# 

## Essential Studies Assessment

Intercultural Knowledge & Skills Fall 2023

### UND UNIVERSITYOF NORTH DAKOTA. LEADERS IN ACTION.



## **Assessing Essential Studies**

Intercultural Knowledge & Skills

**Training Overview** 

- 1. Review of UND Essential Studies (ES)
- 2. Review of ES Assessment process
- 3. Assessing Intercultural Knowledge & Skills
  - a. AAC&U Intercultural Knowledge & Competence VALUE Rubric overview
  - b. Understanding and using the Intercultural Knowledge
    & Competence VALUE Rubric
- 4. Reporting assessment results
- 5. Resources and Contact Information





## **UND Essential Studies**

## Essential Studies courses must focus on at least one of the 6 ES learning goals:

### **Critical Inquiry & Analysis**

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

### **Quantitative Reasoning**

Quantitative Reasoning is competency and comfort in working with numerical data, using it to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, and to create and clearly communicate sophisticated arguments supported by quantitative evidence, such as by using words, tables, graphs, mathematical equations, etc., as appropriate.

#### Written Communication

Written Communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing text, data, and images.





## **UND Essential Studies**

### Continued

Essential Studies courses must focus on at least one of the 6 ES Learning Goals:

### **Oral Communication**

Oral communication involves a purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

#### Information Literacy

Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

#### Intercultural Knowledge & Skills

Intercultural knowledge and skills foster the capacity to meaningfully engage with the perspectives of people whose cultures and identities are different from one's own. To meaningfully engage with others' perspectives, one must be aware of how those perspectives are shaped by larger social structures, by issues of contemporary importance, and by issues that arise in global society.



## ES Learning Goals' Assessment

• Each Learning Goal is assessed every **3 years** 

| Fall 2023   | Intercultural Knowledge & Skills |  |  |
|-------------|----------------------------------|--|--|
| Spring 2024 | Written Communication            |  |  |
| Fall 2024   | Critical Inquiry & Analysis      |  |  |
| Spring 2025 | Quantitative Reasoning           |  |  |
| Fall 2025   | Information Literacy             |  |  |
| Spring 2025 | Oral Communication               |  |  |

 ES course faculty are required to use the AAC&U VALUE Rubrics to evaluate each Learning Goal

### Intercultural Knowledge & Skills Rubric

#### INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 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 (cell one) level performance.

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





## Understanding and Using the Rubric

The rubric is designed to help students understand concisely what they are expected to know in relation to Intercultural Knowledge & Competence.

- Definition of Intercultural Knowledge and Competence
- Six aspects/categories that make up the Intercultural Knowledge & Competence construct
  - Cultural Self-Awareness
  - Knowledge of cultural worldview frameworks
  - Empathy
  - Verbal and nonverbal communication
  - Curiosity
  - Openness

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## Understanding and Using the Rubric

The rubric scores range from 1 (benchmark) to 4 (capstone)

- The scores are normalized based on national performance by students of the associated year of attendance.
  - A 1 for first-year students and a 3 or 4 for graduating students.
  - A zero indicates work that does not meet the minimum rating.





## Using the Rubric

Evaluate each student's work using the Intercultural Knowledge & Skills Rubric

- Use course assignment/project/etc. that you think will best demonstrate the student's ability to showcase the IKS criteria.
- Assign a score based on student performance (0-4) within each aspect/category





## **Reporting Results**

During finals week, you will receive a survey link to report your course(s) aggregate results from the Rubric:

- Identify course
- Identify course delivery method
  - Report data separately for on-campus/ online/ hybrid courses
- Describe the measure (artifact/exam/portfolio/project/etc.) used to evaluate this ES Goal
- Number of students evaluated

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## **Reporting Results**

- Report the **percentage of students** who performed at each level [0,1,2,3,4] for each aspect/category:
  - Knowledge
    - Cultural Self-Awareness
    - Knowledge of cultural worldview frameworks
  - Skills
    - Empathy
    - Verbal and nonverbal communication
  - Attitudes
    - Curiosity
    - Openness



## **Reporting Results**

- Report the **percentage of students** who performed at each level for the *outcome overall*. (Faculty perspective)
  - Did not meet benchmark level 1
  - Benchmark
  - Early Milestone
  - Advanced Milestone
  - Capstone
  - Total (100%)





## Then What?

Results will be aggregated from all Intercultural Knowledge & Skills courses (from Fall 2023)

Opportunities to discuss IKS results (Feb 2024?)

- 1. Debriefing Data presentation
- 2. Development Assignment Charette
  - a. How to include Intercultural Knowledge & Skills into your course



### Resources

- UND Essential Studies Website
  - https://und.edu/academics/essential-studies/
  - Click on Faculty Info
    - Goals
    - Validation/Revalidation information
    - Assessment
    - Syllabus Language
    - Course Development





### Contacts

### **Essential Studies Questions**

 Karyn Plumm, Vice Provost of Undergraduate Studies and Student Success & Director of Essential Studies

OR

- Contact your college's Essential Studies Committee representative

### **Essential Studies Assessment Questions**

- Karina Knutson, Assessment & Accreditation Specialist

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