

#2. 2017 – 18 Executive Summary: Undergraduate Program Assessment: Student Outcomes

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

Department: Intercultural Studies and Modern Languages	Date: 6-12-18
Members involved with analysis of artifacts: John Mehl, Julie Johnston Hermann, Vicki Anderson	
See #1 Undergraduate Program Assessment Plan: Student Outcomes for: a) <i>Student Outcome</i> ; b) <i>Background</i> ; c) <i>Question(s)</i> ; d) <i>Methodology</i>	
Analysis of artifacts: 1). PERFORMANCE CRITERIA * - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i>	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> "How can we best quantify cultural awareness, understanding and appreciation in a way in which it can be measured in student assignments? In which courses (and in what aspects of those courses) can we measure student growth in cultural awareness, understanding, and appreciation?" For the last several academic years, we have experimented with how to reformulate specific assignments and rubrics that can be used to assess cultural awareness, understanding, and appreciation in relevant classes, but we have not felt that we have had consistent outcomes in which individual students' degree of cultural awareness, understanding, and appreciation was demonstrated in the assessed assignments. This year we recognized that we needed 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. 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> This year we did not make any changes to assignments in the courses in which student artifacts have been analyzed in the past three years (EDUC 425, GMC 270, and GMC 490). However, through discussion, fact-finding, informally surveying students, etc., we realized the positive impact on cultural competence that students experience when they are actively involved in activities WITH members of the other culture, outside the classroom. We recognize, however, from the last years of experimenting with assessment instruments and assignments that it is a real challenge to create a platform within the class assignment framework for students to express this growth in cultural competence. 3). INTERPRETATION * - <i>Discuss how the results answer the assessment question(s).</i> We were not able at this time to definitively answer our assessment questions. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i>	
Sharing of Results: <i>When were results shared? Date:</i> 6-15-18 <i>How were the results shared? (i.e. met as a department)</i> e-mail <i>Who were results shared with? (List names):</i> Jerry Pfabe, Amy Royuk, John Mehl, Julie Johnston Hermann, Josephine Chiu, Margie Propp, Peggy Williams, Kim Davis, Ben Sparks, Matt Myers	
Discussion of Results –Summarize your conclusions including: 1. ACTION *- <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> b. <i>Assignment/course:</i> c. <i>Program:</i> We will continue to investigate measurable characteristics of cultural competence and consider how to design experiences outside the classroom to enhance cultural competence for various	

classes.

d. *Assessment:* We will continue to work to develop measures of cultural competence that work for our classes and our particular students' experiences.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?*

Courses will have enhanced opportunities for students to gain cultural competence.

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).* none

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? How does cultural competence connect to student retention in our programs?

Submitted by: Vicki Anderson
6/18/18

Reviewed by the Assessment Committee (date):

Department Chair notified/additional action needed: na

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Approved & Posted to Assessment site: 7/1/18