

## ACADEMIC DEPARTMENTAL END OF YEAR REPORT

**Program / Department:** ICOMM- Intercultural Communication

**Chair of Program:** Dr. Chester Kim

**Submitted by:** Dr. Joanne J. Noel, Dean

**DATE:** SPRING 2025

**GOAL #1**

### ASSESSMENT OF PROGRAM STUDENT LEARNING GOALS and OUTCOMES

**I. List the Program Goals in the first column and indicate in which year those goals will be assessed.**

Program Goals = what the program aims to achieve and what it should offer students who take it.

*[Each goal should be assessed at least once over a 3-year cycle – indicate by X]*

| Goals for the _____ Major/Dept.   | Year | 2024-2025 | 2025-2026 | 2026-2027 |
|---|------|-----------|-----------|-----------|
|   |      |           |           |           |
| <b>Goal 1.</b><br>Develop knowledge, understanding, and awareness about various peoples, contexts, and cultures.  |      |           |           |           |
| <b>Outcome 1</b><br>a. Cultivate and develop cultural awareness and understanding about the culture, history, and experiences of specific groups of people. |      |           |           |           |

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|   |  |  |  |
|---|--|--|--|
|   |  |  |  |
| <b>Outcome 4</b><br>a. Learn how to recognize stereotypes, microaggressions, assumptions and biases that create conflict within and among groups. |  |  |  |
|   |  |  |  |

### II. Program Goals and Specific Student Learning Outcomes for assessment in 2023-2024

1. In column 1, identify which goal(s) will be assessed this year. In column 2, list the corresponding specific learning outcomes.

Specific Learning Outcomes = component parts of program goals that identify in more detail what you want students to know or be able to do by the end of the program.

2. Attach syllabi of courses where learning outcomes will be assessed and any other relevant assessment tools.

*[The table below should enable you to provide the relevant information succinctly. This section can be done as a narrative if preferred, but please ensure you include all the information required to complete the table.]*

| Program Goal to be assessed this year | Specific Student Learning Outcomes to be assessed (Typically taken from course syllabus) | Which course will these be assessed? | How assessed? (eg. Rubric, survey, focus group) | Does assessment tool already exist? Y / N? | If NO, who will create it? | By when? | When will data be collected & analyzed? |
|---------------------------------------|--|--------------------------------------|---|--|----------------------------|----------|---|
| Goal 1                                | 1.Using historical and contemporary examples,  | History 230: History of the          | Rubric  | Yes  | N/A                        | N/A      | Spring 2025                             |

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|  |  |                                      |        |     |     |     |             |
|--|--|--------------------------------------|--------|-----|-----|-----|-------------|
|  | describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination  | Civil Rights Movement                |        |     |     |     |             |
|  | 2)<br>Analyze ways in which the interactions of social categories such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age are related to difference, power, and discrimination in the United States | History of the Civil Rights Movement | Rubric | Yes | N/A | N/A | Spring 2025 |
|  |  |                                      |        |     |     |     |             |

### III. Rationale for decisions

For purposes of consistency and rigor across the department and to ensure the data collected is not convoluted, the rubric is the best strategy for assessing this goal.

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Furthermore, this course equips students with historical knowledge for contextualizing claims about the increasingly multi-racial nature of American racial politics that have surfaced, considering contemporary debates over, for example, affirmative action, immigration, bilingual education, and, most broadly, the changing (demographic) face of race in America. The integration of faith and learning helps strengthen the students' worldview as special emphasis on the resources that the church offers – namely, confession, repentance, reconciliation, faith, and healing – that will lead to greater racial harmony.

### IV. What conclusions can be drawn based on your assessment results?

The sample size for the assessment of Goal #1 is small. Again, the analysis indicates that a small class size seems to translate into better performance and better quality of work from students. The tool used to measure GOAL #1 and GOAL #4 was the final paper. Overall, the assessment results indicate that not only do the students grasp the concepts and theories of the course, but that they also understand the culture, history, and experiences of various people groups. Their response to the assignment indicates that they are also familiar with the complexities of how various ethnic groups are viewed and how their lives are shaped by cultural stereotypes and how ethnic groups experience and handle biases and conflict.

#### Goal 1

- a. **Outcome # 1:** Cultivate and develop cultural awareness and understanding about the culture, history, and experiences of specific groups of people.
- b. **Outcome #4:** Learn how to recognize stereotypes, microaggressions, assumptions and biases that create conflict within and among groups.

*An average of 3.11 for 3 papers for outcomes in Goal #1 and Goal #4 is proficient based on the target of 3.0 (proficient) overall.*

**V. Based on your analysis of the assessment results, what curricular or instructional changes will be made to improve student learning outcomes?** Currently, no changes have been suggested. N/A.

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**VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom, will these steps be implemented?**

For outcome #1, the sample size was small, and the student demographics were not sufficiently diverse to determine if the analysis is accurate and/or substantive.

For outcome #4, the sample size was small but

**VI. Please evaluate the quality of program-level assessment in your area and specify any steps needed for improvement. When, and by whom will these steps be implemented?**

**Do your recommendations apply to the assignment, course, program, evaluated learning outcomes, or another area of student learning?**

**Provide SMART Goal action steps.** (SMART: Specific, Measurable, Achievable, Relevant, & Time-bound)

- a. Evaluation:
- b. What:
- c. How:
- d. When:
- e. By whom: