Course Assessment– Part B: Your Results & Analysis   #157

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COMM 140 – Introduction to Intercultural Communication – Diane Uto – Fall – 2016

Part B: Your Results
Directions
1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. *

Method 1, Cultural Collages: All students who completed this assignment (18 total) earned a C or above on this assignment for examining their own cultural influences/perspectives/behaviors. Most earned an A or a B.

Method 2, Qualitative Interviews: All students who completed this assignment (20 total) earned a C or above on this assignment for identifying, meeting with, and interviewing a person who had experienced an intercultural interaction that portrayed "different" culturally–embedded behavior. Most earned an A or a B.

Method 3, Research Projects: All students who completed this assignment (20 total) earned a C or above on this assignment for researching other cultures around the world, exploring historical influences, cultural practices, current economic/political/social issues, and examining cultural representation in film. Most earned an A or a B.

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All students actively participated in in–class activities (including simulations and role plays) attempting to adopt new cultural behaviors, attitudes and characteristics of "others."

Outcome #1 *	Understand the impact of cultural filters and culturally–based assumptions and how they impact communication, perceptions and behaviors.
% of students who successfully achieved the outcome (C or above) *	79%
Outcome #2 *	Recognize the cultural and historical bases of difference and the concept of "other."
% of students who successfully achieved the outcome (C or above) *	83%
Outcome #3 *	Demonstrate respect and sensitivity for cultural diversity and values and beliefs that differ from their own.
% of students who successfully achieved the outcome (C or above) *	83%
ANALYSIS 3. What contributed to student success and/or lack of success? *	It's always a challenge to find ways to motivate certain students to complete all assignments. The coursework is selected and blended in a way that yields "teachable moments," and reinforces the theories, concepts and principles of the discipline. Without completing the work, some students leave the course with a gap in their learning. It seems some students tend to lose momentum half way through the term, which is probably not uncommon in any online course.

4. Helping students to realistically self–assess and reflect on their understanding and progress encourages students

to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. *

Based on the qualitative discussions held in class, most students gained a significant understanding in their outcome-based learning in this course. This aligns with my interpretation of student achievement, above. There appeared to be an increased recognition of their own cultural filters, how they were formed, and the limitations they pose, as well as an increased awareness of how and why others may differ from themselves, based on a variety of factors. Student responses to the instructor-generated questions #6 reinforce that. My conclusion is that the results in both sets of data compare well and arrive at similar findings.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	In 2014 when this course underwent the Course Assessment process, I identified two components I would like to add. These components have not yet been integrated into the course, but remain priorities: (1) guest speakers who have intercultural experience or are representative of another culture; and (2) diversity training, but I hope will come out of the college's plan in this area.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? *	No additional resources would be required for the guest speaker component, unless an invited guest requested a small stipend which I would not expect. The diversity training component may require some staff time (classroom visits) from administrative personnel charged with the college-wide diversity program. Neither recommendation would have any major budget implications.

8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? *

My assessment methods give me a good idea whether students leave the course with the outcome-based learning desired. Unlike Math or similar disciplines, there are no right or wrong answers. How students examine their own lives and apply the information they learn in class to is largely subjective. Assessing the coursework requires me to apply a blend of subjectivity and objectivity, allowing for individual student interpretation as well as application of specific principles and concepts of intercultural communication. Overall, my assessment methods are accurate indicators of student learning, based on that blended assessment approach.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

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