

HEALTH Assessment of Cultural Awareness Outcome 2011-2012

THE NATURE OF THE ASSESSMENT

Assignment Title: Cultural Research Article Assignment

Assessment Rubric: Cultural Awareness

Students select from a professional journal a peer-reviewed journal article that is related to both women's health and culture. After reading the article, students answer a set of questions, the first of which relate to the student's personal definition of culture and their personal cultural background. They then state their position on the importance of discussing culture and women's health. The remaining 6 questions ask the student to discuss, at varying degrees of assessment, and to personally reflect upon the article.

THE STUDENT SAMPLE ASSESSED

In the academic year 2011-2012 Women's Health, HE 212, a total of 2-4 sections were offered a term across the district. Of those sections, 2 out of 3 are generally online sections filling to a with a maximum capacity of 30; on campus classes typically enroll at 25. To ensure that assessment results were reliable from term to term and among both part-time and full-time faculty, 20% of the students were selected at random from two class sections offered during two different terms (total N= 8, section N=4).

Rationale: It was felt that 20% of students from two separate sections of the same course offered during different terms assessed by two different faculty would reflect a representative cross sample of students taking the class throughout the year. We were curious to see if the added variable of full-time vs. part-time faculty assessment would make a difference in the assessment outcome. The course, Women's Health, was chosen because the course curriculum had previously been "internationalized. Additionally, the HE SAC had, in prior curriculum review processes, identified this course's curriculum as having high level of cultural competency.

CULTRUAL AWARENESS RUBRIC

The Cultural Awareness rubric was selected to evaluate the student's cultural awareness as demonstrated in the assignment (see attached). The rubric identifies (1-4 LEVELS) increasingly sophisticated levels of application, knowledge and skills, along with descriptive components of cultural awareness at each level. The four levels include:

LEVEL 1: Demonstrates limited application of knowledge and skills

LEVEL 2: Demonstrates basic application of knowledge and skills

LEVEL 3: Demonstrates comprehension and is able to apply essential knowledge and skill

LEVEL 4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

The Cultural Awareness rubric was then tailored to the Cultural Research Article Assignment such that individual assignment questions could be evaluated for cultural awareness in addition to being able to ascertain the overall cultural awareness of the assignment as a whole.

OVERALL RESULTS

None of the students' scores achieved the lowest level for Cultural Competency: Level 1. After careful review of the assignment questions, along with the descriptive components of cultural awareness at each level, it was determined that this assignment as currently written does not accurately ascertain a students' level of cultural competency for the following reasons:

1. Questions were not appropriately phrased to illicit high quality (LEVEL 4) responses and/or
2. Questions enabling students' to showcase their level of cultural competency were not asked.

Based on this single assignment, it would not be possible to adequately quantify or qualify how well a student is meeting the cultural competency outcome.

CHANGES TO IMPLEMENT

1. Revise the Cultural Research Article Assignment questions using the descriptive components of high level (level 4) cultural awareness to inform revisions.
2. Employ the same process to reevaluate other course activities and assignments.

REFLECTIONS

This process has been very informative in that it has not only helped identify the degree to which this specific course activity inadequately assesses the degree to which students are meeting this core outcome, it has also give a meaningful and practical methodology from which to make informed revisions to course assignments and curriculum while, at the same time, providing a useful tool to evaluate how well students are meeting course and core outcomes.

<p>LEVEL 1 Limited application of knowledge and skills</p> <p>6-7 points each Select 3 for 18-21 possible total</p>	<ul style="list-style-type: none"> • Identify one’s own cultural perspective, values, and assumptions. • List examples of culturally biased behavior, practices and language in the media. • Describe one method/technique for exploring the assumptions, perspectives and values of a cultural group. • Name one method for dealing with work-place conflict that arises from cultural differences. • Describe the cultural perspectives, values and assumptions of another culture. • Give an example of one’s own biased behavior, practices or language.
<p>LEVEL 2 Basic application of knowledge and skills</p> <p>7-8 points each Select up to 3 for 21-24 possible total</p>	<ul style="list-style-type: none"> • Summarize the relationship of individuals and/or cultures to the history of events and/or ideas. • Describe the cultural changes which occurred following specific events in history. • Compare and contrast a form of creative and artistic expression, such as dance, in two different cultural contexts, such as Native Americans and African Americans.
<p>LEVEL 3 Demonstrates comprehension and is able to apply essential knowledge and skill</p> <p>8-9 points each Select up to 3 for 24-27 total</p>	<ul style="list-style-type: none"> • Compare and contrast one’s own cultural assumptions, perspectives and values with those of others. • Describe the effects of prejudice on different groups. • Demonstrate appropriate techniques for exploring assumptions and expressing viewpoints. • Analyze the relationships of individuals and cultures to the history of events and ideas. • Analyze how individuals in two or more cultures groups have been impacted by historical, cultural or economic events. • Describe the cultural patterns/icons displayed in a specific artistic expression, such as a painting, sculpture, literature. • Support one’s own cultural assumptions and explain those of others. • Assess cultural perspectives and values different from their own • Modify biased behavior, practices and language.
<p>LEVEL 4 Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.</p> <p>9-10 points each Select up to 3 for 27-30 possible total</p>	<ul style="list-style-type: none"> • Use more than one appropriate technique for exploring assumptions and expressing viewpoints. • Evaluate the relationships of individuals and cultures to the history of events and ideas. • Formulate a theory of how various ethical systems, worldviews, assumptions and theories about the self, and historical, cultural, economic, and social context impact individual and cultural relationships. • Evaluate different forms of creative and artistic expression, connecting personal responses to broader contexts.
<ul style="list-style-type: none"> • 27-30 (90-100%) =A Level 4 • 24-27 (80-89%) = B Level 3 • 21-24 (70-79%) = C Level 2 • 18-21 (60-69%) = D Level 1 	<p>Points will be totaled for each question and then averaged to get an idea of the assignment’s overall Cultural Awareness score.</p>

Cultural Research Article Assignment

Peer-reviewed journal articles are articles found in professional journals, such as the American Medical Association or the Journal of Clinical Psychology. These articles are called peer-reviewed because before the article is published, experts from the field review the work, study design, results, and interpretations in the article insuring professional excellence. Your job in this assignment is to find articles related to “women’s health and culture”.

Assignment Questions 1-8

Cultural Awareness Points

4 Student Papers From Fall 2012	1	2	3	4
1. Define “culture” and what creates culture?	6	6	6	6
2. Identify your culture background. This can be explained in both ethnicities, family traditions, religion, socioeconomic (money/class)...what values, attitudes and beliefs are part of your upbringing?	6	6	6	6
3. Why would “culture” and women’s health be important to discuss?	6	6	6	8
4. Summarize and discuss two main points in the article.	6	0	6	7
5. Does this article link certain behaviors, customs or attitudes from a “culture” to a certain health issues? Please explain what they are.	6	6	0	6
6. Describe something new you learned from this article.	6	0	6	6
7. How does the information presented in the article relate to HE 212: Women’s Health?	0	6	8	6
8. After completing the article, what are two questions that you had while reading that you feel were not addressed?	6	0	0	6
Average Cultural Awareness for the Assignment = Total Points for Qs 1-8 divided by 8	5.25	3.12	4.75	6.37
Based on this rubric, no single question or assignment overall, scored a minimum Level 1				

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Assignment Questions 1-8

Cultural Awareness Points

4 Student Papers From 2011	1	2	3	4
1. Define “culture” and what creates culture?	6	6	6	6
2. Identify your culture background. This can be explained in both ethnicities, family traditions, religion, socioeconomic (money/class)...what values, attitudes and beliefs are part of your upbringing?	6	6	6	6
3. Why would “culture” and women’s health be important to discuss?	6	6	6	6
4. Summarize and discuss two main points in the article.	6	0	0	0
5. Does this article link certain behaviors, customs or attitudes from a “culture” to a certain health issues? Please explain what they are.	6	0	6	9
6. Describe something new you learned from this article.	6	0	6	9
7. How does the information presented in the article relate to HE 212: Women’s Health?	0	6	6	13
8. After completing the article, what are two questions that you had while reading that you feel were not addressed?	6	6	6	6
Average Cultural Awareness for the Assignment = Total Points for Qs 1-8 divided by 8	5.25	3.75	5.87	6.87
Based on this rubric, no single question or assignment overall, scored a minimum Level 1				