**#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:** **1/9/2015** |
| **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.*  Upon a closer look at the summative reflection papers we gathered from the various classes, we realized that, although students mentioned culture in their responses, they did not necessarily do so in sufficient length or with sufficient depth for us to analyze their awareness, understanding, and appreciation of the culture(s) with which they engaged during their fieldwork experiences. We determined that the summative reflection papers are indeed the most appropriate assignments to analyze for cultural awareness, understanding, and appreciation, but that we had not sufficiently prompted students in those assignments to reflect on that part of their growth and attitude shift as a result of their experiences.  *3).* ***INTERPRETATION****\* - Discuss how the results answer the assessment question(s).*  We felt that our results did not directly answer the assessment question. |
| **Sharing of Results:**  *When were results shared? Date:* Results have been shared by e-mail (1/15) and will be shared to adjuncts as well on 1/30  *How were the results shared? (i.e. met as a department)* in a department meeting 1/30/15  *Who were results shared with? (List names):* Julie Johnston, John Mehl, Matt Meyers, Jerry Pfabe, Ling-Yi Shao, David Subiabre, Amy Royuk |
| **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 plan to tighten the format of our reflection papers for each course so that students are strongly prompted to reflect on their cultural awareness, understanding, and appreciation. We will also ascertain that there is a similar assignment that accomplishes the same goal in the other major program, Spanish.  *2. How will the program POTENTIALLY use the results to improve student achievement of the learning outcome in the next academic year?*  Cultural reflection is an important component of a successful cross-cultural experience, and we realize that we need to be more explicit about prompting students to engage in this and express their awareness, understanding, and appreciation in a more overt manner than we have. We are using these assessment results to modify the reflection assignments in the courses which utilize them. |
| ***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.** |
| ***What assessment questions related to the learning outcome would the program like to investigate in the future?*** **Do departmental minors and non-majors also demonstrate cultural awareness, understanding, and appreciation after they have completed the fieldwork courses? Are there other courses in the department (besides the fieldwork courses) which result in greater cultural awareness, understanding, and appreciation?** |
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| **Submitted by:** **Vicki Anderson** |
| **Reviewed by the Assessment Committee (date): 2/2/15** |
| **Department Chair notified/additional action needed: na Date posted to Assessment site: 2/2/15** |