

SLO: GEV4: Respect for Diverse Cultures and Perspectives - Introductory

ID 1225 - Critical Issues and Values of Contemporary Health

Semester: FALL 2013

REPORT DATE: 1/9/2014

Diversity is assessed on a student writing prompt in ID 1225 Critical Values & Issues of Contemporary Health, using the ACC&U Intercultural Knowledge and Competence rubric criteria.

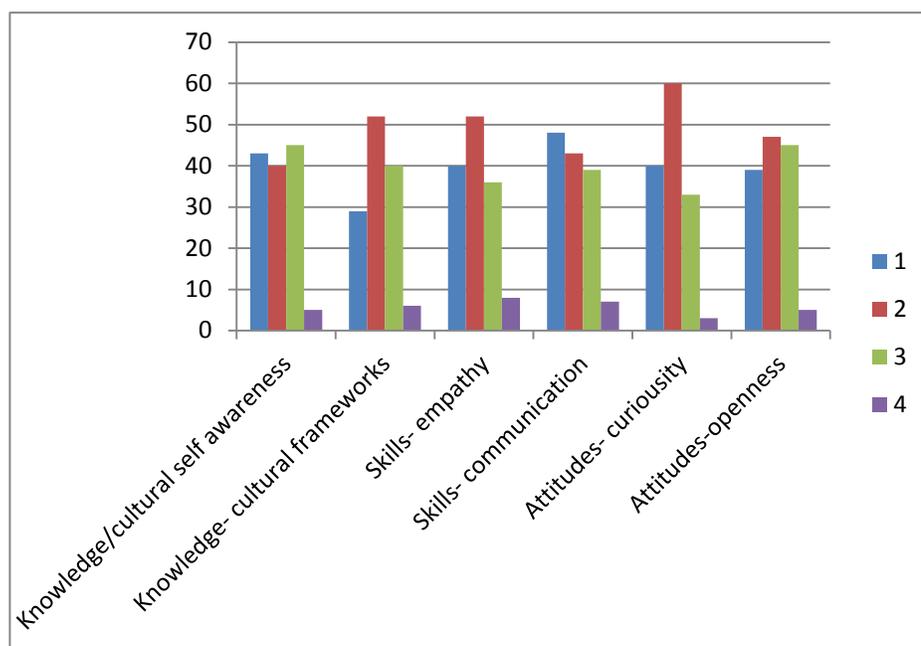
Number of students: 137

Number of sections: 6

Mean scores overall:

Distribution of Scores

Category	Score
Knowledge/cultural self awareness	2.0
Knowledge-cultural frameworks	2.0
Skills- empathy	2.1
Skills-communication	2.0
Attitudes- curiosity	2.0
Attitudes- openness	2.1



Distribution of Scores:

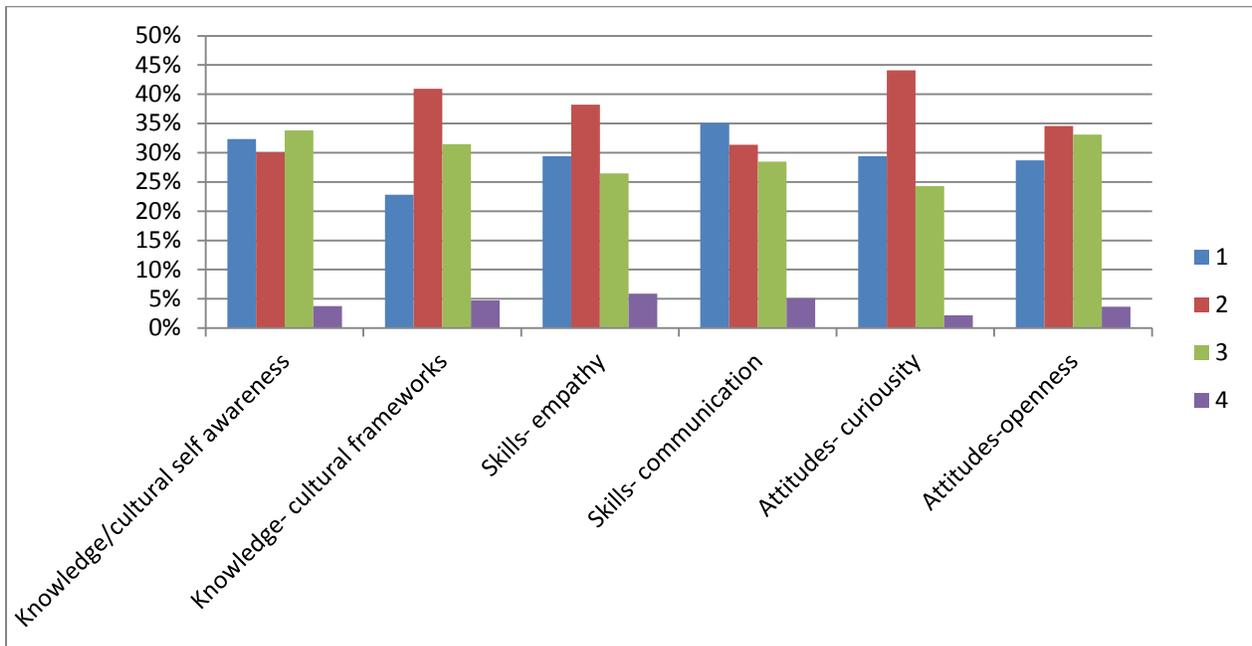
Frequency by score

	Knowledge/cultural self-awareness	Knowledge-cultural frameworks	Skills-empathy	Skills-communication	Attitudes-curiosity	Attitudes-openness
1	43	29	40	48	40	39
2	40	52	52	43	60	47
3	45	40	36	39	33	45
4	5	6	8	7	3	5
total	133	127	136	137	136	136

Percentage by score

	Knowledge/ cultural self- awareness	Knowledge- cultural frameworks	Skills- empathy	Skills- communication	Attitudes- curiosity	Attitudes- openness
1	32%	23%	29%	35%	29%	29%
2	30%	41%	38%	31%	44%	35%
3	34%	31%	26%	28%	24%	33%
4	4%	5%	6%	5%	2%	4%

Percentage Distribution



Analysis

137 students from six ID1225 sections were assessed using the ACC&U Intercultural Knowledge and Competence rubric. Based on their performance on a writing prompt, students were labeled as level 1 (basic level), level 2-3 (intermediate - milestone) and level 4 (advanced - capstone level, exceed expectation). Students are considered to be meeting expectations if they reach levels 2-3. Among six diversity dimensions being measured, students performed the lowest on the Attitudes-Curiosity, for which 73% (29% level 1 and 44% level 2) failed to meet the expectation that they should be able to “ask deeper questions about other cultures and seeks out answers to these questions.” The second lowest performance falls on Skills of Communication, where the student “recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.” 66% of the 137 students only reached level 1 or level 2 on this dimensions.

Students performed the best on Knowledge/Cultural Self-awareness and Attitudes-Openness. 38% and 37% of the students met expectations (level 3) or exceed expectations (level 4). Compared with other diversity dimensions, Kean students are better at “recognizing new perspectives about their own culture rules and biases,” and “initiating and developing interactions with culturally different others, begins to suspend judgment in valuing her/his interactions with culturally different others.”

Significant correlations ($P < .001$) were found among all six dimensions. Students ranked on a higher level in one dimension are also high on the other five dimensions, indicating close interrelationships between the 6 diversity categories. In order to improve students’ diversity skills (as defined as intercultural knowledge and competence), perspectives and understanding, comprehensive practices addressing all 6 dimensions need to be introduced to class and co-curriculum activities with an emphasis on encouraging students to ask questions and learn about different cultures and have frequent and deep culture differences communications with those with different cultural background. This is especially important to us given Kean’s commitment to globalization and our new additional instructional site in China. We are committed to our students having a strong global outlook after their time at Kean. But we also need to extend our assessment of ‘Diversity’ to Diversity in all its forms. We also note, however, that our expectations in this SLO are higher than in other SLOs. Whereas we may expect first year students to achieve at the 1-2 level elsewhere, here we were seeking 2-3 – a more intermediate level. We do not wish to ‘reduce standards’ but we should consider ensuring that this SLO is followed-through longitudinally so that we have more of a developmental approach – beginning with a benchmark standard and following through to the expectation of capstone levels.

Discussion/Action/Closing the Loop: (need improvement)

Based on a review of the data the students’ scores in this pilot indicated that in general student awareness in all areas reflect basic to moderate competence levels related to intercultural competence and awareness. As the data also indicated, the students scored best in Attitudes –Openness and Knowledge/ Culture Self Awareness and the lowest in the areas of Attitudes –Curiosity and Skills of communication. Starting in Fall 2014 we want to expand the assessment to all ID 1225 classes. Based on the pilot results, we will initiate a number of activities to close the gap among the areas assessed and work towards raising the overall level of intercultural knowledge and competency of students. The Health Education faculty plan to take several actions for implementation for Fall 2014.

1. The course outline for ID 1225 will be revised during Spring 2014 semester to bring the outline into alignment with the current global health perspective. Currently cultural issues are generally addressed in one or two chapters/sessions rather than using an integrated approach across all topic areas. This should strengthen overall intercultural awareness but support increases in attitudes-curiosity and skills of communication.
2. Course syllabi will be reviewed to ensure that topics related to cultural awareness with a focus on Intercultural Knowledge and Competence are being covered consistently across all sections and that appropriate assignments are provided to re-enforce competence.
3. Textbooks will be assessed to ensure comprehensiveness and uniformity of the information provided. A preliminary review of the textbooks used for the class reveal that the books have only

limited focus on diversity and cross cultural health issues. One textbook will be identified for sections of the class.

4. The creation of a common assignment for all sections that focuses on strengthening students' intercultural knowledge and competence with an emphasis on developing to interactions with other cultures will be initiated for implementation for the Fall 2014 semester.
5. Additional supports will be provided for faculty as we expand the assessment process to all ID 1225 sections that will include additional faculty training use of the rubric for assessment, and to discuss common course requirements. This initiative will support greater accuracy and consistency across faculty as we expand the assessment process.

In addition, we will expand our assessment of Diversity longitudinally and in terms of our definition. ID1225 will continue to be an excellent means of assessing Diversity as intercultural competence, but we aim to build a new rubric for Diversity using a broadened definition of what Diversity can mean in a contemporary university. After the GE evaluation, we will aim to have this new approach to Diversity and new rubric operational by Fall 2014.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

For more information, please contact sales@acea.org



Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Barnett, J. M. 2008. Transformative Learning: Designing programs for culture learning. In *Contemporary Leadership and International Experience: Understanding and Addressing Cultural Diversity to Build Successful Organizations*, ed. M. A. Mookherjee, 95-110. Thousand Oaks, CA: Sage).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all and) level performance.

	4 Capstone	3 Milestone	2 Milestone	1 Benchmark
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (eg, seeking, complexity); aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description)	Recognizes new perspectives about own cultural rules and biases (eg, not looking for sameness; comfortable with the complexities that new perspectives offer)	Identifies own cultural rules and biases (eg, with a strong preference for those rules shared with own cultural group and seeks the same in others)	Shows limited awareness of own cultural rules and biases (over those shared with identifying possible cultural differences with others)
Knowledge <i>Knowledge of cultural tradition frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes individual and emotional dimensions of more than one worldview and sometimes sees more than one worldview in interactions.	Identifies components of other cultural worldviews	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (eg, demonstrates understanding of the degree to which people use physical context while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on these differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on these differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on these differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Cultural Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Supports judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to support judgment in valuing her/his interactions with culturally different others.	Expresses openness to meet, if not all interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.