assessments we employed – so it is not possible to attribute the participating students' growth solely on the SIP program. However, given these limitations, we believe that the focus on intercultural competence as a discernible learning outcome, supported by a balance of both performance (qualitative) and psychometric (quantitative) assessment practices and intentional instructional design can guide learners and faculty toward a richer and more impactful co-constructed intercultural competency learning outcomes.

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Appendix A: *Intercultural Effectiveness Survey* (IES) Dimensions.

A. CONTINUOUS LEARNING

This factor reflects the degree to which you engage the world by continually seeking to understand and learn about the activities, behavior, and events that occur around you. Continuous learning influences your intercultural success by acting as an internal motivator to learn about why people in other cultures behave and think the way they do. People who consistently strive to learn new things are more successful at living and working effectively with people from other cultures than those who are comfortable with what they already know. Two specific sub-dimensions comprise this factor: *Self-Awareness* and *Exploration*.

1. *Self-Awareness*

This dimension measures the degree to which you are aware of your personal values, strengths, weaknesses, interpersonal style, and behavioral tendencies, as well as the impact of these things on other people. It also assesses the degree to which you reflect on this knowledge about yourself in order to engage in personal development and learning activities.

High scorers are very aware of their own personal values, strengths, weaknesses, interpersonal style, and behavioral tendencies and how they impact and affect others; they are constantly evaluating their personal growth and reflecting on their experiences and what they can learn from them. Low scorers are disinterested in self-discovery and find it very difficult to discern how their personal values, strengths, weaknesses, interpersonal style, behavioral tendencies affect other people; they are not very attuned to or motivated to try to understand this process.

2. *Exploration*

This dimension assesses the extent to which you are open to and pursue an understanding of ideas, values, norms, situations, and behaviors that are different from your own. It reflects a fundamental inquisitiveness, curiosity, and an inner desire to learn new things. It also reflects your willingness to seek out new experiences that can cause learning or a change in your perspective and behavior. It also reflects the ability to learn from mistakes and to make adjustments to your personal strategies to ensure success in what you do.

High scorers are extremely inquisitive, curious, and open to new ideas and experiences, even to the extent of actively seeking them out. Low scorers have a strong preference for maintaining current habits, traditions, and ways of thinking, and exhibit little or no interest in exploring other ideas or ways of doing things. Low scorers are not very curious or inquisitive about the world around them.

B. INTERPERSONAL ENGAGEMENT

This factor assesses your interest in other cultures and the importance of developing relationships with people from other cultures, generally speaking. The development of

positive interpersonal relations is essential for effective performance in an intercultural environment. This factor is comprised of two dimensions: *World Orientation* and *Relationship Interest*.

3. *World Orientation*

This dimension measures the degree to which you are interested in, and seek to actively learn about, other cultures and the people that live in them. This learning can take place from such things as newspapers, the Internet, movies, foreign media outlets, course electives in school, or television documentaries. The degree to which you actively seek these outlets, by your own choice, to expand your global knowledge about people and their cultures, reflects the strength of your World Orientation. It also provides the basis upon which you can interact more effectively with people from other cultures.

High scorers consistently exhibit patterns of learning by proactively exposing themselves to information about cultures other than the culture in which they are members; thus, such individuals have a strong World Orientation. This expands the basis for finding commonalities and topics that encourage discussions with people from other cultures. Low scorers reflect little interest in learning about other cultures and rarely go out of their way to expose themselves to information about new cultures. This reflects a mindset that is more domestic or provincial in nature, and as a result, it decreases the opportunity to engage others.

4. *Relationship Interest*

This dimension measures the extent to which you are likely to initiate and maintain positive relationships with people from other cultures. It measures how much you are inclined to seek out others in new cultures in order to build relationships, as well as your desire and ability to maintain those relationships once they have been created. It also measures whether engaging others is an energy-producing or energy-depleting activity for you. Your willingness to use a foreign language in developing new relationships is also an important part of this dimension.

High scorers are very much interested in developing new relationships, and in then maintaining those friendships. They find this process to be stimulating and energizing and would be willing to learn and use a foreign language in order to develop relationships with people from other cultures. Low scorers tend to put very little effort into developing new friendships with people from other cultures or in maintaining existing ones; they would expect others to take responsibility to maintain the relationship and are much more likely to believe that others need to learn their language in order for there to be a relationship.

C. HARDINESS

This factor measures your ability to effectively manage your thoughts and emotions in intercultural situations, along with your ability to be open-minded and nonjudgmental about ideas and behaviors that are new to you. Open-mindedness dampens the natural tendency to stereotype people, which in turn facilitates learning about new cultures and developing personal strategies to adapt. Open-mindedness also helps you avoid getting upset, stressed, frustrated or angry when you encounter situations, people, behavior, and ideas that are different from what you are used to. Avoidance of such negative emotions allows you to draw upon favorable psychological energy to deal with these new situations in positive ways. This all relates to the concept of hardiness because it addresses your

ability to manage your emotions constructively and to learn from failures and setbacks. This factor is comprised of two dimensions: *Open-Mindedness* and *Emotional Resilience*.

5. *Open-Mindedness*

This dimension measures the degree to which you withhold judgments about situations and people that are new or unfamiliar to you. It also reflects the degree to which you are open to alternative perspectives and behaviors, in general. It also measures your tendency to avoid making stereotypes and be open to perceiving the complexity of individual behavior and differences within a group of people.

High scorers nearly always wait to understand situations or people before making judgments, and invariably will refrain from stereotyping individual members of a given group. Low scorers have a strong tendency to make snap judgments about situations or people and usually are reluctant to change their conclusions once made. They also tend to make sense of the world around them by regularly stereotyping the people and situations they encounter, especially in new cultures.

6. *Emotional Resilience*

This dimension measures your level of emotional strength and your ability to cope with challenging emotional experiences. It also assesses your capacity to recover quickly from psychologically and emotionally stressful or challenging situations. How you manage emotionally draining experiences has a significant influence on your capacity to remain open minded, develop new relationships and interact effectively with the demands of a new environment.

High scorers have a strong ability to cope well with emotionally challenging situations, and as a result their recovery from psychologically or emotionally difficult experiences usually takes little time. They are also able to learn and adapt effectively in a foreign culture and develop effective relationships. Low scorers find it very difficult to handle psychologically and emotionally challenging experiences; their recovery from such experience takes a long time and, even then, may never be fully achieved. This limits their ability to remain open to others and learn from their experiences in a foreign environment.

Appendix B: AAC&U VALUE Rubric; Intercultural Knowledge and Competence (IKAC)

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

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.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME.: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/ cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

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.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self- awareness*	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.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	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.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Source: Rhodes, T. L., pg. 45, (2010). Assessing outcomes and improving achievement: Tips and tools for using rubrics. *(Reprinted with permission of the authors)*

Appendix C. Overview of Instructional and Assessment Protocols

1. Pre-departure Orientation, including reflective exercises and cultural simulations.
2. Intercultural Engagement Assignment and Survey with AAC&U Intercultural Knowledge (IKAC) and Competency Rubric scoring.
3. Administration of *Intercultural Effectiveness Scale* (IES) with completion of Personal Development Plans (PDP).
4. Critical Moment Dialogue (CMD) exercise.
5. Mini-Ethnography or an Expatriate assignment (depending on course option).
6. Re-entry session with group reflection exercises.

Pre-Departure Orientation: During this highly interactive 3-hour session, students were guided through the intercultural exercises and reflection practices described in Table 7, in order to prepare them for their sojourns.

Table A1. Contents of orientation exercises and reflection types

Exercise	***Description***	***Type of Reflection***
Bafá	Cross-Cultural Simulation	Full class debrief
Graffiti Carousel	Round-robin discussion of intercultural competencies	Small group discussion and full class debrief
D.I E.	Describe, Interpret, Evaluate exercise	Individual exercise and full class debrief

- Bafá, (Simulation Training Systems, 1998) cultural simulation raised issues of the complexity of engagement across cultural difference and the debrief helped them frame their potential challenges and possible strengths during their sojourns
- Graffiti Carousel uses Appreciative Inquiry (Cooperrider & Whitney, 2005) and asks the learners to reflect upon and share how they learned to practice each dimension of the IES in their life to date.
- D.I.E. (Stringer & Cassiday, 2003) is an exercise that teaches learners to withhold snap judgements of cultural differences and to seek out more contextual information and reflect upon multiple ways to view and respond such situations.

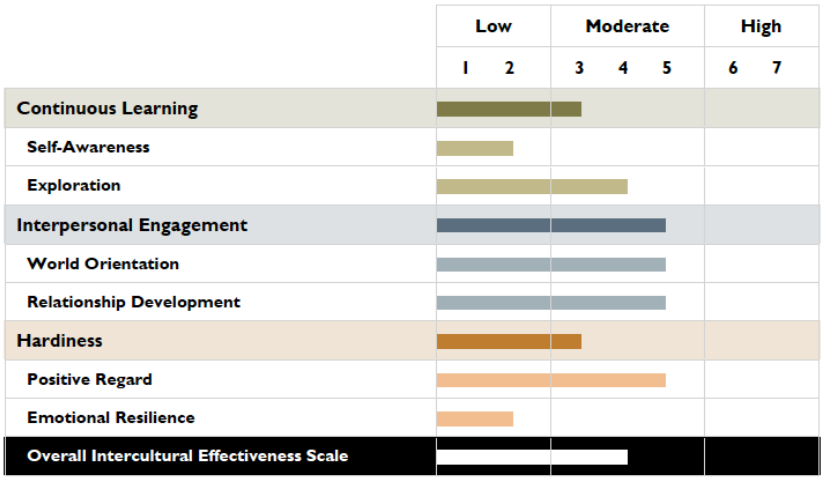
Intercultural Engagement Questionnaire: This questionnaire assignment was completed during the first week and again during the last week of the intensive summer course and is built on the principles of Appreciative Inquiry (Cooperrider & Whitney, 2005), or what may be characterized as a strengths-based approach. Learners were asked to recall a situation when they had worked effectively with a person or group of people who were culturally different from themselves (broadly defined). They then responded to six questions about this situation that correspond to the six rows of the Intercultural Knowledge and Competency (IKAC) AAC&U VALUE Rubric (Rhodes, 2010) (see Appendix B). They were next asked to (a) rate their responses to the six questions mentioned above using

the Rubric and (b) trade their responses with a classmate and exchange ratings. The faculty member (who served on the development team of this Rubric for AAC&U) also rated their responses using the Rubric. The Rubric rating and exchanges offered students the opportunity to reflect on their own and others' learning success, and to reflect on the level of competency they hoped to demonstrate. It also served as a base-line assessment for their post-program assignment, which would use the IKAC again in order to gauge growth across the program. For the post-assessment, students were asked to revisit their pre-departure answers, along with the context they had offered at the beginning of the term, and then re-write any of their answers based on what they had learned during the term. These final responses were then re-scored by students (i.e., self-scored) as well as by the instructor.

Six Questions used to elicit responses to score using the IKAC

1. What did you learn about yourself and your own cultural preferences (rules, values, or biases) through this experience?
2. What did you learn about you partner'(s)', their cultural frames relation to their history, values, politics, communication styles, economy, or beliefs and practices?
3. Where you able to interpret/understand situations/experiences from your own and your partner'(s)'cultural point of view?
4. Did you adapt your communication style (either in using their language or non-verbal communication patterns) in order to facilitate communication with your partner'(s)'?
5. How did you learn about your partner'(s)' culture? What types of questions or processes did you use?
6. How did you manage your judgments about your partner'(s)' cultural background, behaviors, communication styles, etc.?

The *Intercultural Effectiveness Scale* (IES): The IES (Kozai Group, 2009) is a 52-item Likert-scored inventory built on the expatriate acculturation model of Mendenhall and Oddou (1985). It provides norm-referenced scores on six discrete dimensions across three broad factors, with in additional overall score—giving students personal insights from ten points of data to work with. Detailed definitions of all the IES dimensions and subscales are provided in Appendix A. A sample results table from the IES feedback report is displayed below:



The IES Personal Development Plans: An individualized feedback report is generated for all respondents who complete the IES assessment. It is a 24-page document intended to guide learners through a self-discovery process to better understand their results and to develop strategies for improving on the intercultural competencies they wish to select for growth and development. The feedback report includes a Personal Development Planning (PDP) guide that asks students identify possible action plans, practices, and accountability measures to enhance their growth and development. Given that the Culture Module was a 4-month course (with a 10-day intensive intercultural experience built-in), students were asked to choose at least one dimension to focus on for the class session. The PDP process has students set detailed goals and map out their accountability plans for achieving them. The challenge for this assignment involves guiding learners to identify discrete, daily practices they can practice in order to grow the competencies they decided to focus on. In year one of the program, the faculty member was the primary accountability buddy; in year two, the program site faculty and a classmate were the accountability buddies; and in year three, fellow classmates were the accountability buddies used for the PDPs.

The Critical Moment Dialogue: The Critical Moment Dialogue (CMD) is a reflective exercise that teaches learners how to effectively reframe challenging intercultural experiences. It derives from a practice developed by the Personal Leadership Team (Schaetti, Ramsey & Watanabe, 2008) that cultivates leaders who aspire to "Make a World of Difference," by focusing on authentic engagement with people and contexts where engagement with cultural difference is essential. In this exercise, learners are instructed to reflect upon an intercultural experience that did not go as planned or as well as it might have, and to then reframe that experience into a learning experience. They are asked to focus on discerning "right actions" based on the learner's personal vision statement and ultimately by asking themselves "what is highest and best in this situation?" This protocol is complex and takes most students 30-40 minutes or more to complete. Our students were asked to draft their CMD's, discuss them with their classmate/accountability buddy, and then report the outcome or resolution to their faculty member.

Mini-Ethnography or Intercultural Interview: The mini-ethnography was used in year one as a closing assignment for all learners. Students were asked to write a mini-ethnography based on an extended, multistage intercultural interview with an individual who belonged to a culture different from their own. This assignment was built upon the principles of Contact Theory (Allport, 1954; Pettigrew & Tropp, 2008) where learners engage people who are different from themselves (broadly defined) and remain engaged to the point where the potential anxiety or discomfort with difference can dissipate and cognitive complexity can emerge. Once the interviews were completed, students were asked to conclude the assignment with a reflection on what they learned about themselves in this process. This assignment was continued in years two and three but only for students who participated in the glocal experiences (in Portland). Students were given points for completing the assignment along with feedback notes from the faculty member. The faculty member used a review of their notes to gauge the students' growth and to calibrate improvements for the next year's preparations.

Expatriate Assignments: For students participating in the overseas travel course option, it was concluded that they would have little opportunity to meet and interview people from a different cultural background as they were moving from city to city, and even country to country, every few days. As a result, these students we given the Expatriate Assignment in which they were to imagine being given a 3-year expatriate assignment in the country they

had visited. They were asked to reflect on how they might successfully make the cultural adjustment of living and working as an expat in the new country, as well as which of their classmates would they choose to bring along with them and why. As with the mini-ethnography assignment, students were given points for completing the assignment along with feedback notes from the faculty member. The faculty member used a review of their notes to gauge the students' growth and to calibrate improvements for the next year's preparations.

The Re-entry Session:

Table A2: Contents of Re-entry sessions exercises and reflections types

Exercise	*Description*	*Type of Reflection*
Graffiti Carousel	Round-robin discussion of intercultural competencies	Small group discussion and full class debrief
35 for Debriefing	A multi-round exchange of development ideas with rankings	Pair and share and full class ranking

During a 3-hour re-entry session, students were led through two reflective exercises to help them process and frame what they learned during the course. This first exercise was the Graffiti Carousel, which consists of a round-robin discussion of intercultural competencies in small group discussions, followed by a full class debrief. In this re-entry program format, the Graffiti Carousel asked learners to reflect upon and share what they had learned (and how they had learned it), and to consider ways that their learning experiences matched the intercultural effectiveness dimensions of the IES.

This second re-entry exercise was Thirty-Five for Debriefing (Thiagarajan, 2015), which consists of multiple rounds of exchanges of development ideas with ratings that are paired and then shared with the class. Specifically, learners were asked to reflect on what they would do after the intensive summer program to maintain their growth of intercultural competencies, followed by an exchange of ratings of their ideas with a classmate and scored on a 7-point rubric. This exchange is repeated five times, after which the ratings from all rounds are summed; students then line up in order from highest to lowest rated ideas, which they then share with the class.