

# Course Assessment– Part B: Your Results & Analysis

#411

Your Email \*

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## 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. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

Method 1, Cultural Collages: All students who completed this assignment (6 total) earned a C or above on this assignment for examining their own cultural influences/perspectives/behaviors. Most earned an A.

Method 2, Qualitative Interviews: All students who completed this assignment (6 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.

Method 3, Research Projects: All students who completed this assignment (6 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.

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) \*

100

### 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) \*

100

### 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) \*

100

### ANALYSIS

3. What contributed to student success and/or lack of success? \*

Surprisingly enough, this very small group (6), compared to the 20+ last year, bonded in class and worked cooperatively to understand and apply the concepts and principles of intercultural communication. They were particularly struck by the impact of ethnocentrism and how it creates a blind spot in our learning and our curiosity. Their work reflected a comprehension of the challenges people experience in cross-cultural interaction, but also an acceptance and a willingness to adapt as needed

to accommodate and work through these challenges. I was proud of them.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare 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 (only one quantitative response was submitted), 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. Only one of the six students completed the survey. She is a mature and thoughtful person who, based on her responses after taking the course, gained a deeper understanding of intercultural communication.

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.)? \*

While the guest speaker component (listed as a goal in the 2016 assessment) did not occur this year, we did add a new highlight -- an international buffet -- that was part of a module on cultural cuisine and the importance of food as a central focus of people around the world. A couple of the students (male) had their mothers prepare their dishes, so I guess you could say we had guests present through their food.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

None. I'd still like to incorporate the college's diversity program, but I am unclear as to its status.

8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

As noted above, the international buffet was a fun and experiential way to underscore the important role food plays in most cultures. This was most relevant to the second and third outcomes: recognize the cultural and historical bases of difference and the concept of "other" and demonstrate respect and sensitivity for cultural diversity and values and beliefs that differ from their own.

9. Describe how you explain information about course outcomes and their relevance to your students.

I explain course outcomes in real-life terms so students can relate to them and see how they can apply the concepts and principles to their cross-cultural relationships and encounters.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

1. CLO#1 - Communication - "Sources and Evidence" and/or "Organization and Presentation" Students researched and cited sources in the Country Profile assignment, examining cultural, familial, social, religious, and culinary practices of people in various countries around the world. They also researched the cuisine of their chosen culture for the international buffet.

2. CLO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" N/A

3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") In addition to the Country Profile cited in CLO #1 above, students also conducted interviews of people who had traveled internationally and experienced a variety of cultural occurrences, learning how these people expanded their curiosity and increased their awareness and knowledge of cultural differences. Students also researched the cuisine of their chosen culture for the international buffet.

4. CLO#5 – Community and Environmental Responsibility – "Understanding Global Systems and/or "Applying Knowledge to Contemporary Global Contexts" N/A

Created <b>27 Dec 2019</b> 8:57:30 AM	
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