Please be sure you have analyzed your data prior to beginning this report. If you've analyzed your data, this report should take a maximum of 10 minutes.

Identity Please confirm your name and program location by entering it below, and we will match it with our records of your program's planned intercultural learning goals (based on the action-plan you formulated during your meeting with a CILMAR specialist).

* Name (last, first):
* Program Location(s):
1. What activities or reflections did you succeed in adding this year, if any, to better scaffold the students’ intercultural learning? How did it/they seem to help?
2. What formative assessment tools, if any, did you use to create discussion and/or help your students formulate awareness of the component skills of the intercultural competence? Was their use helpful to you? To the students?
3. Please verbally describe the results of the summative assessment(s) you performed (such as analysis of final essays or projects, pre/post survey results, etc.). For example:
	1. What percentage of the students learned or showed mastery of one or more intercultural skills?
	2. Which skills? To what level of proficiency?
	3. Did any category of students not demonstrate mastery and what do you think accounts for that?
4. If you would like to upload a results table or other documentation of your students’ learning results, please do so here.
5. Please discuss the implication(s) of your findings. (Feeling free to acknowledge what 60+ years of research on study abroad shows: that teaching intercultural competence, particularly in short-term programs, is complex & correlated to learners' characteristics, drive & motivation.)

Some guiding prompts you might want to consider addressing in this section are:

* Is the intercultural outcome what you expected?
* Were the students receptive to learning the intercultural skills you were trying to focus on?
* Were there outcomes that you observed which did not fit with the data you captured?
* What does this data indicate to you?
1. What, if anything, would you like to try doing differently next year as regards mentoring intercultural learning outcomes and why?
2. Is there anything else you would like to tell us about mentoring students through an intercultural learning experience? We would be particularly interesting in responses which address any of the following:
* What you have gained --or lost--by being asked to think more deeply about alignment of intercultural outcomes and assessment techniques as you lead study abroad?
* Whether you have found intercultural/assessment approaches or activities transferable to your on-campus teaching?
* Whether you have been inspired to publish anything recently about intercultural learning and teaching?