

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#563

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

COMM 140- Introduction to Intercultural Communication- Diane Uto- Fall 2022

**\* 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. Of those that completed the assignment most 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. Of those that completed the assignment most 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. Of those that completed the assignment most most earned an A.

**\* 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)**

82

**\* 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)**

82

**\* 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)**

82

---

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

---

A high percentage of this group of 27 was deeply committed to learning about cross-cultural communication. They diligently completed all assignments and took advantage of supplemental educational materials, as well as impromptu activities and exercises. The remaining few (5) did not appear to connect with the subject matter early on. Efforts to encourage them were not successful; they started the course slow and never caught up, despite continued contact. Many cited work commitments, others illness and/or family and personal matters.

**\* 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.**

---

Though a relatively small number of students responded to the survey, those that did confirmed they gained a greater understanding of the subject matter, after having completed the course. This compares well with my own assessment of the growth and learning the majority of the class demonstrated through their work and commitment.

**\* 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.)?**

---

This course was converted to online a few years ago, so we no longer are able to hold our international buffet in class; however, it would be fun to have each student prepare an international dish (serve to their family and/or friends), as part of their Country Profile assignment. We also aren't able to invite guest speakers in an online course; however, I can record an interview with a guest speaker and post it for students to view.

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

---

None

**\* 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.**

---

N/A

**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 Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

---

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