

STUDY ABROAD OUTCOMES: THE IMPACT
OF PRE-DEPARTURE PREPARATION ON
INTERCULTURAL COMPETENCE

by

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ABSTRACT

Study abroad is an important area of research in today's increasingly interconnected world. Universities seeking to foster students' development as global citizens continue to focus on developing students' intercultural skills, international knowledge, and global perspectives. With the growing significance of study abroad, universities have developed ways to assess study abroad outcomes. However, determining how to improve study abroad outcomes proves to be more of a challenge. Because the primary desired outcome of study abroad is the development of intercultural competence, the key question to investigate is what factors influence intercultural competence—a construct that measures the effectiveness and appropriateness of engagement with those who possess different cultural origins or backgrounds. In researching this question, my study examines the impact of pre-departure preparation behaviors and activities on the development of intercultural competence while studying abroad. My research hypothesized that self-initiated research, language proficiency, establishment of personal goals, and participation in pre-study abroad courses and cultural/international activities are positively related to the development of intercultural competence while abroad. Results indicated that actively researching the host-country's culture on one's own and establishing personal goals to increase intercultural competence were most significantly related to the development of intercultural competence. Additionally, language proficiency, participation in courses specific to the study abroad program, and involvement in cultural/international activities were unrelated to intercultural competence. This research contributes to study abroad literature by examining the impact of pre-departure variables as opposed to variables that affect intercultural competence during study abroad. It provides insight into how universities can improve the success of study abroad programs at the pre-sojourn stage—the stage they have the greatest control over.

TABLE OF CONTENTS

INTRODUCTION	5
LITERATURE REVIEW	7
Identifying Outcomes of Study Abroad.....	7
Frameworks for Assessing Outcomes of Study Abroad.....	8
Figure 1: Pyramid Model of Intercultural Competence.....	11
Variables Influencing Outcomes of Study Abroad.....	12
SUMMARY	14
HYPOTHESES	15
METHODOLOGY	17
Survey Development.....	17
Sample.....	18
Procedure	19
ANALYSIS & RESULTS	19
DISCUSSION	20
Findings.....	20
Limitations and Future Studies	22
IMPLICATIONS	23
CONCLUSION.....	24
APPENDIX.....	25
Table 1: Intercultural Competence Measure and Construct Reliability.....	25
Table 2: Regression Results – Variables	25
Table 3: Regression Results – Covariates.....	26
Table 4: Regression Model	26
Table 5: ANOVA.....	26
WORKS CITED	27

INTRODUCTION

The Institute of International Education asserts that intercultural skills, international knowledge, and a global perspective are crucial for success in today's global society (Gullekson et al. 2011). Recognizing the value of international learning experiences, universities worldwide facilitate study abroad programs to foster students' development as global citizens. As study abroad assumes an increasingly important role in tertiary education, universities face two major challenges: (1) evaluating success of study abroad outcomes and (2) determining how to improve study abroad programs.

The primary challenge of evaluating success of study abroad programs stems from the difficulty of obtaining meaningful and reliable data on the quality and outcomes of student learning abroad. Increases in number of participants are commonly used to evaluate "success" of programs, while student surveys administered pre- and post-sojourn are frequently used to measure outcomes on the basis of self-reflection (Pedersen 2009). Simplistic measures and anecdotal accounts, however, do not adequately assess program impact and are not useful in objective program development. Moreover, no standardized evaluative criteria exists by which to continually assess program quality (Durnall 1967). Without a methodical framework to actionably measure the outcomes of study abroad programs, universities are unable to ensure objective excellence of programs over time.

This creates problems for the secondary challenge—improving study abroad programs. While assessing specific outcomes enables universities to *measure* the impact of student learning abroad, in order to *improve* the impact of student learning abroad, universities must consider the

factors that influence such outcomes. Previous research primarily focuses on the impact of program variables such as program duration, breadth and depth of curriculum, or degree of contact with host-country nationals (Miller-Perrin and Thompson 2014). However, there is a lack of literature on the impact of pre-departure preparation as a change agent on students' international learning. Curran (2007) discusses the importance of prior education and preparation, highlighting the intensity of purpose required *before* departure to obtain meaningful outcomes. Similarly, Goode (2008) agrees that cultural immersion without prior intercultural training is insufficient in fostering intercultural learning. Pre-departure orientation, however, usually focuses on logistics rather than intercultural training (Goode 2008). Thus, preparation facilitated by study abroad offices generally functions to manage risk rather than prime students to maximize the benefits of their international education. The limited literature that exists focuses on the importance of pre-departure preparation, asserting that simply traveling and studying abroad does not inherently endow benefits. My objective is to understand how the quality of study abroad outcomes varies according to differences in pre-departure preparation activities and behaviors. This will provide useful information for universities to determine how to improve study abroad orientation and training according to what aspects of preparation are most useful to student learning abroad and what areas of support are lacking. Improving the efficacy of study abroad preparation will help maximize the success of student learning abroad.

This study will utilize a survey to discern the extent of pre-departure preparation and to evaluate post-study abroad outcomes among a sample of students who have completed a study abroad experience during their tertiary education. The subjects will be undergraduate students at

Texas Christian University (TCU) based in the United States. Results will be assessed to determine connections or discrepancies between pre-departure preparation and post-sojourn outcomes. Particular focus will be placed on the relationship between pre-departure preparation and the development of intercultural competence, which is frequently cited as the key intended outcome of study abroad.

LITERATURE REVIEW

Identifying Outcomes of Study Abroad

Miller-Perrin and Thompson (2014) assert that study abroad is associated with outcomes categorized into two fundamental dimensions—external and internal. The external dimension relates to “increased understanding, sensitivity, and connection to another culture,” while the internal dimension refers to a deepening sense of one’s identity and self-awareness (Miller-Perrin and Thompson 2014). The combined impact directs the development of intercultural competence, which generally represents the core intended outcome of study abroad learning. Intercultural competence can be defined as the effective and appropriate “engagement or collaboration toward a single or shared set of goals between individuals or groups who do not share the same cultural origins or background” (“Study Abroad Outcomes,” 2012, p. 69). The Center for International Business Education and Research at Michigan State University expands this fundamental goal into five specific categories of impact for students studying abroad: (1) academic progress and intellectual development, (2) personal and interpersonal attitudes, (3) skills such as language proficiency, (4) understanding and appreciation of the world and one’s

place in it, and (5) effect on one's place in society, which includes employment opportunities (Gullekson et al. 2011).

Frameworks for Assessing Outcomes of Study Abroad

Due to the dynamic nature of study abroad programs and experiences, it is important to assess outcomes through both quantitative and qualitative means (Root 2013). Recognition of this has led to the development of several frameworks that attempt to measure the success of study abroad programs in meaningful and reliable ways. Many of these frameworks focus on intercultural competency, which is often cited as the key intended outcome of study abroad. While a standard method to specifically measure levels of intercultural competence has not been established, scholars predominantly agree that it should be conceptualized based on cognitive, affective, and behavioral development (Root 2013). Chen and Starosta (1996) interpreted these areas into an intercultural model comprised of intercultural awareness (cognitive), intercultural sensitivity (affective), and intercultural adroitness (behavioral). The first element, intercultural awareness, refers to “understanding of culture conventions that affect how we think and behave” (Chen and Starosta 1998, p. 28). The second component, intercultural sensitivity, refers to subjects’ “active desire to motivate themselves to understand, appreciate, and accept differences among cultures (Chen and Starosta 1998, p. 231). The final component, intercultural adroitness, refers to “the ability to get the job done and attain communication goals in intercultural interactions” (Chen and Starosta 1996). While this framework outlines specific elements to evaluate in assessing intercultural competence, it does not provide specific metrics of success or methods of measurement.

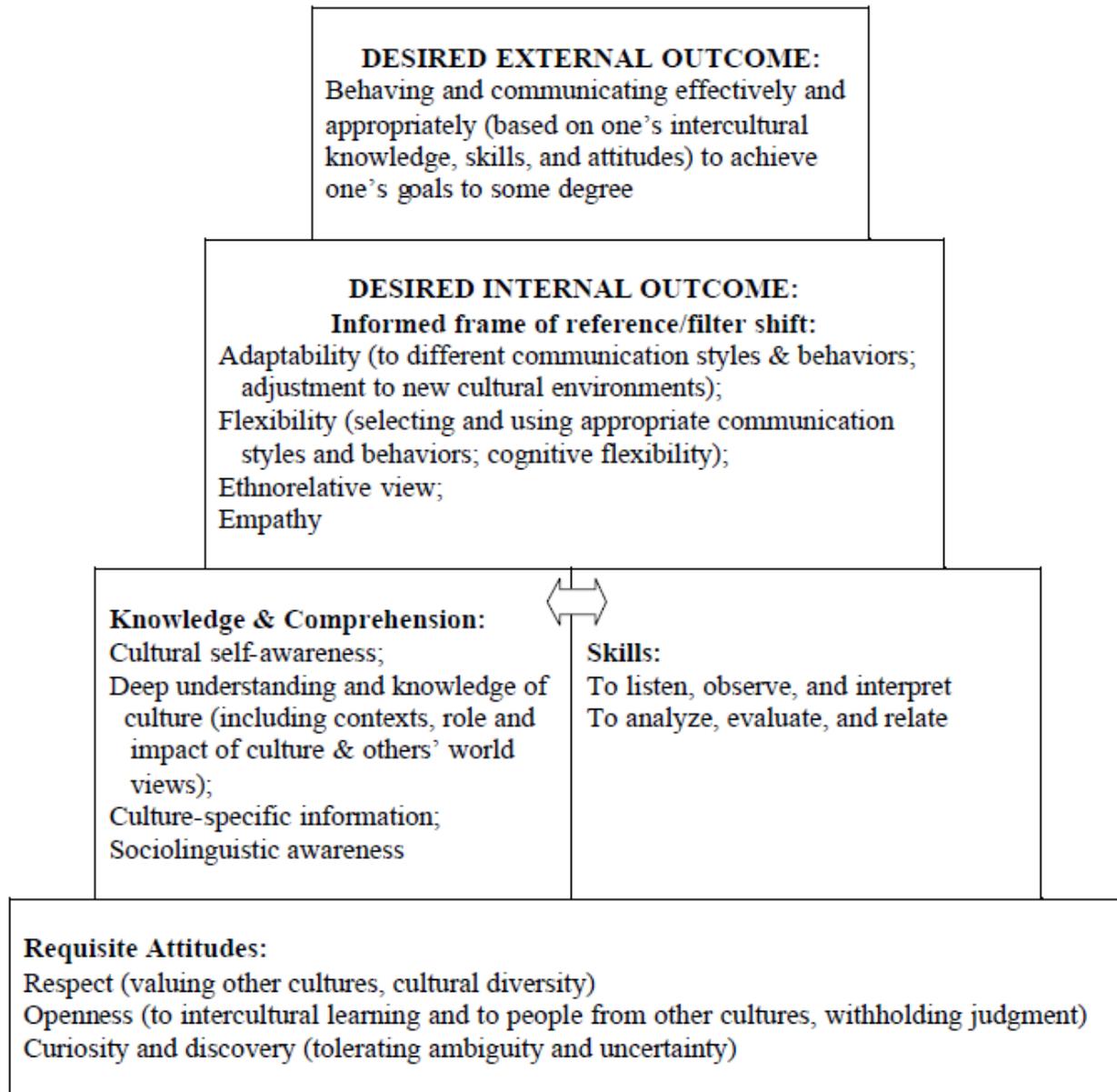
Building upon these three traditional aspects of cognitive, affective, and behavioral skills, Deardorff (2006) developed a pyramidal model shown in Figure 1 as an approach to measuring these areas in a more structured way. With four tiers that each build upon each other, the model outlines foundational elements that define each distinct level of development. The bottom half of the model focuses on individual development. This begins with the requisite attitudes of respect and openness which indicate a willingness to bear risk in venturing beyond one's comfort zone while respecting the value of others and others' cultures (Deardorff 2006). Curiosity and discovery represent critical attitudes as well because they shape a tolerance for ambiguity during exploration of unfamiliar cultures ("Study Abroad Outcomes," 2012). These attitudes then enable development of cultural self-awareness, deeper understanding of cultural impacts, and comprehension of others' world views. Self-awareness refers to an understanding of the role culture has in shaping differing identities and worldviews, while culture-specific knowledge enables understanding of the world from different perspectives. The skills associated with this stage of development include the ability to observe, interpret, analyze, evaluate, and relate knowledge gained (Deardorff 2006).

This individual stage of development then leads to the top half of the model, which focuses on interactions in two dimensions—internal and external. Internally, development of psychological traits such as adaptability and flexibility occur. Adaptability applies in the context of differing behaviors and communication styles in new environments, while flexibility refers to cognitive and emotional adroitness in engaging in appropriate interactions. Overall, these traits enable "development of an increasingly nuanced ethnorelative view" driven by increased

empathy across cultural differences (“Study Abroad Outcomes,” 2012). Effective and appropriate intercultural interaction then represents the top of the pyramid as the ultimate desired external outcome. Overall, this model represents the first grounded research-based framework and moves towards a broadly accepted definition of intercultural competence (“Study Abroad Outcomes,” 2012). Its hierarchical structure also provides a basis for determining the degree of intercultural competence based on advancement from personal elements to interpersonal outcomes.

Figure 1

Pyramid Model of Intercultural Competence



NOTES:

- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements

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Variables Influencing Outcomes of Study Abroad

In addition to measuring intercultural competence as an outcome of study abroad, universities seeking to improve international education programs must also evaluate factors that influence development of intercultural competence. Previous research investigates the impact of variables including program duration, program depth, and program breadth. Coker et al. (2017) address studies that found that study abroad programs at least a semester long in duration generate greater learning benefits in terms of developing intercultural sensitivity. Their studies also reveal that experiential breadth may be more advantageous than experiential depth in the development of effective relational skills, especially in unfamiliar environments. This suggests that study abroad programs that expose students to a greater number of people in a wider range of environments may be more effective in developing intercultural competence as opposed to study abroad program that facilitate relationships with a smaller group of people throughout the length of the program (Coker et al. 2017).

Some literature also addresses the importance of pre-departure preparation and provides analysis of and suggestions for pre-study abroad training. For example, Highum (2014) highlights how students who undergo a pre-departure orientation process are better equipped to benefit from study abroad programs because they gain more knowledge about the country they will visit and the goals of the program. Goode (2008) conducted a study that addressed pre-study abroad training for faculty directors leading study abroad programs, which revealed a lack of preparation for the intercultural dimension of their role. The study pointed out a need for “consistent, significant, and explicit content that supports them in examining their own intercultural development” as a precursor to preparing them to facilitate intercultural

development in students as they study abroad (Goode 2008, p. 167). While this study delves further into pre-departure preparation, it does not address the topic in the context of students participating in study abroad programs. Little to no research exists regarding the relationship between differences in pre-departure preparation for students and the quality of study abroad outcomes they attain as a result. Additionally, studies in this field primarily focus on the intent to study abroad, so there are limited studies that examine study abroad efficacy by researching those who have actually studied abroad.

This area of research is important to consider since cultural immersion alone does not inherently foster intercultural learning or guarantee acquisition of study abroad benefits (Root 2013). For learning to occur and persist, it is critical for students to “be exposed to internal change agents and be able to accept the challenges they present” (Miller-Perrin and Thompson, 2014, p. 78). This signals the need for study abroad participants to enter international learning experiences with a foundation of cultural self-awareness and knowledge of specific study abroad benefits in order to actively and intentionally work to achieve certain outcomes (Curran 2007). Considering the importance of pre-sojourn intercultural training for study abroad directors, it is important to evaluate the need for effective pre-departure intercultural training for students as well. This research strives to assess the impact of different pre-departure orientation services, cultural mentoring processes, and personal preparation behaviors on intercultural competence as a primary study abroad outcome. Resulting analyses will help universities improve pre-departure services to ensure study abroad programs facilitate intercultural learning as opposed to simply providing a means of cultural immersion.

SUMMARY

The core intended outcome of learning through study abroad programs is the development of intercultural competence. This refers to the appropriateness and effectiveness of engagement with individuals of different cultural backgrounds and involves cognitive, affective, and behavioral growth. On a more granular level, these areas of development can affect academic and intellectual progress, personal and interpersonal attitudes, skills, perception of one's place in the world, and influence on one's place in society.

Deardorff's (2006) Pyramid Model of Intercultural Competence represents one framework for assessing the impact of study abroad by measuring the degree of intercultural competence. This model outlines the process of building upon requisite attitudes at an individual level to deepen cultural knowledge and comprehension. From this foundation, individuals are able to develop a more informed internal frame of reference and ethnorelative view that ultimately drives appropriate and effective intercultural interactions. While a standardized method for measuring intercultural competence has not been established, this pyramidal model provides a defined hierarchical structure that helps move towards a more broadly accepted definition.

While utilizing such frameworks to assess study abroad outcomes is important to appraising the efficacy of international education programs, universities must take the evaluative process a step further and discern actionable areas of improvement. This means investigating specific factors that influence the development of intercultural competence and understanding

how they affect the quality of study abroad outcomes. Previous studies examine the impact of variables such as program duration, program breadth, and program depth. Research also addresses the significance of intercultural training for study abroad faculty directors as an influential factor. However, there is a gap in the literature regarding the impact of student pre-departure preparation on study abroad outcomes. My research strives to close this gap by studying the relationship between differences in pre-departure preparation and the quality of study abroad outcomes. More specifically, it aims to determine the effect that pre-departure orientation services, cultural mentoring processes, and personal preparation behaviors have on the success of international education programs. This contributes to the body of literature regarding variables that influence study abroad outcomes. Moreover, resulting analyses will enable universities to obtain actionable information regarding how to improve the success of their study abroad programs at the pre-sojourn stage—the stage they have the most significant presence and control over.

HYPOTHESES

Hypotheses were formed based on five pre-study abroad factors: orientation information, extent of country-specific knowledge, completion of a study abroad preparation course, establishment of study abroad goals, and involvement in cultural campus activities.

H_{1a}: Logistical pre-departure orientation does not influence the development of intercultural competence while abroad.

While logistical orientation information including packing, scheduling, and safety help students feel prepared for travel, it does not influence the development of intercultural competence because it is unrelated to cultural learning.

H_{1b}: Cultural pre-departure orientation influences the development of intercultural competence while abroad.

Country-specific cultural information from pre-study abroad orientation helps prepare students for cultural differences and thus improves the development of intercultural competence while abroad.

H_{2a}: Actively researching the host country's culture on one's own prior to studying abroad results in greater development of intercultural competence while abroad.

Going into a study abroad experience with a greater understanding of the host country's culture and a motivated interest to learn more improves the development of intercultural competence while abroad.

H_{2b}: Greater language proficiency prior to studying abroad results in greater development of intercultural competence while abroad.

The greater the language skills of a study abroad participant, the more effectively the individual will be able to connect with host-country natives and develop intercultural competence as a result.

H₃: Taking a course specific to the study abroad program prior to participating in the program results in greater development of intercultural competence while abroad.

Pre-study abroad courses engage students in a deeper level of commitment to learning about the host-country prior to traveling there, which enables students to more effectively develop intercultural competence while abroad.

H_{4a}: Establishing personal goals to improve intercultural competence prior to studying abroad results in greater development of intercultural competence while abroad.

Self-established intercultural competence goals indicate cultural awareness and active intent that drive the development of intercultural competence while abroad.

H_{4b}: The more clearly the goals of the program are articulated and understood pre-study abroad, the greater the development of intercultural competence while abroad.

Understanding of desired learning outcomes strengthen awareness of and intent to work on developing intercultural competence while abroad.

H₅: The greater the involvement in campus cultural and international activities pre-study abroad, the greater the development of intercultural competence while abroad.

Greater involvement in courses focused on international/global issues; lectures, workshops, or campus discussions on international/global issues; and events or activities sponsored by groups reflecting a cultural heritage indicates prior cultural learning that sets a foundation for greater development of intercultural competence while abroad.

METHODOLOGY

Survey Development

The survey for my study serves to assess the relationship between study abroad participants' pre-departure preparation and study abroad outcomes. Respondents reported on the

extent of their pre-departure preparation by indicating which activities and behaviors they engaged in to prepare for their study abroad program. Pre-study abroad procedures, requirements, and guidelines determined by TCU's study abroad office and the Institute for the International Education of Students (IES) will serve as the basis for questions concerning mandated pre-departure involvements and available preparation and support services for students. Interviews with study abroad participants will further inform questions regarding personal preparation activities and behaviors.

Deardorff's (2006) Pyramid of Intercultural Competence will serve as the basis for the study abroad outcomes addressed in the survey. Respondents will indicate the degree to which they achieved specified outcomes. Additionally, a Likert Scale will enable respondents to indicate how strongly they attribute applicable pre-departure preparation factors with the quality of their study abroad outcomes. Respondents will also be able to report on what pre-departure preparation factors they believe would have helped them achieve higher quality study abroad outcomes had they been available or better satisfied.

Sample

The survey was administered to current and former undergraduate students of Texas Christian University (TCU) who have completed a study abroad program during their tertiary education. This random sample will enable collection of data from a diverse population of students with different academic majors who have participated in different study abroad programs with varying requirements and preparation processes. Institutional Review Board approval was obtained for all data collection.

Procedure

Data were collected from undergraduate study abroad participants who participated in long-term study abroad programs, short-term study abroad programs, or both through TCU. The survey was created and administered using Qualtrics. The survey was sent to 3,042 potential respondents. There were 263 survey participants, but the study only used 259 responses to account for inconsistency or incompleteness, resulting in a response rate of 9 percent. Of the total respondent pool, all academic colleges were represented. Additionally, 76% of respondents were female while 24% were male.

ANALYSIS & RESULTS

The first step in data analysis was to conduct factor analysis on the intercultural competence construct delineated in Table 1. This confirmed that the variables used to measure intercultural competence in the survey correlate to one another as one component. Scale analysis was then used to find Cronbach's alpha for the intercultural competence construct in order to measure the construct's internal consistency. Cronbach's alpha determines how closely related a set of items in a scale are and how reliably they measure the same underlying concept. When analyzing Cronbach's alpha, the standard of reliability is .7, although an alpha of as low as .5 can be deemed acceptable for new scales. The results of this analysis indicate that the scale used to measure intercultural competence was highly reliable with an alpha of .884.

To evaluate which variables in Table 2 were of significance in the development of intercultural competence, a regression was used because the model contained a single dependent variable and a series of continuous independent variables measured by Likert Scales in the survey. In assessing the relationship between these independent variables and the development of

intercultural competence, the regression model used the covariates outlined in Table 3. As shown in Table 4, the regression model's adjusted R^2 indicates that the model explains 37.1% of the variance in intercultural competence. Additionally, the ANOVA output shown in Table 5 indicates that the regression model is significant at less than .001.

The regression output gave each pre-departure preparation variable tested a Beta coefficient (β) which measures that variable's contribution to the development of intercultural competence abroad. When analyzing the data, any pre-departure preparation variable with a significance below .1 is deemed significantly related to the development of intercultural competence. The results shown in Table 2 indicate that there were three factors significantly related to the development of intercultural competence while studying abroad: establishment of personal goals to increase intercultural competency before studying abroad ($\beta = .422$, Sig. $= < .001$), actively researching the host country's culture on one's own before studying abroad ($\beta = .141$, Sig. $= .071$), and cultural information from pre-departure orientation ($\beta = .192$, Sig. $= .091$). These results support H_{1b} , H_{2a} , H_{4a} . The results also support H_{1a} since they indicate that logistical pre-departure orientation is not related to the development of intercultural competence. H_{2b} , H_3 , H_{4b} , and H_5 were not supported by the data, which show that these pre-departure preparation variables are not significantly related to the development of intercultural competence while studying abroad.

DISCUSSION

Findings

From the control variables, the results show that females were significantly more likely to develop intercultural competence than were males. Results from the data analyses further

indicate that the most impactful factor on the development of intercultural competence is the establishment of specific personal goals to increase intercultural competence prior to studying abroad. Based on the data, participants develop greater intercultural competence when they enter a study abroad experience with an active intent to become more adaptable in unfamiliar situations, more understanding of the host country's culture and others' worldviews, and more effective in communicating across cultural differences. Compared to the establishment of personal goals, a clear understanding of a study abroad program's desired learning outcomes did not drive intercultural competence. This may indicate a need for more active involvement in developing intercultural competence goals in order to set a foundation for greater success in doing so once studying abroad.

This individual involvement is further reflected in the second most impactful factor—taking the initiative to actively research the host-country's culture on one's own prior to studying abroad. Study abroad participants who work towards building a stronger base of knowledge and understanding of the host country's culture on their own accord before studying abroad demonstrate greater success in developing intercultural competence during their study abroad experience. Moreover, cultural information acquired from pre-study abroad orientation is related to the development of intercultural competence as expected.

While logistical information from pre-study abroad orientation was unrelated to intercultural competence as expected, findings pertaining to non-influential factors primarily differed from the hypotheses. Taking a course during the regular semester to prepare for a specific study abroad program did not influence the development of intercultural competence. This indicates that the university's pre-study abroad curricula are not effectively driving intercultural competence. Furthermore, involvement in international or cultural campus activities

did not prove influential either. These activities include university courses focused on international/global issues; lectures, workshops, or campus discussions on international/global issues; and events or activities sponsored by groups reflecting a cultural heritage. While these campus involvements represent activities that TCU believes are preparing students to develop as global citizens with greater intercultural competence, the results show that this is not the case.

Another pre-departure preparation factor that did not impact the development of intercultural competence was language proficiency. Regardless of how skilled a participant was in the host country's language prior to studying abroad or whether the participant was a native speaker of their host country's language, there was no relationship between language proficiency and intercultural competence. Considering the pyramid model of intercultural competence which positions effective communication at the top, language proficiency may not be related because it does not contribute to the foundational stages of development that build up intercultural competence. Individuals are unable to leverage language proficiency during the underlying stages of requisite attitudes, cultural comprehension, and frame of reference shift that lead up to effective communication where language skills would be most useful.

Limitations and Future Studies

Because this study is based on the experience of undergraduate students at TCU, the survey sample is limited to the cultural, class, and educational backgrounds of this single university's student population. While representative of different academic colleges and educational experiences within TCU, the results may not be generalizable to all universities and colleges within the United States. Conducting similar studies across institutions with similar study abroad programs and comparing the results could address this limitation. Future studies could also capture information from universities outside of the United States with different study

abroad programs to provide further insight on the impact differences in pre-departure preparation have on intercultural competence and how they vary from program to program. Additional research in this area could also delve into the differences between pre-departure preparation for short-term study abroad programs and long-term study abroad programs. This would create a greater understanding of how pre-departure preparation needs may vary based on the study abroad program itself.

In order to determine how to more effectively market study abroad programs and communicate their value and benefit, further research can be done to understand what pre-departure preparation behaviors study abroad participants perceived as most helpful in their development of intercultural competence. Investigating how undergraduate students perceive and define intercultural competence would be useful in determining how to best connect with prospective study abroad participants as well.

IMPLICATIONS

The results of this study indicate that intensity of purpose prior to studying abroad largely impacts the development of intercultural competence. Thus, TCU should focus on encouraging students to conduct individually-led cultural research before going abroad. This could entail adjusting pre-study abroad curriculum to involve research that opens up specific topics to the students' discretion in order to increase individual ownership of cultural research. TCU should also assess the objectives and structure of existing pre-study abroad curricula since these courses are not driving intercultural competence. To maximize the success of students' learning abroad, TCU needs to diagnose these courses and determine how to more effectively tie them to intercultural competence.

TCU should also focus on guiding students to set specific personal goals prior to studying abroad. This requires that students understand what intercultural competence is and what components it consists of. TCU should take steps to ensure that study abroad participants not only establish the intent, but then also actively work towards their goals during their education abroad. Having students explicitly outline goals, track their progress throughout their study abroad experience, and reflect on the level to which they achieved them post-study abroad could help preserve that fundamental intensity of purpose.

CONCLUSION

The pyramid model of intercultural competence outlines key stages in developing intercultural competence: openness to cultural learning, comprehension of the impact of culture in shaping differing worldviews, informed frame of references across cultural differences, and effective behavior and communication with those of a different cultural background. Understanding how pre-departure preparation impacts these areas enables universities to determine how to meaningfully improve intercultural competence by addressing factors at the pre-sojourn stage—the stage they possess the greatest control over. Ultimately, maximizing the success of student learning abroad mandates recognition that cultural immersion requires intensity of purpose in order to advance intercultural competence. Study abroad opportunities alone do not inherently grant the benefits of study abroad, and pre-study abroad education alone does not prepare students for success abroad. It is crucial that universities drive students' active intent to develop intercultural competence prior to studying abroad and engage students in fostering a deeper commitment to intercultural learning beyond the classroom.

APPENDIX

TABLE 1: Intercultural Competence Measure and Construct Reliability

Construct	Items
Intercultural Competence $\alpha = .884$	Understanding of host country's culture
	Willingness to move beyond one's comfort zone
	Understanding of one's own cultural identity, including cultural norms and values that influence one's worldview
	Flexibility/adaptability in unfamiliar situations
	Understanding of the world from others' perspectives
	Effectiveness of communication with those of a different cultural background

TABLE 2: Regression Results – Variables

Pre-departure Preparation Factor	β	Sig.
Established personal goals	.422	.000
Actively researched culture on own	.141	.071
Cultural information from orientation	.192	.091
Took course specific to study abroad program	.098	.186
Language proficiency	-.095	.195
Involvement in campus cultural & international activities	.070	.339
Logistical information from orientation	.098	.358
Clear understanding of program's desired learning outcomes	-.025	.757

TABLE 3: Regression Results – Covariates

Control Variable	β	Sig.
Gender	-.179	.021
Grade classification	-.101	.167
Multicultural	.034	.650
Ethnicity	-.022	.766
Traveled abroad before studying abroad	.005	.946

TABLE 4: Regression Model

Model F-Value	Adjusted R2	Model Significance
6.900	.371	.000

TABLE 5: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.539	13	1.118	6.900	.000 ^b
Residual	18.964	117	.162		
Total	33.502	130			

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