

Essential Studies: Changes to Intercultural Knowledge & Skills Requirement

16 April 2018



Recent Assessment Activities

- 2015 National Survey of Student Engagement (NSSE)
 - Students' self-reports of their educational experiences and activities
 - 362/2175 First-Year; 549/3319 Senior
- 2016 ES Assessment Week
 - UND Developed Performance Task and Faculty Scoring Session
 - 16/42 Spring 2016 capstones (62 total capstones for AY)
 - 97 total student work products
- 2017 NSSE
 - 631/1927 First-Year; 834/2880 Senior

NSSE 2015

First-Year Students		UND 2013 Scores	UND	Over Time	Comparison Groups		
Theme	Engagement Indicator				Plains Public	Carnegie Class	NSSE 2015
<i>Academic Challenge</i>	Higher-Order Learning	36.6	37.3	↑	--	--	--
	Reflective & Integrative Learning	33.6	33.2	↓	▽	▽	▽
	Learning Strategies	37.4	36.7	↑	--	▽	▽
	Quantitative Reasoning	27.6	28.8	↑	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	32.6	33.9	↑	△	--	△
	Discussions with Diverse Others	36.7	36.1	↓	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	18.0	20.9	↑	--	--	--
	Effective Teaching Practices	38.2	37.4	↓	▽	--	▽
<i>Campus Environment</i>	Quality of Interactions	39.5	41.4	↑	--	--	--
	Supportive Environment	34.7	36.1	↑	--	--	--

NSSE 2015

First-Year Students		UND 2013 Scores	UND	Over Time	Comparison Groups		
Theme	Engagement Indicator				Plains Public	Carnegie Class	NSSE 2015
Academic Challenge	Higher-Order Learning	36.6	37.3	↑	--	--	--
	Reflective & Integrative Learning	33.6	33.2	↓	▽	▽	▽
	Learning Strategies	37.4	36.7	↑	--	▽	▽
	Quantitative Reasoning	27.6	28.8	↑	--	--	--
Learning with Peers	Collaborative Learning	32.6	33.9	↑	△	--	△
	Discussions with Diverse Others	36.7	36.1	↓	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	18.0	20.9	↑	--	--	--
	Effective Teaching Practices	38.2	37.4	↓	▽	--	▽
Campus Environment	Quality of Interactions	39.5	41.4	↑	--	--	--
	Supportive Environment	34.7	36.1	↑	--	--	--

NSSE 2015

Seniors		UND 2013 Scores	UND	Over Time	Comparison Groups		
Theme	Engagement Indicator				Plains Public	Carnegie Class	NSSE 2015
Academic Challenge	Higher-Order Learning	39.9	40.3	↑	--	--	--
	Reflective & Integrative Learning	37.2	35.8	↓	▽	▽	▽
	Learning Strategies	37.5	38.7	↑	--	--	--
	Quantitative Reasoning	31.5	32.5	↑	△	△	△
Learning with Peers	Collaborative Learning	31.8	32.5	↑	--	--	--
	Discussions with Diverse Others	36.8	36.5	↓	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	22.8	22.8	=	▽	--	--
	Effective Teaching Practices	38.8	39.6	↑	--	--	--
Campus Environment	Quality of Interactions	41.0	41.6	↑	▽	--	--
	Supportive Environment	31.9	31.3	↓	▽	▽	▽

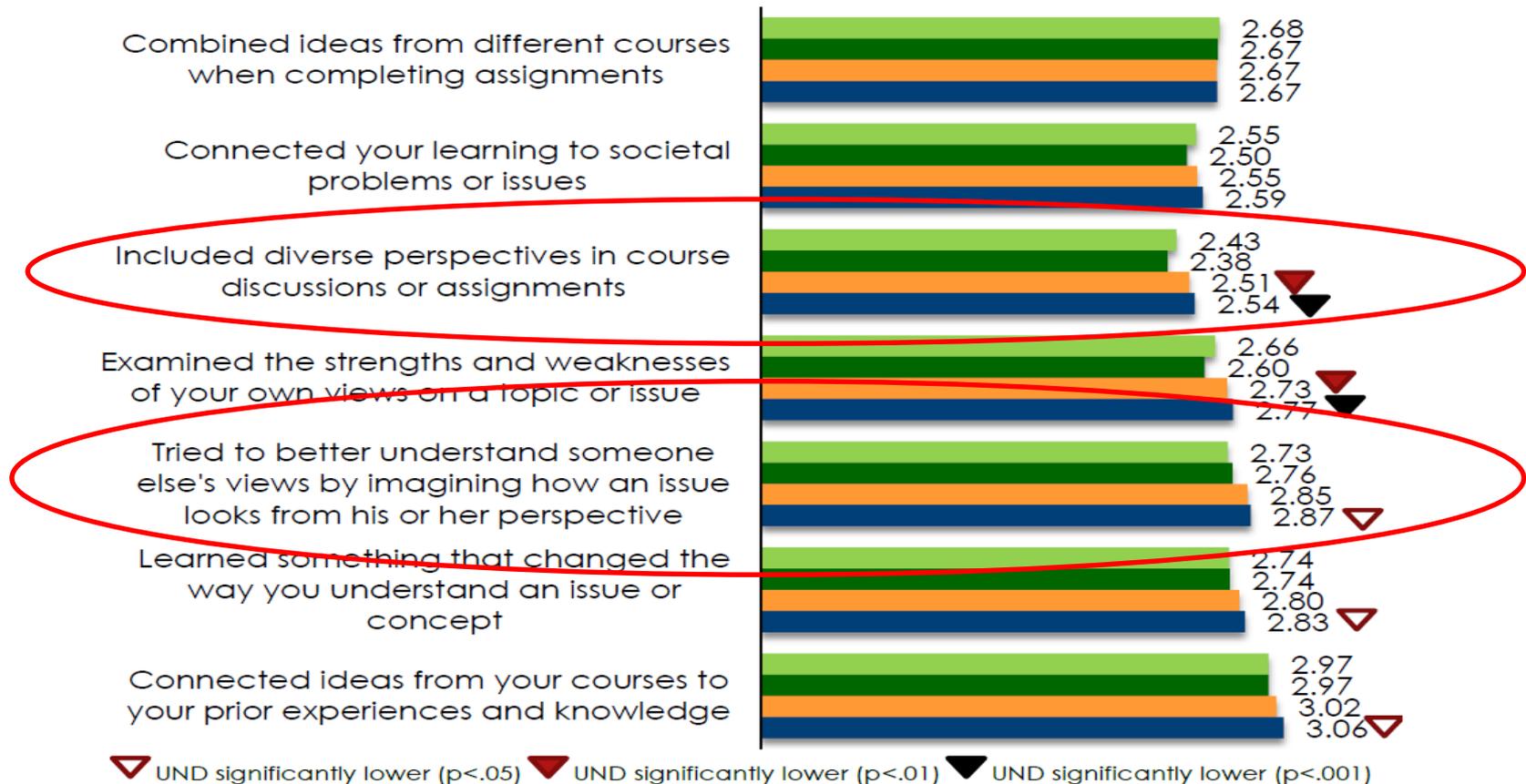
- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

↑ 2015 Score is higher than 2013; ↓ 2015 Score is lower than 2015

NSSE 2015: First-Year Students

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

■ UND 2013 ■ UND 2015 ■ Plains Public ■ Carnegie



NSSE 2015: Seniors

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

■ UND 2013 ■ UND 2015 ■ Plains Public ■ Carnegie



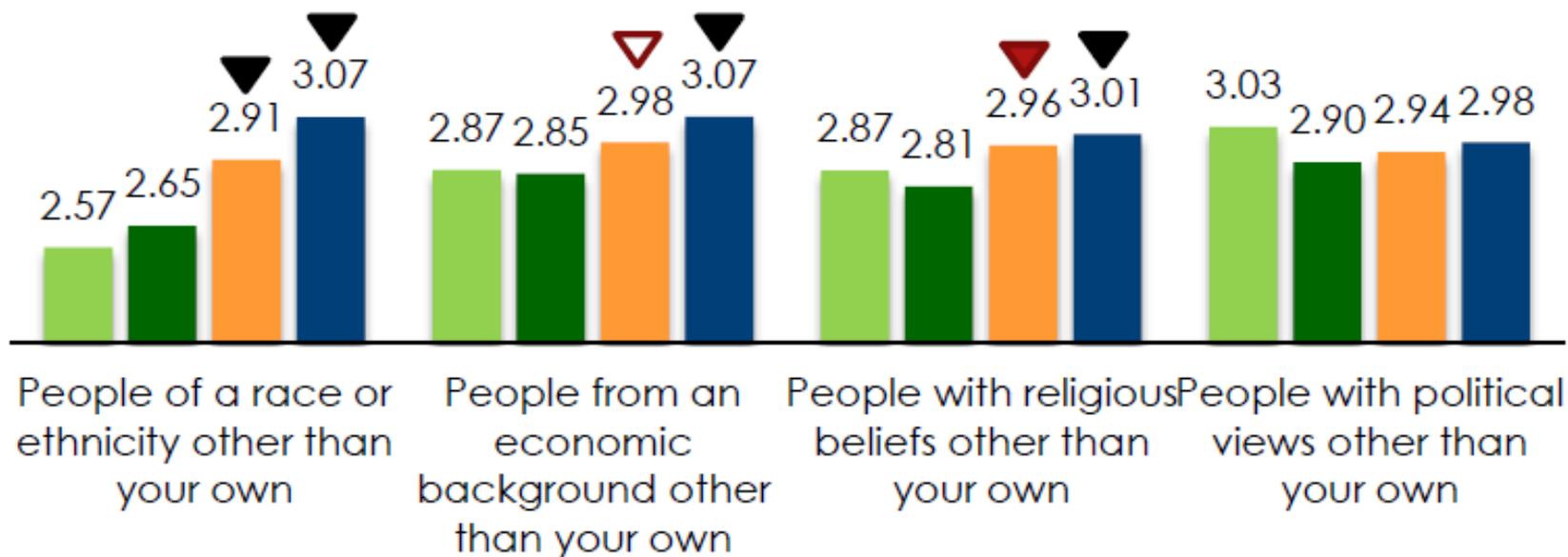
▼ UND significantly lower (p<.05)
 ▼ UND significantly lower (p<.01)
 ▼ UND significantly lower (p<.001)

NSSE 2015: First-Year Students

Figure 18. FY Discussions with Diverse Others

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

■ UND 2013 ■ UND 2015 ■ Plains Public ■ Carnegie



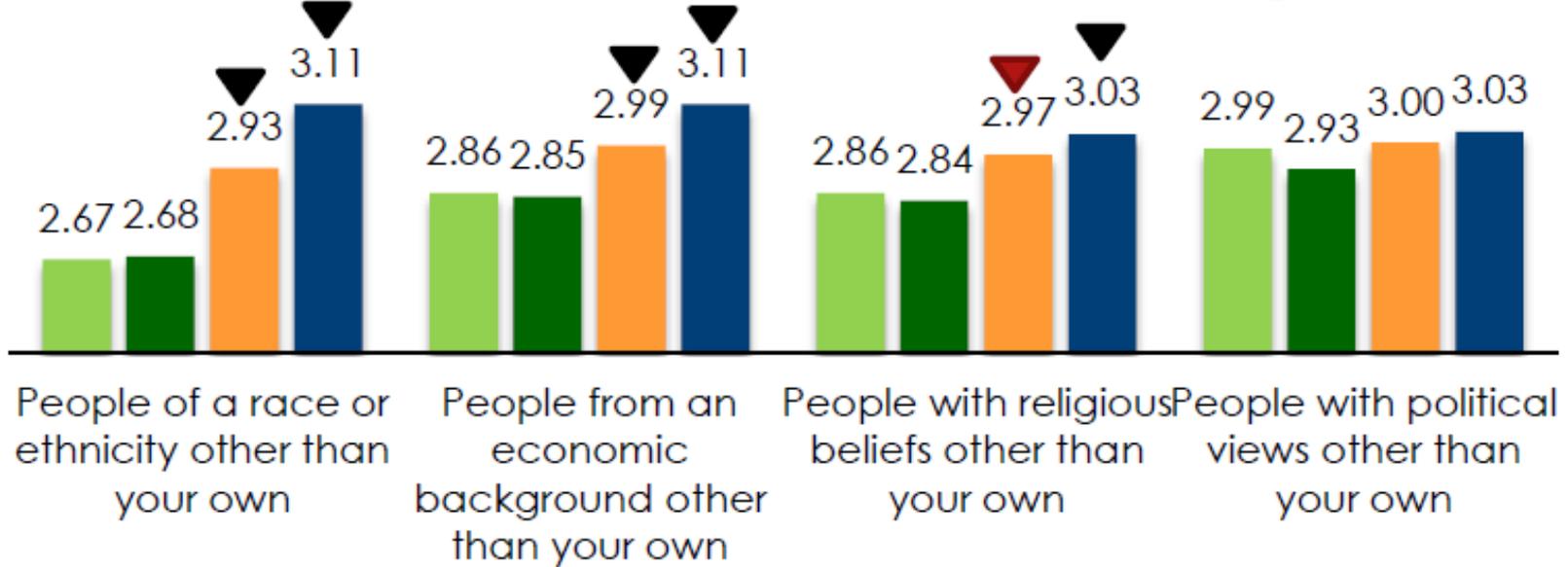
▽ UND significantly lower ($p < .05$)
 ▽ UND significantly lower ($p < .01$)
 ▼ UND significantly lower ($p < .001$)

NSSE 2015: Seniors

Figure 19. SR Discussions with Diverse Others

4 point scale: 1-Never 2-Sometimes 3-Often 4-Very often

■ UND 2013 ■ UND 2015 ■ Plains Public ■ Carnegie

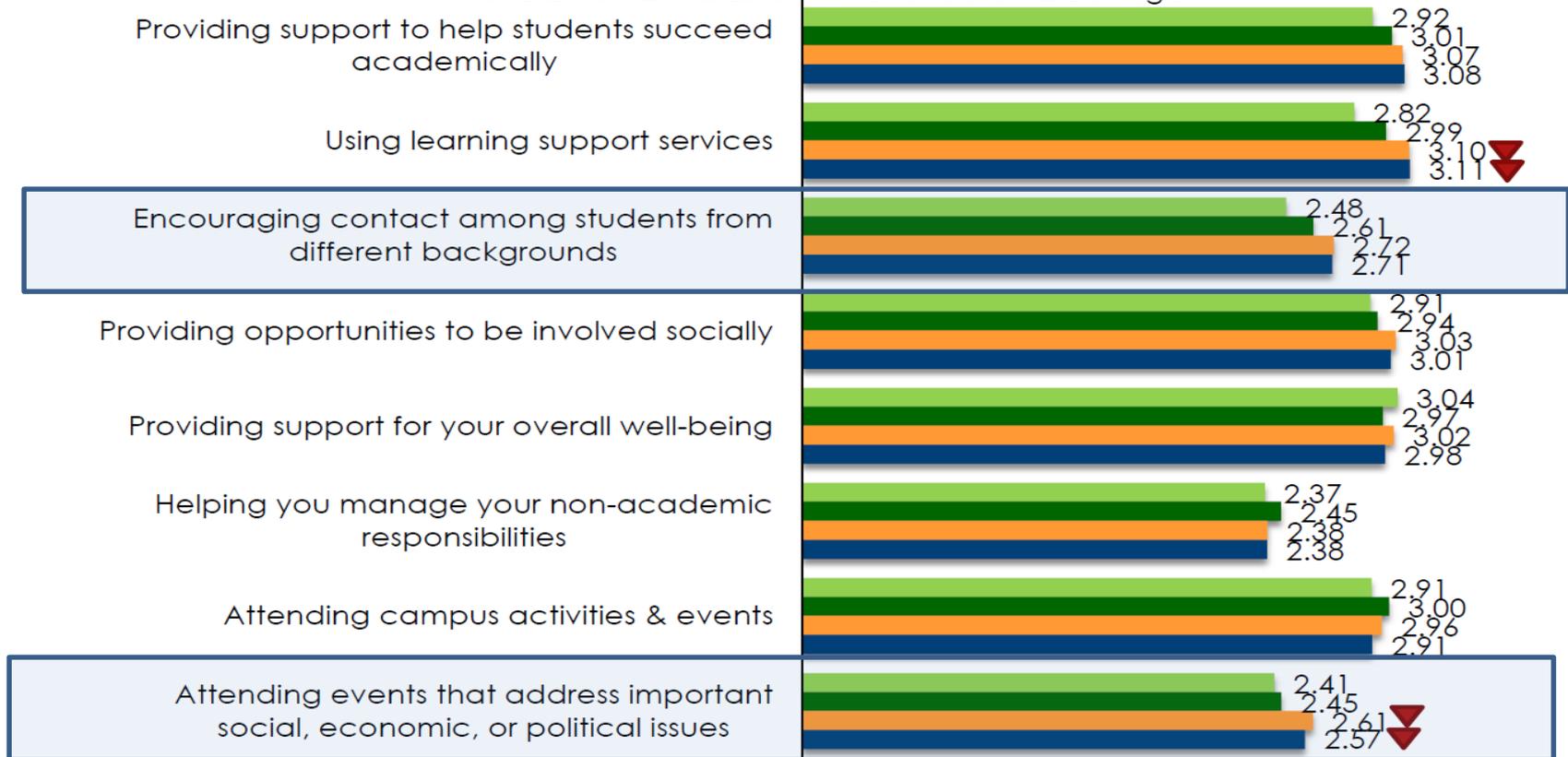


▼ UND significantly lower (p<.01) ▼ UND significantly lower (p<.001)

NSSE 2015: First-Year Students

4 point scale: 1-Very Little 2-Some 3-Quite a bit 4-Very much

■ UND 2013 ■ UND 2015 ■ Plains Public ■ Carnegie

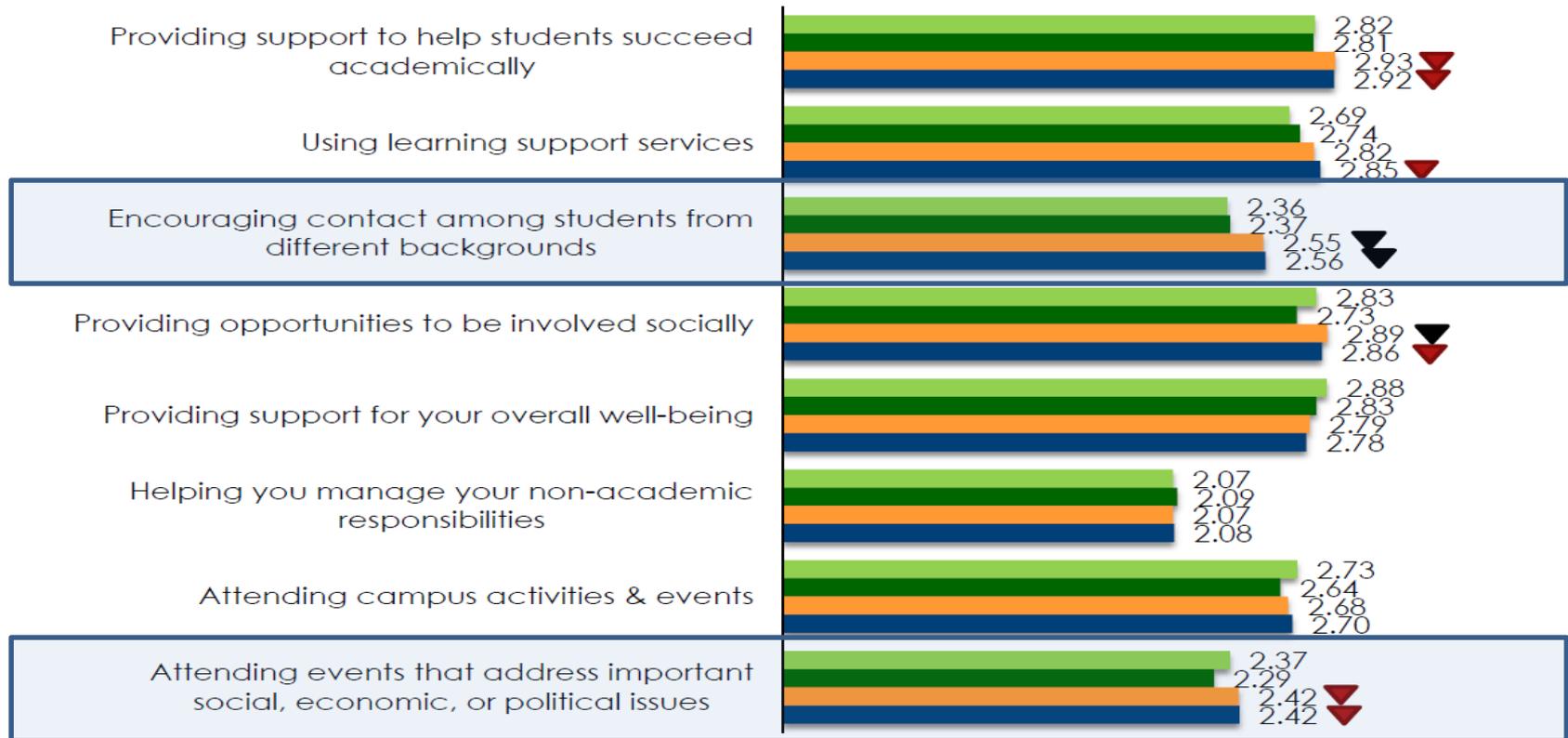


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NSSE 2015: Seniors

4 point scale: 1-Very Little 2-Some 3-Quite a bit 4-Very much

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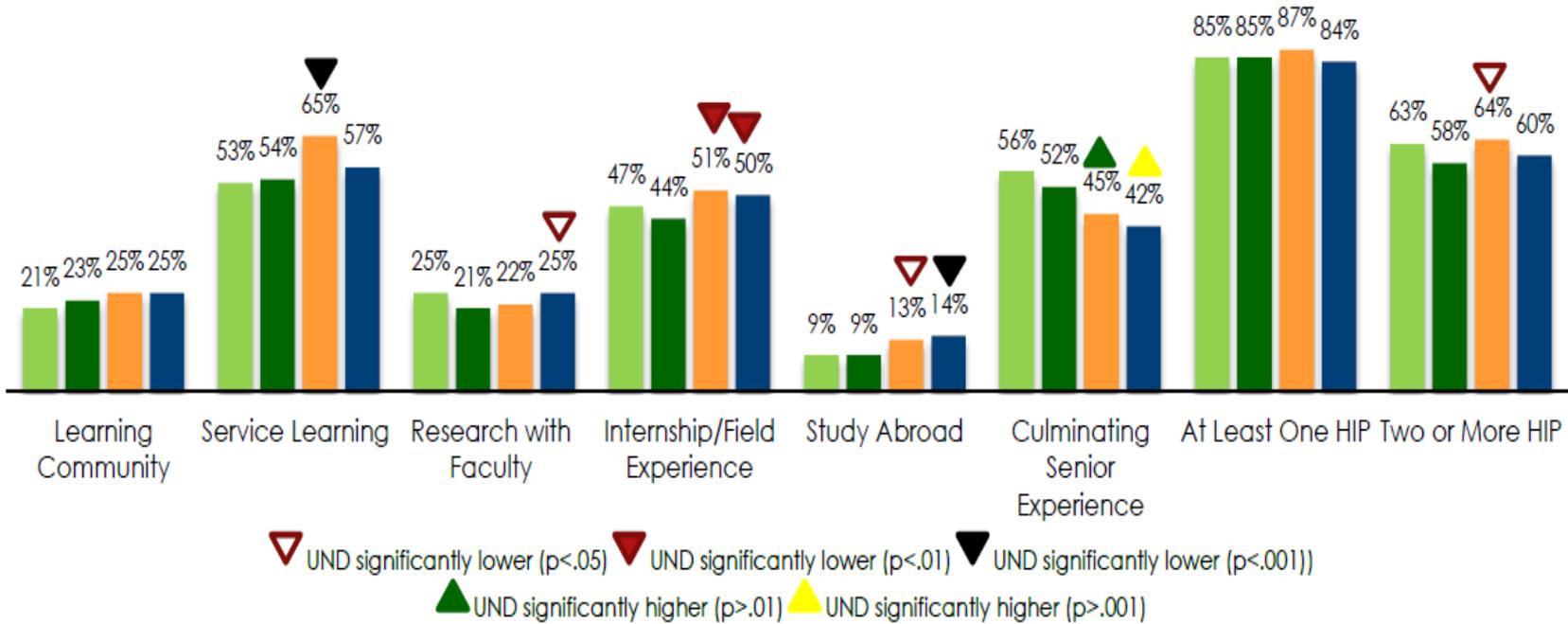


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NSSE 2015: Seniors

Figure 33. SR Participation in HIPs

■ UND 2013 ■ UND 2015 ■ Plains Public ■ Carnegie



2016 ES Assessment Week

Task summary: Prior to Halloween, the UND administration urges students to be thoughtful about the impact their costume choice may have on others. To help students correctly interpret this request, Student Government solicits open letters from UND students asking them to speak to their fellow students about the issue: How should costume choices be made? Where is the fine line between freedom of expression and inclusiveness, respect, and sensitivity? What does it mean to make a respectful costume choice?

Student's role: To write such an open letter to fellow UND students, utilizing the provided source documents as well as personal knowledge and experiences. Also, separate from the letter, write an explanation of it, clarifying to Senators (who will decide which letters should be part of the collection) why the letter was written in the manner that it was.

Document library:

- Demographic information (gender, race, sexual identity, age, stress level, and prevalence of mental illness among UND students and the US generally).
- Advertising depictions of Halloween costumes.
- Blog posts from students elsewhere that speak to the issue.

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2016 ES Assessment Week

Rubric Criteria	Sub-Criteria	Student Scores (Percentage)							Median Sub-Criterion Score
		Beginning	Developing		Conversant		Advanced		
			Low	High	Low	High	Low	High	
Knowledge	Analytical Framework	10	20	25	21	13	9	3	2 Developing
	Cultural Knowledge	12	18	25	23	13	6	2	2 Developing
Cultural Awareness	Self-Reflection	8	12	18	22	17	18	5	3 Conversant
	Cultural Interaction	13	20	25	20	13	6	3	2 Developing
Applications	Critical Thinking	12	15	28	20	14	9	3	2 Developing
	Inter-Cultural Engagement	NA	NA	NA	NA	NA	NA	NA	NA

Sample Size: 97 Students

Scoring Session Debriefing

- An overall impression is that the work was subpar and not terribly encouraging.
 - Strengths: Students seemed to **do best in the Self-Reflection criterion**, seeming to be aware of the message that cultural sensitivity is an issue. That students are receiving that message is good.
 - Weaknesses: Student **responses generally lacked substance**, they were too personalized and thus **lacked a sense of broader social patterns**. Also, few of the work products referenced the document library materials, except perhaps the most easily referenced part – the statistics. Finally, **theory was a weak point for students**, as compared to their relative strength on the reflective component.

Scoring Session Debriefing

- What does UND need to do more of to lead to a better outcome?
 - Students **need to learn how to use the language associated with the diversity learning goal** more appropriately.
 - They **need more awareness of societal issues** and how they impact diversity issues.
 - They **need to be immersed in situations that push them out of their comfort zone. Similarly, they need more experience discussing difficult issues.**
 - **Are two diversity courses enough?**
 - Expectations for ES diversity courses include attention to theoretical considerations. Generally students weren't using this type of knowledge to complete the task. Perhaps more needs to be done to **ensure students are getting rigor from their ES diversity courses.**
 - **UND's curriculum is lacking in experiential learning**, which could help expose students to the types of issues that would help their understanding in this area.

NSSE 2017

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First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Plains Public Plus	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	▼	▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	—	▼	▼
	Quantitative Reasoning	—	—	—
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	—	—	—
	Effective Teaching Practices	▼	▼	▼
Campus Environment	Quality of Interactions	—	—	—
	Supportive Environment	▼	▼	▼

NSSE 2017

Seniors

Theme	Engagement Indicator	Your seniors compared with		
		Plains Public Plus	Carnegie Class	NSSE 2016 & 2017
Academic Challenge	Higher-Order Learning	--	▼	▼
	Reflective & Integrative Learning	▼	▼	▼
	Learning Strategies	--	--	▼
	Quantitative Reasoning	▲	▲	▲
Learning with Peers	Collaborative Learning	--	▼	▼
	Discussions with Diverse Others	▼	▼	▼
Experiences with Faculty	Student-Faculty Interaction	--	▼	--
	Effective Teaching Practices	▼	▼	▼
Campus Environment	Quality of Interactions	▼	▼	▼
	Supportive Environment	▼	▼	▼

NSSE 2017

From NSSE 2017 Topical Module:

Inclusiveness & Engagement with Diversity

Item: How has your coursework emphasized...	First-Year Students	Seniors
Developing the skills necessary to work effectively with people from various backgrounds?		
Recognizing your own cultural norms and biases?		
Sharing your own perspectives and experiences?		

NSSE 2017

Item: How has your coursework emphasized...	First-Year Students	Seniors
Exploring your own background through projects, assignments, or programs?		
Learning about other cultures?		
Discussing issues of equity or privilege?		
Respecting the expression of diverse ideas?		

NSSE 2017

Item: How much does your institution emphasize...	First-Year Students	Seniors
Demonstrating a commitment to diversity?		
Providing students with the resources needed for success in a multicultural world?		
Creating an overall sense of community among students?		
Ensuring that you are not stigmatized because of your identity?		

NSSE 2017

Item: How much does your institution emphasize...	First-Year Students	Seniors
Providing information about anti-discrimination and harassment policies?		
Taking allegations of discrimination seriously?		
Helping students develop the skills to confront discrimination and harassment?		

NSSE 2017

Item: How much does your institution provide a supporting environment for the following forms of diversity...	First-Year Students		Seniors		
Racial/ethnic identification?		▼			▼
Gender identity?		▼			▼
Economic background?		▼			▼
Political affiliation?		▼			▼
Religious affiliation?		▼			▼
Sexual orientation?		▼			▼
Disability status?		▼			▼

New Intercultural Knowledge & Skills Course Categories

- The Diversity of Human Experience (DHE)
- Analyzing Worldview (AW)

To...

- ✓ Develop a set of transferable academic skills
- ✓ Teach important threshold concepts
- ✓ Encourage student reflexivity
- ✓ Skills to help guide interactions with others
- ✓ Help teach active ways of thinking, not just content knowledge

The Diversity of Human Experience

- The existence of cultural differences and the complexity of social identities
- Our worldviews are constructed through our identities and cultures
- Encourage student reflexivity

Criteria

Focus: Helps students better understand the diversity of the human experience; is committed to encouraging a consideration of the multiplicity of differing worldviews

Threshold Concepts: The existence of cultural differences and the complexity of social identities; worldviews are constructed through our identities and cultures

Student Reflexivity: Reflect on ones own identity, culture, and worldview; consider ones worldview as the product of identity and culture

Focus, Threshold Concepts, and Student Reflexivity constitute at least 1/3 of course focus and graded assignments

May not carry any other ES special emphasis designation

Analyzing Worldview

- Encourage students to think about the real-world consequences of differing worldviews
- Ideologies represent the value and interests of a particular group, and are the fundamental means through which systems of privilege and oppression are organized
- Privilege and oppression are part of larger social institutions and systems

Criteria

Focus: Examine the real-world consequences of differing worldviews by giving students tools to analyze social inequities

Threshold Concepts: Privilege and oppression are part of larger social institutions and systems; ideologies represent values and interests of a particular group

Student Reflexivity: Practice metacognition – to understand oneself as existing within ideology and systems of oppression and privilege

Transferable academic skills for productively engaging with difference are an explicit and primary component of the course; this and above criteria constitute at least 1/2 of course focus and graded work

May not carry any other ES special emphasis designation

Must be at the 200 level or higher

Discussion

- What implications do our assessment data have for how to approach course or assignment development?
- Can you think of any types of assignments or course activities that are well matched to the DHE or AW criteria?
- What support do you or your department need to help with the transition? What needs to happen to make this an impactful change?

Additional Information

- Currently:
 - Approximately 90 US and Global Diversity courses enrolling ~7700 students per calendar year
 - Just validated by the ESC and approved by the U Senate: 1 DHE and 6 AW courses
 - Anthropology, Communication, History, Philosophy, Political Science, Religion
- Looking Ahead:
 - April 26: Diversity & Global Learning as a HIP – 3:30-4:30, RVR
 - Dec 1, 2018 and Dec 1, 2019
 - Need for online sections
 - Current U and G lists remain static as long as needed
 - Faculty Fellow position