

Only rarely does intercultural effectiveness happen simply by virtue of time spent abroad (cf. Citron, 2003; Vande Berg, Connor-Linton & Paige, 2009). While study abroad participants often improve in terms of confidence about their ability to interact across difference and typically gain motivation to “get better” at cross-cultural communication (and usually declare these to be “transformative” outcomes), **only sometimes do they improve in:** self-awareness, empathy, comfort with difference or diminution of ethnocentricity, communication-style flexibility, ability to shift perspectives &/or to change their own behavior.

**The purpose of this worksheet is to help all study program leaders use [backwards design](#) and [formative assessment](#) to get higher-order intercultural effectiveness outcomes more reliably than “rarely” or “sometimes.”**

## 1. Begin here:

- First, take a moment to review the components of the [AAC&U intercultural competence rubric](#) (look at the table on the second page; particularly the left-hand column).
- Second, pick the single square on the rubric which (a) comes closest to aligning with your course content &/or planned co-curricular activities and (b) will stretch (but not stress out) the majority of your students. (**NOTE: experience suggests that even first-time travelers can attain level three on at least one rubric skill in a week’s time.**)
- Third, using the verbiage from that square and the example in the table below, articulate a learning outcomes goal statement for your study abroad program.

*Table 1: Example of Intercultural Learning Outcome Statement Using AAC&U Rubric*

When?	Percentage	Who?	Will be able to [do what]?
<b>By the end of this program</b>	75%	of participants	Ask deeper questions about other cultures and seek out answers to these questions. [Curiosity Level 3 Outcome]
<i>[Fill in the blanks for your program]</i>			

**2. If there is an assessment tool or methodology which you regularly use for measuring students’ development of intercultural skills & you’d like to use it again with this program, please list it below. Otherwise, please move on to item #3, below.**

**I regularly use this/these assessment instrument(s) or methodology:**

**3. If you have no preferred instrument yet, please choose one instrument from any one section on the next page (A, B, or C). If circumstances permit, a better research design would include an instrument from two different groupings. (One each from Group A + Group B or A + C, etc.).**

You may learn more about each tool below by entering its 3-digit HubICL tool number into this URL template, in place of the sequence of X's: <https://hubicl.org/toolbox/tools/XXX>

**A. Formative Instruments:** *Usually given **once** at **beginning** of program.* Designed to be used primarily to identify learning needs and adjust teaching appropriately. Some are also validated for pre/post usage as well; indicated with the designation {P/P}. Items listed are cost-free, except as noted.

Instrument Name & HubICL Tool #	Aspect of Intercultural Competence
#115: Curiosity & Exploration Inventory {P/P}	Curiosity
#116: Food Attitudes and Behavior Survey	Openness
#448: Openness to Diversity & Challenge Scale {P/P}	
#914: Tolerance for Disagreement Scale	
#905: Personal Report of Intercultural or Inter-ethnic Communication Apprehension {P/P}	Communication
#273: Effective Listening Inventory	
#278: Foreign Language Can-Do Statements	
<a href="#">Sign Language Performance Rubric</a>	
#122: Scale of Ethnocultural Empathy {P/P}	Empathy
#443: Interpersonal Reactivity Index	
#125: Intercultural Intensity Factors Index	Self-Awareness
#124: Intercultural Conflict Styles Inventory (\$16 per student)	
#363: Core Culture Values Mapping Exercise	Worldview Frameworks
#287: Hofstede Values Comparison Tool	

**B. Rubrics & Qualitative Coding Schemes:** Generally used once, to ascertain student mastery of skills.

Instrument Name and HubICL Tool #	Aspect(s) of Intercultural Competence
AAC&U Intercultural Competence Rubric	Up to six aspects of intercultural competence
#276: Content Analysis Rubric for Blogs & Journals	Communication, Worldview, Openness
#373: Behavioral Rubric for IC Competence	Empathy, Openness/Respect, Communication
#275: Critical Reflection Rubric	Self-Awareness, Openness, Communication
#910: Transcultural Learning Coding Scheme	Openness, Empathy, Curiosity, Perspective Shift

**C. Recommended Pre/Post Survey Instruments:** Cost-free instruments are indicated with an asterisk\*. Instruments which provide a feedback report directly to the learner (formative assessment) are marked with a double asterisk \*\*.

Instrument Name and HubICL Tool #	Aspect(s) of Intercultural Competence
#129: Beliefs, Events and Values Inventory**	Openness, Self-Awareness, Empathy
#139: Cultural Intelligence Scale*	Communication, Meta-cognition, Motivation
#907: Generalized Ethnocentrism Scale*	(Lack of) Intercultural Empathy
#113: Intercultural Development Inventory	Openness, Intercultural Empathy
#140: Intercultural Effectiveness Scale**	Self-Awareness, Curiosity, Emotional Resilience
#439: HEXACO-60*	Openness, Honesty-Humility, Extraversion
#281: Public Affairs Scale*	Self-Awareness, Openness, Civic Engagement
#398: Wesleyan Intercultural Competence Scale*	Openness, Curiosity, Perspective-Shifting