

Essential Studies Learning Goal Assessment

Intercultural Knowledge & Skills Fall 2023

Intercultural Knowledge & Competence

- 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.
- Full AAC&U rubric is available on [ES Assessment website](#)
- Six rubric aspects:
 - Cultural Self-Awareness
 - Cultural Worldview Frameworks
 - Empathy
 - Verbal and nonverbal communication
 - Curiosity
 - Openness

Data Collection Processes

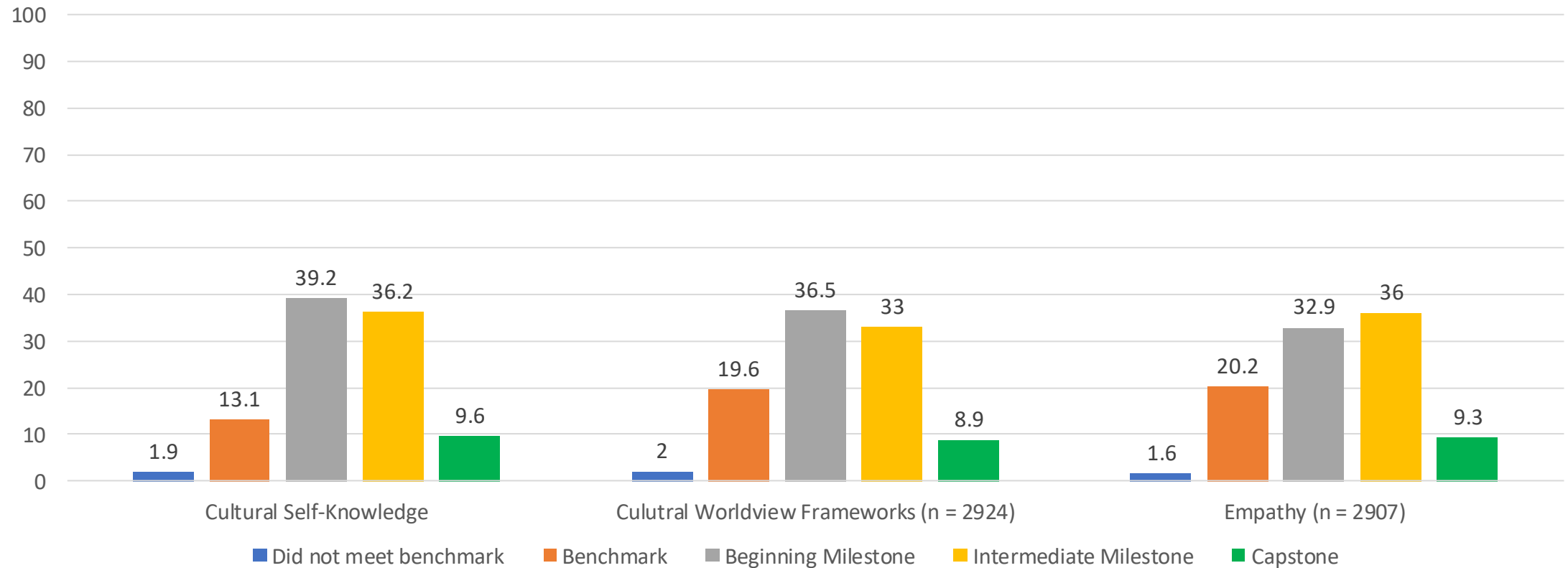
- All instructors teaching intercultural knowledge & skills-validated ES courses during Fall 2023 were asked to provide their assessment data for at least five rubric aspects at the end of the semester in which the course was taught. They were also asked to provide an overall perception of how they believe their students to be performing for intercultural knowledge and skills. They attended training or viewed the recorded session on how to use the rubric for assessment within their course prior to the course beginning.
- Some did not submit data
- Some data submitted did not include at least five rubrics aspects. All courses that included at least four were included in the data described.
 - Two reports included four aspects (included)
 - Three reports included only three aspects (not included)

Data Collection

- We collected 72 separate completed reports (at least four aspects included) for Fall 2023 that included a total of 2935 students from 7 different colleges.
- Fifty reports were from courses delivered in a traditional on campus or hybrid format and 22 reports were from courses delivered online either synchronously or asynchronously.
- Twelve reports were from upper-division courses (300 and 400) and 60 reports were from lower-division courses (100 and 200).

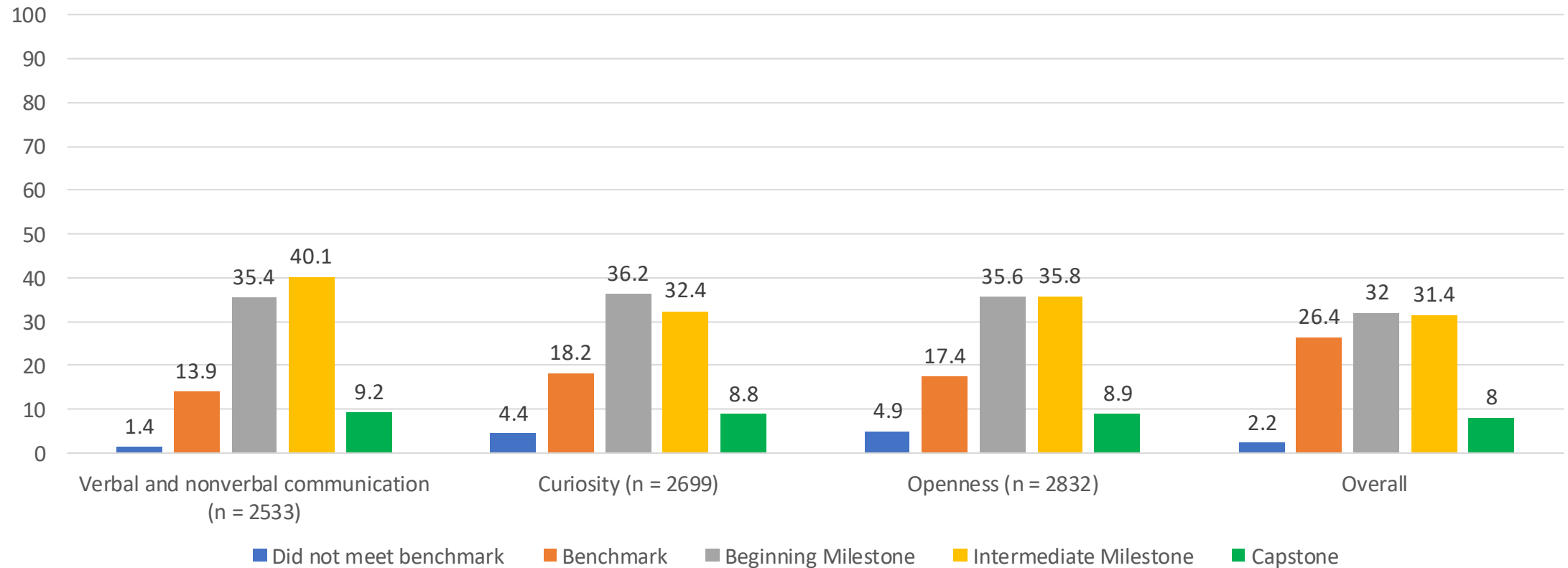
Intercultural Knowledge & Skills ES Assessment

Percent Reported for all Participants (N = 2935)



Intercultural Knowledge & Skills ES Assessment

Percent Reported for all Participants (N = 2935)

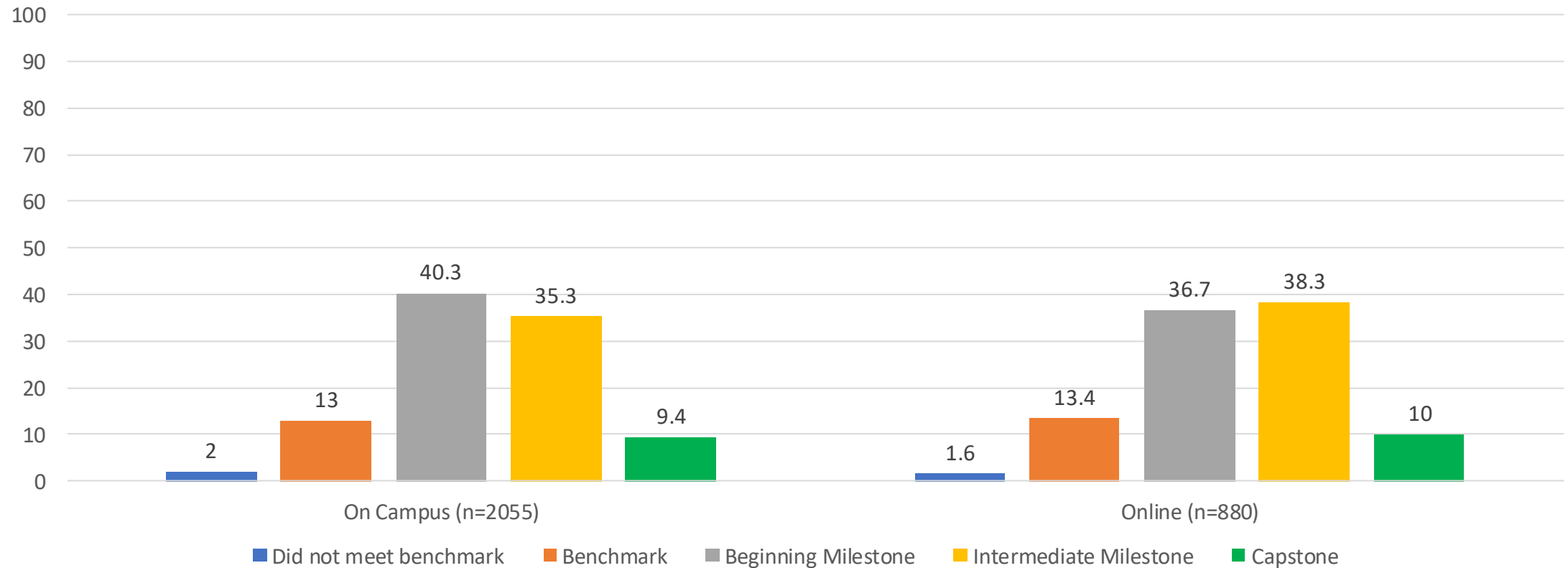


Overall Findings

- Overall, students did best with verbal and nonverbal communication.
 - Interestingly, this was the rubric aspect not measured by the most reports (n=14)
- Students struggled most with curiosity.
- Instructors' perceptions of the overall construct tended to be lower than what was reported.
 - They indicated the belief that more students were at the benchmark level than what was reported for any area.

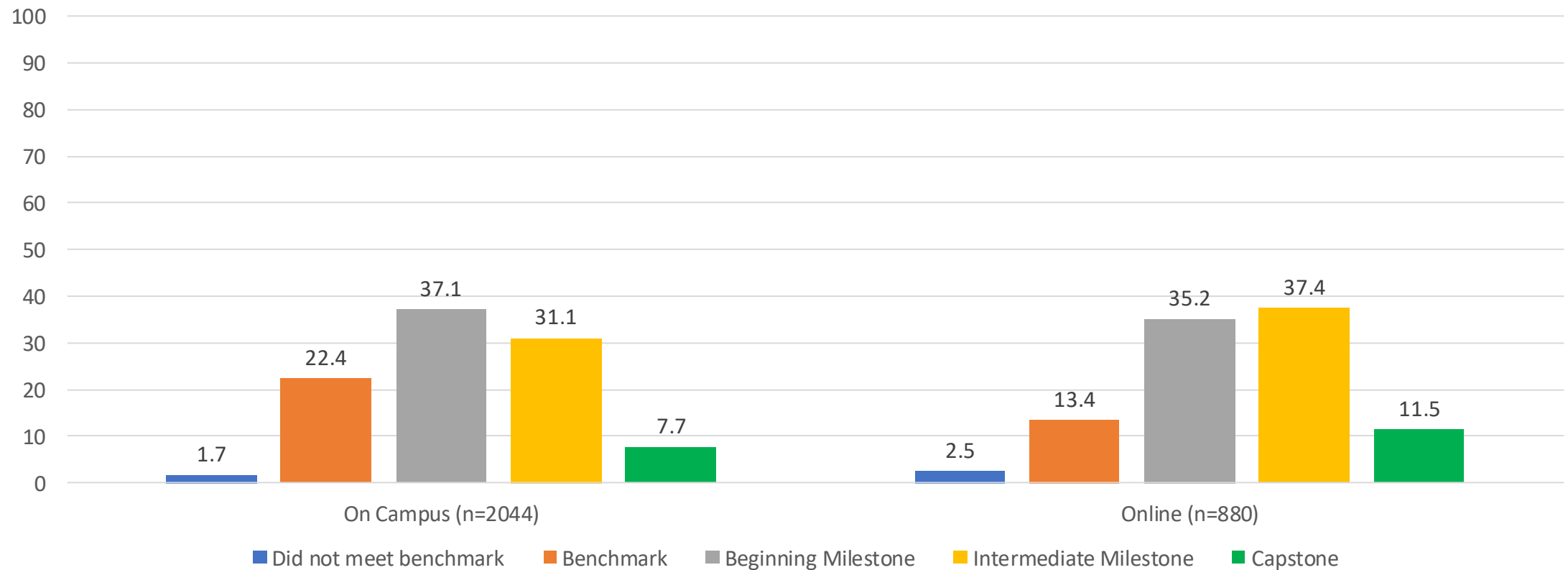
Cultural Self-Awareness: On Campus and Online

Percent Reported for all Participants (N = 2935)



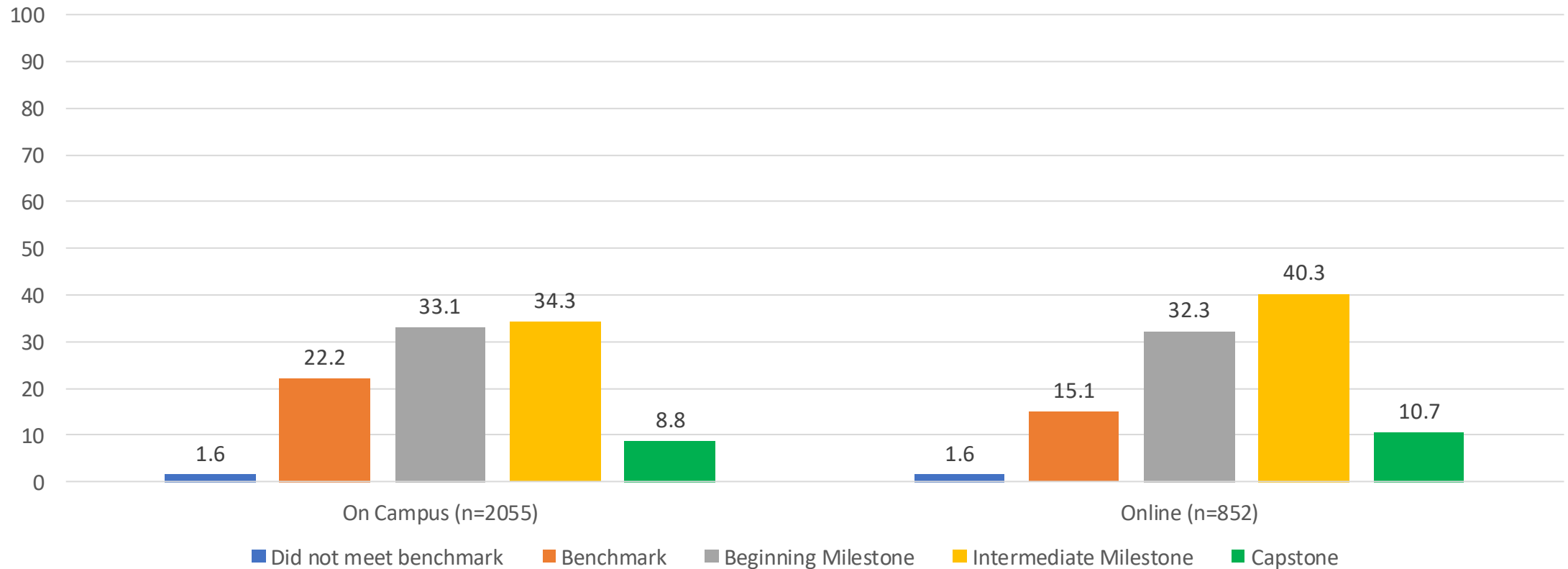
Cultural Worldview Frameworks: On Campus and Online

Percent Reported for all Participants (N = 2924)



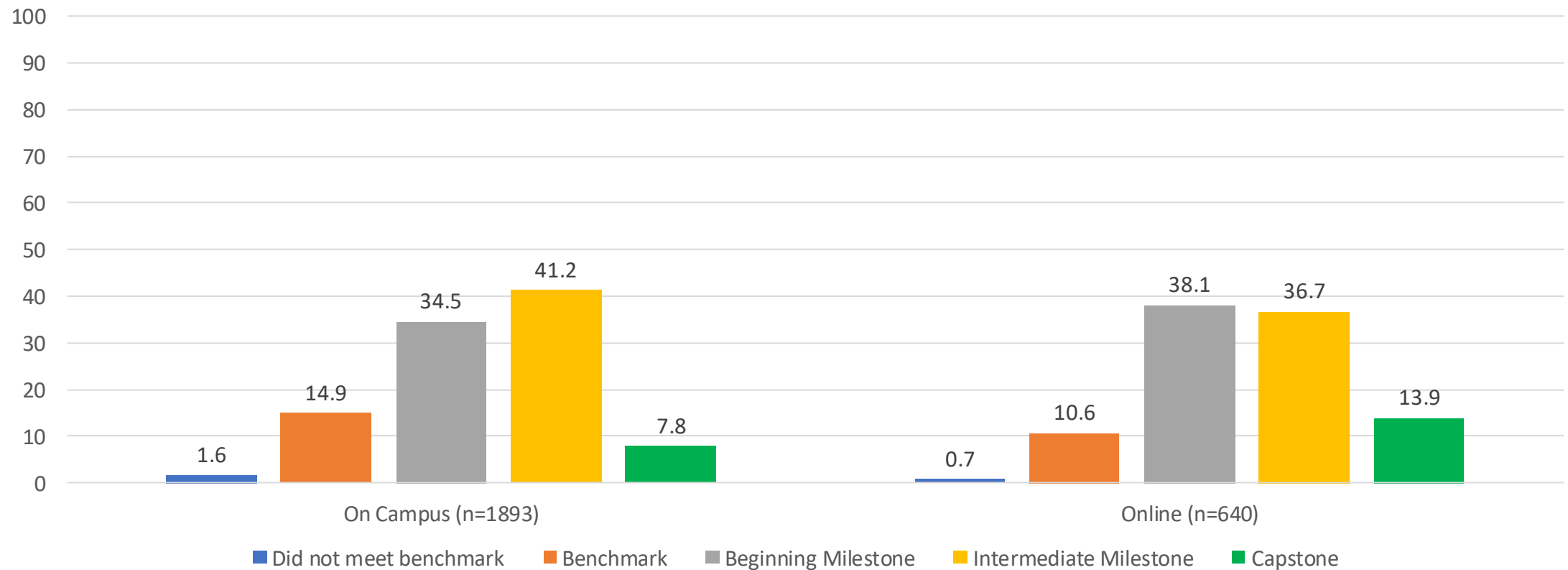
Empathy: On Campus and Online

Percent Reported for all Participants (N = 2907)



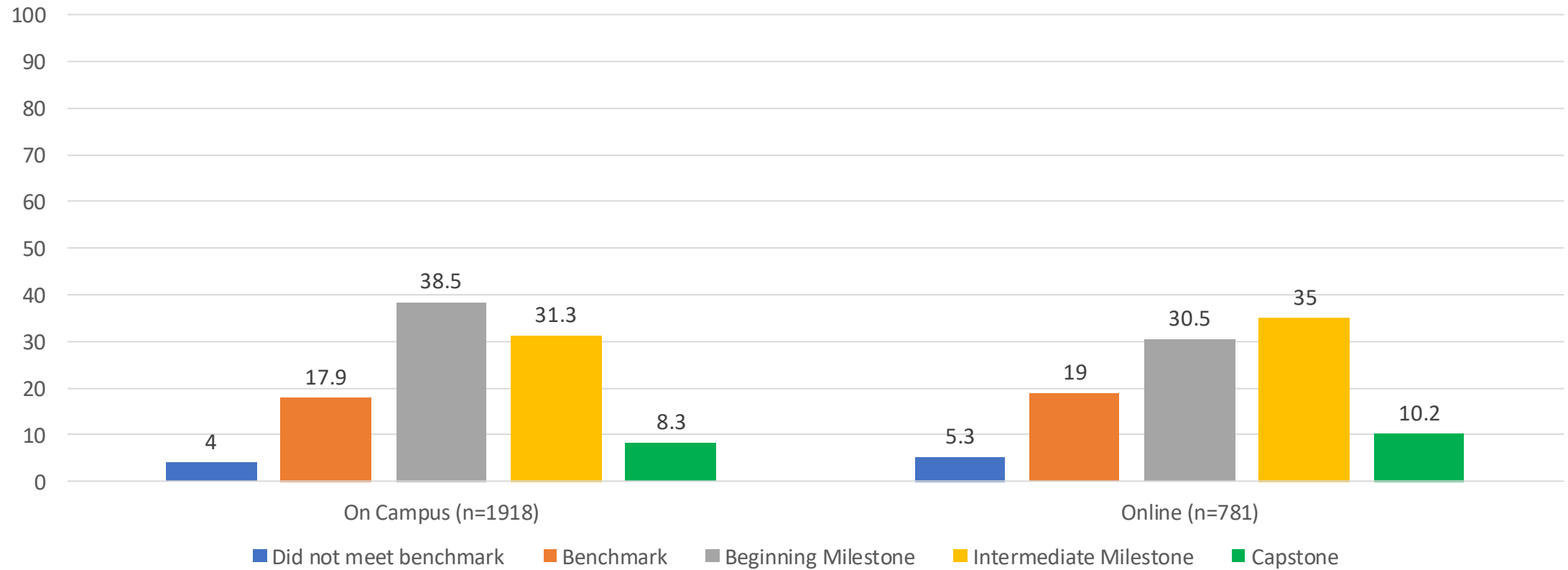
Verbal and Nonverbal Communication: On Campus and Online

Percent Reported for all Participants (N = 2533)



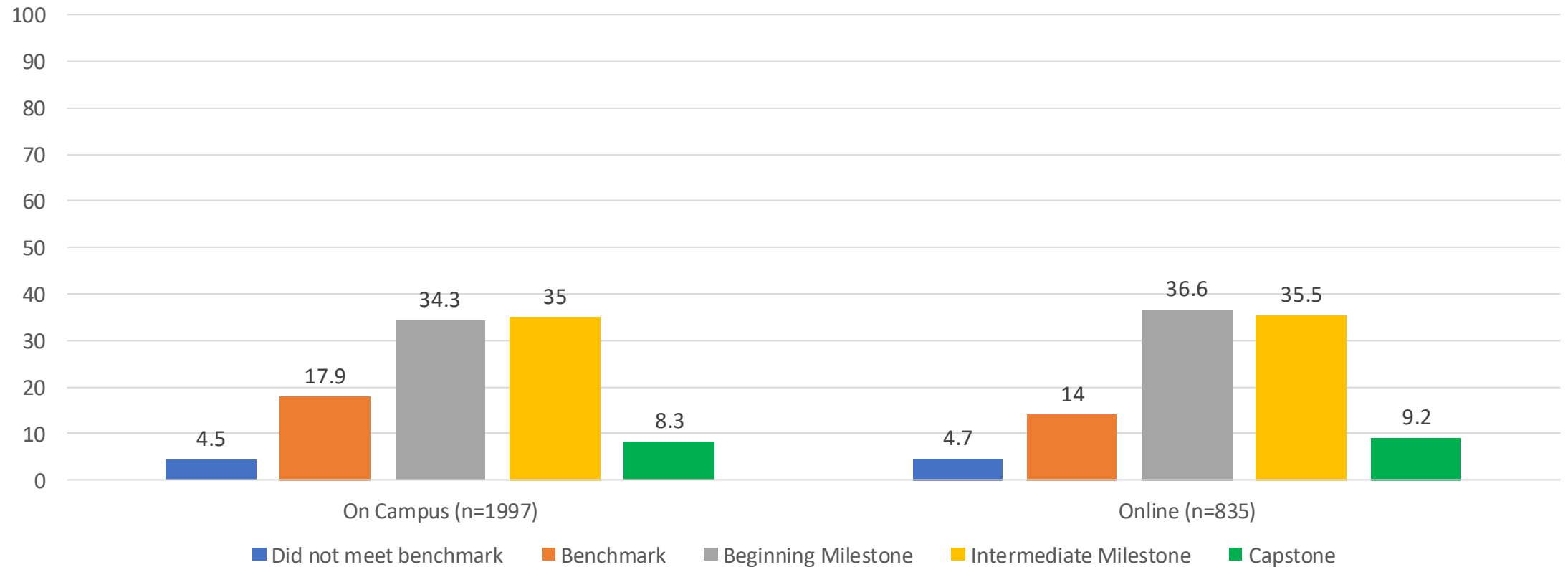
Curiosity: On Campus and Online

Percent Reported for all Participants (N = 2699)



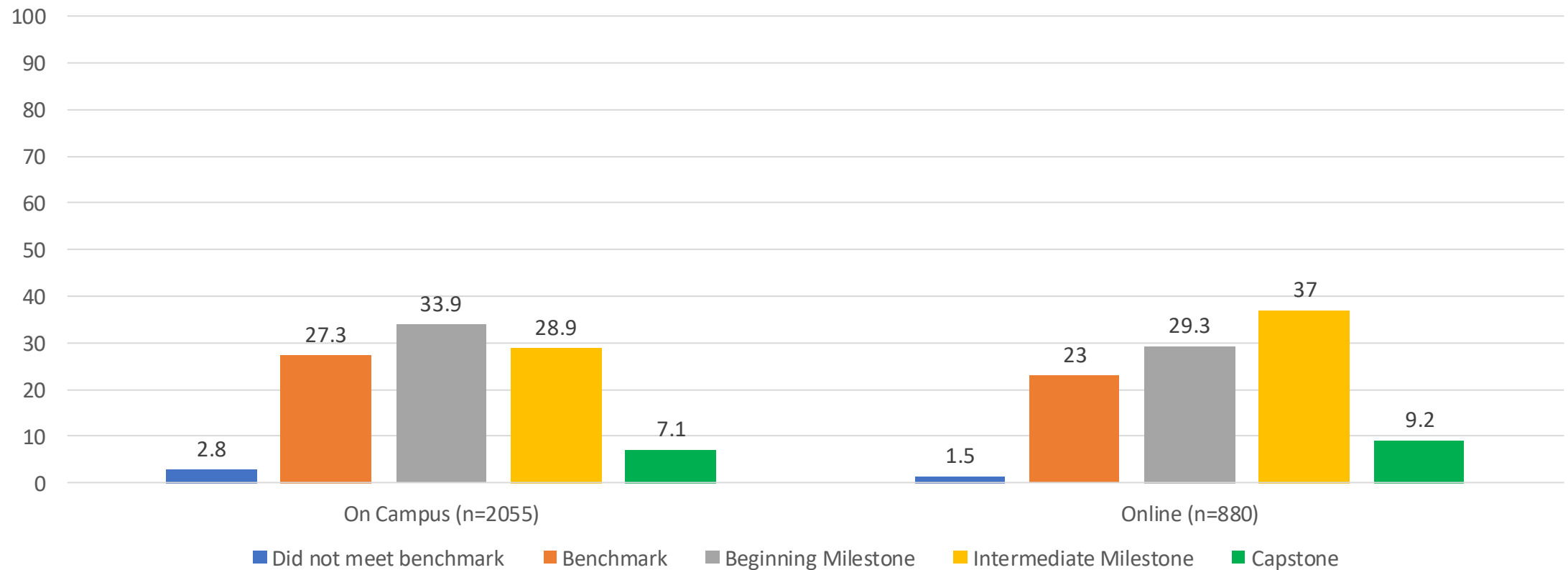
Openness: On Campus and Online

Percent Reported for all Participants (N = 2832)



Faculty Overall Impression: On Campus and Online

Percent Reported for all Participants (N = 2935)

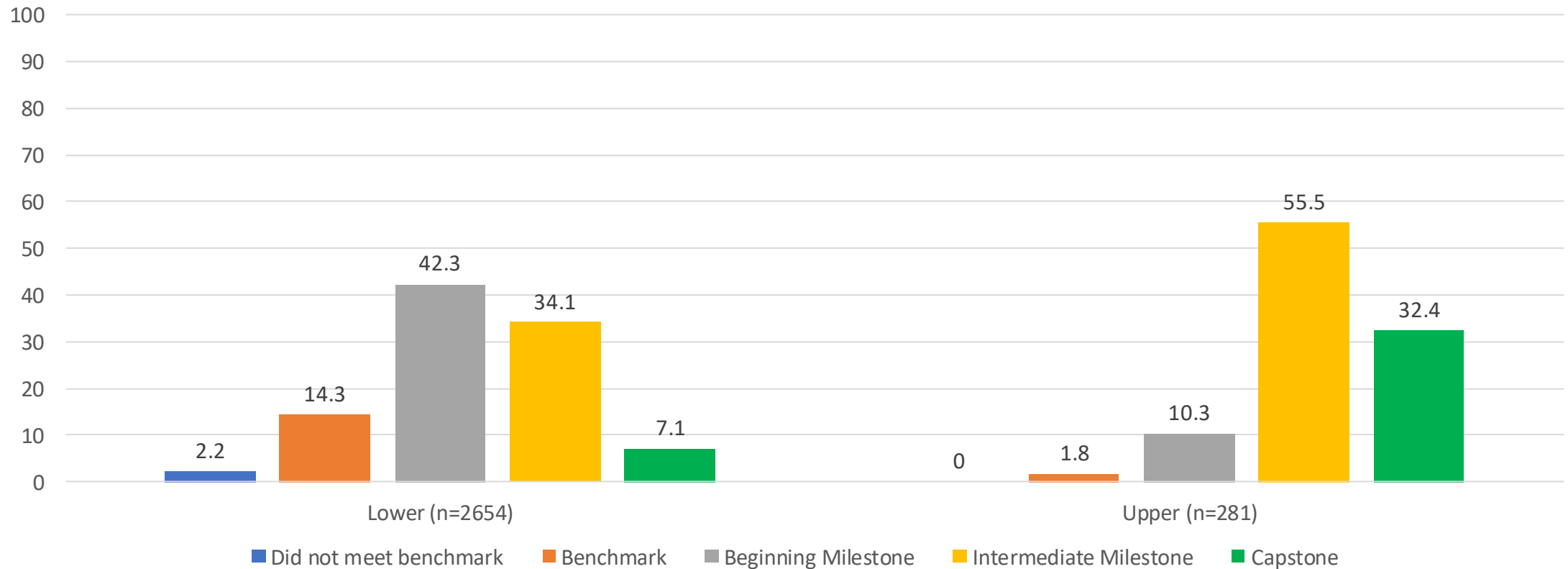


Online vs. On Campus delivery modes

- Courses marked as “traditional on campus” and “hybrid” were considered on campus courses in this data set.
- Performance by online students was slightly higher than performance for on campus students on all rubric aspects.
- Online students
 - Performed best for Empathy
 - Performed worst for Openness
- On Campus students
 - Performed best for Verbal and Nonverbal Communication
 - Performed worst for Cultural Worldview Framework
- Faculty judged student performance in on campus courses as worse than the data would indicate. Faculty judgment for online students was inline with the data reported.

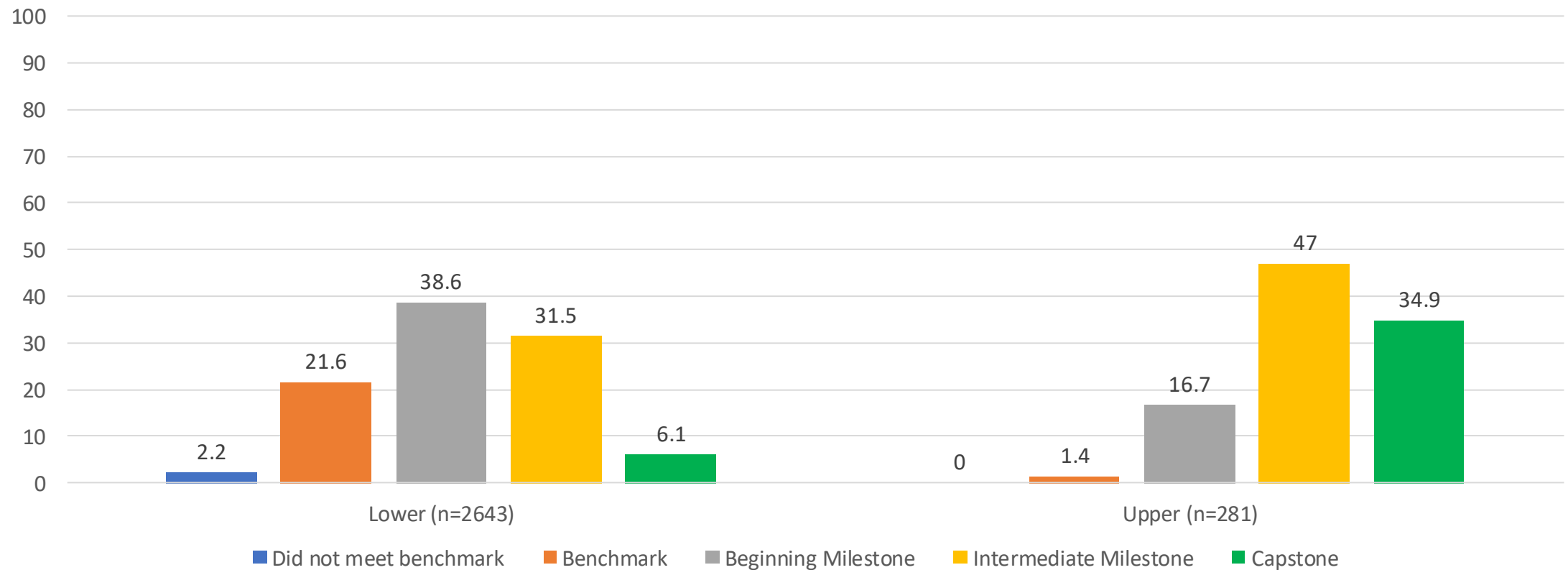
Cultural Self-Awareness: Lower and Upper Division Course

Percent Reported for all Participants (N = 2935)



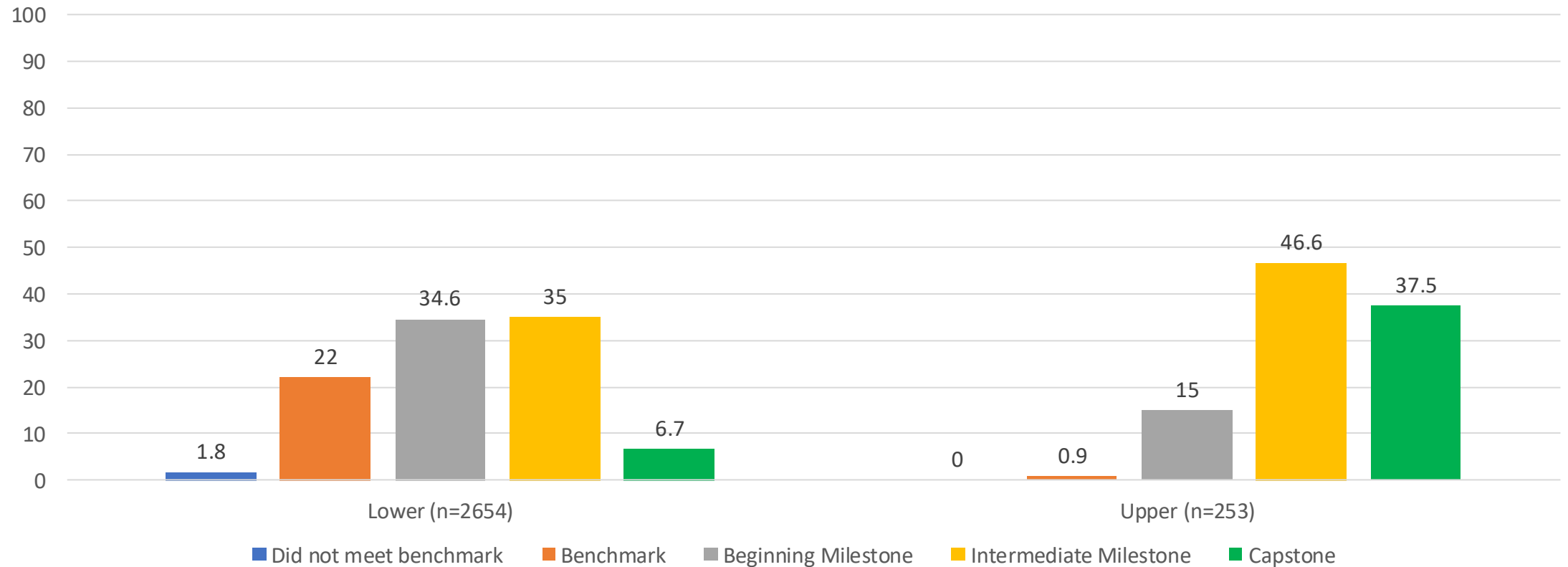
Cultural Worldview Frameworks: Lower and Upper Division Course

Percent Reported for all Participants (N = 2924)



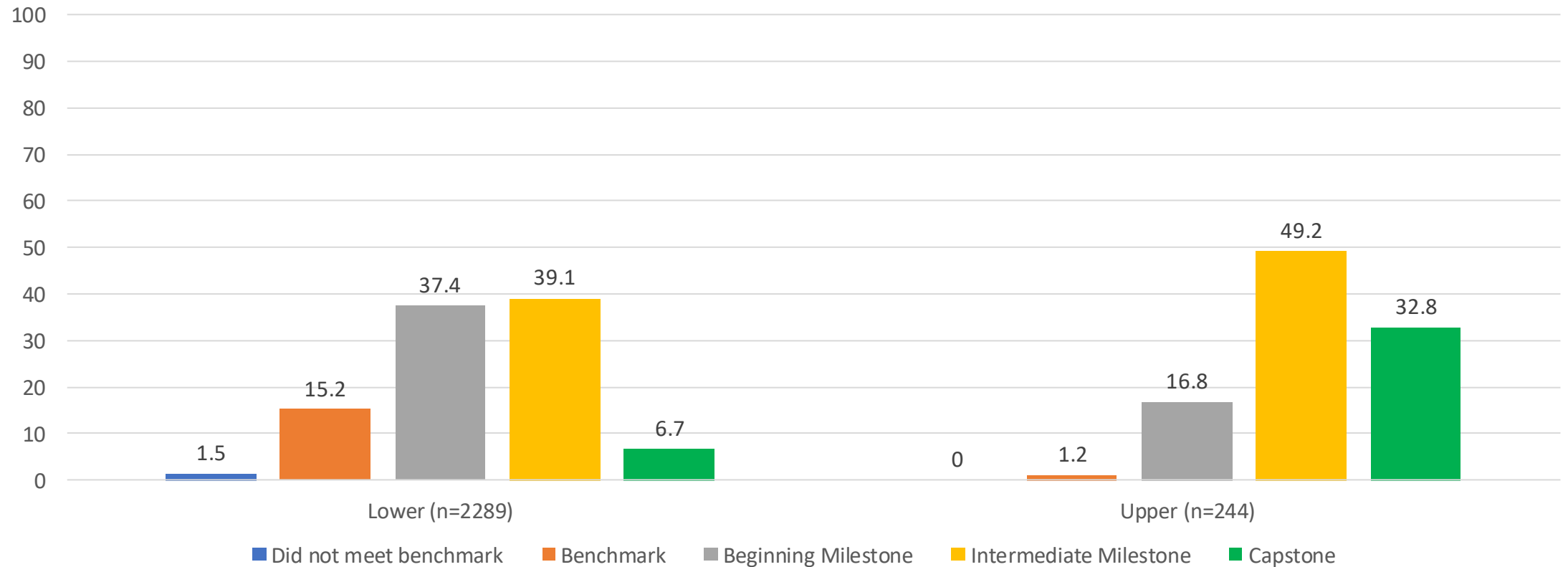
Empathy: Lower and Upper Division Course

Percent Reported for all Participants (N = 2907)



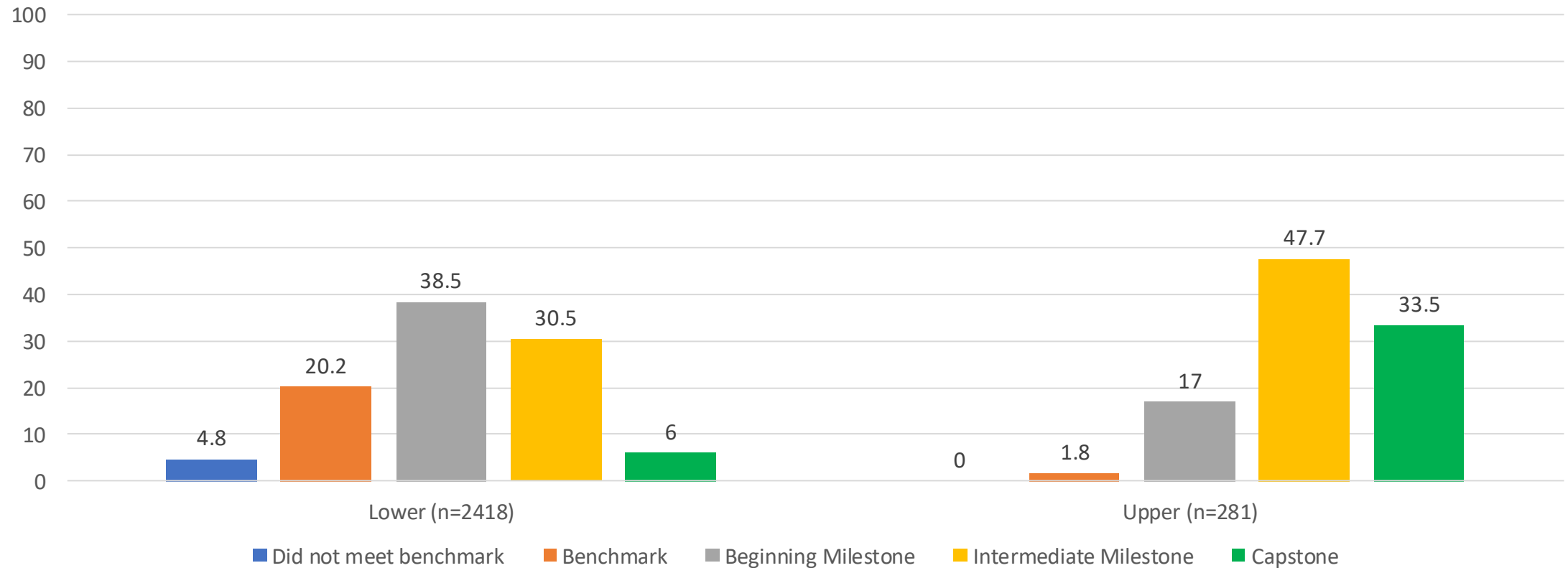
Verbal and Nonverbal Communication: Lower and Upper Division Course

Percent Reported for all Participants (N = 2533)



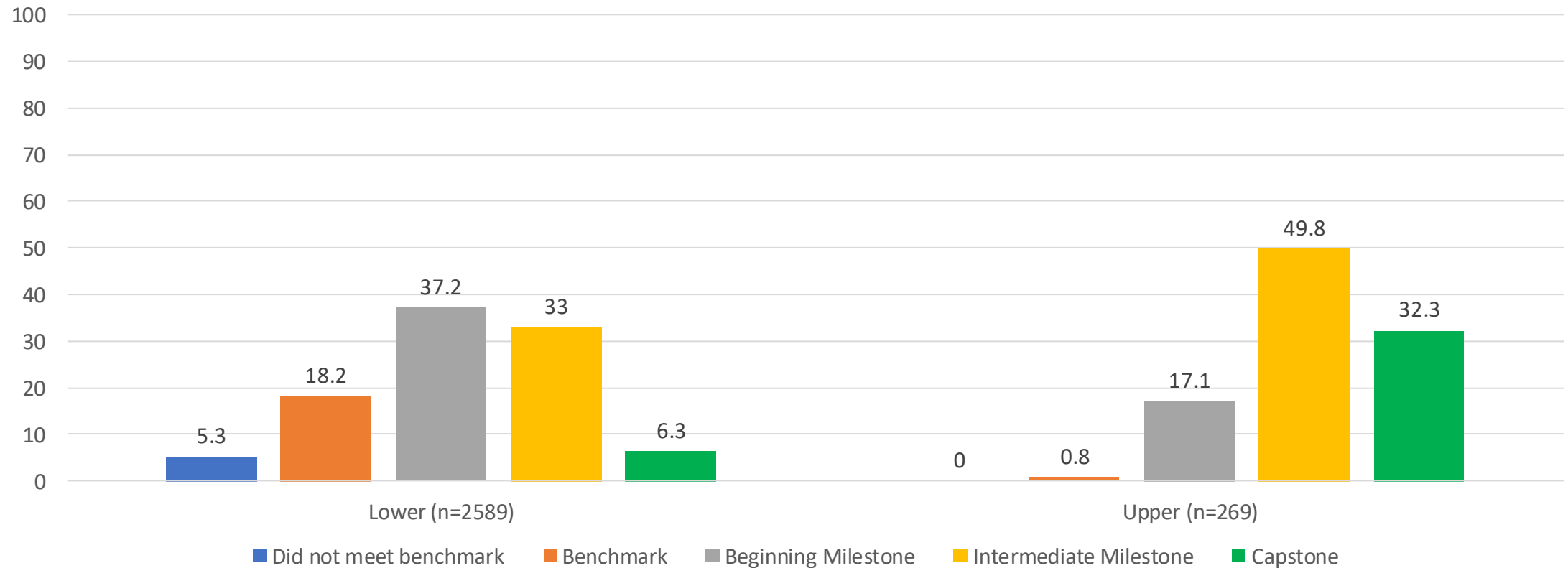
Curiosity: Lower and Upper Division Course

Percent Reported for all Participants (N = 2699)



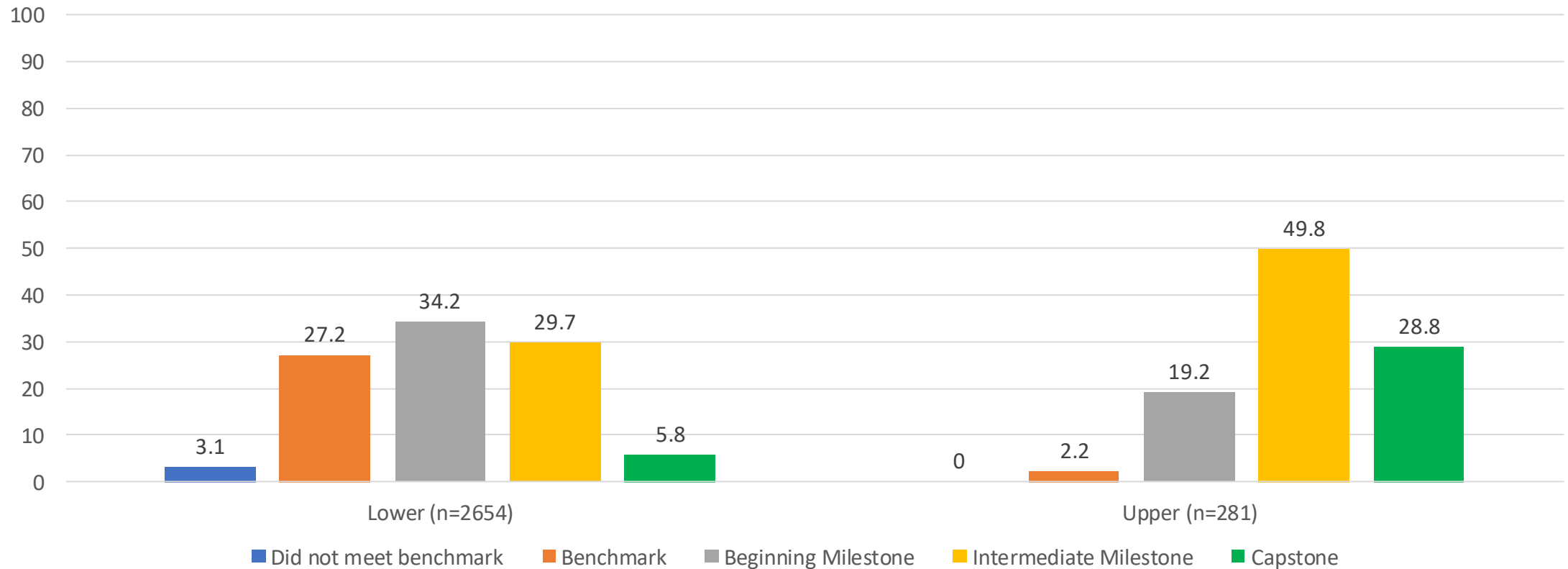
Openness: Lower and Upper Division Course

Percent Reported for all Participants (N = 2858)



Faculty Overall Impression: Lower and Upper Division Course

Percent Reported for all Participants (N = 2935)

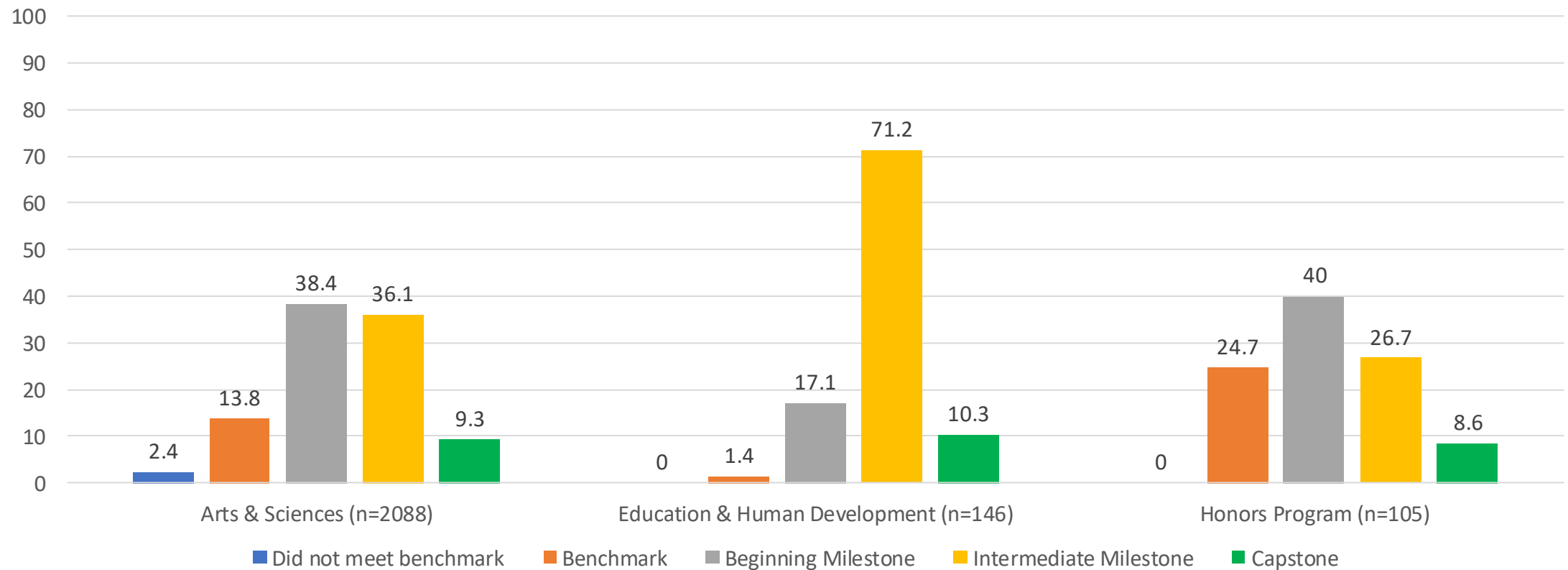


Level of Course

- Students in upper division courses performed better on this learning goal than students in lower division courses. This was the case for all aspects of the rubric suggesting that students improve upon their intercultural knowledge & skills across their academic career at UND.
- Students in lower division courses performed best on 'Verbal and Nonverbal Communication' and worst on 'Curiosity.'
- Students in upper division courses performed best on 'Cultural Self-Awareness' and worst on 'Curiosity.'
- The largest discrepancy among higher scores (intermediate milestone/capstone) between performance by students in lower division and higher division courses was for 'Cultural Self-Awareness.'
 - This was a specific aspect added to the Analyzing Worldview special emphasis criteria which became required for all new students in Fall 2020.
- Faculty judged student performance in both lower division and upper division courses as worse than the data would indicate.
 - Percentage of higher scores (intermediate benchmark/capstone) was lowest in the overall faculty impression for both types of courses.

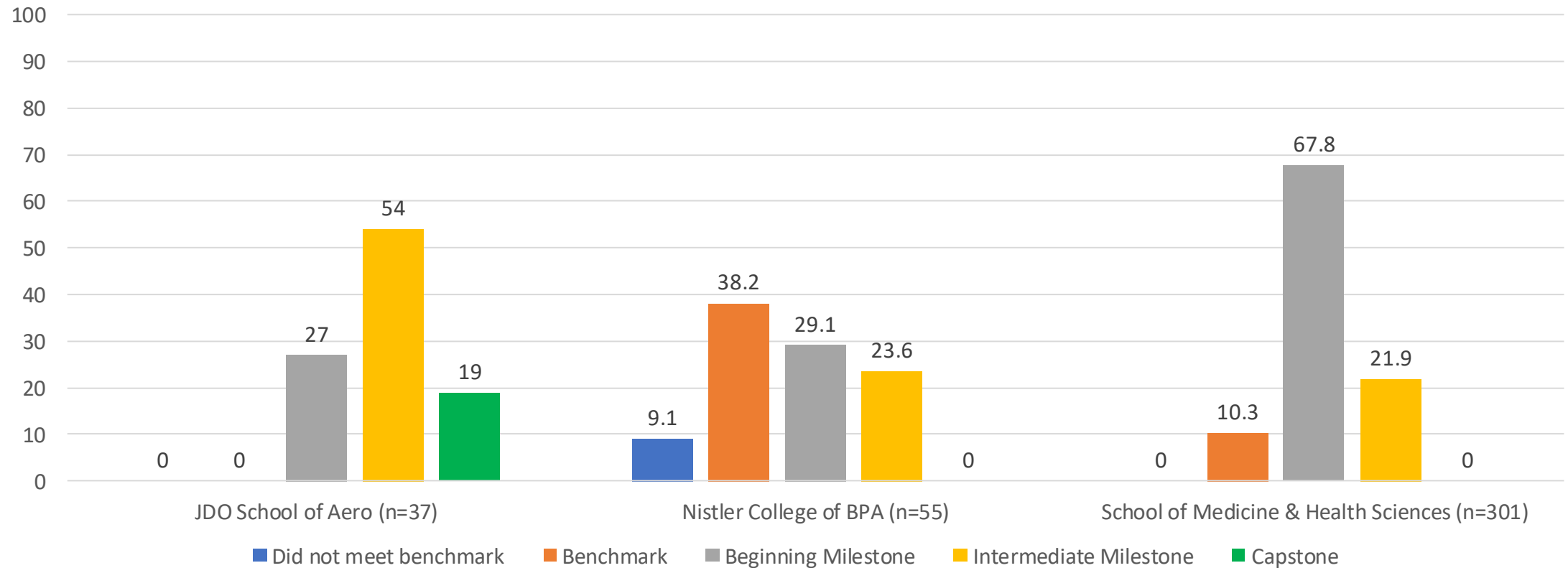
Cultural Self-Awareness: Among Colleges (1/2)

Percent Reported for all Participants (N = 2732)



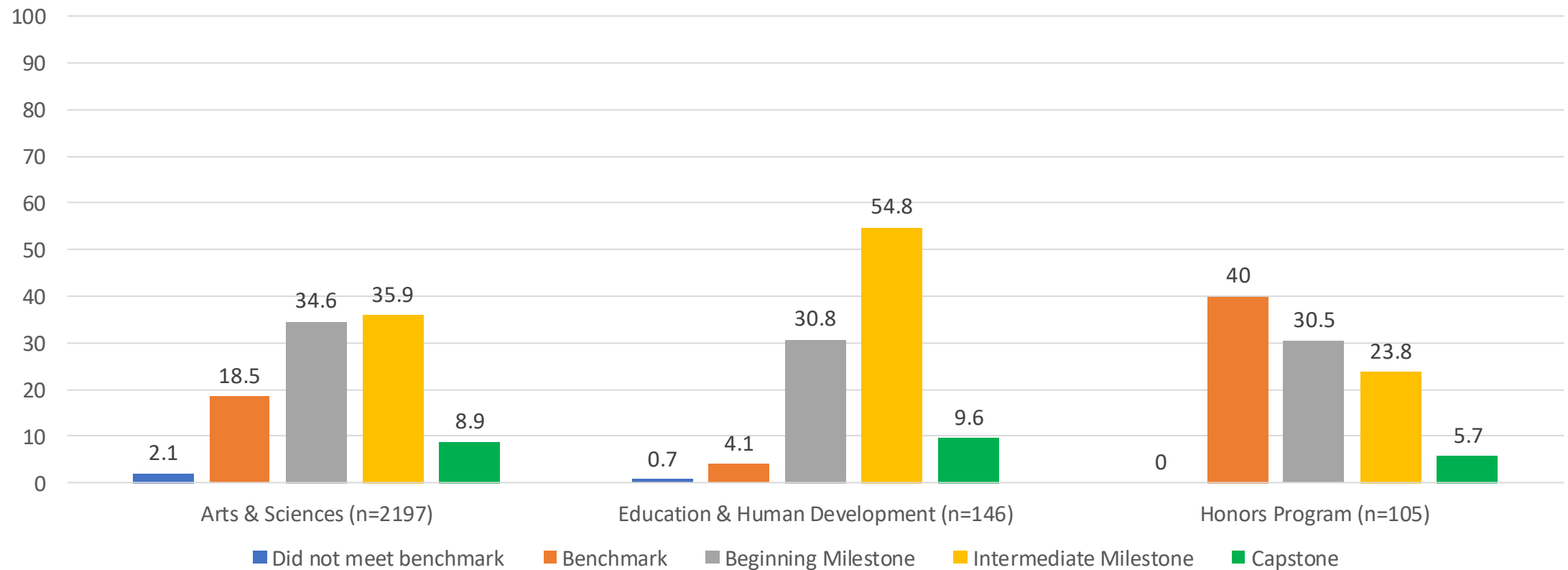
Cultural Self-Awareness: Among Colleges (2/2)

Percent Reported for all Participants (N = 2732)



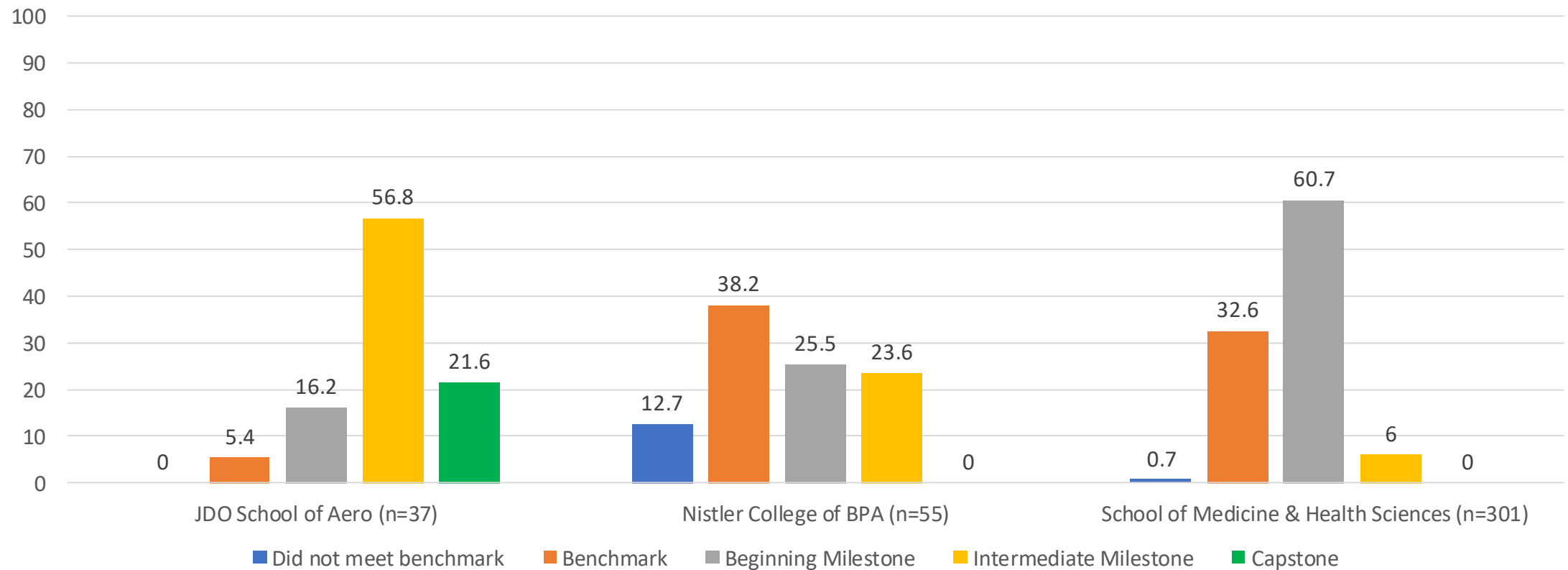
Cultural Worldview Frameworks: Among Colleges (1/2)

Percent Reported for all Participants (N = 2841)



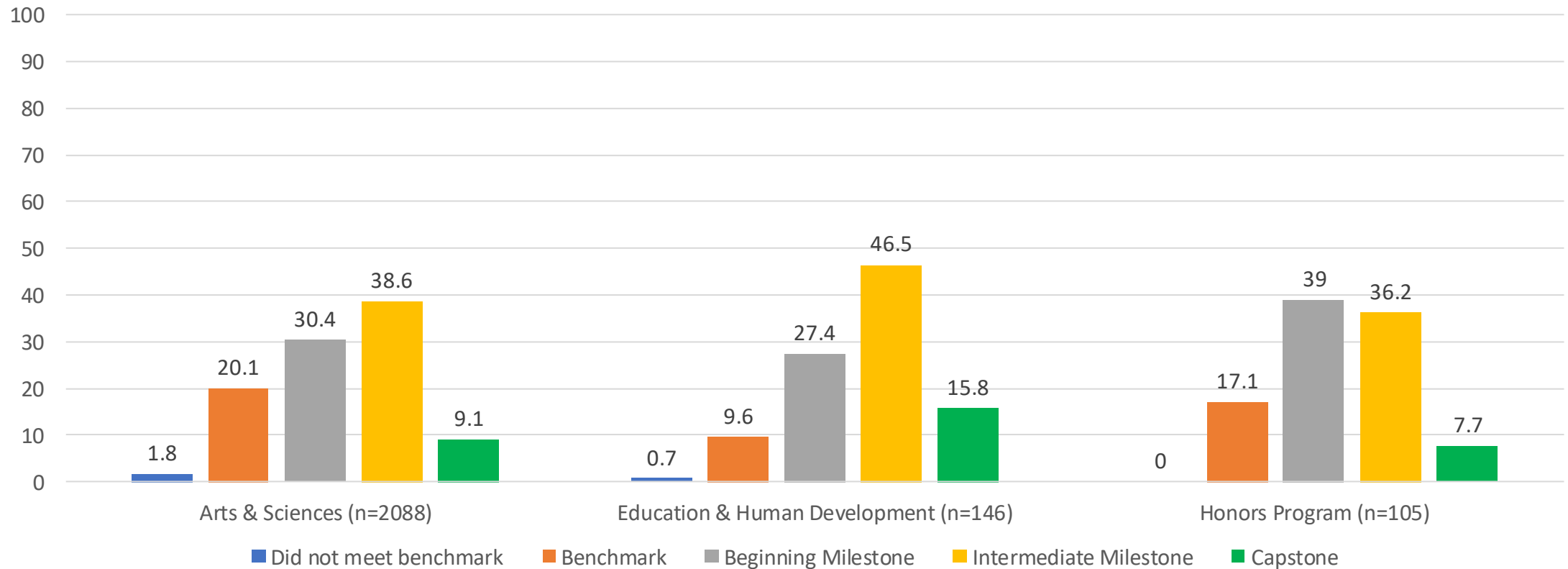
Cultural Worldview Frameworks: Among Colleges (2/2)

Percent Reported for all Participants (N = 2841)



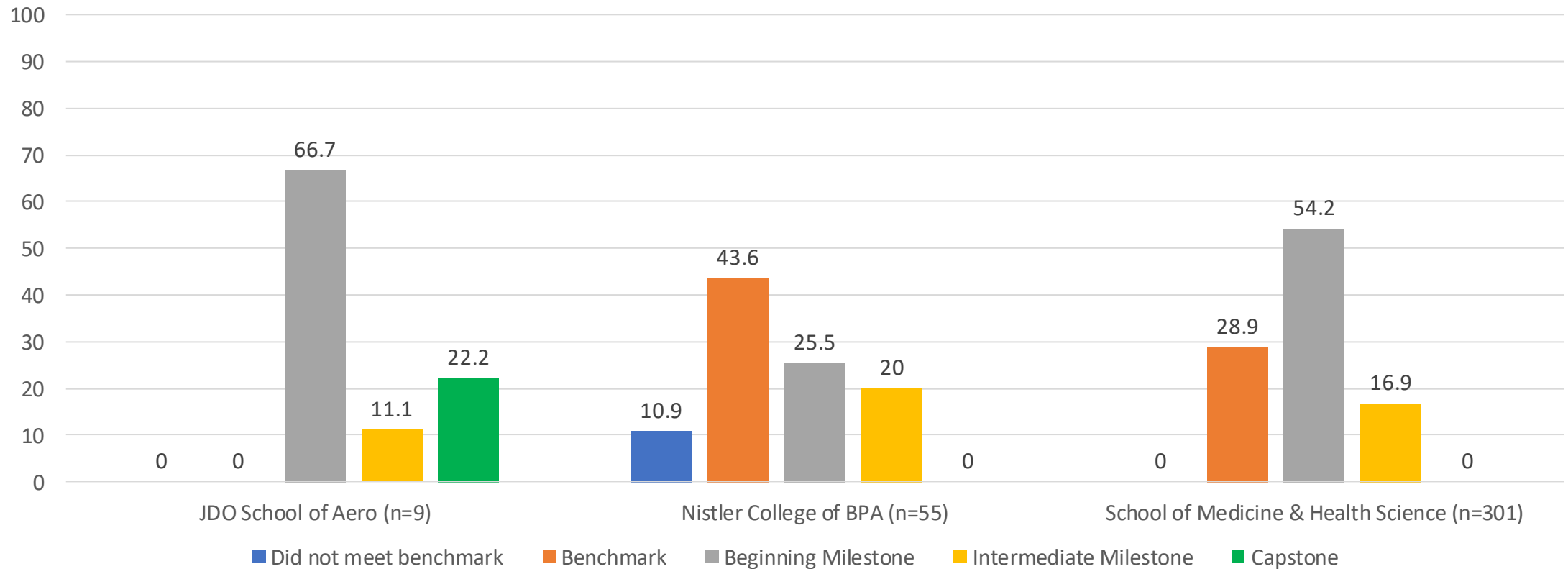
Empathy: Among Colleges (1/2)

Percent Reported for all Participants (N = 2704)



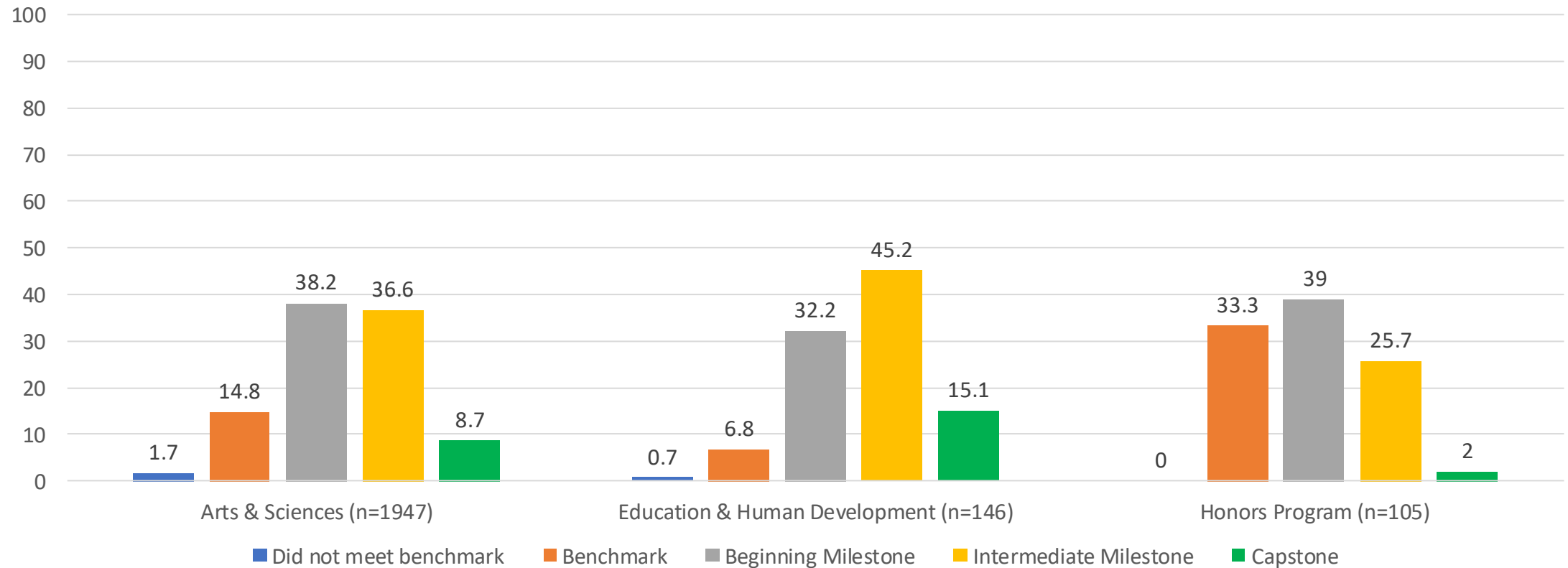
Empathy: Among Colleges (2/2)

Percent Reported for all Participants (N = 2704)



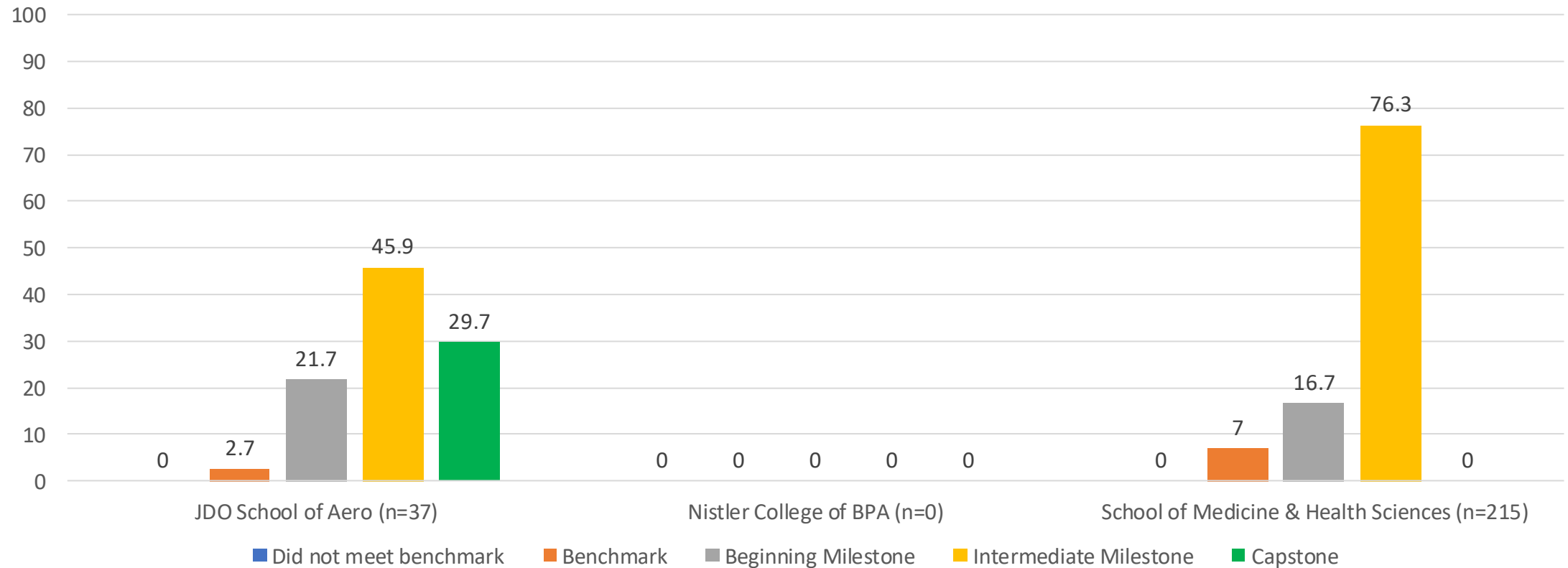
Verbal and Nonverbal Communication: Among Colleges (1/2)

Percent Reported for all Participants (N = 2450)



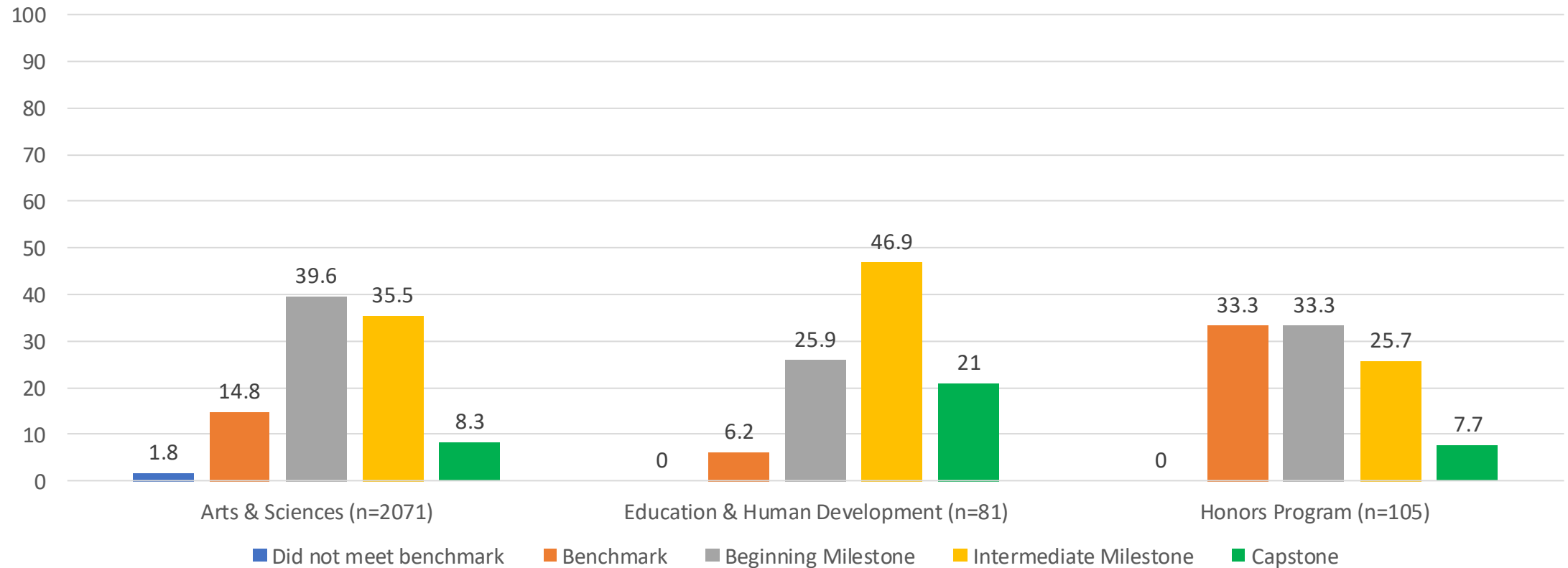
Verbal and Nonverbal Communication: Among Colleges (2/2)

Percent Reported for all Participants (N = 2450)



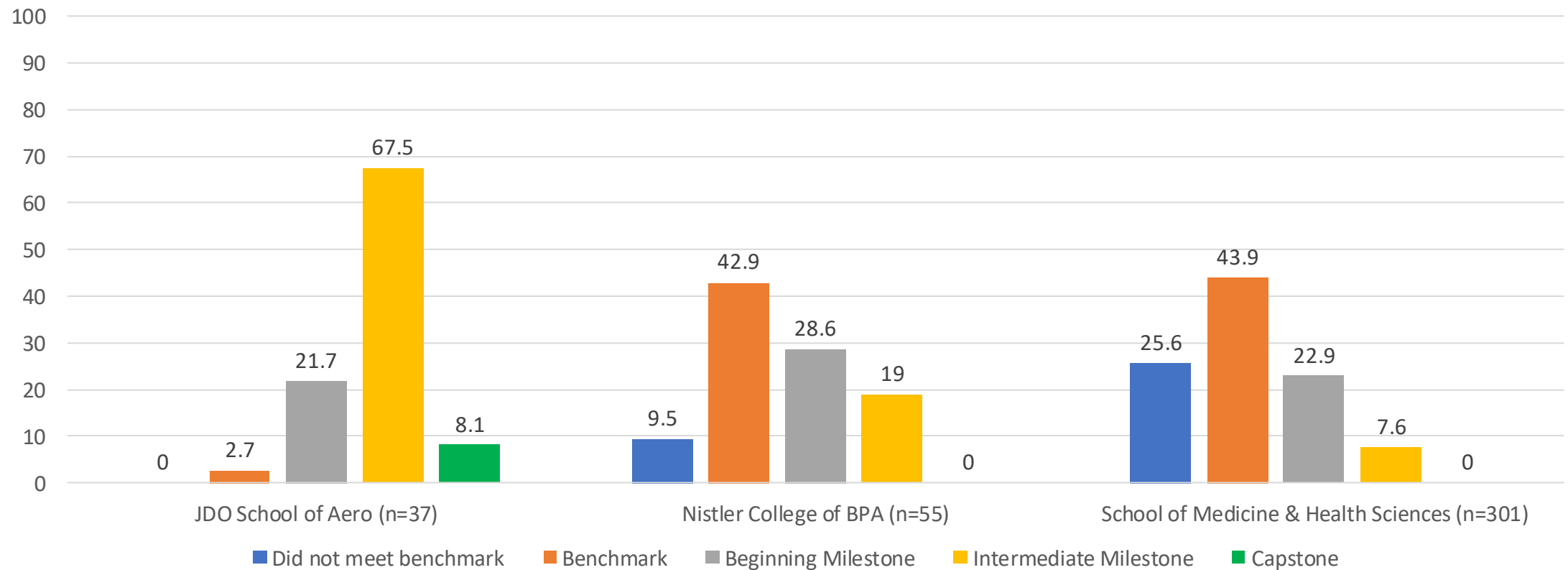
Curiosity: Among Colleges (1/2)

Percent Reported for all Participants (N = 2650)



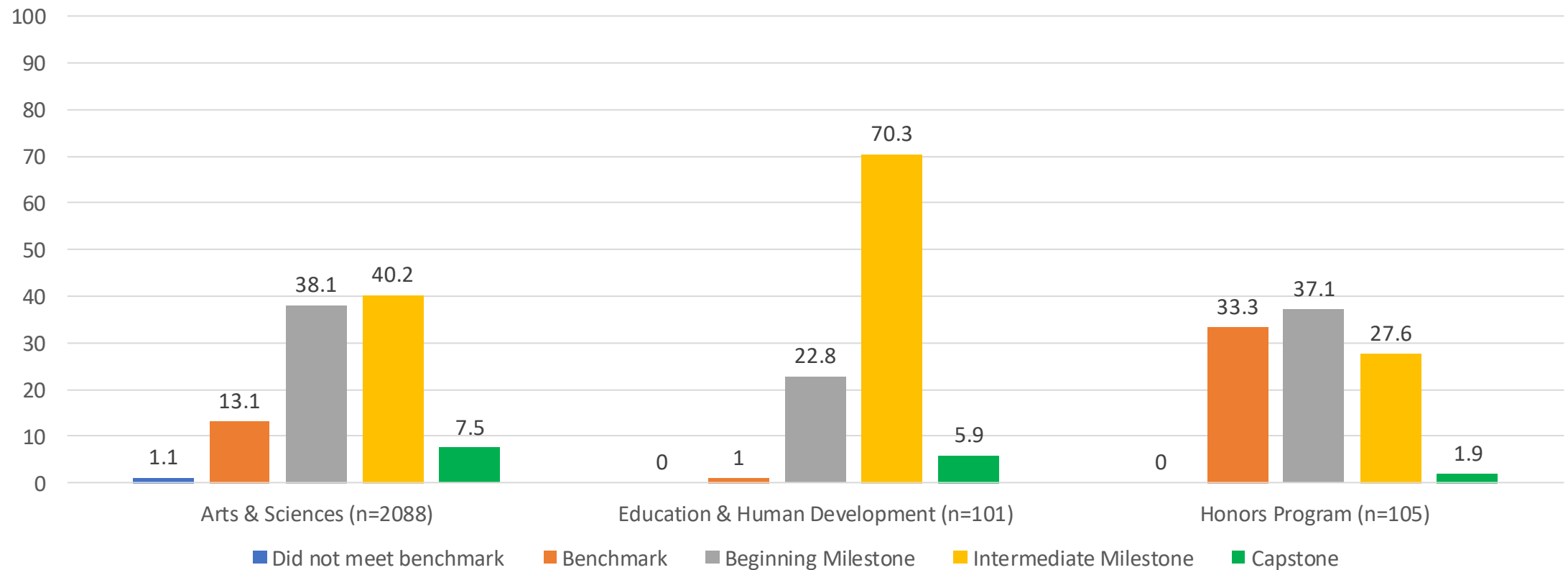
Curiosity: Among Colleges (2/2)

Percent Reported for all Participants (N = 2650)



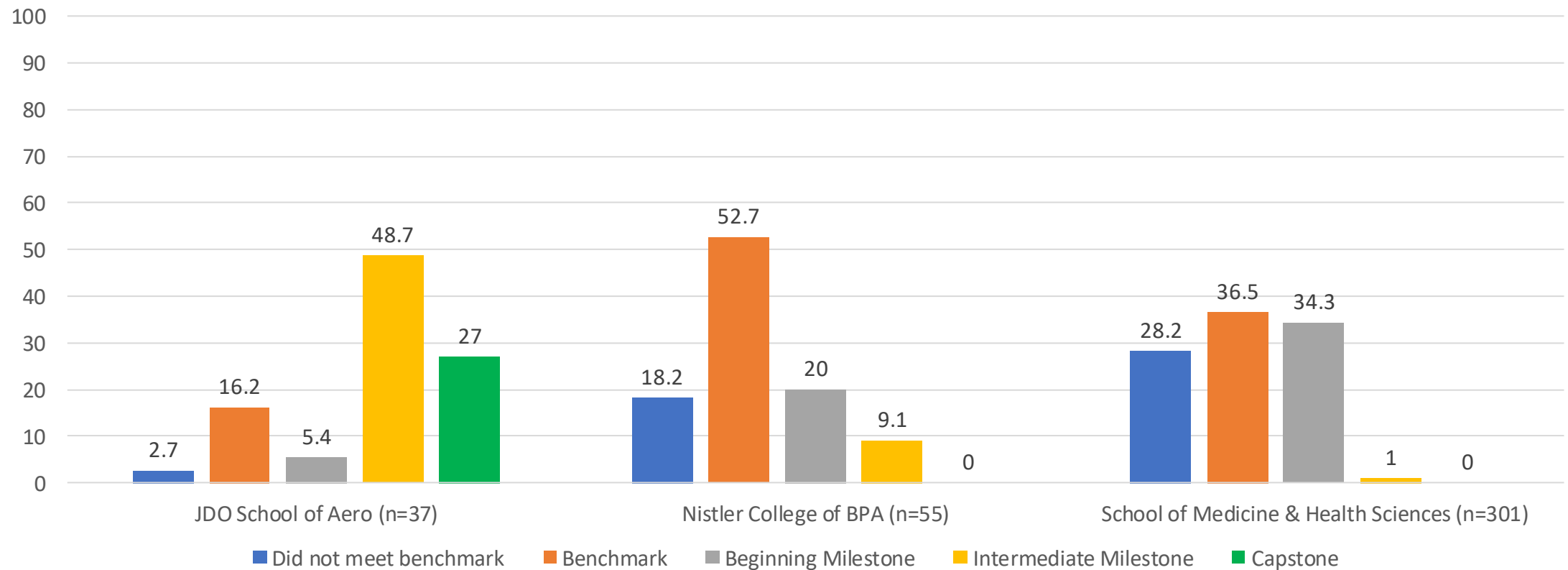
Openness: Among Colleges (1/2)

Percent Reported for all Participants (N = 2687)



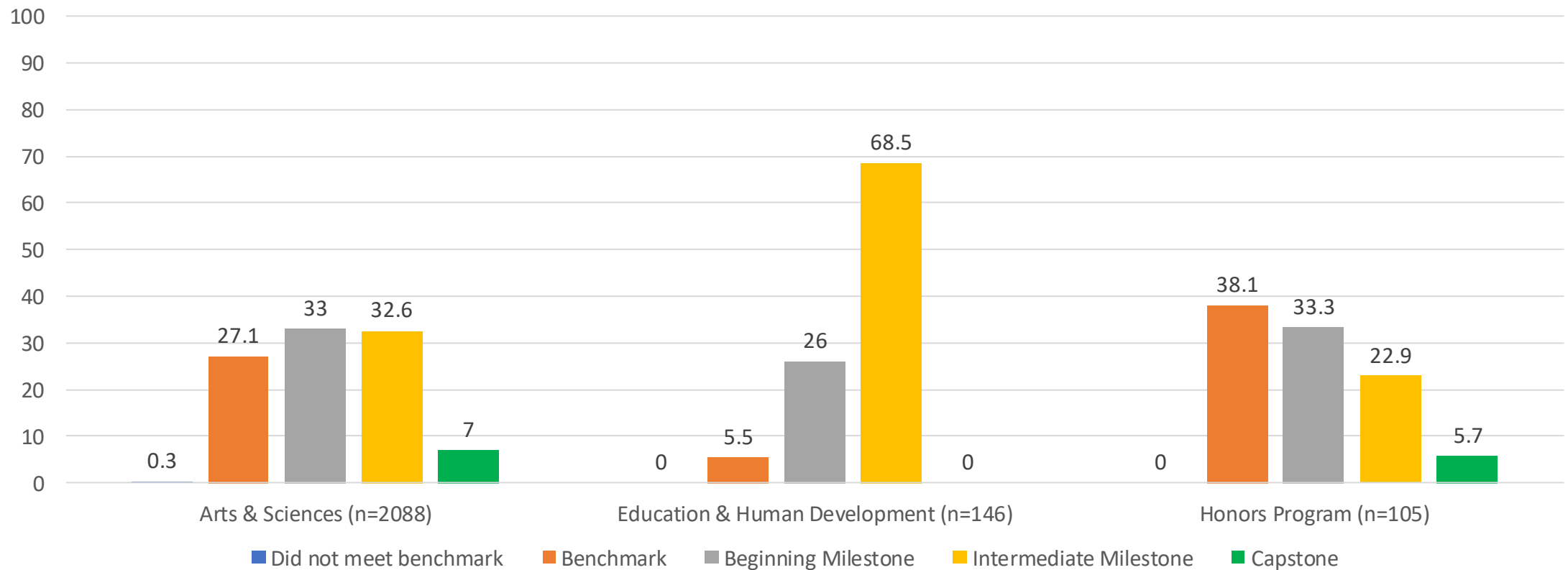
Openness: Among Colleges (2/2)

Percent Reported for all Participants (N = 2687)



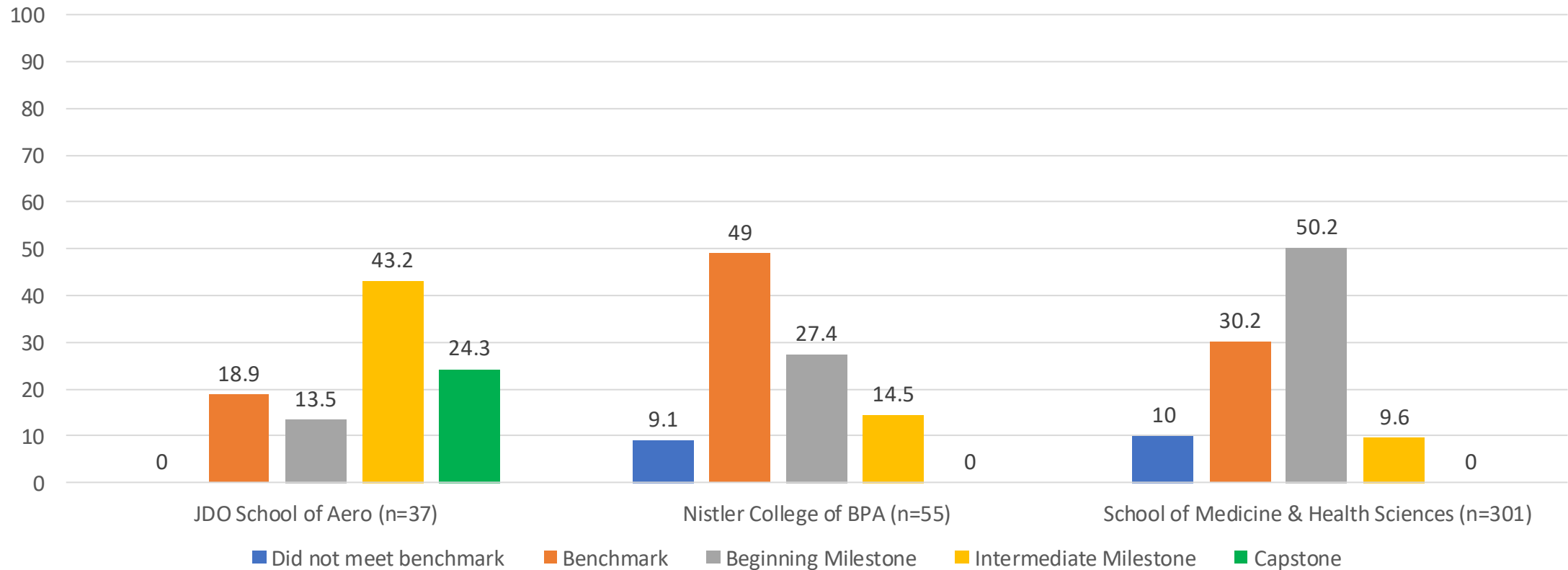
Faculty Overall Impression: Among Colleges (1/2)

Percent Reported for all Participants (N = 332)



Faculty Overall Impression: Among Colleges (2/2)

Percent Reported for all Participants (N = 2732)



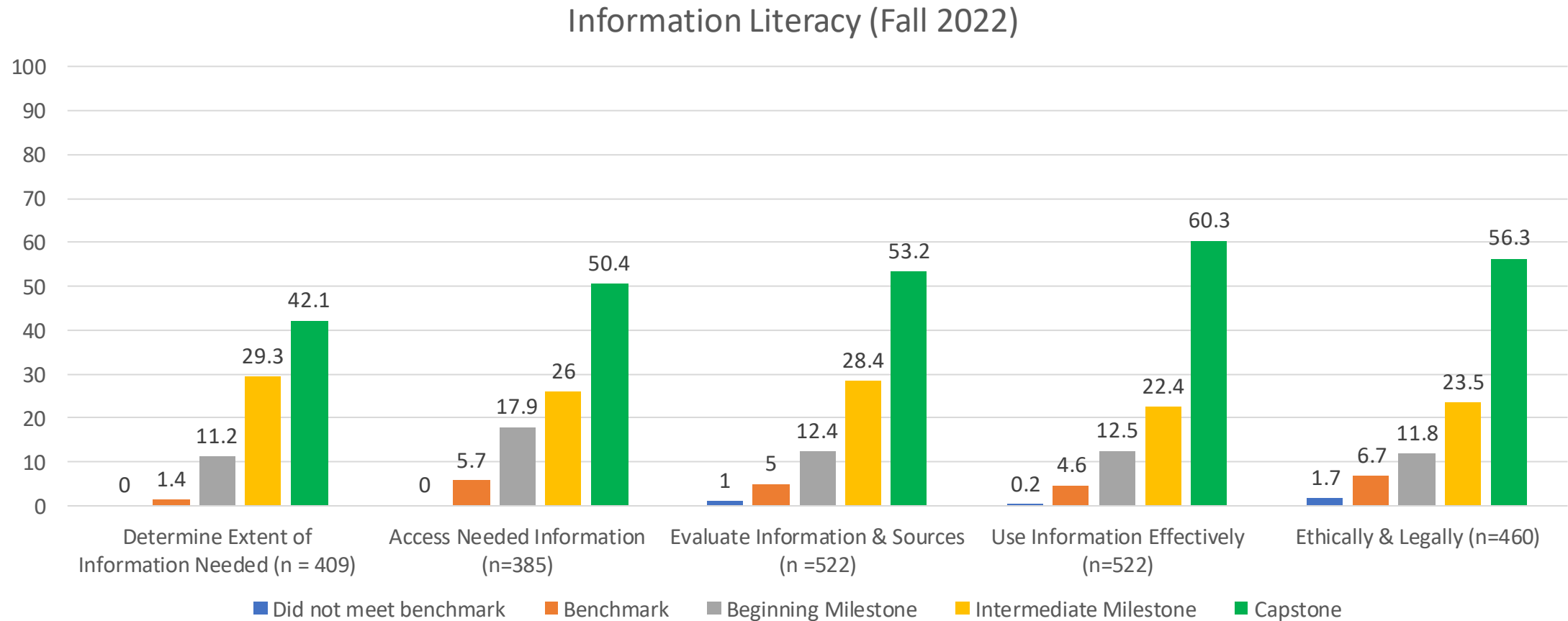
Intercultural Knowledge & Skills Among Colleges

- Only colleges or schools that reported more than one course section were included (i.e., CNPD was not included as only one course section was reported)
- The College of Arts & Sciences (CAS), the College of Education & Human Development (CEHD), the School of Medicine & Health Sciences (SMHS), and the JDO School of Aerospace Sciences (JDO) included both lower and upper-level courses as well as online and on campus courses.
- The Honors Program (HON) included only lower-level courses in both online & on campus delivery methods.
- The Nistler College of Business & Public Administration (NCBPA) included only lower-level, online courses.

Intercultural Knowledge & Skills Among Colleges

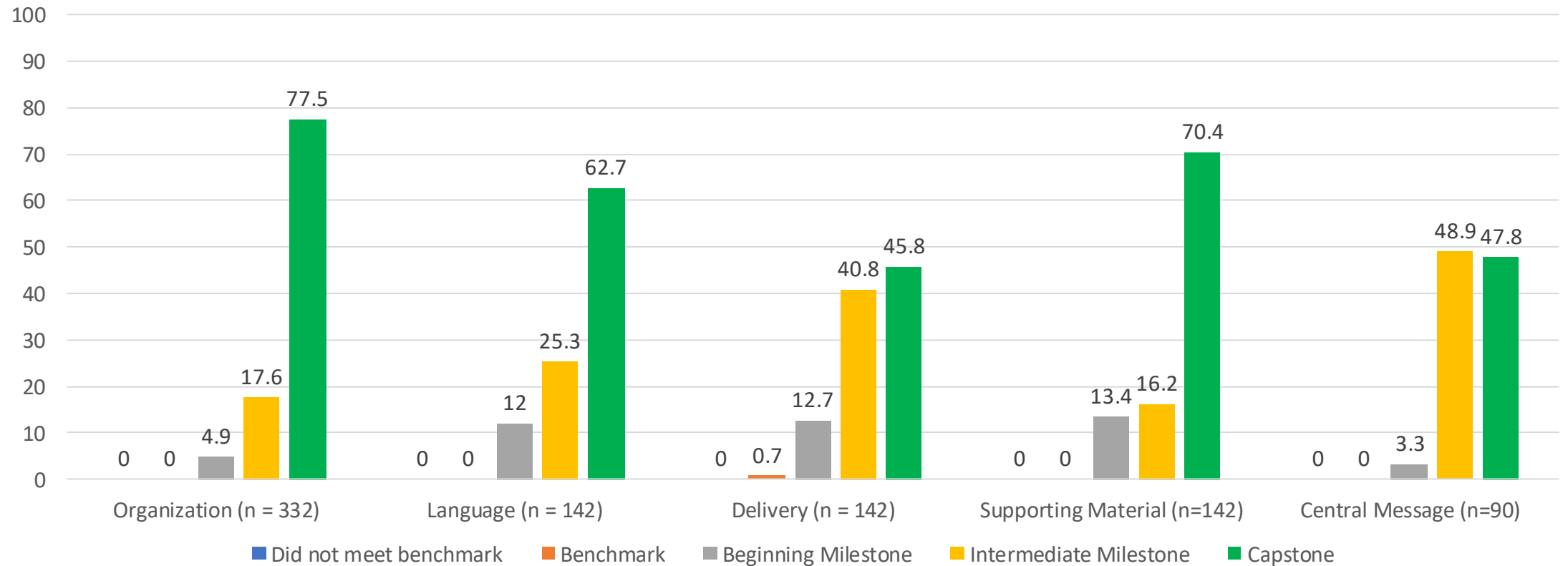
- Students completing their course in CAS performed best in Openness and worst in Curiosity.
- Students completing their course in CEHD performed best in Cultural Self Knowledge and worst in Verbal and Nonverbal Communication.
- Students completing their course in HON performed best in Empathy and worst in Verbal and Nonverbal Communication.
- Students completing their course in JDO performed best in Cultural Worldview Frameworks and worst in Empathy.
- Students completing their course in NCBPA performed best in Cultural Self Knowledge and worst in Openness.
- Students completing their course in SMHS performed best in Verbal and Nonverbal Communication and worst in Openness.
- Faculty in CEHD and JDO had an overall impression that resembled what the reported data indicated.
- Faculty in A&S, HON, NCBPA, and SMHS reported a lower impression of student performance than what the data indicated.

Performance in upper division courses for the 3 learning goals assessed thus far:



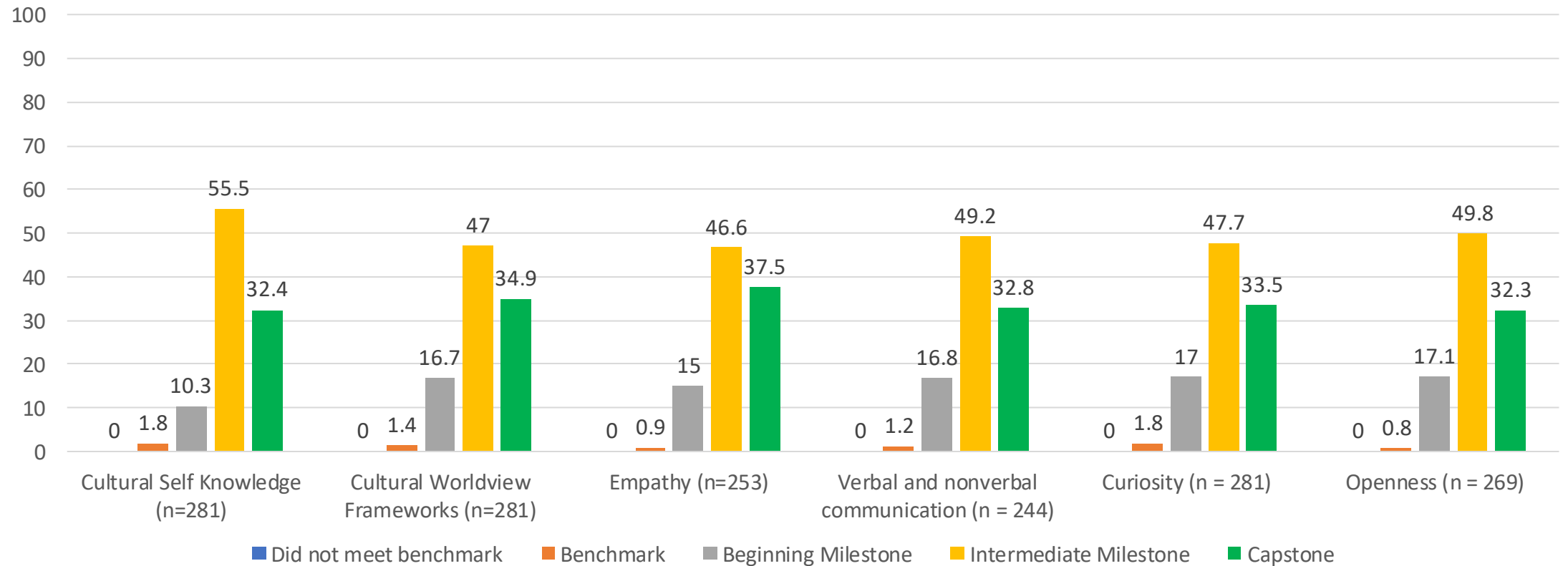
Performance in upper division courses for the 3 learning goals assessed thus far.

Oral Communication (Spring 2023)



Performance in upper division courses for the 3 learning goals assessed thus far.

Intercultural Knowledge & Skills (Fall 2023)



Learning Goals Assessed in previous three semesters

- Based on the data from the upper division courses, students are performing strong with information literacy and oral communication.
- Although our data indicate that students are improving in intercultural knowledge and skills over their time at UND, they do appear to perform at lower levels within upper division courses than the other two learning goals we have assessed thus far.