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COMM140- Introduction to Intercultural Communication- Diane Uto- Part B- Fall 2025

*** 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 (14 total) earned a C or above on this assignment for examining their own cultural influences/perspectives/behaviors. Of those that completed the assignment most earned an A.

Method 2, Qualitative Interviews: All students who completed this assignment (16 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 (16 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**

90% achieve a level of in-depth exploration of self in cultural collages; constructive online discussions and lived experiences placing students in the role of "other."

*** % of students who successfully achieved the outcome (C or above)**

100

*** Outcome #2**

80% record thorough and descriptive responses of person interviewed, exploring cultural filters that impact communication; constructive online discussion of lived experiences and what it means to understand the varying influences in another's life.

*** % of students who successfully achieved the outcome (C or above)**

100

*** Outcome #3**

80% produce high quality research with respected sources, critical evaluation of findings and analysis of material, well-written reports, proficient delivery with supporting visuals.

*** % of students who successfully achieved the outcome (C or above)**

100

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

A high percentage of this group of 16 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. One of these students later fell behind in the course and never caught up. efforts to encourage them were not successful.

*** 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.**

Half the students responded to the survey, confirming they had 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.)?**

I made two suggestions last time this course was reviewed. While they have not so far been implemented, they are worth repeating: 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. I will work to add one or both in the next academic year.

A couple of additional suggestions are:

Cultural Norm Research: Investigate specific norms (personal space, conversation topics) in a target culture, comparing them to their own.

Theme Development: Develop a paper or presentation on a core course theme (e.g., high/low context, social heirarchy) and link it to real-world examples, other media, or their own culture.

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: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Assumptions"

ILO#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.

ILO#2 - Critical Thinking/Problem Solving - N/A

ILO#3 - Quantitative Literacy - N/A

ILO#4 - Intercultural Knowledge and Competence - "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 ILO #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. ILO#5 - Community and Environmental Responsibility - N/A