

## **#1. Undergraduate Program Assessment Plan: Student Outcomes**

To be completed by Departments and submitted by the Department Chair to the BlackBoard Assessment Site.

**Department/Program/Unit: Department of Intercultural Studies and Modern Languages**

**Date: September 30, 2016**

**Related: University Goal/Outcome(more than one may be selected): Appreciation Knowledge Application Select**

**Members involved with development of Program Assessment Plan: Julie Johnston Hermann, John Mehl, Jerry Pfabe, Vicki Anderson, Matt Meyers**

**Departmental/Program/Unit Student Outcome:** *What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).* **State as follows: Students should be able to [action verb] [something].**

ISML Departmental Student Outcome #1: Students demonstrate awareness, understanding, and appreciation of other cultures.

**Background:** *What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.*

The notion that binds all of the programs together in ISML is that of intercultural competence in communication, relationship, and service, and we feel that it is important to monitor students' developing intercultural proficiency. Last year we collected data twice to analyze this outcome, and each time we realized that the assignments designed to prompt the students to demonstrate their cultural awareness, understanding, and appreciation were not actually doing so effectively (i.e., we could tell from interactions in class that students were exhibiting cultural awareness, understanding, and appreciation overall, but our writing assignments were not capturing this data due to the ways students responded to the questions given them). We have discussed ideas about how to reformulate specific assignments that can be used to assess cultural awareness, understanding, and appreciation in relevant classes.

**Question:** *What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)*

Are students demonstrating awareness, understanding, and appreciation of other cultures in the context of coursework that is part of the majors in the Department of ISML? (taken from ISML Student Outcome #1)

### **Methodology:**

1. **OBJECT\*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?* Members of the department will collect papers from assignments related to cultural competency and fieldwork experience for EDUC 425B (ESL Methods, Curriculum, and Assessment, Part 2), GMC 270 (Mission of God), GMC 280 (Missional Leadership), GMC 290 (Cross-Cultural Perspectives), and GMC 490 (World and Intercultural Studies Capstone Experience) according to the rubric that is attached here. This rubric scores students on whether or not they show evidence in their written assignment submissions for cultural awareness, understanding, and appreciation.
  - a. *How does this data address the assessment question?* We will know from this data if our students are demonstrating (in written form) cultural awareness, understanding, and appreciation

i. *Include/attach a description/example of assessment tool to be used.*

2. *How will data be collected?* For courses with enrollments of under 10 students (EDUC 425B and GMC 490), final reflection papers for all students will be included in the assessment; for the GMC 270, 280, and 290 courses (with much larger enrollment), a sample of 5 papers will be chosen at random from the pool for a single assignment that relates to cultural competency.

**Analysis of Artifacts: PERFORMANCE CRITERIA\* - Discuss:**

- 1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* See attached rubric.
- 2) *How you will know if it is good (i.e. score required by % of students):* Our goal is that 95% or more of the students in these classes score at a "Proficient" level or above in measures of cultural awareness, understanding, and appreciation.

**Submitted by: Vicki Anderson, PhD**

**Date: Sept 30, 2016**

**Reviewed by the Assessment Committee (Date): 10/14/16**

**Department Chair notified of approval or additional action needed: 11/22/16 - APPROVED - Revisions made. 10/14/16 - revisions needed as noted below:**

**Matrix**

1. **Artifacts for the GEN ED assessment are being collected for COMMUNICATION in SPAN 102, CHN 102 & ASL 102 but communication is not marked on the matrix as an outcome for these classes. Also - note on the matrix, in the GEN ED section that artifacts are being collected from these classes.**

2. **Department plan: approved**

3. **Department rubric: needs clarification. Specific descriptions that differentiate between "Ambiguous" "Limited or incomplete" "Basic expression" "Well-defined" and "Insightful, reflective" need to be included so that scorers have criteria to base scoring on. As is, the scoring would be very subjective.**