

**Assessment Report
Cultural Responsiveness
Part I**

Overview:

In AC 2019-2020, the Assessment Committee began preparations for the general education assessment of student learning at Harry S Truman College to be conducted during AC 2020-2021 around Cultural Responsiveness (formerly *Cultural Competence*). Assessment committee members drafted the following Student Learning Outcomes for Cultural Responsiveness (approved, Spring 2019)

Cultural Responsiveness Student Learning Outcomes:

1. Identify a variety of moral and/or intellectual perspectives, principles, systems, and structures
2. Articulate the impact of cross-cultural and community activities on the lives of others
3. Demonstrate understanding of the complexity of elements important to members of another culture or cultures in relation to their history, values, politics, communication styles, economy, and/or beliefs and practices
4. Analyze multicultural and international questions (historical and/or contemporary) from a variety of perspectives

In Fall 2020, the committee began researching two very important questions, in preparation for the Spring 2021 assessment: “In what courses are Cultural Responsiveness SLOs being taught?” and “How are they being assessed?” The answers to both of these questions will guide the assessment of student learning during Spring 2021.

Fall 2020

The initial phase of the assessment began with a background investigation into courses that have a Human Diversity (HD) designation as defined by the State of Illinois. Students must complete one course with an HD designation in order to graduate from CCC with a degree.

At the time of this background research, there were 108 district-wide HD-approved courses (1 course was approved in late fall for a current total of 109 courses).

These are divided into two groups: General Education Core Curriculum (GECC) and Non-General Education Courses. 80 of the district-wide HD courses are GECC and 29 of the district-wide HD courses are Non-Gen Ed.

Truman is approved to offer 50 of those courses.

In Spring 2020, Truman offered 19 HD-designated courses over 32 sections.

In Fall 2020, Truman offered 21 HD-designated courses over 31 sections.

This data reveals Truman College is currently eligible to offer less than 50% of possible HD-designated courses and actually offered less than 50% of those during the spring 2020 and fall 2020 semesters.

These courses were offered at the following times (by Section).

B M/W-9:30-10:50	1	H T/Th 11:00-12:20	3	LM	1
AB M/W 8:00-9:20	1	G T/Th 9:30-10:50	3	PQR M/W 6:00-9:00	3
C M/W -11-12:20	1	HJ T/Th 12:00-1:40	1	TUV T/Th 6:00-8:50	4
CD M/W 11:00-12:50	4	J T/Th 12:30-1:50	1	WB S 12:25-3:30	1
DE M/W 12:30-2:15	2	JK T/Th 12:30-2:00	2		
E M/W 2:00-3:40	1	KS T/Th 2:00-3:45	1		
FG T/Th 9:00-10:40	1				

This table indicates that only one HD-designated course was offered on Saturdays (as a mini-session) and there were no HD-designated courses available on Fridays, and only 7 sections of HD-designated courses were offered in the evenings.

The committee discussed the possibility that the SLOs associated with Cultural Responsiveness are most likely being taught and assessed in other courses throughout the campus. Capturing that data proved to be more difficult.

Faculty Survey and Results

A survey was developed and sent to all faculty, full and part-time, several times over several weeks in the hopes of capturing a broader picture of where these SLOs are covered and assessed.

In total, 34 surveys were completed by 26 faculty members, representing 34 separate courses.

53% of the courses submitted reported that they address one or more of the Culturally Responsive SLOs and 8% of the courses submitted reported that they “might” address one of the SLOs.

8 out of the final 19 possible courses indicated that they do not have an HD designation and 11 courses do.

The survey also revealed that although some faculty thought they might address one or more of the SLOs, they weren’t sure. The comments section included the following statements:

Faculty

Analysis of diverse cultural texts takes place at the assignment level. I am not sure that the syllabus would be useful.

I indicated "maybe" because I am not certain that I currently have any relevant assessments to share.

I indicated "maybe" because I am not certain that I have assessments that reflect these SLOs but it would be worth considering.

The cultural differences or aspects of the students has very little impact on their learning or interaction in the class, except where there are clear language difficulties. Since going to all remote class learning, I also believe that there may be culture difficulties for students learning based on home environments and family relationships and structures, but I cannot confirm this impediment to a learning issue.

It is associated with a single project, and not an overall course emphasis

Faculty were also asked if they would be willing to share their course syllabi, associated assessments and student work with the committee. The results are as follows:

Would you be willing to share your course syllabus?

Yes – 17

No – 4

Maybe – 6

Would you be willing to share the assessment(s)?

Yes – 11

No – 4

Maybe – 7

Would you be willing to share student work?

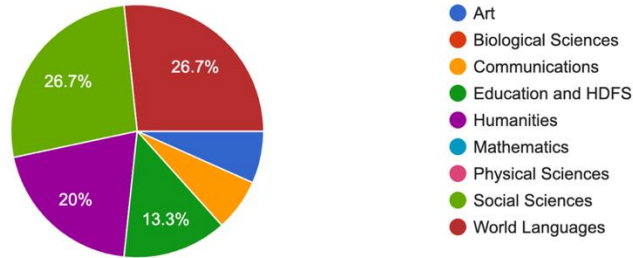
Yes – 13

No – 4

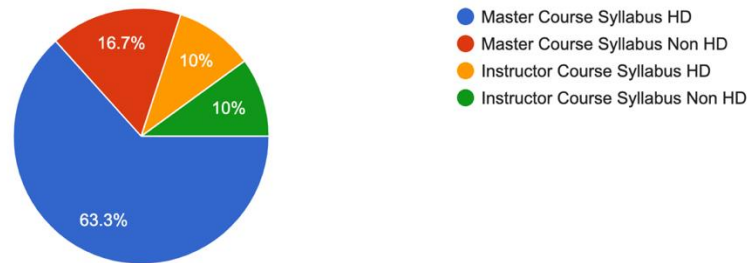
Maybe – 7

Results of Syllabi Investigation

Department
30 responses

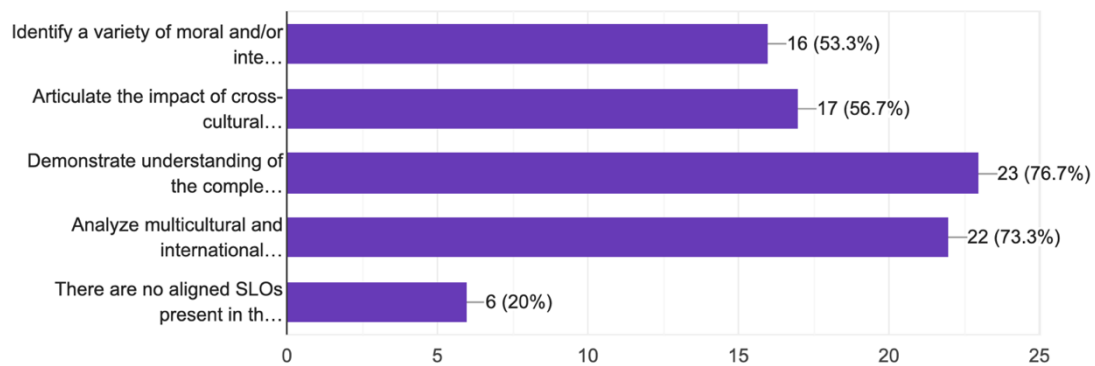


Syllabus Sort
30 responses



The following Culturally Responsive SLOS are clearly aligned in the course syllabus

30 responses



Results and Recommendations

The data gathered around the general education goal of Cultural Responsiveness and associated student learning outcomes reveals that there is further work to do to prepare for the assessment of *student* learning.

In several cases, there were clear connections between course-level SLOs and degree-level SLOs in regards to Cultural Responsiveness. For example, in each of the Spanish Language courses, the Master Course Syllabi include SLOs easily mapped to the CR SLOs.

Spanish 101 – SLOs	Cultural Responsiveness SLOs
1. <i>Demonstrate a familiarity with the differences and similarities in the Hispanic family and the impact on traditions and customs.</i>	1. <i>Identify a variety of moral and/or intellectual perspectives, principles, systems, and structures</i>
2. <i>Demonstrate basic awareness and appreciation for cultural, social and political differences among the Spanish-speaking world.</i>	3. <i>Demonstrate understanding of the complexity of elements important to members of another culture or cultures in relation to their history, values, politics, communication styles, economy, and/or beliefs and practices</i>

This was true of the majority of HD Master Course Syllabi examined for this investigation. However, it was also discovered that some of the HD Master Course Syllabi had one or less SLOs aligned with CR or Human Diversity outcomes. This does not mean that those concepts are not being taught in the individual courses or sections, but it does mean that it is impossible to gather any meaningful assessment data from them. In addition, so few faculty shared Instructor Syllabi with the committee that it was impossible to see where these concepts were being taught, practiced or assessed in the current courses being taught at Truman.

It was discovered that there are some Non-HD-designated courses *are* aligned with the CR SLOs. In one case, the strength of both the Master Course Syllabus and the Instructor Syllabus in regards to Cultural Responsiveness indicates that this course should be considered for an HD designation. In addition, some of the promising courses are not a part of the General Education Core and are therefore may only be encountered by select students.

Although the response rate for the survey from faculty was quite low, there were a few faculty who thought that they might have data to share even if they were not teaching an HD course. Further investigation into these individual cases is warranted. For example, one faculty member reported that they were planning on adding an SLO around CR, and in another, they said that there was an assignment that might meet the requirements for the study, but they didn't have an SLO associated with it. In a few of cases, the data revealed that a course (or sections of a course) meet the requirements for this study and the faculty were prepared to both share the assignment, student artifacts, and their course syllabi. There were others who

reported that although they meet the requirements for this study, they chose not to participate.

Therefore, it is currently difficult to determine where the Assessment Committee might attain enough student artifacts to assess Cultural Responsiveness as a college-wide initiative. In order to gather student artifacts from courses across the campus and across disciplines, the committee first has to know where students are being taught these concepts and where they are being practiced as it is not possible to assess students on learning outcomes they have not encountered.

Recommendations:

1. Broaden Human Diversity courses offered at Truman College.
2. Review instructor syllabi for alignment to the master syllabi.
3. Develop course-level assessments aligned with course-level SLOs aligned with the CR SLOs.
4. Design rubrics with clear connections to the expected SLOs.
5. Ensure the CR SLOs are being introduced, practiced and mastered throughout the college and, *at the very least*, in the HD courses
6. Investigate whether or not CR can be instituted across the curriculum.

In addition, the committee recommends additional supports for faculty interested in including Cultural Responsiveness SLOs into their courses. This could be offered as a workshop or a professional development opportunity.

*Respectfully submitted by Jennifer G. Asimow, January, 2021
Chair of General Education Assessment*