

#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, 2017

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 cultural competence in communication, relationship, and service, and we feel that it is important to monitor students' developing intercultural proficiency. Last year we collected data in the spring semester to analyze this outcome--spring semester is the time in which three relevant classes were being offered in the department--and we realized that students are only scoring as "Appropriate" in regards to cultural understanding and appreciation (although they are scoring as "Proficient" in regards to cultural awareness). We would like student mean scores to be "Proficient" for cultural understanding and appreciation, in addition to cultural awareness. For the last two academic years, we have experimented with how to reformulate specific assignments that can be used to assess cultural awareness, understanding, and appreciation in relevant classes. This year we recognize that we need to take one more step back if we are to gain a better picture of not just what students are expressing in their assignments in regards to cultural competence, but what is being gained in cultural competence in the classes as well. This has prompted us as a department to embark on a project with a larger scope which reviews aspects of department courses to see where components of cultural competence are addressed in various courses, and to monitor students' growth in cultural competence as a result of department courses.

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 experiencing an increase in awareness, understanding, and appreciation of other cultures as a result of coursework that is offered in the Department of ISML? (taken from ISML Student Outcome #1) Given the findings and the distributions, in which courses should the department focus its energies in order to make curricular changes that will hopefully lead to more proficiency for students (as evidenced in more mean scores in the "Proficient" range) for cultural awareness, appreciation, and understanding?

Methodology:

1. **OBJECT*** - *What data (i.e. artifact, exam score, detailed description of assignment) will be collected?*

The data will consist of scores collected from students' self-reports of their levels of cultural awareness, understanding, and appreciation.

During the fall semester, the members of the department will engage in a preparatory phase in which they will work together to...

- 1) conduct a review of all ISML courses (including language courses) for cultural competence components contained in each class connected to cultural awareness, understanding, and appreciation, alongside intentional exploration of current research on the teaching of cultural competence components in modern language and intercultural studies courses, and
- 2) engage in exploration of current research on cultural competence, and from it develop an instrument (probably as a classroom assignment or in-class activity in rubric form) to measure (self-reported) levels of student cultural awareness, understanding, and appreciation near the beginning and end of each ISML Department course, including language courses.

In the spring semester, the members of the department will implement the instrument in each of the ISML Department's courses, then collect and analyze the results in May. These results will then inform development of a plan to extend the teaching of cultural competence (awareness, understanding, and appreciation) through all of the department's programs by inserting intentional teaching of cultural competence components into ISML department courses.

- a. *How does this data address the assessment question?* This data will help us know if our students report an increase in cultural awareness, understanding, and appreciation as a result of taking specific courses and will help us know the levels of cultural proficiency at which students are rating themselves.
 - i. *Include/attach a description/example of assessment tool to be used.*

2. *How will data be collected?* The developed instrument will be administered to students in all spring semester courses offered with the department, once near the beginning of each course and once near the end. Individual student results will be collected and recorded so that analysis of scores can be done at the department, program, and individual course levels.

Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss:

- 1) *How the artifacts will be analyzed (attach rubrics/scoring tools if used):* The instrument to assess students' growth in cultural awareness, understanding, and appreciation will be completed in the fall semester. Once it is administered (twice for each course), individual student scores will be compiled and analyzed together at the department, program, and individual course levels.

2) *How you will know if it is good (i.e. score required by % of students):* We will have more certainty that courses are addressing cultural awareness, understanding, and appreciation adequately if students report growth in those areas (if scores from the second implementation of the instrument are higher than from the first implementation of the instrument during the spring semester); our ultimate goal is that 95% or more of the students in these classes will report that they have attained a "Proficient" level or above in cultural awareness, understanding, and appreciation.

Submitted by: Vicki Anderson, PhD

Date: October 10, 2017

Reviewed by the Assessment Committee (Date): 10/18/17

Department Chair notified of approval or additional action needed: na