

Global & Cultural Understanding Assessment Summary

Executive Summary

During academic years 2016-17 and 2017-18, the Drake Curriculum Analysis Committee (DCAC) reviewed the Global & Cultural Understanding (GCU) Area of Inquiry (AOI) by analyzing student self-perceptions of academic engagement and perceived learning gains, and by initiating a faculty review of student work in the AOI. DCAC and AOI faculty concluded that while Drake students, particularly seniors, perceive high learning gains compared to students at peer institutions, a faculty review of work revealed two main deficits in student learning:

- a lack of complexity in thinking about global and cultural understanding, and
- a deficit of self-awareness of their cultural lens and biases.

These concepts are connected to the outcomes of (1) Cultural Issues and (2) Inter-Cultural Understanding, respectively, within the GCU AOI.

Student work demonstrated a lack of complexity around cultural issues and intercultural difference. This demonstrated lack of complexity has been noted by DCAC in work across previous AOIs. DCAC and AOI faculty noted that assignment design and the connection between the AOI course and the AOI outcomes may act as barriers to complexity in student work. To address these concerns, DCAC recommends the following:

1. Develop resources on assignment design for the GCU AOI.
2. Provide regular time and space for faculty to discuss teaching in the GCU AOI.
3. Develop a supplementary glossary of terms for this AOI.
4. Develop a resource library and online community for AOI faculty.
5. Include diverse perspectives in coursework and clarify expectations of learning.

Student lack of self-awareness of their cultural lenses and biases may account for the gap in students' high self-perception of skills and low faculty scores for students' abilities in Inter-cultural Understanding. Students approach questions at hand superficially, often fail to ask "why," and struggle to identify how their own cultural bias may affect their interpretations. To address these concerns, DCAC recommends the following:

6. Require intentional and scaffolded self-reflection that encourages students to integrate their course experiences with their honest feelings and analysis of their experience.

During analysis of the GCU AOI, DCAC received feedback about communication and transparency of AOIs across the Drake Curriculum. To address these concerns, DCAC recommends the following:

7. Investigate processes for sustaining the AOI designation.

Overview

The Drake Curriculum promises to provide students with a meaningful liberal arts education through three components: a First-Year Seminar, a set of Areas of Inquiry (AOI) requirements, and a Senior Capstone. Our institution maintains a commitment to inquire into the consequences of our work with students, something Lee Shulman described as a "pedagogical imperative."¹

¹ Shulman, L. S. (2003). No drive-by teachers. Carnegie Perspectives. Retrieved from <http://www.carnegiefoundation.org/perspectives/no-drive-teachers>

To provide evidence of student learning in the Drake Curriculum, the Drake Curriculum Analysis Committee (DCAC) regularly performs on-going inquiry of the Drake Curriculum. For the 2016-17 and 2017-18 academic year, DCAC analyzed the Global & Cultural Understanding (GCU) AOI. Drake students “will pursue the ideal wherein all persons have value and a voice”² by examining aspects of Cultural Issues, Elements of Culture, Role of Institutions, and Inter-Cultural Understanding. DCAC provides evidence of student learning in this AOI through direct and indirect data.

Current Efforts in Global & Cultural Understanding

“Responsible global citizenship” is one of the foundations of Drake’s mission and the student experience. From Drake’s mission explication, Drake “[fosters] in our students intercultural sensitivity and an active awareness of their relationship to the many communities of which they are a part, including the local, regional, national, and international.”³

During the 2016-17 and 2017-18 academic year, the Faculty Senate undertook a process to revise the Drake Curriculum. As a result of these discussions, the Faculty Senate approved a new set of student learning outcomes that increased students’ exposure to global and cultural understanding. The new outcomes splits up the existing AOI into two separate learning outcomes. These are as follows:

- Develop knowledge, skills, and dispositions necessary for responsible global citizenship in local, national, and global contexts.
- Analyze and understand how diversity and systems of exclusion shape society, with emphasis on the context of the United States.

Rationale for this decision stemmed from Drake’s mission to prepare students for responsible global citizenship.

As part of efforts to assess Global & Cultural Understanding, DCAC convened several workshops in the 2016-17 and 2017-18 academic years to discuss teaching in this AOI. Faculty reacted positively to this designated space to discuss teaching and indicated that this interdisciplinary discussions often provided new perspectives and out-of-the-box solutions to faculty concerns.

Drake provides several learning experiences to support global and cultural understanding that fall outside the Drake Curriculum. Although these fall outside the purview of the general education curriculum, these learning experiences provide valuable context that inform how students might perceive their Global & Cultural Understanding AOI education.

Drake provides support and training to faculty through consulting and workshops provided through the Office of the Associate Provost for Faculty Development & Assessment. The Inclusive Learning Environment Faculty group meets regularly to discuss the challenges, successes, and failures faculty face as they try to navigate the difficult issue of creating inclusive

² The Drake Curriculum: Global and Cultural Understanding. (n.d.). Retrieved November 27, 2017, from <http://www.drake.edu/dc/areasofinquiry/globalandculturalunderstanding/>

³ "Mission Explication." Drake University. Accessed December 06, 2017.

<http://www.drake.edu/acad/policies/policystatements/drakeuniversitymissionexplication/>.

learning environments. Although the work of this faculty group is not always centered around issues of global and cultural understanding, past topics have focused on fostering intercultural understanding.

Students have access to several co-curricular experiences that affect their development in global and cultural understanding. These include events through the Principal Center for Global Citizenship, Drake International, and student organizations, such as the Student Activities Board and Unity Roundtable.

As part of Drake's 2017 Higher Learning Commission Reaccreditation process, the university adopted "Strategic Diversity for Drake University" as its quality initiative project. As a result of this project, the university implemented the following:

- Development assessment of the current campus climate around issues of differences,
- Crew Scholars and Flight programs addressing the recruitment and retention of a diverse faculty and student body, and
- An intentional focus on strategic diversity in the Balanced Scored Continuous Improvement Plan.

Student Self-perceptions of Skills

Student self-reported data from several sources provide valuable context to understand challenges in particular skill areas. Student self-reported data is pulled from the 2016 National Survey of Student Engagement (NSSE), the 2017 Drake Student Survey (DSS), and the 2014-2016 Foundations of Learning Assessment (FLA). On the 2016 NSSE Global Learning Topical Module, 57% of Drake seniors reported that their Drake experience contributed "Quite a bit" or "Very much" to their knowledge, skills, and personal development in global and cultural understanding. Drake seniors scored over 10% greater than seniors at other private institutions of comparable size (1K-10K). From the same 2016 NSSE module, Drake first-year students did not compare as favorably to peers, rating Drake's contribution to their perceived learning gains as on par with peers. See Appendix B for full results.

This split from first year to senior year is also seen in students' curricular engagement in global and cultural understanding. Drake First-Year students consistently score below peer institutions when asked how frequently they engage in global and cultural understanding in their coursework (e.g., "How often have you tried to better understand someone else's views by imaging how an issue looks from his or her perspective?") Conversely Drake seniors consistently score higher than peers on their engagement with global and cultural understanding. See Appendix B for full results.

Drake students' perception of their skills in global and cultural understanding increase throughout their time at Drake students and may rise concurrently as their engagement in these concepts increase as well. Results of the 2013-17 Longitudinal Panel Study show the significant growth students report in these skills over their Drake experience. The 2013-17 Longitudinal Panel Study compares students' self-reported skill on institutional learning outcomes from the 2013 to 2016 Foundations of Learning Assessment (FLA), taken by incoming first-year students, to the 2017 Drake Student Survey (DSS), taken by all students. Table 4 below shows the

significant growth students report in these skills and event indicate improvement form the 2011-2014 Longitudinal Panel Study. See Appendix D for full results.

Faculty Review of Student Work

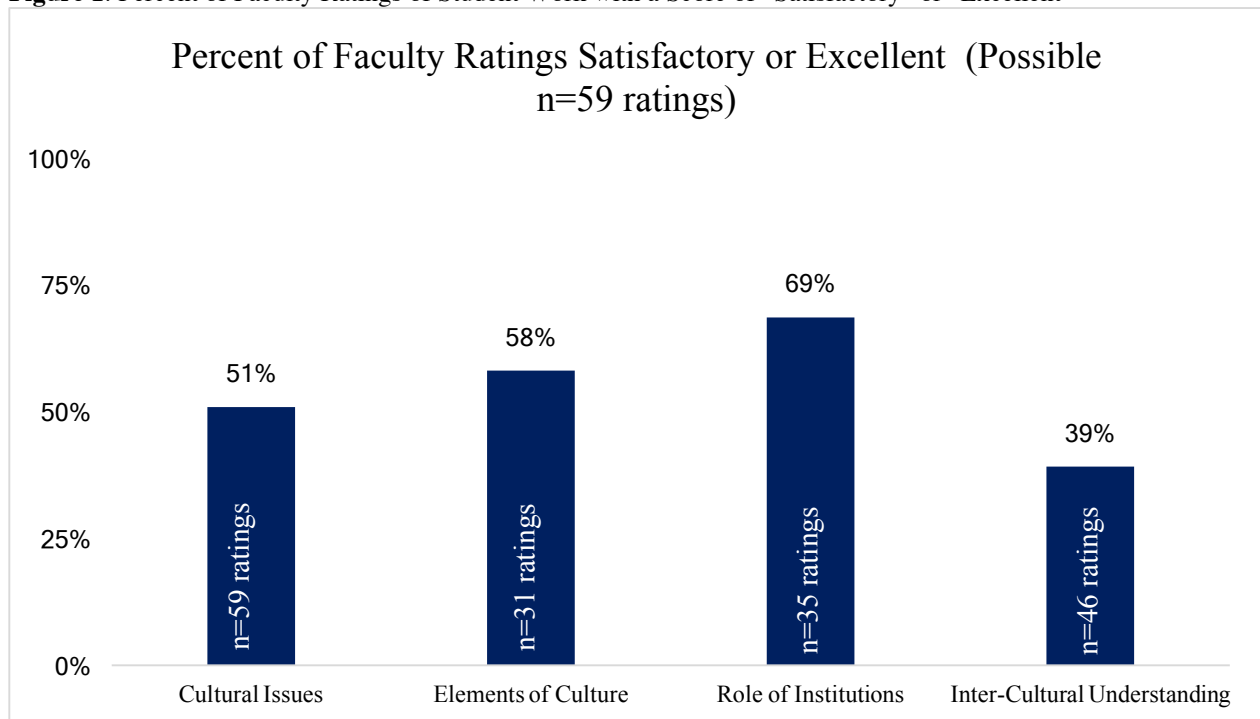
In Fall 2017, Drake University faculty teaching in the GCU AOI reviewed samples of student work and explored student skills in global and cultural understanding. DCAC aggregated results to focus on Drake's overall effectiveness in supporting student learning.

DCAC solicited samples of student work from AOI faculty and received over 60 samples. DCAC selected 32 representative samples from 12 faculty representing a variety of courses (travel, didactic, experiential) across all eligible colleges and schools (Arts & Sciences, Business & Public Administration, Education, Journalism & Mass Communication, Pharmacy & Health Sciences). In Fall 2017, faculty rated student work samples on a rubric based upon the GCU outcomes. The GCU rubric has the following four criteria:

- Cultural Issues.
 - Does the student interpret intercultural issues from their own and others' perspectives?
 - Does the student demonstrate an understanding of the complexity of cultural issues?
- Elements of Culture.
 - Does the student explore the elements that create diversity?
 - Does the student explain how those elements impact the development of a culture or interaction among cultures?
- Role of Institutions.
 - Does the student identify and analyze how institutions adjust in response to struggles among members of diverse societies and how institutions address their needs?
- Inter-Cultural Understanding.
 - Does the student reflect on the skills, knowledge, and collective efforts necessary to help foster inter-cultural communication, respect, and understanding?

Aggregate results of 11 faculty raters are shown in Figure 1 below. This represents the percent of faculty ratings of student work with a score of "Satisfactory" or "Excellent." For the GCU AOI, not all courses apply to all four outcomes or criteria; therefore, faculty only rated the student work as applicable resulting in the discrepancy in the number of total ratings per criteria.

Figure 1: Percent of Faculty Ratings of Student Work with a Score of “Satisfactory” or “Excellent”



Faculty reviewers identified the following consistent characteristic of student work per criteria:

- ***Cultural Issues***: Students are aware of and recognize cultural differences (listing of examples), but may lack depth (may consider other cultures as monoliths and not consider intercultural differences), and may only implicitly include their own perspective. Some assignments might not ask students to explicitly consider their own perspective.
- ***Elements of Culture***: Students analyze the impact of global and cultural elements on culture. Satisfactory student work included specific and nuanced discussion of elements of culture. Student limitations may result from issues found in a) Cultural Issues and d) Inter-Cultural Understanding.
- ***Role of Institutions***: Students begin to demonstrate how institutions respond to intercultural struggle. Student limitations may result from issues found in a) Cultural Issues and d) Inter-Cultural Understanding.
- ***Inter-Cultural Understanding***: Students approach questions at hand superficially, often fail to ask "why", and struggle to identify how their own cultural bias may affect their interpretations.

Conclusions & Recommendations

The two main deficits that student show for Global & Cultural Understanding are as follows:

- a lack of complexity in their thinking, and
- a deficit of self-awareness of their cultural lens and biases.

During the review of student work, AOI faculty identified consistent challenges in the (1) Cultural Issues and (2) Inter-Cultural Understanding learning outcomes, which correspond nicely to the two main deficits in student learning that DCAC reports.

Lack of complexity

Student work often demonstrated awareness and recognition of cultural differences, but often lacked depth regarding intercultural differences and the heterogeneity of culture. This demonstrated lack of complexity and of questioning awareness, assumptions or perspectives is a noted common deficiency across other assessed Areas of Inquiry (AOI) (critical thinking, writing, information literacy). DCAC noted from NSSE results and in the student work submitted that oftentimes students don't demonstrate complexity because the assignments aren't intentionally designed around the AOI outcomes and may not ask for or provide space for depth of thought. AOI faculty reported that they are even often sometimes unsure what the AOI is asking for and therefore are unable to design assignments that elicit that type of complexity.

To address this concern, DCAC recommends the following:

1. *Institutional & Curricular support*: Develop resources or workshops around assignment design for this AOI. DCAC and AOI faculty noted that the quality of student work and its connection to this AOI were often dictated by the assignment design.
2. *Institutional support*: Provide regular time and space for faculty to convene and discuss teaching in this AOI. This could include faculty workshops for (1) discussion of best practices, (2) presentations by experts in the field, or (3) orientation and discussion for J-term travel faculty. Previously discussed space at the Learning Symposium.
3. *Curricular support*: Develop a supplementary glossary of terms for this AOI to make faculty and students more comfortable with and aware of the intended outcomes (particularly across disciplines). AOI language is often ambiguous based upon your discipline, so clarity around terms, such as "institutions" or even "culture," would be helpful.
4. *Institutional support*: Develop a resource library and online community (Blackboard, OneDrive) for AOI faculty to share and discuss student learning and their teaching experience in this AOI. Some elements discussed include:
 - a. Best practices from faculty with established success in teaching in this AOI (e.g., How to structure assignments for intentional self-reflection").
 - b. Established tools and how they are used on campus (Intercultural Development Inventory).
 - c. Bank of assignments, with tips and tricks (what worked, what didn't work) faculty learned after implementation.
 - d. Blind repository of student work.
 - e. List of core readings. ("Beyond Sophisticated Stereotyping: Cultural Sensemaking in Context" from *The Academy of Management Executive* (1993-2005), Vol. 14, No. 1)
 - f. Pool of potential community resources and guest speakers.
 - g. Discussion forum for faculty.
5. *Teaching and Learning*: Incorporate different perspectives in discussions of Global & Cultural Understanding, including texts by persons of color or from different communities, and clarify the intentions and expectations for student learning in Global & Cultural Understanding early and often.

Lack of self-awareness

Students self-report their skills very highly in global and cultural understanding; however, AOI faculty reported low scores for students' abilities in Inter-cultural Understanding. Faculty review of student work indicated that students approach questions at hand superficially, often fail to ask "why," and struggle to identify how their own cultural biases may affect their interpretations. Students' lack of self-awareness of their skills in inter-cultural understanding may account for gaps between students' high self-perceptions and faculty's lower review of student work. Put another way, students "don't know what they don't know," so they may perceive themselves as encountering incredible personal growth on a J-term travel seminar that then perceive as growth in Global & Cultural Understanding, when in fact that may not be the case. DCAC and AOI faculty noted the difficulty of reflection in travel seminars to move beyond reflection for the sake of reflection and to scaffold reflection so that students confront their own cultural lenses, biases, and perspective. AOI faculty repeatedly cited that students often view culture as external to them and often failed to understand their own role in culture.

To address this concern, DCAC recommends the following:

6. *Institutional & Curricular support/ Teaching & Learning*: Require elements of self-reflection in our students to ensure that students are aware of their cultural lenses and biases. This self-reflection will be more than open-ended questions that ask students to think about their experience. We recommend that this reflection encourages students to integrate their course experience with their honest feelings and analysis of their experience beyond what students think faculty want to hear. Elements of this might include:
 - a. Include assignments centered around self-reflection in the UCC course certification process,
 - b. Workshops, materials, or best practices to help faculty design better assignments.
 - c. Encouraging faculty to incorporate more reflection scaffolded around texts or experiences that force students to confront cultural biases.

Communication and Transparency

During the process of assessing the Global & Cultural Understanding AOI, DCAC received feedback that matched its own existing questions about communication and transparency around not only this AOI, but across the Drake Curriculum.

To address this concern, DCAC recommends the following for the University Curriculum Committee (UCC):

7. *Curricular support*: Investigate processes for sustaining the AOI designation or for reviewing AOI courses. Faculty were unaware of any processes for recertification and noted that some courses might be disconnected from the AOI outcomes. In investigating this process, faculty recommended that any process do the following:
 - a. Require regular recertification in a reasonable timeframe, as assignments and the focus of courses often change over time.
 - b. Require faculty training or workshop to quality for teaching in or sustaining the AOI. This is based upon student criticism on the lack of faculty training.
 - c. Require intentional self-reflection around global and cultural understanding in approved AOI courses.

d. Investigate the requirement that AOI courses only need to satisfy 2 of 4 outcomes.

Appendix A 2016 NSSE Global Learning Module

First-Year Students

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-------|--------------------|----|--------------------------------------|--------------------|--------------------------|
| | | | | Drake | | Private 1000-10000 | | Drake | Private 1000-10000 | Effect size ^d |
| | | | | Count | % | Count | % | Mean | Mean | |
| 6. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | | |
| a. Being informed about current international and global issues | GBL06a | 1 | Very little | 15 | 10 | 489 | 16 | 2.6 | 2.5 * | .19 |
| | | 2 | Some | 61 | 37 | 1,248 | 38 | | | |
| | | 3 | Quite a bit | 55 | 34 | 1,026 | 31 | | | |
| | | 4 | Very much | 33 | 19 | 430 | 15 | | | |
| | | Total | 164 | 100 | 3,193 | 100 | | | | |
| b. Speaking a second language | GBL06b | 1 | Very little | 109 | 68 | 1,512 | 48 | 1.6 | 2.0 *** | -0.32 |
| | | 2 | Some | 23 | 14 | 684 | 22 | | | |
| | | 3 | Quite a bit | 10 | 6 | 576 | 18 | | | |
| | | 4 | Very much | 20 | 12 | 417 | 13 | | | |
| | | Total | 162 | 100 | 3,189 | 100 | | | | |
| c. Seeking international or global opportunities out of your comfort zone | GBL06c | 1 | Very little | 40 | 26 | 900 | 29 | 2.2 | 2.2 | .01 |
| | | 2 | Some | 69 | 42 | 1,175 | 37 | | | |
| | | 3 | Quite a bit | 37 | 22 | 793 | 25 | | | |
| | | 4 | Very much | 18 | 11 | 315 | 10 | | | |
| | | Total | 164 | 100 | 3,183 | 100 | | | | |
| d. Understanding how your actions affect global communities | GBL06d | 1 | Very little | 36 | 23 | 755 | 23 | 2.2 | 2.3 | -0.05 |
| | | 2 | Some | 66 | 41 | 1,158 | 36 | | | |
| | | 3 | Quite a bit | 44 | 26 | 947 | 29 | | | |
| | | 4 | Very much | 18 | 10 | 329 | 11 | | | |
| | | Total | 164 | 100 | 3,189 | 100 | | | | |
| e. Preparing for life and work in an increasingly globalized era | GBL06e | 1 | Very little | 31 | 20 | 636 | 20 | 2.4 | 2.4 | .00 |
| | | 2 | Some | 52 | 31 | 1,038 | 32 | | | |
| | | 3 | Quite a bit | 55 | 33 | 1,046 | 33 | | | |
| | | 4 | Very much | 26 | 16 | 464 | 15 | | | |
| | | Total | 164 | 100 | 3,184 | 100 | | | | |
| f. Encouraging your sense of global responsibility | GBL06f | 1 | Very little | 25 | 17 | 593 | 18 | 2.5 | 2.5 | .01 |
| | | 2 | Some | 57 | 36 | 1,040 | 33 | | | |
| | | 3 | Quite a bit | 48 | 28 | 1,020 | 32 | | | |
| | | 4 | Very much | 31 | 19 | 516 | 17 | | | |
| | | Total | 161 | 100 | 3,169 | 100 | | | | |

Seniors

| Item wording or description | Variable name | Values ^c | Response options | Frequency Distributions ^a | | | | Statistical Comparisons ^b | | |
|--|---------------|---------------------|------------------|--------------------------------------|-------|--------------------|----|--------------------------------------|--------------------|--------------------------|
| | | | | Drake | | Private 1000-10000 | | Drake | Private 1000-10000 | Effect size ^d |
| | | | | Count | % | Count | % | Mean | Mean | |
| 6. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | | |
| a. Being informed about current international and global issues | GBL06a | 1 | Very little | 6 | 5 | 454 | 13 | 3.1 | 2.6 *** | .44 |
| | | 2 | Some | 25 | 20 | 1,172 | 33 | | | |
| | | 3 | Quite a bit | 46 | 37 | 1,122 | 32 | | | |
| | | 4 | Very much | 45 | 37 | 763 | 22 | | | |
| | | Total | 122 | 100 | 3,511 | 100 | | | | |
| b. Speaking a second language | GBL06b | 1 | Very little | 70 | 59 | 1,623 | 46 | 1.7 | 2.0 * | -.20 |
| | | 2 | Some | 25 | 20 | 924 | 26 | | | |
| | | 3 | Quite a bit | 13 | 10 | 481 | 14 | | | |
| | | 4 | Very much | 15 | 11 | 482 | 14 | | | |
| | | Total | 123 | 100 | 3,510 | 100 | | | | |
| c. Seeking international or global opportunities out of your comfort zone | GBL06c | 1 | Very little | 31 | 26 | 1,086 | 30 | 2.4 | 2.2 | .16 |
| | | 2 | Some | 34 | 27 | 1,101 | 32 | | | |
| | | 3 | Quite a bit | 32 | 25 | 741 | 21 | | | |
| | | 4 | Very much | 26 | 21 | 582 | 17 | | | |
| | | Total | 123 | 100 | 3,510 | 100 | | | | |
| d. Understanding how your actions affect global communities | GBL06d | 1 | Very little | 19 | 17 | 686 | 19 | 2.6 | 2.5 | .16 |
| | | 2 | Some | 30 | 24 | 1,181 | 33 | | | |
| | | 3 | Quite a bit | 47 | 38 | 994 | 29 | | | |
| | | 4 | Very much | 25 | 21 | 637 | 19 | | | |
| | | Total | 121 | 100 | 3,498 | 100 | | | | |
| e. Preparing for life and work in an increasingly globalized era | GBL06e | 1 | Very little | 13 | 11 | 580 | 16 | 2.8 | 2.6 * | .21 |
| | | 2 | Some | 32 | 25 | 1,085 | 30 | | | |
| | | 3 | Quite a bit | 44 | 36 | 1,079 | 31 | | | |
| | | 4 | Very much | 34 | 28 | 759 | 23 | | | |
| | | Total | 123 | 100 | 3,503 | 100 | | | | |
| f. Encouraging your sense of global responsibility | GBL06f | 1 | Very little | 9 | 8 | 544 | 15 | 3.0 | 2.6 *** | .35 |
| | | 2 | Some | 23 | 19 | 1,049 | 30 | | | |
| | | 3 | Quite a bit | 48 | 38 | 1,065 | 31 | | | |
| | | 4 | Very much | 42 | 35 | 829 | 25 | | | |
| | | Total | 122 | 100 | 3,487 | 100 | | | | |

Appendix B

Data for Student Self-Perception of Skills

Table 1: Percent of Drake students whose Drake experience contributed to their knowledge, skills, and personal development “Quite a bit” or “Very much” compared to peers (Source: 2016 Global Learning Topical Module)

| Item | First-Year | | Senior | |
|--|------------|----------------|--------|----------------|
| | Drake | Private 1K-10K | Drake | Private 1K-10K |
| Being informed about current international and global issues | 54% | 46% | 75% | 54% |
| Speaking a second language | 19% | 31% | 23% | 27% |
| Seeking international or global opportunities out of your comfort zone | 34% | 35% | 47% | 38% |
| Understanding how your actions affect global communities | 38% | 40% | 60% | 47% |
| Preparing for life and work in an increasingly globalized era | 49% | 47% | 63% | 52% |
| Encouraging your sense of global responsibility | 49% | 48% | 74% | 54% |

Table 2: Percent of Drake students who engage in Reflective & Integrative Learning “Often” or “Very Often” compared to Peers. (Source: 2016 NSSE Main Survey)

| Item | First-Year | | Senior | |
|--|------------|-------|--------|-------|
| | Drake | Peers | Drake | Peers |
| Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 55% | 59% | 74% | 63% |
| Examined the strengths and weaknesses of your own views on a topic or issue | 63% | 65% | 82% | 68% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 69% | 72% | 86% | 74% |

Table 3: Percent of Drake students whose coursework encouraged Global Learning “Quite a bit” or “Very much” compared to Peers. (Source: 2016 NSSE Global Learning Topical Module)

| Item | First-Year | | Senior | |
|---|------------|----------------|--------|----------------|
| | Drake | Private 1K-10K | Drake | Private 1K-10K |
| Understand the viewpoints, values, or customs of different world cultures, nationalities, and religions | 56% | 59% | 70% | 66% |
| Develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions | 49% | 55% | 64% | 62% |

Table 4: Select Mean Scores from 2014-17 Longitudinal Panel Study (“How have you or your abilities changed in each of the following areas since coming to Drake?” 1=Much Worse, 5=Much Better). *Significance:* *= $<.05$, **= $.01$, *Effect Size:* 0.30-0.50=Moderate

| | Pretest Mean (FLA) | Posttest Mean (DSS) | 2017 | | 2014 | |
|--|--------------------|---------------------|------|-------------|------|-------------|
| | | | Sig. | Effect Size | Sig. | Effect Size |
| | | | | | | |

| | | | | | | |
|---|------|------|----|-----|----|-----|
| Ability to use educational experiences to analyze civic and global issues. | 3.58 | 3.96 | ** | .40 | ** | .23 |
| Communicate effectively with people from other cultures and backgrounds. | 3.79 | 4.13 | ** | .35 | ** | .12 |
| Evaluate reasoned arguments. | 3.97 | 4.23 | ** | .31 | ** | .25 |
| Ability to integrate skills and knowledge from different sources and experiences. | 4.03 | 4.28 | ** | .29 | ** | .19 |
| Understand the perspectives and experiences of people who are different than you. | 4.05 | 4.23 | ** | .19 | | .01 |
| Analyze differences between industrialized and developing areas of the world. | 3.59 | 3.73 | ** | .13 | | .04 |
| Articulate a vision of my own values, ethics, or core beliefs. | 4.15 | 4.24 | * | .10 | * | .09 |

Appendix C

Global & Cultural Understanding AOI Rubric

| Criteria | Rating=4 | Rating=3 | Rating=2 | Rating=1 |
|---|--|---|--|---|
| | (Excellent) | (Satisfactory) | (Marginal) | (Unsatisfactory) |
| <p>a) Cultural Issues:</p> <p>--Does the student interpret intercultural issues from their own and others' perspectives?</p> <p>--Does the student demonstrate an understanding of the complexity of cultural issues?</p> | <p>Recognizes that their own perspective is one of many (own perspective is not universal).</p> <p>Interprets intercultural issues from the perspective of others.</p> | <p>Compares and contrasts own perspectives with others.</p> | <p>Simply recognizes that there are other perspectives.</p> | <p>Is not aware of or disregards others' perspectives on intercultural issues.</p> |
| <p>b) Elements of Culture:</p> <p>--Does the student explore the elements that create diversity?</p> <p>--Does the student explain how those elements impact the development of a culture or interaction among cultures?</p> | <p>Applies understanding of the impact of cultural elements on different questions/issues.</p> | <p>Analyzes the impact of global and cultural elements on the development of culture or the interaction between cultures.</p> | <p>Provides an overview of global and cultural elements and explores the connection of these elements to diversity.</p> | <p>Does not demonstrate an awareness of global and cultural elements.</p> |
| <p>c) Role of Institutions:</p> <p>--Does the student identify and analyze how institutions adjust in response to struggles among members of diverse societies and how institutions address their needs?</p> | <p>Analyzes the role of institutions in the struggles of members from diverse cultural backgrounds and how institutions adjust to and address these struggles.</p> | <p>Demonstrates an understanding of the role of institutions in the struggles of members from diverse cultural backgrounds.</p> | <p>Minimally summarizes the role of institutions in interactions and needs of members from diverse cultural backgrounds.</p> | <p>Does not address the role of institutions' relations with their diverse members.</p> |
| <p>d) Inter-Cultural Understanding:</p> | <p>Asks complex questions about other cultures, seeks out and</p> | <p>Asks deeper questions about other cultures and seeks out</p> | <p>Asks simple or surface questions about other cultures.</p> | <p>States minimal interest in learning more about other</p> |

| | | | | |
|---|---|--|--|---|
| <p>--Does the student reflect on the skills, knowledge, and collective efforts necessary to help foster inter-cultural communication, respect, and understanding?</p> | <p>articulates answers to these questions that reflect multiple cultural perspectives.</p> <p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p> | <p>answers to these questions.</p> <p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p> | <p>Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.</p> | <p>cultures.</p> <p>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</p> |
|---|---|--|--|---|

Appendix D

2014-17 Longitudinal Panel Study Results

| | | Pretest Mean (FLA) | Posttest Mean (DSS) | 95% Confidence Interval of the Difference | | Repeated Measures Mean Comparison | | | | 2014 Comparison | |
|---------|--|--------------------|---------------------|---|-------|-----------------------------------|-----|-----------------|-------------|-----------------|-------------|
| | | | | Lower | Upper | t | df | Sig. (2-tailed) | Effect Size | Sig. (2-tailed) | Effect Size |
| | | | | | | | | | | | |
| Pair 14 | Knowledge of how to participate effectively in the democratic process. | 3.48 | 3.95 | .542 | .388 | 11.844 | 668 | .000 | 0.46 | 0.008 | 0.11 |
| Pair 5 | Evaluate the quality or reliability of information | 3.86 | 4.26 | .474 | .338 | 11.701 | 669 | .000 | 0.45 | 0.000 | 0.32 |
| Pair 11 | Read and understand scientific writings written for an informed lay audience | 3.36 | 3.85 | .569 | .401 | 11.300 | 667 | .000 | 0.44 | 0.000 | 0.34 |
| Pair 13 | Ability to use educational experiences to analyze civic and global issues. | 3.58 | 3.96 | .448 | .306 | 10.393 | 668 | .000 | 0.40 | 0.000 | 0.23 |
| Pair 2 | Employ evidence effectively in writing | 3.88 | 4.18 | .358 | .234 | 9.417 | 668 | .000 | 0.36 | 0.000 | 0.33 |
| Pair 6 | Understand the ethical issues related to use and misuse of information | 3.92 | 4.27 | .432 | .283 | 9.391 | 670 | .000 | 0.36 | 0.000 | 0.26 |
| Pair 15 | Communicate effectively with people from other cultures and backgrounds. | 3.79 | 4.13 | .412 | .265 | 9.059 | 666 | .000 | 0.35 | 0.005 | 0.12 |
| Pair 3 | Construct reasoned arguments | 3.96 | 4.24 | .342 | .217 | 8.822 | 671 | .000 | 0.34 | 0.000 | 0.20 |
| Pair 17 | Apply understanding of ethical issues when developing solutions | 3.84 | 4.15 | .377 | .236 | 8.534 | 668 | .000 | 0.33 | 0.000 | 0.25 |
| Pair 4 | Evaluate reasoned arguments | 3.97 | 4.23 | .325 | .196 | 7.980 | 667 | .000 | 0.31 | 0.000 | 0.25 |
| Pair 18 | Ability to integrate skills and knowledge from different sources and experiences | 4.03 | 4.28 | .316 | .184 | 7.439 | 666 | .000 | 0.29 | 0.000 | 0.19 |
| Pair 10 | Understand the perspectives and experiences of people who are different than you | 4.05 | 4.23 | .265 | .115 | 4.984 | 663 | .000 | 0.19 | 0.854 | 0.01 |
| Pair 1 | Ability to read carefully | 4.18 | 4.29 | .163 | .045 | 3.468 | 671 | .001 | 0.13 | 0.604 | 0.02 |
| Pair 9 | Analyze differences between industrialized and developing areas of the world | 3.59 | 3.73 | .221 | .055 | 3.276 | 666 | .001 | 0.13 | 0.320 | 0.04 |
| Pair 16 | Articulate a vision of my own values, ethics, or core beliefs | 4.15 | 4.24 | .166 | .019 | 2.476 | 667 | .014 | 0.10 | 0.039 | 0.09 |
| Pair 8 | Understand the historical, political, and social connections of past events | 3.60 | 3.68 | .163 | .010 | 2.218 | 668 | .027 | 0.09 | 0.091 | 0.07 |
| Pair 7 | Create or interpret art (ex. Sculpture, painting, music, theatre) | 3.02 | 3.12 | .189 | .008 | 2.134 | 668 | .033 | 0.08 | 0.687 | 0.02 |
| Pair 12 | Execute appropriate mathematical operations for a given question | 3.84 | 3.87 | .102 | -.048 | 0.712 | 663 | .476 | 0.03 | 0.821 | 0.01 |