**#2. Executive Summary: Undergraduate Program Assessment: Student Outcomes**

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

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| **Department:** **Intercultural Studies and Modern Languages Date: 5/15/2015** |
| **Members involved with analysis of artifacts:** **Julie Johnston, John Mehl, Vicki Anderson** |
| **See #1 Undergraduate Program Assessment Plan: Student Outcomes for:** *a) Student Outcome; b) Background; c) Question(s); d) Methodology* |
| **Analysis of artifacts:**  *1).* ***PERFORMANCE CRITERIA****\* - How was data analyzed? (attach rubrics/scoring tools if used).* Reflections completed by departmental majors from GMC 490, EDUC 490, and EDUC 425B (all courses requiring fieldwork in a cross-cultural context) were analyzed according to the attached rubric for how well the student fulfilled Student Outcome #1 "Students demonstrate awareness, understanding, and appreciation of other cutures" |
| **Summary of RESULTS\*:**  *1). Restate the assessment question(s) (from the Assessment plan):*  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?    *2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.*  Because of a dip in the number of upperclassman who are currently majors in the Department Intercultural Studies and Modern Languages, this semester we only had very few students (4) who participated in one of the capstone-type classes mentioned in the Performance Criteria section above, all of them in EDUC 425B (ESL Methods, Curriculum, and Assessment, part 2); of these students, only of them actually completed her fieldwork experience during the semester and completed the reflection. (Two others deferred their fieldwork experience because they will be teaching ESL during the summer, and one completed her fieldwork but not her reflection. The student who did complete the reflection scored a “4,” “Proficient” on the scoring rubric for cultural awareness, sensitivity, and appreciation.) This lack of data creates a real problem for our department as we strive to make data-driven modifications to our courses.  *3).* ***INTERPRETATION****\* - Discuss how the results answer the assessment question(s).*  We felt that, while it was informative to see how this single student responded to the cultural awareness questions, we really do not have enough data to work with to determine whether our classes are helping students fulfill this particular outcome. |
| **Sharing of Results:**  *When were results shared? Dates?* The issue of lack of data to analyze was discussed at a departmental meeting on 5/12/2015  *How were the results shared? (i.e. met as a department)* in a department meeting 5/12/2015  *Who were results shared with? (List names)* Julie Johnston-Hermann, John Mehl, Jerry Pfabe, Ling-Yi Shao, Matt Myers, Vicki Anderson |
| **Discussion of Results –ACTION\*- Summarize your conclusions including:**  *1.How will what the department learned from the assessment POTENTIALLY impact the teaching/learning process in your department starting the next academic year?*  We have already moved forward with our plan to tighten the requirement for cultural reflection in the courses that were mentioned in the Performance Criteria section above, but we will also expand the range of courses that will require a cultural reflection assignment to include courses that are taken by non-majors as well as majors, underclassmen as well as upperclassmen. For the 2015-2016 school year, these courses will be GMC 290, GMC 490, SPAN 341, SPAN 342, EDUC 425B, and EDUC 490.  *2. How will the program POTENTIALLY use the results to improve student achievement of the learning outcome in the next academic year?*  Cultural awareness, understanding, and appreciation are an important outcome of the courses offered in our department’s programs, and the results from this assessment show us that we need to expand the number of courses in which these attitudes are assessed to include courses that are not capstone courses.  *3.* **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the* **ACTION\*** (i.e. an additional staff person, new equipment, additional sections of a course). Not applicable. |
| ***If action is taken – it is recommended that the same plan be used for a second assessment cycle.***  **FEEDBACK\* - Reassess outcomes if ACTION\* has been taken.** In our January 2015 assessment, we decided to modify our reflection prompts to ensure that students have an opportunity to reflect on and express cultural awareness, understanding, and sensitivity. We changed our prompts, but only had one student who completed a reflection from a capstone course. We hope to be able to have more implementation of the cultural awareness/understanding/sensitivity prompts in the fall semester. |
| ***What assessment questions related to the learning outcome would the program like to investigate in the future?*** Are all of the courses indicated above promoting cultural awareness, understanding, and sensitivity? To what degree of success? |
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| **Submitted by:** **Vicki Anderson** |
| **Reviewed by the Assessment Committee (date): 7/15** |
| **Department Chair notified/additional action needed: na Date posted to Assessment site: 7/15** |