


HIGH-IMPACT EDUCATIONAL DO THEY PROMOTE



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ACTIVITIES: INTERCULTURAL EFFECTIVENESS

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INTERCULTURAL EFFECTIVENESS

“Success in life often requires it.
Employers increasingly demand it.
The nation needs it...”
Derek Bok, Our Underachieving Colleges

Intentionality – in the curriculum and cocurriculum – is required if students are to accrue the full range of gains associated with diversity...
Shaun R. Harper and Anthony Iising Antonio, Creating Inclusive Campus Environments

MEASURING INTERCULTURAL EFFECTIVENESS

Miville-Guzman Universality-Diversity Scale

- Measures openness and awareness of similarities and differences between people
(Miville, Gelso, Pannu, Liu, Touradji, Holloway, & Fuertes 1999; Fuertes, Miville, Mohr, Sedlacek, & Gretchen, 2000)
- **Diversity of Contact** – appreciation of diverse social and cultural activities
- **Relativistic Appreciation** – recognition of similarities and differences and their impact on personal growth
- **Comfort with Differences** – ability to be comfortable with diverse individuals

RESEARCH QUESTIONS

1. To what extent do college students who participate in high impact activities during the freshmen year experience good practices?
2. Does participating in high impact activities affect development of intercultural competence, even after controlling for good practices?

UNTANGLING THE EFFECTS...

High Impact Activities	Good Practices
<ul style="list-style-type: none"> ○ First-year seminar ○ Living-learning community ○ Honors college ○ Volunteering/Service ○ Learning community 	<ul style="list-style-type: none"> ○ Student-faculty contact ○ Cooperative learning ○ Active learning ○ Time on task ○ High expectations ○ Prompt feedback ○ Diverse interactions
→	
↓	↓
<div style="border: 1px solid #f4a460; display: inline-block; padding: 5px 20px; background-color: #fff;">Intercultural Effectiveness</div>	

RESULTS-HIGH IMPACT ACTIVITIES AND INTERCULTURAL EFFECTIVENESS

- One high impact activity contributes to intercultural effectiveness above and beyond good practices

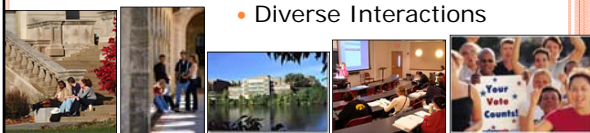


RESULTS-GOOD PRACTICES ASSOCIATED WITH HIGH IMPACT ACTIVITIES

- Learning Community
 - Cooperative Learning +
 - Active Learning +
 - Time on Task +
 - High Expectations +
 - Prompt Feedback +
 - Diverse Interactions +
- Honors College
 - Student Faculty Contact +
 - Diverse Interactions -
- First Year Seminar
 - Student Faculty Contact +
- Living Learning Community
 - Prompt Feedback -
 - Diverse Interactions +
- Service or Volunteering
 - Cooperative Learning +
 - Time on Task +
 - High Expectations +
 - Diverse Interactions +

GOOD PRACTICES AND INTERCULTURAL EFFECTIVENESS

- Three good practices contribute to intercultural effectiveness above and beyond participating in high impact activities:
 - Student Faculty Contact
 - Active Learning
 - Diverse Interactions



IMPLICATIONS FOR PRACTICE

If **Intercultural Effectiveness** is your goal:

- Focus efforts on living learning communities
- Evaluate first-year seminars, learning communities, service & volunteer programs, and honors colleges:
 - How can they be infused with good practices?
 - How can they be revamped with a focus on intercultural effectiveness?

IMPLICATIONS FOR PRACTICE

If **Intercultural Effectiveness** is your goal:

Good news! No need for new programs or activities.

Find ways to purposefully integrate these good practices into all of your curricular and cocurricular efforts:

- Student Faculty Contact
- Active Learning
- Diverse Interactions



FUTURE RESEARCH

- What is the relationship of high impact activities and good practices to other college outcomes (critical thinking, well-being, leadership, moral reasoning, etc.)?
- What is it about living-learning communities that helps students develop intercultural effectiveness?
- How do high impact activities and good practices affect various populations of students?
- What other experiences affect intercultural effectiveness?

Table 1

The Effects of Participation in High Impact Programs on Experiencing Chickering and Gamson's Seven Principles of Good Practices. Wabash National Study of Liberal Arts Education (N = 2781).

	Student/ Faculty Contact	Coop. Learning	Active Learning	Time on Task	High Expected Effort	Prompt Feedback	Diverse Interaction
Honors College	.187* (.076)	.058 (.067)	-.025 (.084)	-.005 (.087)	-.015 (.090)	-.059 (.099)	-.131* (.047)
First Year Seminar	.186* (.088)	.053 (.142)	.123 (.061)	.100 (.081)	.082 (.065)	.063 (.074)	.013 (.065)
Live/Learn Community	.109 (.067)	.058 (.088)	-.021 (.071)	-.033 (.065)	.057 (.090)	-.122* (.057)	.176*** (.046)
Learning Community	.123 (.092)	.357*** (.079)	.205*** (.050)	.280*** (.064)	.176* (.077)	.183** (.050)	.337*** (.065)
Service or Volunteer	.085 (.061)	.342*** (.182)	.139 (.069)	.374*** (.057)	.110* (.049)	.129 (.063)	.275*** (.041)

All models control for gender, race (white vs. non-white), academic ability, and parents' educational attainment.

p < .05, ** p < .01, *** p < .001

Standard errors are listed in parentheses.

Table 2

Total Participation in High Impact Programs. Wabash National Study of Liberal Arts Education (N = 2781).

High Impact Activity	Total Participants	Percent of Sample
Member of an honors college	432	16%
Enrolled in a first year seminar course	1,932	69%
Member of a living/learning community	476	17%
Participated in a learning community	573	21%
Participated in a volunteer service project	1,775	64%

Table 3

*The Effect of High Impact Program Participation and Good Practices on Intercultural Competency.
Wabash National Study of Liberal Arts Education (N = 2781).*

	Model 1	Model 2	Model 3
Male	-.008 (.021)	.007 (.019)	-.030 (.019)
White	-.033 (.031)	-.022 (.030)	-.007 (.015)
Academic ability	.013 (.014)	.012 (.012)	.007 (.015)
Parents' Education	.006 (.020)	.003 (.019)	.004 (.019)
MGUDS pre-test score	.688*** (.057)	.685*** (.052)	.585*** (.048)
Member of an honors college		-.032 (.030)	-.025 (.020)
Enrolled in a first year seminar course		.060 (.062)	.042 (.054)
Member of a living/learning community		.087* (.031)	.075* (.029)
Participated in a learning community		.022 (.049)	-.013 (.030)
Participated in a volunteer service project		-.056 (.059)	-.071 (.035)
Good practice – student/faculty contact			.049* (.020)
Good practice – cooperative learning			-.044 (.032)
Good practice – active learning			.125* (.045)
Good practice – time on task			-.025 (.029)
Good practice – high expected effort			-.031 (.012)
Good practice – prompt feedback			-.008 (.016)
Good practice – diverse interaction			.110*** (.013)
R squared	.464	.470	.537

* p < .05, ** p < .01, *** p < .001; Standard error are in parentheses.