General Education Study
Cultural Responsiveness
2021

Report: November 13, 2022

Cultural Responsiveness

Data and Analysis

Table of Contents

2021

Executive Summary

Spring, 2021

During spring 2021, the Assessment Committee (AC) at Truman College developed a student survey aimed at understanding how students felt about their experiences at the college in relation to the General Education goal of Cultural Responsiveness and to determine how students progress toward meeting that goal as they spend more time studying and participating in college life at Truman.

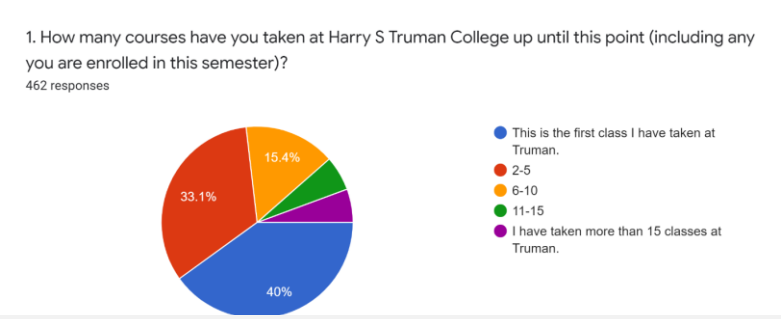
General Education Goal #4-Cultural Responsiveness - The student exhibits social and ethical responsibility and is aware of global communities.

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

The Survey

11 Questions (1 question re: Time at Truman, 7 questions re: cultural responsiveness, 3 questions re: cultural responsiveness in remote learning)

462 Student Respondents



Using the self-reported student responses to the survey questions, data was analyzed in relation to time spent at Truman College to determine how the college is meeting this goal.

Results

The analysis of questions **2-5** revealed that *the more time* students spent at Truman College *the more likely they were to agree* with the following statements:

2. As a result of my time at Truman College I am more aware of my community's unique characteristics.
3. My experiences at Truman College have helped me to identify and analyze issues within my community.
4. My experiences at Truman College have helped me to see specific ways that I can be part of solutions to problems in my community.
5. My experiences at Truman College have prepared me to advocate to community leaders about a community issue.
6. Due to my experiences at Truman College, I have participated in advocacy or socio-political actions.

Question 7 asked Truman students to self-report on how their time at Truman has influenced the following:

7. How much has being at Truman influenced your
    - Knowledge about your own culture
    - Racial/cultural awareness
    - Openness to having your views challenged
    - Ability to work cooperatively with people from diverse backgrounds
    - Ability to consider, respect, discuss and negotiate controversial issues in the world from someone else's perspective that differs from my own
    - Knowledge about the cultural background of others
    - Tolerance of those with beliefs other than your own

The data provide evidence for the claim that Truman *does in fact raise cultural awareness and appreciation* in relation to all the following except "knowledge about your own culture."

Question 8 focused on how classroom experiences and frequency of those experiences at Truman have improved students' cultural responsiveness.

8. Rate how frequently you have been offered the following experiences at Truman.

- I have been assigned writing and research written by and/or about racial/ethnic groups and women in my courses.
- I have participated in a community-based experience with diverse populations.
- I have been offered opportunities for in-depth discussions with students of different background and/or beliefs.

Although the results were inconsistent they revealed the following:

- After taking one class at Truman, students are assigned more writing and research written by and/or about other racial/ethnic groups and women but levels off the longer they are at Truman.
- There is no progression in participation in community-based experiences with diverse populations over time.
- There is a progression in having community experiences with diverse populations.

Questions 9-11 focused on remote learning (the survey was administered in the middle of the COVID pandemic).

9. Compared to face-to-face, how aware are you of your classmates' backgrounds in remote classes?
10. How frequently had you being given the opportunity to meaningfully engage with your classmates during remote learning?
11. How would you rate your ability to engage with students whose backgrounds and experiences are different from your own during remote learning.

The results provide evidence for the claim that time spent at Truman in a **remote class setting/live online** *is not associated with any change* in how students self-report their experiences with their fellow students. The *study does not find evidence* that more time at Truman **in a remote setting/live online** improves the students' connections with their classmates or experiences with cultural responsiveness.

Conclusions and Recommendations:

1. This report should be read in light of the Cultural Responsiveness Pre-Study conducted in 2019-2020. This survey was developed as a direct result of those findings, as well as other faculty discussions around
2. The data around student experiences connected to cultural responsiveness at Truman are promising.
3. The data reveal that students report growing awareness, action, attitude and competence around issues of cultural responsiveness.

4. The data indicate that there is significant growth over time at Truman in students' interpersonal skills, metacognition and awareness of others in terms of cultural responsiveness.
5. Student responses indicate that they are not influenced by their experiences at Truman in learning about their own cultures
6. Remote learning/online live does not provide the culturally rich exchange offered to students who attend college on-campus. The data around the remote learning experience indicate that students are not experiencing the cross-cultural experience and growth that on-campus learning offers.
7. A direct assessment of student learning outcomes connected to the General Education Goal of Cultural Responsiveness should be conducted in conjunction with an updated version of this survey to in order to learn more about how this is being taught and learned at Truman College.

Link to Survey

Survey Analysis

After spending the fall 2020 semester investigating how and where cultural responsiveness is being taught, modeled, examined, and assessed at Truman College, the Assessment Committee (AC) opted to develop a survey to hear from students themselves about their experiences regarding this college goal. The aim of this survey was to understand how students at Truman felt about their experience at the college in relation to the General Education goal of Cultural Responsiveness. We were interested in looking at the self-reported opportunities students had to engage with ideas around cultural responsiveness; including community engagement and advocacy, personal involvement with diverse cultures and developing awareness around cultural diversity and ultimately examining how Truman College supports student progression toward meeting this goal.

In analyzing the data from this survey, we wanted to explore the relationship between the number of courses a student had taken at Truman and their responses to the items on the survey. Ultimately, we wanted to know if students who had taken more courses at Truman were meeting the Gen Ed student learning outcomes for cultural responsiveness listed below.

Goal #4 Cultural Responsiveness

The student exhibits social and ethical responsibility and is aware of global communities.

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

Often the way statistics moves from collection of data to interpretation is to compare a data set that has undergone some "treatment" and compare this data set with another data set that has not undergone the "treatment." The goal is to establish whether any difference between the treatment group and the non-treatment can be explained by random variation or whether the difference is so large (called "significant") that the difference requires alternative explanations. Statistics measure the likelihood that random variation explains the difference.

In the case of Truman's cultural responsiveness study, the "treatment" is the cumulative impact of Truman's curriculum on the awareness by Truman students of the significance and value of cultural diversity. In other words, the treatment is really time at Truman, or the number of courses taken at Truman. The data collected are responses by Truman students to 10 questions asking the students about their experiences at Truman regarding cultural diversity. Nine of the responses follow a Likert scale (strongly disagree, disagree, neutral, agree, strongly agree) where students respond to a range of options that measure not only agreement or disagreement but also measure the self-reported degree of intensity of feeling. The goal was to build a data set reporting the overall Likert profile for all Truman students (no treatment) and comparing this overall profile to the Likert profile of various groups of students defined by the number of classes taken at Truman (first class, 2 – 5 classes, 6 – 10 classes, 11 – 15 classes). Do students who have taken more classes at Truman self-report an increasing responsiveness to cultural issues, compared with the responsiveness of Truman students overall? This is the question the study answers.

Once the committee gathered the surveys, the committee split the overall sample into sub-samples based on the number of classes a student reported to have taken at Truman. The committee made this decision because the goal of the survey is to determine whether experience at Truman correlates with a greater self-reported degree of cultural responsiveness.

The committee reported the following sizes for each sub-group.

1 class at Truman:	185 students or 40% of 462 responses.
2 – 5 classes at Truman:	153 students or 33.1% of responses.
6-10 classes at Truman:	71 students or 15.4% of responses.
11+ classes at Truman:	53 students or 11.3% of responses.

At this point, the committee determined to compare each sub-group with the overall sample. This comparison was made *per question*. For example, Question 2 asked if students felt more familiar with their community's unique characteristics because of their experiences at Truman; the distribution of the 5 options for students' responses provided an expected set of values. This expected set was compared with how different sub-sets of students responded. Here is the expected distribution of responses for Question 2 (see Question 2 bar graph) which is also how the complete set of 462 students responded to Question 2. Note that each question has its own distribution.

Question 2 Expected Distribution.

Strongly Disagree (1)	38 responses	8.2%
Disagree (2)	51 responses	11%
Neutral (3)	149 responses	32.3%
Agree (4)	118 responses	25.5%
Strongly Agree (5)	106 responses	22.9%

This expected distribution was then compared with the distributions found within each of the subgroups: 1 class at Truman, 2-5 classes at Truman, 6 – 10 classes at Truman, 11+ classes at Truman. Note that the comparisons are about percentages. In the case of Question 2, for example, we expected each subgroup to demonstrate the same percentage distribution on the Likert scale as did the whole of the survey population (462 responses).

Questions 2 – 8 ask about how the "Truman experience" has impacted their cultural responsiveness. Questions 9 – 11 ask students to assess experiences with cultural responsiveness in a remote setting.

The committee calculated a Chi-Square statistic for each question. The Chi-Square statistic reports the extent to which variation among the subgroups against the expected distribution can be explained as due to random variation. The Chi-Square statistic is per question, meaning, the statistic measures how much all the subgroups vary against the expected (there is not a separate chi-square for each sub-group).

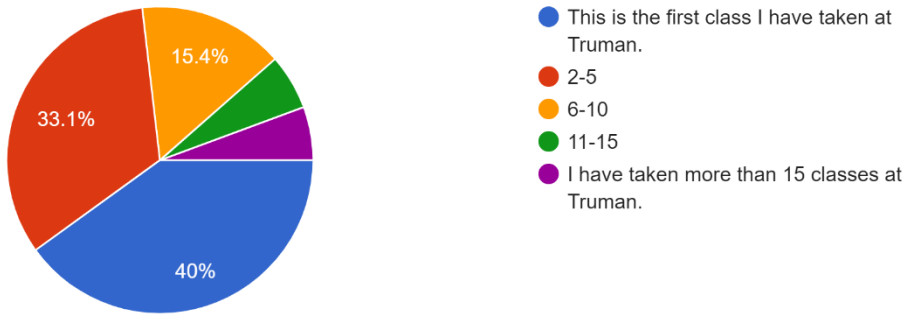
The Chi-Square test for Questions 2 – 8 shows that the likelihood that random variation accounts for the differences varies between less than 0.001 (less than 0.1% chance) to 0.056 (a 5.6% chance). Particularly important for the study, the results not only indicate potentially significant differences between the overall survey group (expected) and the sub-groups (identified by number of classes taken), but also show a progression toward "agree" and "strongly agree" as the number of courses taken increases. This progression is not captured by the Chi-Square calculation taken.

The Chi-Square test for Questions 9 – 11 shows that students within subgroups were not able to show significant differences with the overall survey group. P-values ranged from 0.226 (22.6% chance) to 0.673 (67.3% chance), meaning, random variation remains a significant possible explanation for the results. Also, the sub-group data do not show a progression toward "agree" or "strongly agree" as the number of courses taken increases.

Question #1

1. How many courses have you taken at Harry S Truman College up until this point (including any you are enrolled in this semester)?

462 responses



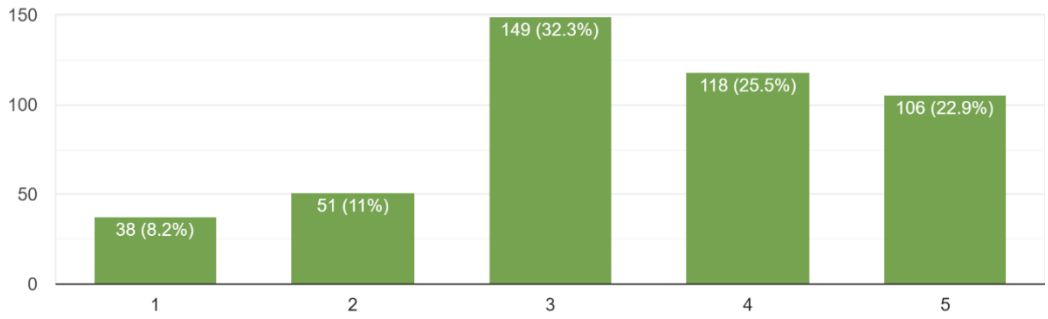
The vast majority (73.1% of 462 or 337 students) of student respondents to this survey had taken less than 6 courses at Truman at the time of this survey. Given the survey was administered in Spring 2021, this means students were most likely in fully remote environments for at least 2.5 semesters and may have taken all their courses remotely.

[1] Question 1 asked how many classes students had taken at Truman; these answers were later divided into four sub-groups. Question 8 provides for a six-valued response.

Question #2

2. As a result of my experiences at Truman College, I am more familiar with my community's unique characteristics. (Your community can be your neigh...ith based on interests or shared characteristics.)

462 responses



The numbers in Appendix B show the results of the Chi-Square test. The "expected count" is based upon the overall distribution of results to Question 2; see the green bar graph for the expected distribution. The study afterwards compared the actual distribution for each sub-group, the count, and compared with the expected count. The Chi-Square test measures the combined differences of the sub-groups with the expected. Note, the Chi-Square result compares the combined sub-group distribution with the expected; there is no Ch-Square statistic for each sub-group. An "asymptotic result" of <0.001 means that there is less than a 0.1% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

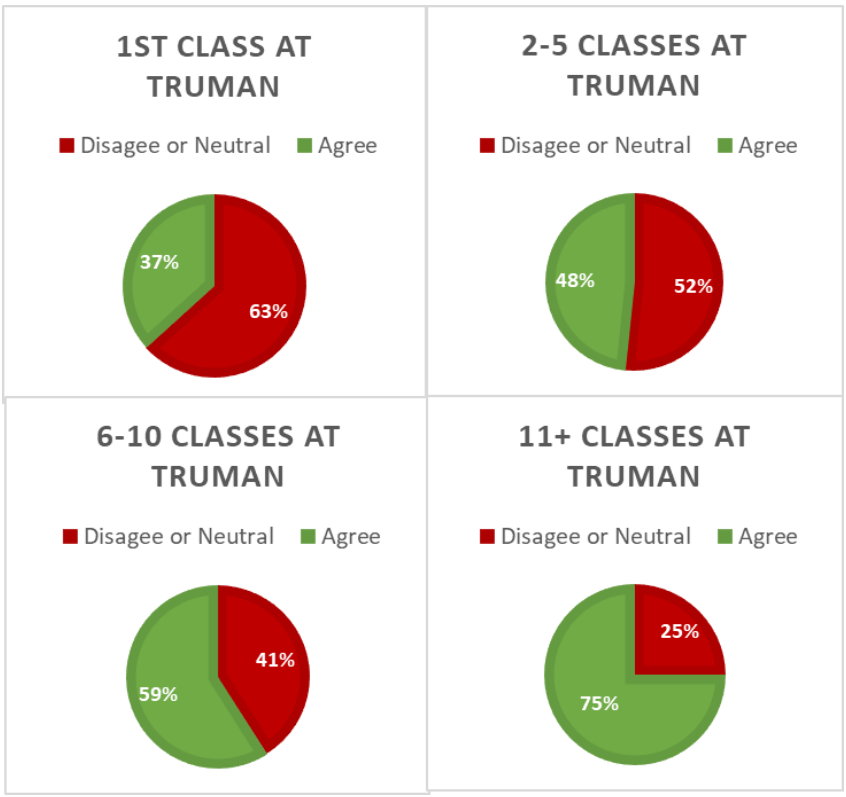
Question 2: As a result of my experiences at Truman College, I am more familiar with my community's unique characteristics. (Your community can be your neighborhood, or a group of people that you identify with based on interests or shared characteristics**.**

Question 2 Progression

The Chi-Square statistic measures difference, but it does not measure the direction of difference. However, the committee does not want to know whether there is a significant difference between subgroups and the overall survey population. The committee wants to know whether this difference indicates a progression toward more cultural responsiveness as students take more classes at Truman (and presumably spend more time with the Truman community).

The following pie charts indicate the hoped-for progression. Likert scale scores have been lumped into two categories: 1 – 3 Disagree or Neutral, 4 –5 Agree. It is easy to see the progression of area in each pie taken up by the green slice (agree) as the students take more classes at Truman. This progression has not been subjected to any statistical tests.

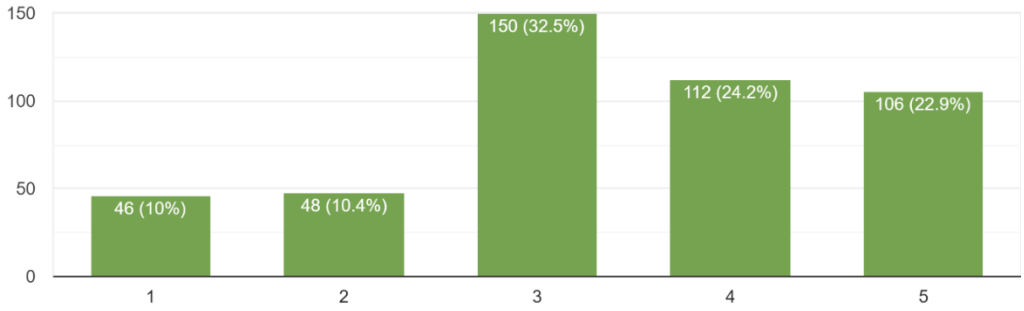
Responses Question 2 sorted by the number of classes taken at Truman: as students take more classes at Truman, a greater percentage of students report agreeing or strongly agreeing (green) with the Question 2 statement "as a result of my experiences at Truman, I am more familiar with my community's unique characteristics."



Question #3

3. My experiences at Truman College have helped me to identify and analyze issues within my community.

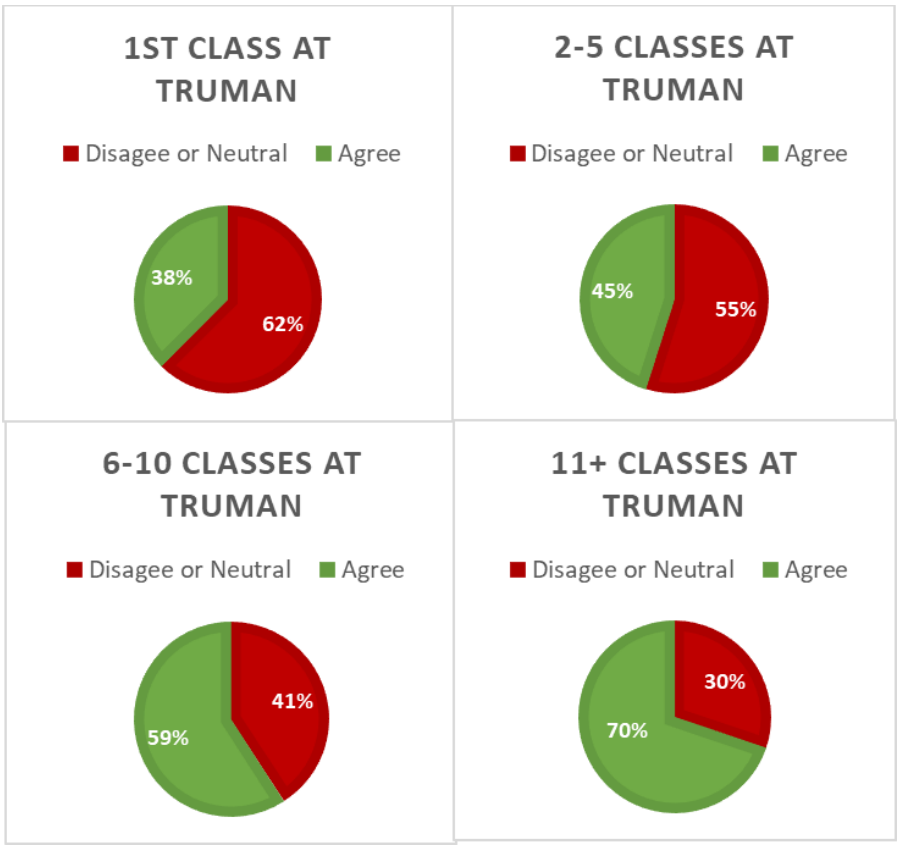
462 responses



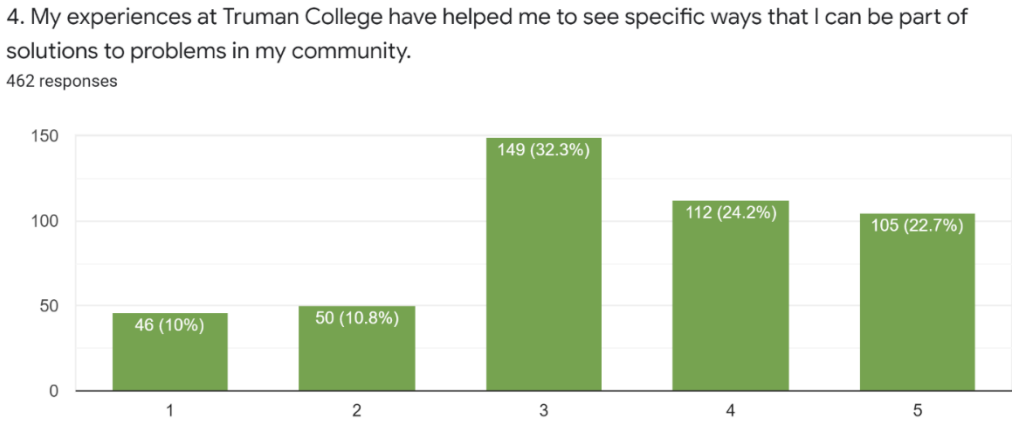
The green toned bar graph above provides the expected distribution for question 3. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of <0.001. An "asymptotic result" of <0.001 means that there is less than a 0.1% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Question 3 Progression

Question 3 also indicates a progression, meaning, as students take more classes at Truman, a greater percentage of students report that they agree or strongly agree (green) with the Question 3 statement, "my experiences at Truman College have helped me to identify and to analyze issues within my community."



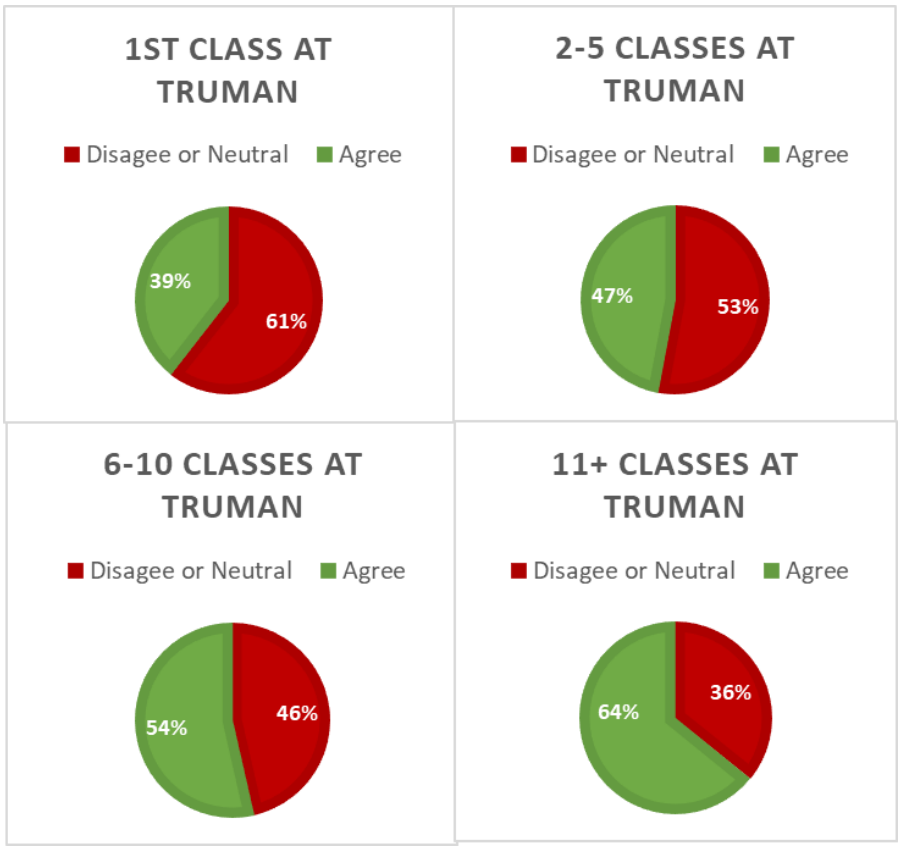
Question #4



The green toned bar graph above provides the expected distribution for question 4. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.056. An "asymptotic result" of 0.056 means that there is a 5.6% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Question 4 Progression

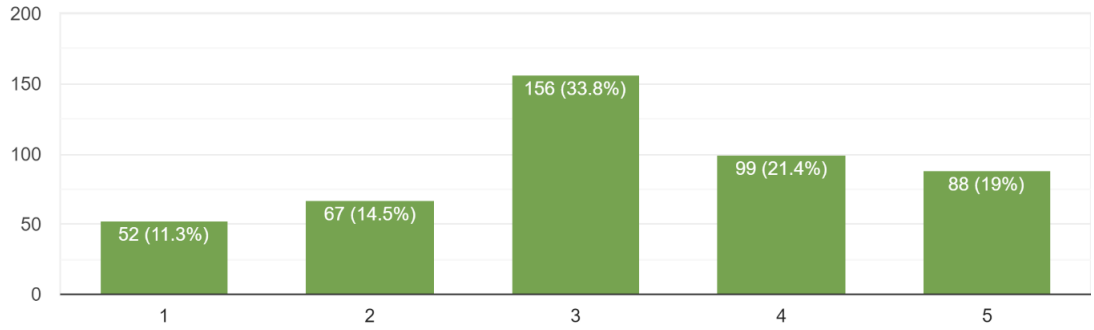
Question 4 indicates a progression, meaning, as students take more classes at Truman, a greater percentage of students report agreeing or strongly agreeing (green) with the statement, "my experiences at Truman College have helped me to see specific ways that I can be part of solutions to problems in my community."



Question #5

5. My experiences at Truman College have prepared me to advocate to community leaders about a community issue. (Advocacy is defined as publicly supporting a cause.)

462 responses

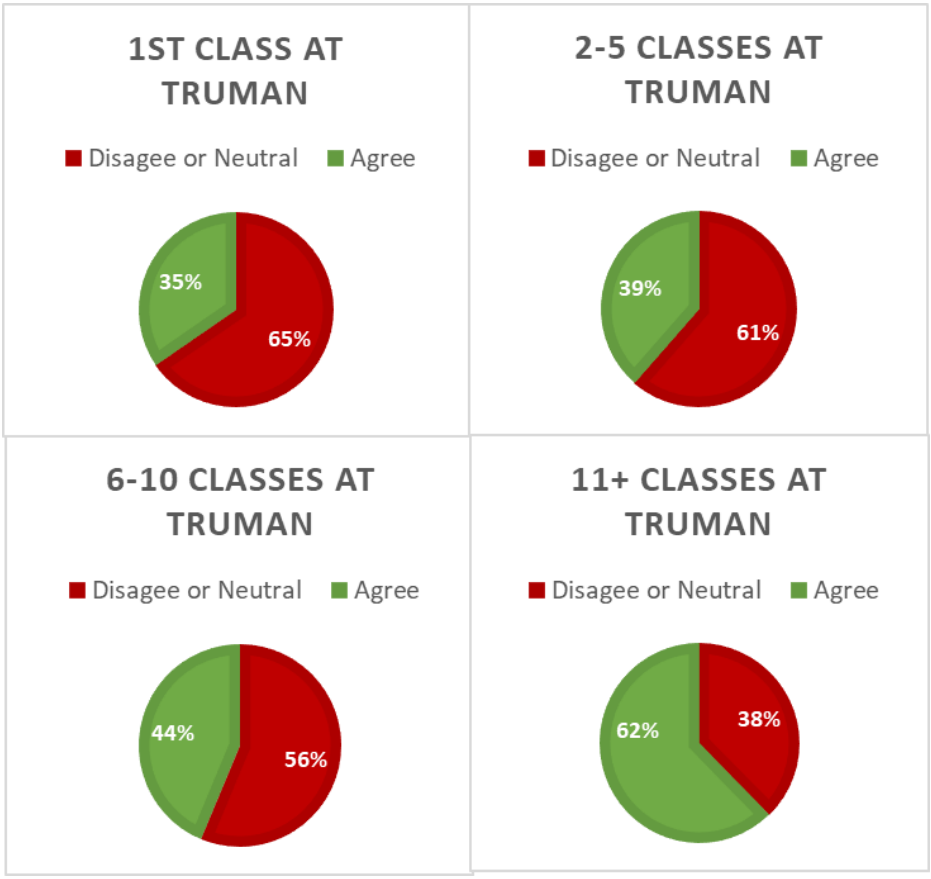


The green toned bar graph above provides the expected distribution for question 5. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.065. An "asymptotic result" of 0.065

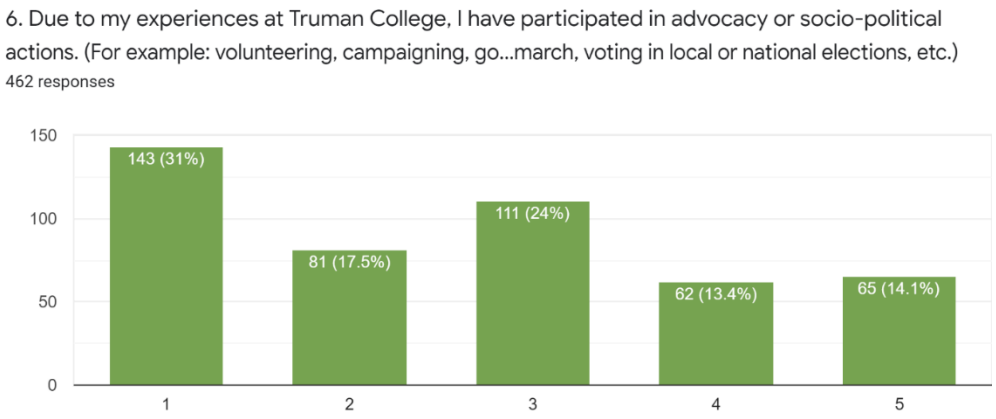
means that there is a 0.065 chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Question 5 Progression

Question 5 indicates a progression, meaning, as students take more classes at Truman, a greater percentage of students report agreeing or strongly agreeing (green) with the statement, “my experiences at Truman College have prepared me to advocate to community leaders about a community issue.”



Question #6

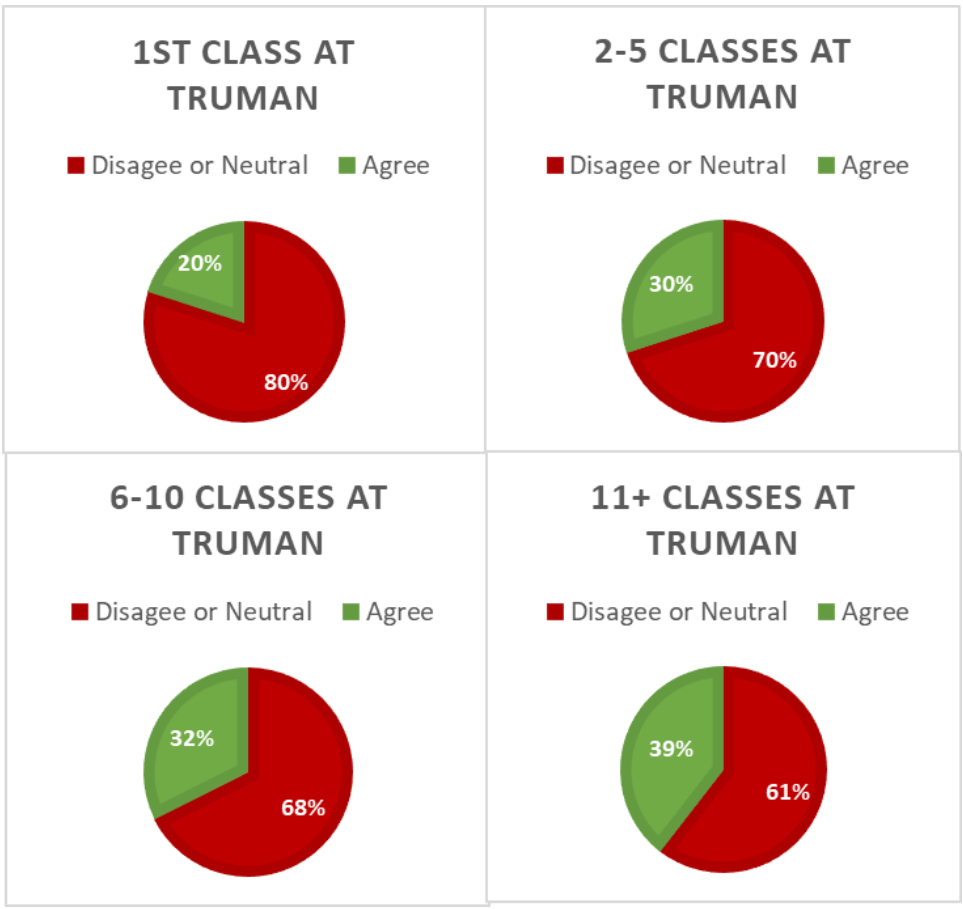


The green toned bar graph above provides the expected distribution for question 6. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.020. An "asymptotic result" of 0.020 means that there is a 2% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Question 6 progression:

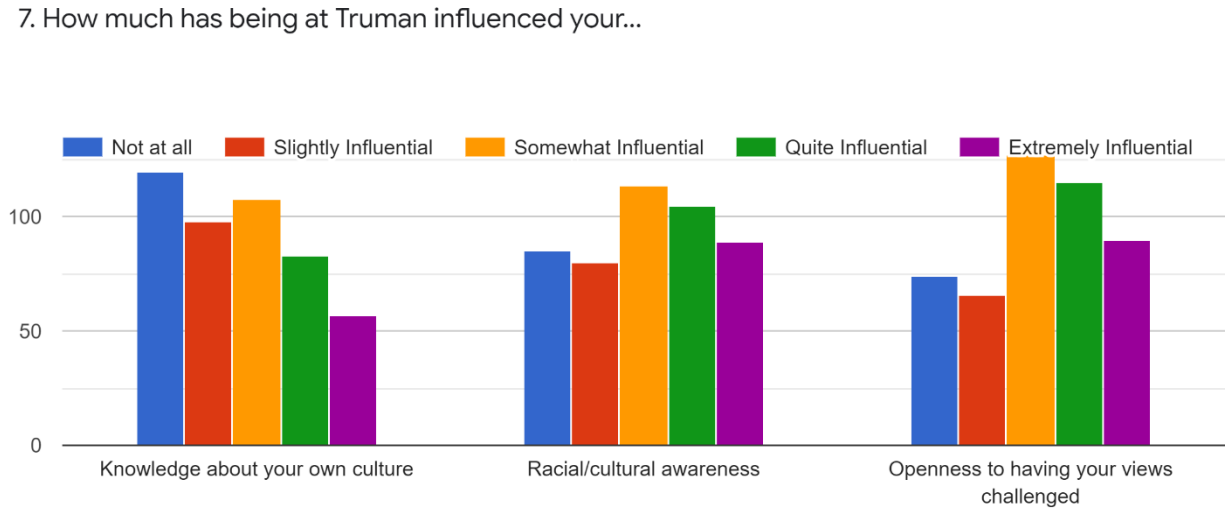
Question 6 also indicates a progression, meaning, as students take more classes at Truman, a greater percentage of students report agreeing or strongly agreeing (green) with the statement, "due to my experiences at Truman College, I have participated in advocacy or socio-political actions."

However, note that students are far less likely overall to report having participated in community activities compared having a greater awareness of community issues.



Question #7 (Part 1)

Question 7 is structured differently than are the prior six questions. Unlike the prior six questions, Question 7 asks three questions in "part 1" and 4 questions in "part 2." The best way to understand question 7 is to see it as 6 distinct questions; note that the Chi-Square analysis looks at each question separately. We will label the 6 questions in Question 7 as 7.1, 7.2, etc. Overall, the emphasis of the questions that comprise Question 7 ask Truman students to self-report on how Truman has raised their awareness and appreciation of the cultural aspect of human living.



7.1 Analysis

The leftmost multicolored bar graph above provides the expected distribution for question 7.1. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.277. An "asymptotic result" of 0.277 means that there is less than a 27.7% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

7.2. Analysis

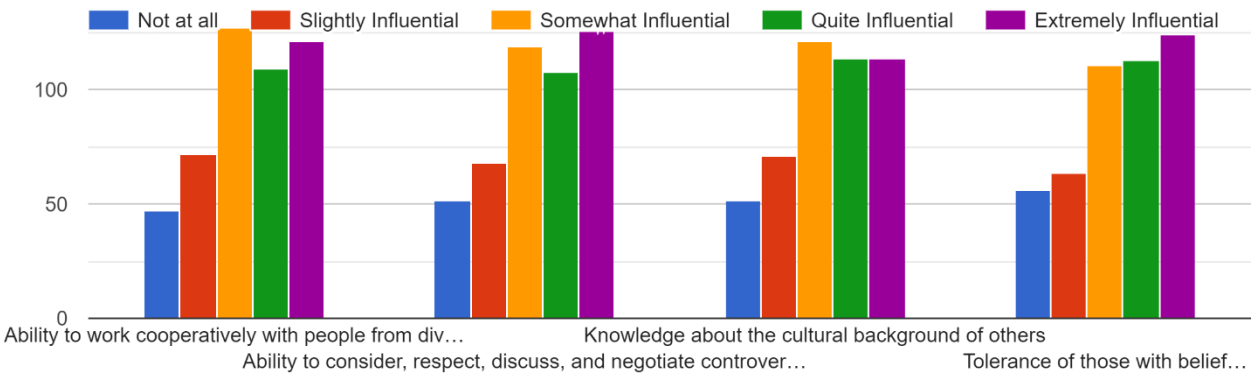
The middle multi-colored bar graph above provides the expected distribution for question 7.2. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of <0.001. An "asymptotic result" of <0.001 means that there is less than a 0.1% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

7.3 Analysis

The rightmost multi-colored bar graph above provides the expected distribution for question 7.2. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.024. An "asymptotic result" of 0.024 means that there is a 2.4% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Question #7 (Part 2)

7. How much has being at Truman influenced your...



7.4

The leftmost multicolored bar graph above provides the expected distribution for question 7.4. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.057. An "asymptotic significance" of 0.057 means that there is a 5.7% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

7.5

The second from left multicolored bar graph above provides the expected distribution for question 7.5. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.023. An "asymptotic result" of 0.023 means that there is a 2.3% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

7.6

The second from right multicolored bar graph above provides the expected distribution for question 7.6. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.045. An "asymptotic result" of 0.045 means that there is less than a 4.5% chance that random variation

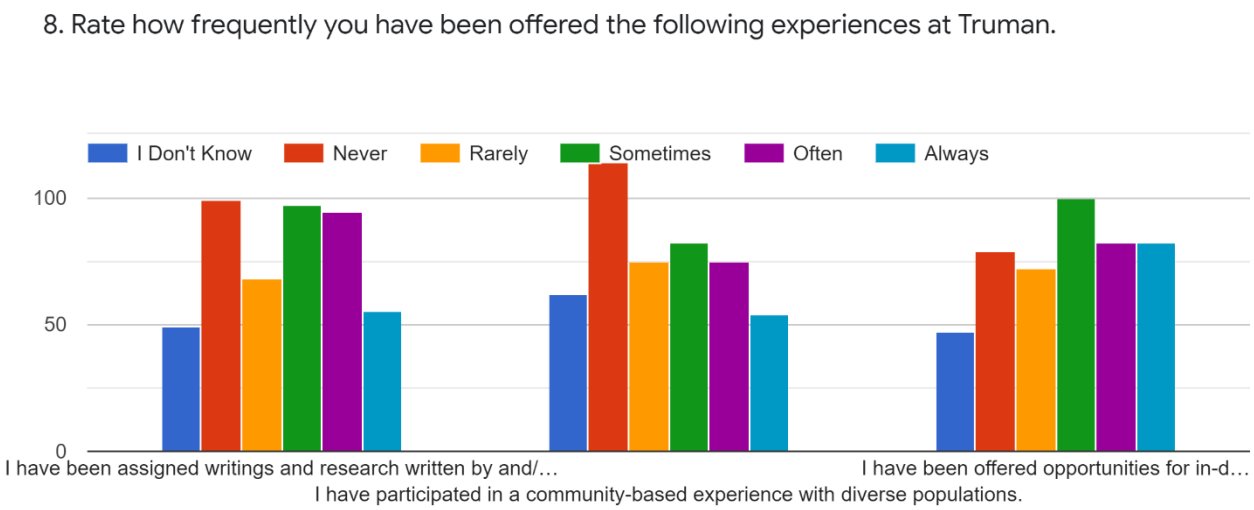
can account for the difference between the actual combined sub-group count and the expected.

7.7

The leftmost multicolored bar graph above provides the expected distribution for question 7.7. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.016. An "asymptotic result" of 0.016 means that there is less than a 1.6% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Question 7 Summary

Whereas Questions 1 – 6 asks students to self-report their level of community involvement and action, Question 7 asks Truman students to self-report on how Truman has raised their awareness and appreciation of the cultural aspect of human living. The data provide evidence for the claim that Truman does in fact raise cultural awareness and appreciation. Note that Question 7.1 is the one question where differences between the sub-group distribution and the overall group can be best explained by random variation. But Question 7.1 ask students how well Truman has improved their knowledge of their *own* culture. Question #8

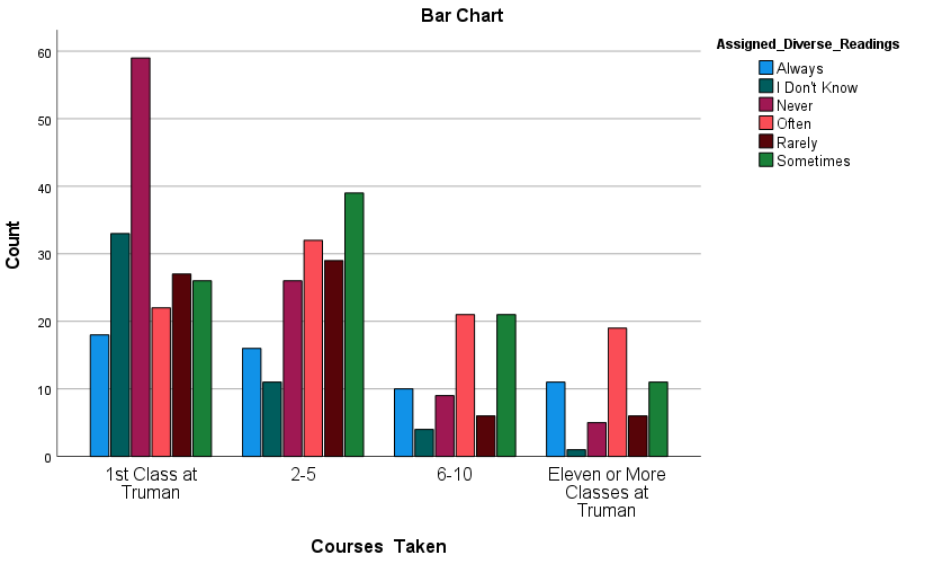


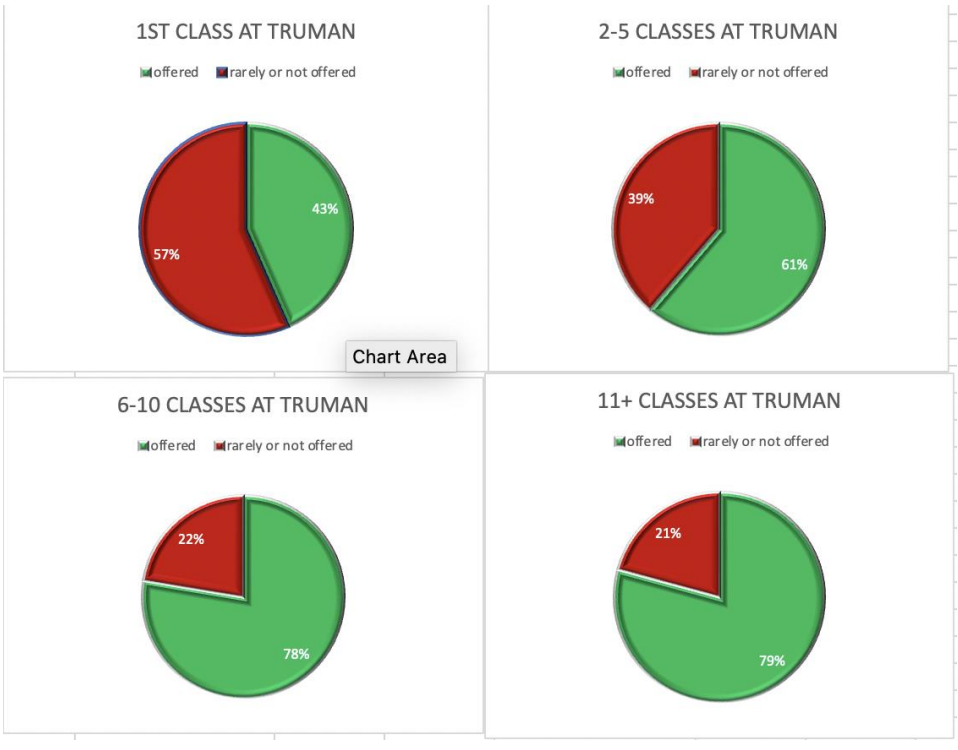
About Question 8

Question 8 is best understood as three questions. Overall, these questions focus more on how the classroom experiences at Truman have improved students' cultural responsiveness.

8.1

The leftmost multicolored bar graph above provides the expected distribution for question 8.1. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of < 0.001. An "asymptotic result" of <0.001 means that there is less than a 0.1% chance that random variation can account for the difference between the actual combined sub-group count and the expected.





8.1 Progression

The pie charts indicate the percentage of students who claim that they were offered diverse readings and research opportunities in their classes jumps by a noticeable amount from students who take a first class at Truman to students who take more classes afterwards. This progression may provide evidence for the claim that Truman's classroom curriculum does in fact improve students' cultural responsiveness.

However, the survey suggests that taking more than five classes at Truman does not improve a student's likelihood of self-reporting that they encounter diverse readings. This should be explored further.

8.2

The middle multicolored bar graph by the Question 8 header provides the expected distribution for question 8.1. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.002. An "asymptotic result" of 0.002 means that there is 0.2% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

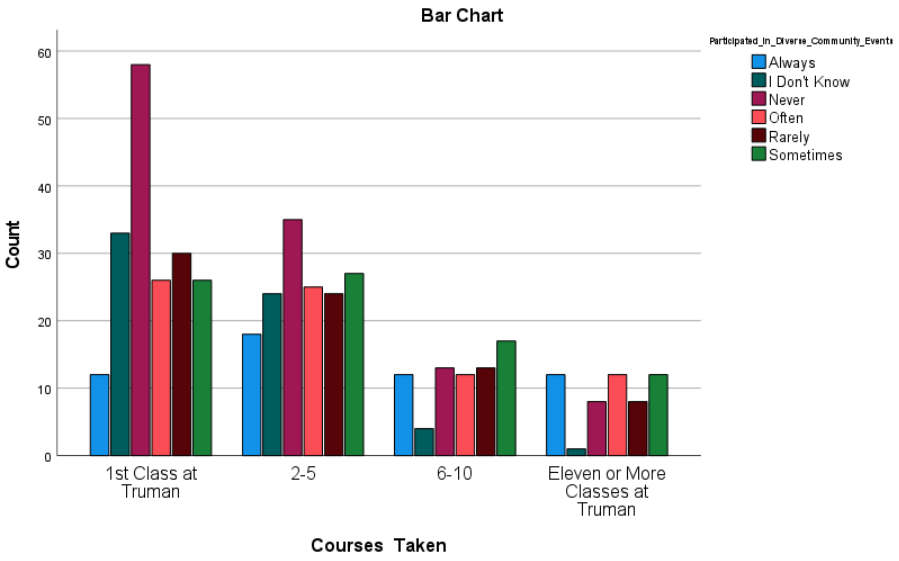
Participation in Diverse Community Events by Courses Taken

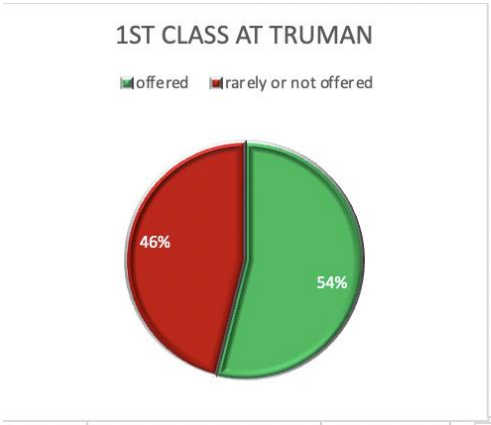
			Participated_Autorecode					
			Never	Rarely	Often	Sometimes	Always	Total
Courses_Taken	1st Class at Truman	Count	12	58	26	30	26	152
		% within Courses_Taken	7.9%	38.2%	17.1%	19.7%	17.1%	100.0%
	2-5	Count	18	35	25	24	27	129
		% within Courses_Taken	14.0%	27.1%	19.4%	18.6%	20.9%	100.0%
	6-10	Count	12	13	12	13	17	67
		% within Courses_Taken	17.9%	19.4%	17.9%	19.4%	25.4%	100.0%
	Eleven or More Classes at Truman	Count	12	8	12	8	12	52
		% within Courses_Taken	23.1%	15.4%	23.1%	15.4%	23.1%	100.0%
Total		Count	54	114	75	75	82	400
		% within Courses_Taken	13.5%	28.5%	18.8%	18.8%	20.5%	100.0%

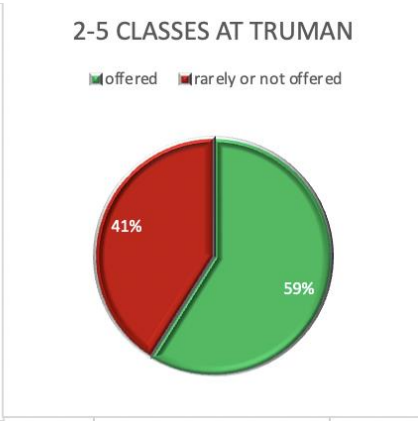
Chi-Square Tests

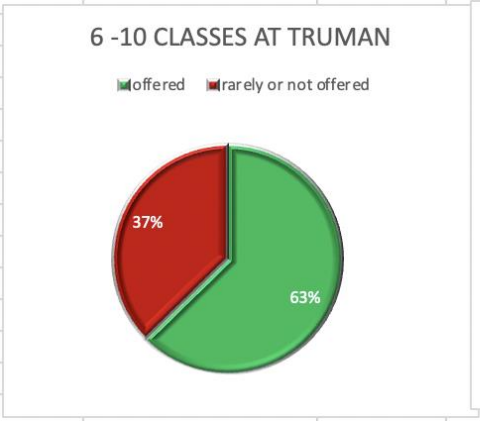
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.627[a]	15	.002
Likelihood Ratio	38.689	15	<.001
N of Valid Cases	462		

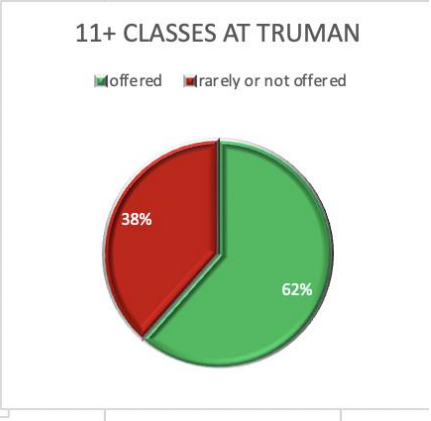
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.19.











8.2 Progression

The pie charts do not indicate an obvious progression in the percentage of students who self-report having had community experiences with a diverse population. The Assessment Committee may wish further to examine how the curriculum at Truman works to provide students with community

experiences with diverse populations. The committee may also wish to examine how students understand the survey question.

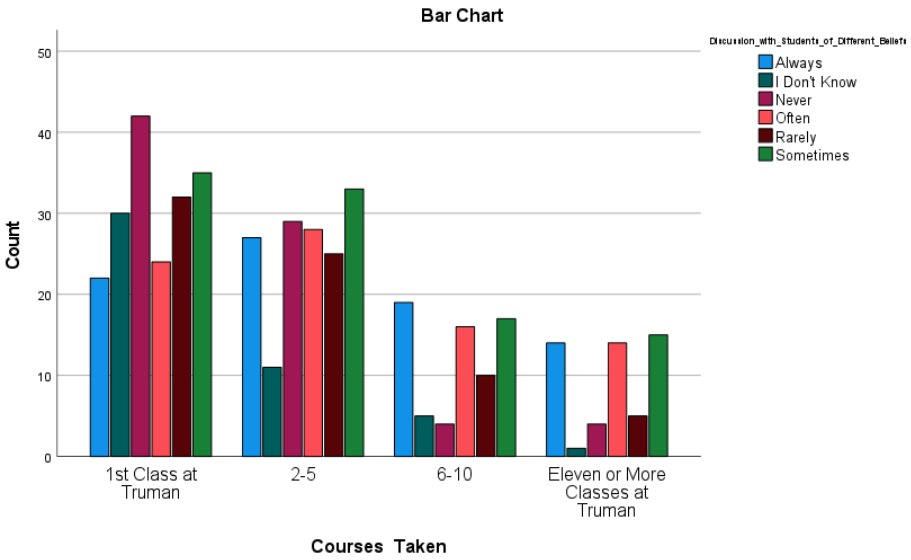
8.3

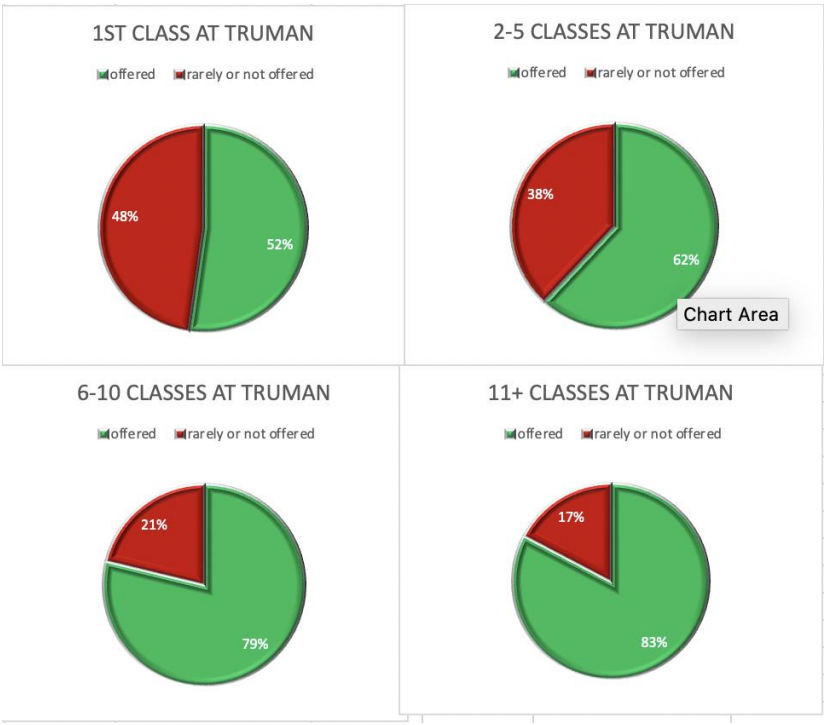
The rightmost multicolored bar graph by the Question 8 header provides the expected distribution for question 8.1. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of <0.001. An "asymptotic result" of <0.001 means that there is 0.1% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	42.550[a]	15	<.001
Likelihood Ratio	45.710	15	<.001
N of Valid Cases	462		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.39.





8.3 Progression

The percentages here also show evidence that students do in fact self-report that as they take more classes at Truman, they have more discussions with students of different beliefs. The progression is clear from the first class to 6 – 10 classes. This result may provide evidence that Truman's curriculum does in fact help students progress as culturally responsive.

Question 8 Summary

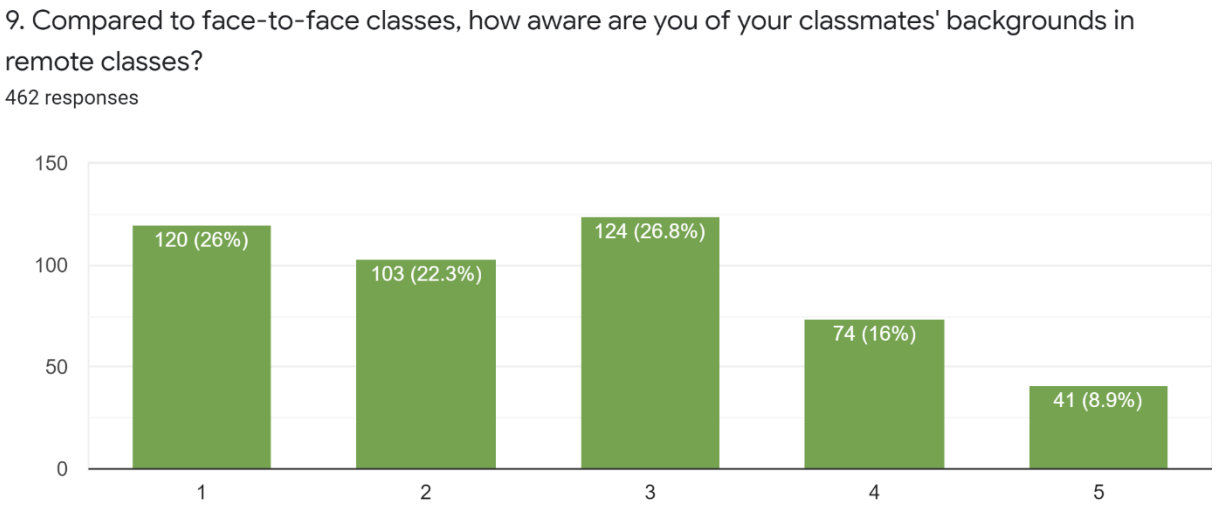
Question 8 data provide evidence for the claim that subgroups report genuinely different cultural experiences in classroom-oriented environments than does the survey population overall. This difference provides evidence that the amount of classes Truman students take results in real differences in those students' experiences with cultural responses.

What everyone would like to see, of course, is a progression. As students take more classes at Truman, we would like to see an increasing percentage of those who claim "always," "often," and "sometimes." The pie charts do seem to suggest some evidence that this progression exists. However, we cannot be sure that the progression we do see is statistically significant without conducting the appropriate statistical test for significance. The committee did not have time to conduct these additional tests.

The committee may wish to consider whether question 8 suffers from vague wording, leaving open several interpretations to whatever patterns the data suggest.

The following questions pertain to Remote Learning (online live) engagement since the beginning of the pandemic.

Question #9

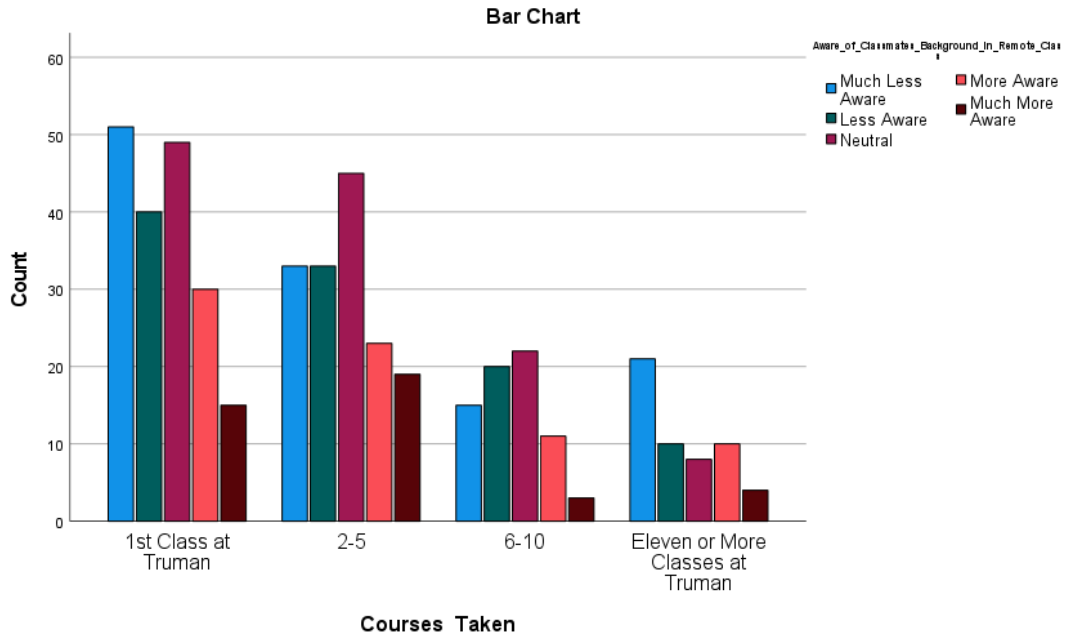


1=Much Less Aware, 5=Much More Aware

The green bar graph above indicates that just over 48% of students reported that they are less aware of their classmates' backgrounds in live online classes than they were in face-to-face classes. Of those, more than half were "much less aware" than in face-to-classes. Only 24% of respondents reported that they are "more aware" of their classmate's backgrounds with nearly 9% of those said they were "much more aware."

During spring 2021, students had been in remote learning/live online classes for two full semesters. However, 188 of the respondents reported that they were in their first class at Truman, which may indicate that they were comparing their remote learning to face-to-face instruction elsewhere, perhaps even high school. The data does not reveal if students had attended other colleges, how many colleges and/or courses they had previously taken or what they were comparing their live online classes

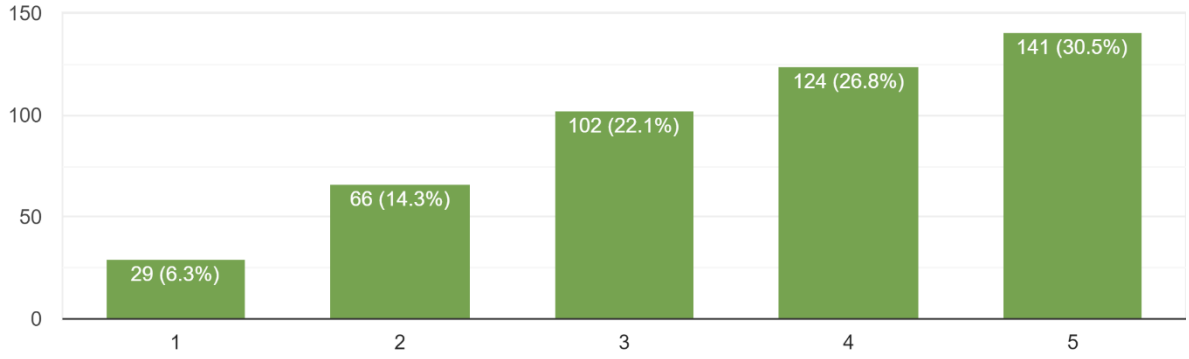
An analysis was also conducted of the responses and the actual distribution of each sub-group is provided in Appendix B as "Count." The length of time as a student is not statistically significant for question #9. The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.226. An "asymptotic result" of 0.226 means that there is a 22.6% chance that random variation can account for the difference between the actual combined sub-group count and the expected.



Question #10

10. How frequently have you been given the opportunity to meaningfully engage with your classmates during remote learning? (For example: g...cussion forums, video chats, pair and share, etc.)

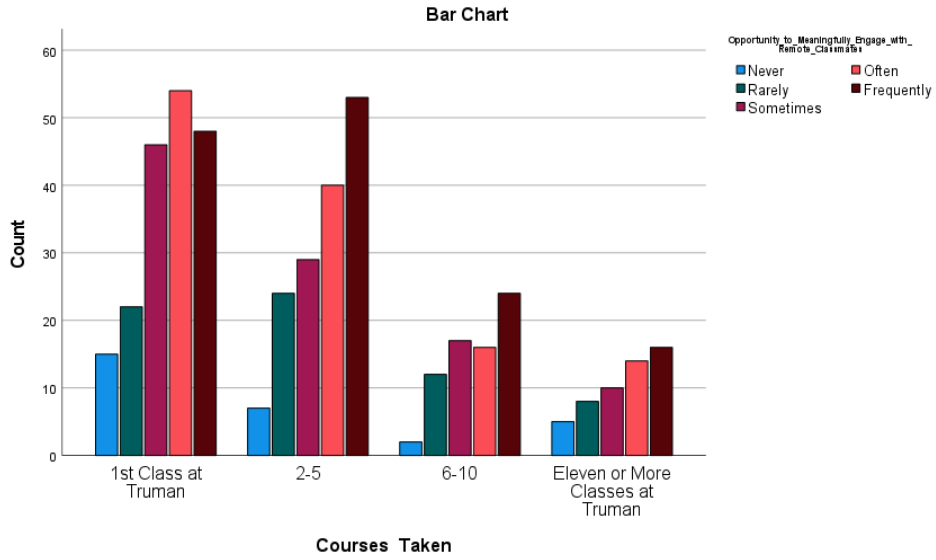
462 responses



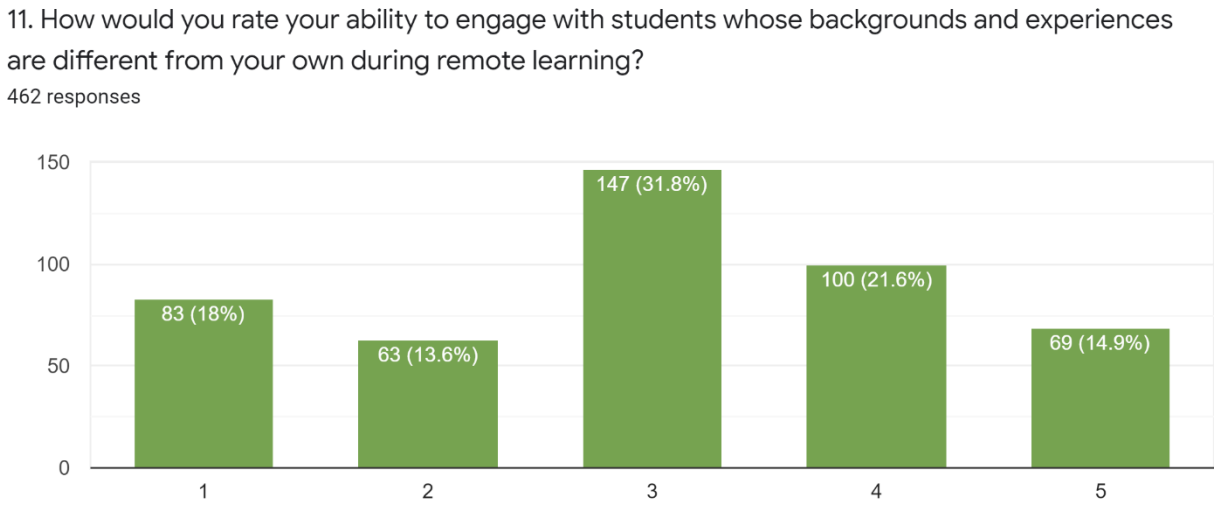
1=Never, 5=Frequently

The green bar graph shows that over 93% of students reported that they had opportunities to meaningfully engage with other students while in a remote learning environment. Although those answers range in frequency, the data are clear that students were engaging in some way with one another.

The actual distribution of each sub-group is provided in Appendix B as "Count." The length of time as a student is not statistically significant for question #10. The ed distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.601. An "asymptotic result" of 0.601 means that there is a 60.1% chance that random variation can account for the difference between the actual combined sub-group count and the expected.

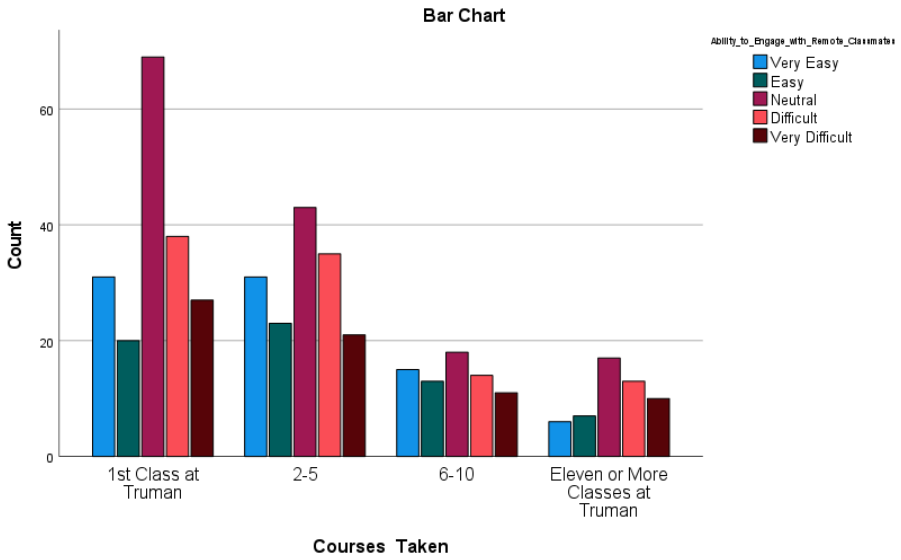


Question #11



1=Very Easy, 5=Very Difficult

The green bar graph above shows student responses for question 11. There is no statistical significance to this and student responses ranged across the Likert scale. The actual distribution of each sub-group is provided in Appendix B as "Count." The expected distribution for that sub-group, based upon the percentages provided in the green bar graph, are reported under "Expected Count." The Chi-Square test compares the combined actual distribution of the sub-group with the expected, and the test reports an "asymptotic significance" of 0.673. An "asymptotic result" of 0.673 means that there is less than a 67.3% chance that random variation can account for the difference between the actual combined sub-group count and the expected.



About Questions 9 – 11

All three questions ask students to self-report their experiences with their fellow students in remote learning, and here the Chi-Square test finds that the sub-groups behave no differently than the overall survey distribution. This result provides evidence for the claim that time spent at Truman in a remote class setting is not associated with any change in how students self-report their connection with their fellow students. In other words, here the study does not find evidence that more time at Truman in a remote setting improves the students' connection with their other students.

However, the actual student responses to these questions are more indicative of student perceptions around engagement with classmates in remote learning than "time as a student" is. Nearly all students, at the time the survey was distributed, were new or somewhat new to remote learning or online live via

Zoom. Therefore, although the respondents undoubtedly had a variety of previous face-to-face educational experiences, they were all within the first year of online learning.

It is possible that students interpreted the word "background" differently than what the authors meant by "background." Questions 9 and 11, for example, both ask about the background of students, but what "background" entails is not defined. Examples of "background" should be included in future iterations of the survey.

Postscript

The statistical analysis of the data gathered by the study suggests that Truman students self-report an increasing cultural responsiveness as they spend more time at Truman taking classes. This is a success for the Truman community!

The low p values calculated by the Chi-Square tests on Questions 2 through 8 indicate that overall sub-groups of students self-report their own cultural responsiveness significantly differently than does the surveyed group as a whole. These results support the definitions of the sub-groups This conclusion depends upon how those who engage in the study determine statistical significance, although in the social sciences p-values less than $p = 0.05$ are often considered significant.

A limitation of the Chi-Square statistic is that the statistic only examines difference per se. Of course, the study was not conducted to determine merely differences but to determine whether students showed a progression towards greater cultural responsiveness over time. In other words, the Assessment Committee hoped to see not simply differences among sub-groups but a direction of difference among sub-groups toward increasing cultural responsiveness.

The data does in fact suggest such a progression. For each sub-group, the percentage of students who reported Likert values from "strongly disagree" to "neutral" dropped while the percentage of students who reported Likert values from "agree" to "strongly agree" rose. The study does not include a *significance* test for this numerical trend. Doing it would require averaging Likert scores, but while Likert scores indicate relative difference, the exact numerical value of a Likert score for a 1 – 5 scale is not meaningful.

Conclusions

1. The data reveal that students report growing awareness, action, attitude and competence around issues of cultural responsiveness.
2. Student growth in the areas of cultural responsiveness increases over time at Truman.
3. The data around the remote learning experience indicate that students may not be experiencing the cross-cultural experience and growth that on-campus learning offers.
4. Student responses indicate that they are not influenced by their experiences at Truman in learning about their own cultures.

5. The data indicate that there is significant growth over time at Truman in students' interpersonal skills, metacognition and awareness of others in terms of cultural responsiveness.

Limitations of the Survey

The study admits to the following limitations.

The Chi-Square statistics calculated for each question combine the distributions of the subgroups and afterwards compare with the expected distribution. We know that the subgroups are different than expected. The study did not calculate a Chi-Square statistic for each sub-group per question, however, so we do not know whether the differences seen are valid for all subgroups.

The survey in Questions 2 – 8 refers to the "Truman experience" and so the study cannot determine to what extent various aspects of the Truman experience - class experience, extracurricular experience, other social experiences – are responsible for the students' responses. In developing the survey, "the Truman Experience" was understood to mean *all* experiences at Truman College while attending as a student but that may not have been clear to the respondents.

Self-reported data may suffer from hidden variables influencing the answers such as a desire to provide the supposedly "correct" answers or answers wanted by the authors of the study.

The survey leaves it to students to determine the meaning of "different beliefs." There is no way to determine whether the survey results here are simply an artifact of the diversity of the student body. As students take more classes at Truman, students may experience themselves encountering more students with different beliefs in their classes regardless of what any course curriculum may be doing.

Self-report surveys are especially prone to problems of interpretation; different students reading the same question may read the question differently and so experience the question as different. This problem is especially acute in the case of the three questions that comprise question 8. Statements such as "discussions with students of different beliefs" does not make clear if the issue is whether the students in the discussions have different beliefs and/or whether the discussions themselves engage those different beliefs. Only the latter understanding really addresses what the classroom and the curriculum is doing.

Recommendations for Future Use of the Survey

1. Resolve the "Truman experience" into classroom and extracurricular components.
2. Students are far less likely to report having gotten more involved in community activities than they are to report having improved their awareness of community issues.

Certainly, it may be easier always to change a student's perceptions than to change a student's behavior. It is important to note that, at the time this survey was conducted, students (indeed all the world's population) were not engaging in any activities due to COVID. This may have affected the data.

3. Questions 9 – 11 indicate that students taking classes remotely may not be experiencing the cultural wealth of the student population as the on-campus student experience. In the future, questions about remote learning should be adapted to the current teaching modalities.
4. A direct assessment of the student learning outcomes associated with the General Education Goal of Cultural Responsiveness in conjunction with this survey may reveal more detailed data.

Appendix A: Cultural Responsiveness Assessment Survey (Document Version)

Spring 2021

Please complete the following:

1. How many courses have you taken at Harry S Truman College up until this point (including any you are enrolled in this semester)?

o This is the first class I have taken at Truman
o 2-5
o 6-10
o 11-15
o I have taken more than 15 classes at Truman.

2. As a result of my experiences at Truman College, I am more familiar with my community's unique characteristics. (Your community can be your neighborhood, or a group of people that you identify with based on interests or shared characteristics.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

3. My experiences at Truman College have helped me to identify and analyze issues within my community.

Strongly Disagree 1 2 3 4 5 Strongly Agree

4. My experiences at Truman College have helped me to see specific ways that I can be part of solutions to problems in my community.

Strongly Disagree 1 2 3 4 5 Strongly Agree

5. My experiences at Truman College have prepared me to advocate to community leaders about a community issue. (Advocacy is defined as publicly supporting a cause.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

6. My experiences at Truman College have prepared me to advocate to community leaders about a community issue. (Advocacy is defined as publicly supporting a cause.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

7. Due to my experiences at Truman College, I have participated in advocacy or socio-political actions. (For example: volunteering, campaigning, going on a march, voting in local or national elections, etc.)

Strongly Disagree 1 2 3 4 5 Strongly Agree

8. How much has being at Truman impacted your...

Scale: Not at all, Slightly Influential, Somewhat Influential, Quite Influential, Extremely Influential

a. Knowledge about your own culture
b. Racial/cultural awareness
c. Openness to having your views challenged
d. Ability to work cooperatively with people from diverse backgrounds
e. Ability to consider, respect, discuss, and negotiate controversial issues in the world from someone else's perspective that differs from your own
f. Knowledge about the cultural background of others
g. Tolerance of those with beliefs other than your own

9. Rate how frequently you have been offered the following experiences at Truman.

Scale: I Don't Know, Never, Rarely, Sometimes, Often, Always

a. I have been assigned writings and research written by and/or about racial/ethnic groups and women in my courses.
b. I have been offered opportunities for in-depth discussion with students of different backgrounds and/or beliefs.

The following questions pertain to Remote Learning (online live) engagement since the beginning of the pandemic:

10.Compared to face-to-face classes, how aware are you of your classmates' backgrounds in remote classes?

Much Less Aware O O O O Much More Aware

11. How frequently have you been given the opportunity to meaningfully engage with your classmates during remote learning? (For example: group work/breakout rooms, peer-editing, discussion forums, video chats, pair and share, etc.)

Never O O O O Frequently

12.How would you rate your ability to engage with students whose backgrounds and experiences are different from your own during remote learning?

Very Difficult O O O O Very Easy

Appendix B: Detailed Crosstabulation Results, Chi-square Tests, Case Processing Summaries

B.1 - Question 2: As a result of my experiences at Truman College, I am more familiar with my community's unique characteristics. (Your community can be your neighborhood, or a group of people that you identify with based on interests or shared characteristics.)

Courses_Taken * Community_Characteristics Crosstabulation

			Community_Characteristics					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Courses_Taken	1st Class at Truman	Count	20	23	74	38	30	185
		Expected Count	15.2	20.4	59.7	47.3	42.4	185.0
		% within Courses_Taken	10.8%	12.4%	40.0%	20.5%	16.2%	100.0%
		% within Community_Characteristics	52.6%	45.1%	49.7%	32.2%	28.3%	40.0%
	2-5	Count	13	16	50	41	33	153
		Expected Count	12.6	16.9	49.3	39.1	35.1	153.0
		% within Courses_Taken	8.5%	10.5%	32.7%	26.8%	21.6%	100.0%
		% within Community_Characteristics	34.2%	31.4%	33.6%	34.7%	31.1%	33.1%
	6-10	Count	2	10	17	19	23	71
		Expected Count	5.8	7.8	22.9	18.1	16.3	71.0
		% within Courses_Taken	2.8%	14.1%	23.9%	26.8%	32.4%	100.0%
		% within Community_Characteristics	5.3%	19.6%	11.4%	16.1%	21.7%	15.4%
	Eleven or More Classes at Truman	Count	3	2	8	20	20	53
		Expected Count	4.4	5.9	17.1	13.5	12.2	53.0
		% within Courses_Taken	5.7%	3.8%	15.1%	37.7%	37.7%	100.0%
		% within Community_Characteristics	7.9%	3.9%	5.4%	16.9%	18.9%	11.5%
Total		Count	38	51	149	118	106	462
		Expected Count	38.0	51.0	149.0	118.0	106.0	462.0
		% within Courses_Taken	8.2%	11.0%	32.3%	25.5%	22.9%	100.0%
		% within Community_Characteristics	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	34.406[a]	12	<.001
Likelihood Ratio	36.113	12	<.001
N of Valid Cases	462		

a. 1 cells (5.0%) have expected count less than 5. The minimum expected count is 4.36.

B.2 Question 3: My experiences at Truman College have helped me to identify and analyze issues within my community.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Analyze_Community_Issues	461	99.8%	1	0.2%	462	100.0%

Courses_Taken * Analyze_Community_Issues Crosstabulation

			Analyze_Community_Issues					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Courses_Taken	1st Class at Truman	Count	28	21	66	37	32	184
		% within Courses_Taken	15.2%	11.4%	35.9%	20.1%	17.4%	100.0%
	2-5	Count	16	19	49	34	35	153
		% within Courses_Taken	10.5%	12.4%	32.0%	22.2%	22.9%	100.0%
	6-10	Count	0	8	21	22	20	71
		% within Courses_Taken	0.0%	11.3%	29.6%	31.0%	28.2%	100.0%
	Eleven or More Classes at Truman	Count	2	0	14	19	18	53
		% within Courses_Taken	3.8%	0.0%	26.4%	35.8%	34.0%	100.0%
Total		Count	46	48	150	112	105	461
		% within Courses_Taken	10.0%	10.4%	32.5%	24.3%	22.8%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.985[a]	12	<.001
Likelihood Ratio	45.879	12	<.001
N of Valid Cases	461		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.29.

B.3 Question 4: My experiences at Truman College have helped me to see specific ways that I can be part of solutions to problems in my community.

Courses_Taken * Solve_Community_Problems Crosstabulation

			Solve_Community_Problems					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Courses_Taken	1st Class at Truman	Count	24	24	64	36	37	185
		Expected Count	18.4	20.0	59.7	44.8	42.0	185.0
		% within Courses_Taken	13.0%	13.0%	34.6%	19.5%	20.0%	100.0%
		% within Solve_Community_Problems	52.2%	48.0%	43.0%	32.1%	35.2%	40.0%
		% of Total	5.2%	5.2%	13.9%	7.8%	8.0%	40.0%
	2-5	Count	17	16	48	37	35	153
		Expected Count	15.2	16.6	49.3	37.1	34.8	153.0
		% within Courses_Taken	11.1%	10.5%	31.4%	24.2%	22.9%	100.0%
		% within Solve_Community_Problems	37.0%	32.0%	32.2%	33.0%	33.3%	33.1%
		% of Total	3.7%	3.5%	10.4%	8.0%	7.6%	33.1%
	6-10	Count	1	9	23	19	19	71
		Expected Count	7.1	7.7	22.9	17.2	16.1	71.0
		% within Courses_Taken	1.4%	12.7%	32.4%	26.8%	26.8%	100.0%
		% within Solve_Community_Problems	2.2%	18.0%	15.4%	17.0%	18.1%	15.4%
		% of Total	0.2%	1.9%	5.0%	4.1%	4.1%	15.4%
	Eleven or More Classes at Truman	Count	4	1	14	20	14	53
		Expected Count	5.3	5.7	17.1	12.8	12.0	53.0
		% within Courses_Taken	7.5%	1.9%	26.4%	37.7%	26.4%	100.0%
		% within Solve_Community_Problems	8.7%	2.0%	9.4%	17.9%	13.3%	11.5%
		% of Total	0.9%	0.2%	3.0%	4.3%	3.0%	11.5%
Total		Count	46	50	149	112	105	462
		Expected Count	46.0	50.0	149.0	112.0	105.0	462.0
		% within Courses_Taken	10.0%	10.8%	32.3%	24.2%	22.7%	100.0%
		% within Solve_Community_Problems	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	10.0%	10.8%	32.3%	24.2%	22.7%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.616[a]	12	.056
Likelihood Ratio	25.064	12	.015
N of Valid Cases	462		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.28.

B.4 Question 5: My experiences at Truman College have prepared me to advocate to community leaders about a community issue. (Advocacy is defined as publicly supporting a cause.)

Courses_Taken * Advocate_to_Community_Leaders Crosstabulation

			Advocate_to_Community_Leaders					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Courses_Taken	1st Class at Truman	Count	25	27	69	33	31	185
		Expected Count	20.8	26.8	62.5	39.6	35.2	185.0
		% within Courses_Taken	13.5%	14.6%	37.3%	17.8%	16.8%	100.0%
		% within Advocate_to_Community_Leaders	48.1%	40.3%	44.2%	33.3%	35.2%	40.0%
		% of Total	5.4%	5.8%	14.9%	7.1%	6.7%	40.0%
	2-5	Count	19	25	50	33	26	153
		Expected Count	17.2	22.2	51.7	32.8	29.1	153.0
		% within Courses_Taken	12.4%	16.3%	32.7%	21.6%	17.0%	100.0%
		% within Advocate_to_Community_Leaders	36.5%	37.3%	32.1%	33.3%	29.5%	33.1%
		% of Total	4.1%	5.4%	10.8%	7.1%	5.6%	33.1%
	6-10	Count	4	11	25	19	12	71
		Expected Count	8.0	10.3	24.0	15.2	13.5	71.0
		% within Courses_Taken	5.6%	15.5%	35.2%	26.8%	16.9%	100.0%
		% within Advocate_to_Community_Leaders	7.7%	16.4%	16.0%	19.2%	13.6%	15.4%
		% of Total	0.9%	2.4%	5.4%	4.1%	2.6%	15.4%
	Eleven or More Classes at Truman	Count	4	4	12	14	19	53
		Expected Count	6.0	7.7	17.9	11.4	10.1	53.0
		% within Courses_Taken	7.5%	7.5%	22.6%	26.4%	35.8%	100.0%
		% within Advocate_to_Community_Leaders	7.7%	6.0%	7.7%	14.1%	21.6%	11.5%
		% of Total	0.9%	0.9%	2.6%	3.0%	4.1%	11.5%
Total		Count	52	67	156	99	88	462
		Expected Count	52.0	67.0	156.0	99.0	88.0	462.0
		% within Courses_Taken	11.3%	14.5%	33.8%	21.4%	19.0%	100.0%
		% within Advocate_to_Community_Leaders	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	11.3%	14.5%	33.8%	21.4%	19.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.106[a]	12	.065
Likelihood Ratio	19.549	12	.076
N of Valid Cases	462		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.97.

B.5 Question 6: Due to my experiences at Truman College, I have participated in advocacy or socio-political actions. (For example: volunteering, campaigning, going on a march, voting in local or national elections, etc.)

Courses_Taken * Participation_in_Advocacy Crosstabulation

			Participation_in_Advocacy					
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Courses_Taken	1st Class at Truman	Count	67	28	53	15	22	185
		Expected Count	57.3	32.4	44.4	24.8	26.0	185.0
		% within Courses_Taken	36.2%	15.1%	28.6%	8.1%	11.9%	100.0%
		% within Participation_in_Advocacy	46.9%	34.6%	47.7%	24.2%	33.8%	40.0%
		% of Total	14.5%	6.1%	11.5%	3.2%	4.8%	40.0%
	2-5	Count	50	28	29	25	21	153
		Expected Count	47.4	26.8	36.8	20.5	21.5	153.0
		% within Courses_Taken	32.7%	18.3%	19.0%	16.3%	13.7%	100.0%
		% within Participation_in_Advocacy	35.0%	34.6%	26.1%	40.3%	32.3%	33.1%
		% of Total	10.8%	6.1%	6.3%	5.4%	4.5%	33.1%
	6-10	Count	13	16	19	9	14	71
		Expected Count	22.0	12.4	17.1	9.5	10.0	71.0
		% within Courses_Taken	18.3%	22.5%	26.8%	12.7%	19.7%	100.0%
		% within Participation_in_Advocacy	9.1%	19.8%	17.1%	14.5%	21.5%	15.4%
		% of Total	2.8%	3.5%	4.1%	1.9%	3.0%	15.4%
	Eleven or More Classes at Truman	Count	13	9	10	13	8	53
		Expected Count	16.4	9.3	12.7	7.1	7.5	53.0
		% within Courses_Taken	24.5%	17.0%	18.9%	24.5%	15.1%	100.0%
		% within Participation_in_Advocacy	9.1%	11.1%	9.0%	21.0%	12.3%	11.5%
		% of Total	2.8%	1.9%	2.2%	2.8%	1.7%	11.5%
Total		Count	143	81	111	62	65	462
		Expected Count	143.0	81.0	111.0	62.0	65.0	462.0
		% within Courses_Taken	31.0%	17.5%	24.0%	13.4%	14.1%	100.0%
		% within Participation_in_Advocacy	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	31.0%	17.5%	24.0%	13.4%	14.1%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.999[a]	12	.020
Likelihood Ratio	24.087	12	.020
N of Valid Cases	462		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.11.

B.6 Question 7.1: How much has being at Truman influenced your knowledge about your own culture?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Autoupdate_Knowledge_of _Own_Culture	458	99.1%	4	0.9%	462	100.0%

Courses_Taken * Autoupdate_Knowledge_of_Own_Culture Crosstabulation

			Autoupdate_Knowledge_of_Own_Culture					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	17	58	28	39	41	183
		Expected Count	22.0	47.5	33.2	38.4	42.0	183.0
		% within Courses_Taken	9.3%	31.7%	15.3%	21.3%	22.4%	100.0%
		% within Autoupdate_Knowledge_of _Own_Culture	30.9%	48.7%	33.7%	40.6%	39.0%	40.0%
		% of Total	3.7%	12.7%	6.1%	8.5%	9.0%	40.0%
	2-5	Count	18	40	29	35	30	152
		Expected Count	18.3	39.5	27.5	31.9	34.8	152.0
		% within Courses_Taken	11.8%	26.3%	19.1%	23.0%	19.7%	100.0%
		% within Autoupdate_Knowledge_of _Own_Culture	32.7%	33.6%	34.9%	36.5%	28.6%	33.2%
		% of Total	3.9%	8.7%	6.3%	7.6%	6.6%	33.2%
	6-10	Count	10	11	15	13	21	70
		Expected Count	8.4	18.2	12.7	14.7	16.0	70.0
		% within Courses_Taken	14.3%	15.7%	21.4%	18.6%	30.0%	100.0%
		% within Autoupdate_Knowledge_of _Own_Culture	18.2%	9.2%	18.1%	13.5%	20.0%	15.3%
		% of Total	2.2%	2.4%	3.3%	2.8%	4.6%	15.3%
	Eleven or More Classes at Truman	Count	10	10	11	9	13	53
		Expected Count	6.4	13.8	9.6	11.1	12.2	53.0
		% within Courses_Taken	18.9%	18.9%	20.8%	17.0%	24.5%	100.0%
		% within Autoupdate_Knowledge_of _Own_Culture	18.2%	8.4%	13.3%	9.4%	12.4%	11.6%
		% of Total	2.2%	2.2%	2.4%	2.0%	2.8%	11.6%
Total		Count	55	119	83	96	105	458
		Expected Count	55.0	119.0	83.0	96.0	105.0	458.0
		% within Courses_Taken	12.0%	26.0%	18.1%	21.0%	22.9%	100.0%
		% within Autoupdate_Knowledge_of _Own_Culture	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	12.0%	26.0%	18.1%	21.0%	22.9%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.386[a]	12	.277
Likelihood Ratio	14.517	12	.269
N of Valid Cases	458		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.36.

B.7 Question 7.2: How much has being at Truman influenced your racial/cultural awareness?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * AutoUpdated_Racial_Cultural_Awareness	452	97.8%	10	2.2%	462	100.0%

Courses_Taken * AutoUpdated_Racial_Cultural_Awareness Crosstabulation

			AutoUpdated_Racial_Cultural_Awareness					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	23	44	34	39	41	181
		Expected Count	33.6	32.4	40.4	30.8	43.6	181.0
		% within Courses_Taken	12.7%	24.3%	18.8%	21.5%	22.7%	100.0%
	2-5	Count	32	27	29	29	34	151
		Expected Count	28.1	27.1	33.7	25.7	36.4	151.0
		% within Courses_Taken	21.2%	17.9%	19.2%	19.2%	22.5%	100.0%
	6-10	Count	18	6	22	7	16	69
		Expected Count	12.8	12.4	15.4	11.8	16.6	69.0
		% within Courses_Taken	26.1%	8.7%	31.9%	10.1%	23.2%	100.0%
	Eleven or More Classes at Truman	Count	11	4	16	2	18	51
		Expected Count	9.5	9.1	11.4	8.7	12.3	51.0
		% within Courses_Taken	21.6%	7.8%	31.4%	3.9%	35.3%	100.0%
Total		Count	84	81	101	77	109	452
		Expected Count	84.0	81.0	101.0	77.0	109.0	452.0
		% within Courses_Taken	18.6%	17.9%	22.3%	17.0%	24.1%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.543[a]	12	<.001
Likelihood Ratio	38.554	12	<.001
N of Valid Cases	452		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.69.

B.8 Question 7.3: How much has being at Truman influenced your openness to having your views challenged?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * AutoUpdate_Openness_to_Having_Views_Challenged	452	97.8%	10	2.2%	462	100.0%

Courses_Taken * AutoUpdate_Openness_to_Having_Views_Challenged Crosstabulation

			AutoUpdate_Openness_to_Having_Views_Challenged					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	20	36	43	31	50	180
		Expected Count	33.8	28.7	44.2	25.1	48.2	180.0
		% within Courses_Taken	11.1%	20.0%	23.9%	17.2%	27.8%	100.0%
	2-5	Count	32	27	38	18	36	151
		Expected Count	28.4	24.1	37.1	21.0	40.4	151.0
		% within Courses_Taken	21.2%	17.9%	25.2%	11.9%	23.8%	100.0%
	6-10	Count	17	5	16	10	21	69
		Expected Count	13.0	11.0	16.9	9.6	18.5	69.0
		% within Courses_Taken	24.6%	7.2%	23.2%	14.5%	30.4%	100.0%
	Eleven or More Classes at Truman	Count	16	4	14	4	14	52
		Expected Count	9.8	8.3	12.8	7.2	13.9	52.0
		% within Courses_Taken	30.8%	7.7%	26.9%	7.7%	26.9%	100.0%
Total		Count	85	72	111	63	121	452
		Expected Count	85.0	72.0	111.0	63.0	121.0	452.0
		% within Courses_Taken	18.8%	15.9%	24.6%	13.9%	26.8%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.474[a]	12	.024
Likelihood Ratio	25.107	12	.014
N of Valid Cases	452		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.25.

B.9 Question 7.4: How much has being at Truman influenced your ability to work cooperatively with people from diverse backgrounds?

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Autoupdate_Work_with_People_from_Diverse_Backgrounds	448	97.0%	14	3.0%	462	100.0%

Courses_Taken * Autoupdate_Work_with_People_from_Diverse_Backgrounds Crosstabulation

			Autoupdate_Work_with_People_from_Diverse_Backgrounds					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	34	22	33	34	55	178
		Expected Count	46.1	17.9	39.7	25.4	48.9	178.0
		% within Courses_Taken	19.1%	12.4%	18.5%	19.1%	30.9%	100.0%
		% within Autoupdate_Work_with_People_from_Diverse_Backgrounds	29.3%	48.9%	33.0%	53.1%	44.7%	39.7%
		% of Total	7.6%	4.9%	7.4%	7.6%	12.3%	39.7%
	2-5	Count	38	16	39	18	38	149
		Expected Count	38.6	15.0	33.3	21.3	40.9	149.0
		% within Courses_Taken	25.5%	10.7%	26.2%	12.1%	25.5%	100.0%
		% within Autoupdate_Work_with_People_from_Diverse_Backgrounds	32.8%	35.6%	39.0%	28.1%	30.9%	33.3%
		% of Total	8.5%	3.6%	8.7%	4.0%	8.5%	33.3%
	6-10	Count	26	4	17	6	16	69
		Expected Count	17.9	6.9	15.4	9.9	18.9	69.0
		% within Courses_Taken	37.7%	5.8%	24.6%	8.7%	23.2%	100.0%
		% within Autoupdate_Work_with_People_from_Diverse_Backgrounds	22.4%	8.9%	17.0%	9.4%	13.0%	15.4%
		% of Total	5.8%	0.9%	3.8%	1.3%	3.6%	15.4%
	Eleven or More Classes at Truman	Count	18	3	11	6	14	52
		Expected Count	13.5	5.2	11.6	7.4	14.3	52.0
		% within Courses_Taken	34.6%	5.8%	21.2%	11.5%	26.9%	100.0%
		% within Autoupdate_Work_with_People_from_Diverse_Backgrounds	15.5%	6.7%	11.0%	9.4%	11.4%	11.6%
		% of Total	4.0%	0.7%	2.5%	1.3%	3.1%	11.6%
Total		Count	116	45	100	64	123	448
		Expected Count	116.0	45.0	100.0	64.0	123.0	448.0
		% within Courses_Taken	25.9%	10.0%	22.3%	14.3%	27.5%	100.0%
		% within Autoupdate_Work_with_People_from_Diverse_Backgrounds	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	25.9%	10.0%	22.3%	14.3%	27.5%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.566[a]	12	.057
Likelihood Ratio	20.639	12	.056
N of Valid Cases	448		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.22.

B.10 Question 7.5: Ability to consider, respect, discuss, and negotiate controversial issues in the world from someone else's perspective that differs from your own

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * AutoUpdate_Consider_Other_Perspectives	451	97.6%	11	2.4%	462	100.0%

Courses_Taken * AutoUpdate_Consider_Other_Perspectives Crosstabulation

			AutoUpdate_Consider_Other_Perspectives					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	33	26	38	29	55	181
		Expected Count	49.8	19.3	41.3	24.5	46.2	181.0
		% within Courses_Taken	18.2%	14.4%	21.0%	16.0%	30.4%	100.0%
	2-5	Count	47	15	33	21	35	151
		Expected Count	41.5	16.1	34.5	20.4	38.5	151.0
		% within Courses_Taken	31.1%	9.9%	21.9%	13.9%	23.2%	100.0%
	6-10	Count	26	4	20	5	12	67
		Expected Count	18.4	7.1	15.3	9.1	17.1	67.0
		% within Courses_Taken	38.8%	6.0%	29.9%	7.5%	17.9%	100.0%
	Eleven or More Classes at Truman	Count	18	3	12	6	13	52
		Expected Count	14.3	5.5	11.9	7.0	13.3	52.0
		% within Courses_Taken	34.6%	5.8%	23.1%	11.5%	25.0%	100.0%
Total		Count	124	48	103	61	115	451
		Expected Count	124.0	48.0	103.0	61.0	115.0	451.0
		% within Courses_Taken	27.5%	10.6%	22.8%	13.5%	25.5%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.544[a]	12	.023
Likelihood Ratio	24.402	12	.018
N of Valid Cases	451		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.53.

B.11 Question 7.6: Knowledge about the cultural background of others

Courses_Taken * Autoupdate_Knowledge_of_Others_Culture Crosstabulation

			Autoupdate_Knowledge_of_Others_Culture					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	33	28	38	35	50	184
		Expected Count	44.8	19.9	43.2	28.1	48.0	184.0
		% within Courses_Taken	17.9%	15.2%	20.7%	19.0%	27.2%	100.0%
		% within Autoupdate_Knowledge_of_Others_Culture	30.0%	57.1%	35.8%	50.7%	42.4%	40.7%
		% of Total	7.3%	6.2%	8.4%	7.7%	11.1%	40.7%
	2-5	Count	40	17	35	21	36	149
		Expected Count	36.3	16.2	34.9	22.7	38.9	149.0
		% within Courses_Taken	26.8%	11.4%	23.5%	14.1%	24.2%	100.0%
		% within Autoupdate_Knowledge_of_Others_Culture	36.4%	34.7%	33.0%	30.4%	30.5%	33.0%
		% of Total	8.8%	3.8%	7.7%	4.6%	8.0%	33.0%
	6-10	Count	22	3	18	8	16	67
		Expected Count	16.3	7.3	15.7	10.2	17.5	67.0
		% within Courses_Taken	32.8%	4.5%	26.9%	11.9%	23.9%	100.0%
		% within Autoupdate_Knowledge_of_Others_Culture	20.0%	6.1%	17.0%	11.6%	13.6%	14.8%
		% of Total	4.9%	0.7%	4.0%	1.8%	3.5%	14.8%
	Eleven or More Classes at Truman	Count	15	1	15	5	16	52
		Expected Count	12.7	5.6	12.2	7.9	13.6	52.0
		% within Courses_Taken	28.8%	1.9%	28.8%	9.6%	30.8%	100.0%
		% within Autoupdate_Knowledge_of_Others_Culture	13.6%	2.0%	14.2%	7.2%	13.6%	11.5%
		% of Total	3.3%	0.2%	3.3%	1.1%	3.5%	11.5%
Total		Count	110	49	106	69	118	452
		Expected Count	110.0	49.0	106.0	69.0	118.0	452.0
		% within Courses_Taken	24.3%	10.8%	23.5%	15.3%	26.1%	100.0%
		% within Autoupdate_Knowledge_of_Others_Culture	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	24.3%	10.8%	23.5%	15.3%	26.1%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Autoupdate_Knowledge_of_Others_Culture	452	97.8%	10	2.2%	462	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.377[a]	12	.045
Likelihood Ratio	23.845	12	.021
N of Valid Cases	452		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.64.

B.12 Question 7.7: Tolerance of those with beliefs other than your own

Courses_Taken * Autoupdate_Tolerance_of_Different_Beliefs Crosstabulation

			Autoupdate_Tolerance_of_Different_Beliefs					
			Not at all	Slightly Influential	Somewhat Influential	Quite Influential	Extremely Influential	Total
Courses_Taken	1st Class at Truman	Count	31	28	43	33	50	185
		Expected Count	49.1	22.3	43.8	25.6	44.2	185.0
		% within Courses_Taken	16.8%	15.1%	23.2%	17.8%	27.0%	100.0%
		% within Autoupdate_Tolerance_of_Different_Beliefs	25.6%	50.9%	39.8%	52.4%	45.9%	40.6%
		% of Total	6.8%	6.1%	9.4%	7.2%	11.0%	40.6%
	2-5	Count	48	19	30	19	33	149
		Expected Count	39.5	18.0	35.3	20.6	35.6	149.0
		% within Courses_Taken	32.2%	12.8%	20.1%	12.8%	22.1%	100.0%
		% within Autoupdate_Tolerance_of_Different_Beliefs	39.7%	34.5%	27.8%	30.2%	30.3%	32.7%
		% of Total	10.5%	4.2%	6.6%	4.2%	7.2%	32.7%
	6-10	Count	24	6	20	7	13	70
		Expected Count	18.6	8.4	16.6	9.7	16.7	70.0
		% within Courses_Taken	34.3%	8.6%	28.6%	10.0%	18.6%	100.0%
		% within Autoupdate_Tolerance_of_Different_Beliefs	19.8%	10.9%	18.5%	11.1%	11.9%	15.4%
		% of Total	5.3%	1.3%	4.4%	1.5%	2.9%	15.4%
	Eleven or More Classes at Truman	Count	18	2	15	4	13	52
		Expected Count	13.8	6.3	12.3	7.2	12.4	52.0
		% within Courses_Taken	34.6%	3.8%	28.8%	7.7%	25.0%	100.0%
		% within Autoupdate_Tolerance_of_Different_Beliefs	14.9%	3.6%	13.9%	6.3%	11.9%	11.4%
		% of Total	3.9%	0.4%	3.3%	0.9%	2.9%	11.4%
Total		Count	121	55	108	63	109	456
		Expected Count	121.0	55.0	108.0	63.0	109.0	456.0
		% within Courses_Taken	26.5%	12.1%	23.7%	13.8%	23.9%	100.0%
		% within Autoupdate_Tolerance_of_Different_Beliefs	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	26.5%	12.1%	23.7%	13.8%	23.9%	100.0%

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Autoupdate_Tolerance_of_Different_Beliefs	456	98.7%	6	1.3%	462	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	24.809[a]	12	.016
Likelihood Ratio	26.665	12	.009
N of Valid Cases	456		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.27.

B. 13 Question 8.1: Rate how frequently you have been offered the following experiences at Truman: I have been assigned writings and research written by and/or about racial/ethnic groups and women in my courses.

Courses_Taken * Assigned_Diverse_Readings Crosstabulation

			Assigned_Diverse_Readings						
			Always	I Don't Know	Never	Often	Rarely	Sometimes	Total
Courses_Taken	1st Class at Truman	Count	18	33	59	22	27	26	185
		Expected Count	22.0	19.6	39.6	37.6	27.2	38.8	185.0
	2-5	Count	16	11	26	32	29	39	153
		Expected Count	18.2	16.2	32.8	31.1	22.5	32.1	153.0
	6-10	Count	10	4	9	21	6	21	71
		Expected Count	8.5	7.5	15.2	14.4	10.5	14.9	71.0
	Eleven or More Classes at Truman	Count	11	1	5	19	6	11	53
		Expected Count	6.3	5.6	11.4	10.8	7.8	11.1	53.0
Total		Count	55	49	99	94	68	97	462
		Expected Count	55.0	49.0	99.0	94.0	68.0	97.0	462.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	66.133[a]	15	<.001
Likelihood Ratio	66.804	15	<.001
N of Valid Cases	462		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.62.

B.14 Question 8.2

I have participated in a community-based experience with diverse populations.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Participated_Autorecode	400	86.6%	62	13.4%	462	100.0%

Courses_Taken * Participated_Autorecode Crosstabulation

			Participated_Autorecode					
			Never	Rarely	Often	Sometimes	Always	Total
Courses_Taken	1st Class at Truman	Count	12	58	26	30	26	152
		Expected Count	20.5	43.3	28.5	28.5	31.2	152.0
		% within Courses_Taken	7.9%	38.2%	17.1%	19.7%	17.1%	100.0%
	2-5	Count	18	35	25	24	27	129
		Expected Count	17.4	36.8	24.2	24.2	26.4	129.0
		% within Courses_Taken	14.0%	27.1%	19.4%	18.6%	20.9%	100.0%
	6-10	Count	12	13	12	13	17	67
		Expected Count	9.0	19.1	12.6	12.6	13.7	67.0
		% within Courses_Taken	17.9%	19.4%	17.9%	19.4%	25.4%	100.0%
	Eleven or More Classes at Truman	Count	12	8	12	8	12	52
		Expected Count	7.0	14.8	9.8	9.8	10.7	52.0
		% within Courses_Taken	23.1%	15.4%	23.1%	15.4%	23.1%	100.0%
Total		Count	54	114	75	75	82	400
		Expected Count	54.0	114.0	75.0	75.0	82.0	400.0
		% within Courses_Taken	13.5%	28.5%	18.8%	18.8%	20.5%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.210[a]	12	.047
Likelihood Ratio	21.504	12	.043
N of Valid Cases	400		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.02.

B.15 Question 8.3 I have been offered opportunities for in-depth discussion with students of different backgrounds and/or beliefs.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Courses_Taken * Autorecode_Discussion	415	89.8%	47	10.2%	462	100.0%

Courses_Taken * Autorecode_Discussion Crosstabulation

			Autorecode_Discussion					
			Never	Rarely	Sometimes	Often	Always	Total
Courses_Taken	1st Class at Truman	Count	22	42	24	32	35	155
		Expected Count	30.6	29.5	30.6	26.9	37.3	155.0
		% within Courses_Taken	14.2%	27.1%	15.5%	20.6%	22.6%	100.0%
	2-5	Count	27	29	28	25	33	142
		Expected Count	28.1	27.0	28.1	24.6	34.2	142.0
		% within Courses_Taken	19.0%	20.4%	19.7%	17.6%	23.2%	100.0%
	6-10	Count	19	4	16	10	17	66
		Expected Count	13.0	12.6	13.0	11.5	15.9	66.0
		% within Courses_Taken	28.8%	6.1%	24.2%	15.2%	25.8%	100.0%
	Eleven or More Classes at Truman	Count	14	4	14	5	15	52
		Expected Count	10.3	9.9	10.3	9.0	12.5	52.0
		% within Courses_Taken	26.9%	7.7%	26.9%	9.6%	28.8%	100.0%
Total		Count	82	79	82	72	100	415
		Expected Count	82.0	79.0	82.0	72.0	100.0	415.0
		% within Courses_Taken	19.8%	19.0%	19.8%	17.3%	24.1%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.491[a]	12	.005
Likelihood Ratio	31.030	12	.002
N of Valid Cases	415		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.02.

B. 14 Question 9

Need Crosstabulation

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.284[a]	12	.226
Likelihood Ratio	15.453	12	.218
N of Valid Cases	462		

a. 1 cells (5.0%) have expected count less than 5. The minimum expected count is 4.70.

B. 15 Question 10

Courses_Taken * Opportunity_to_Meaningfully_Engage_with_Remote_Classmates Crosstabulation

			Opportunity_to_Meaningfully_Engage_with_Remote_Classmates					
			Never	Rarely	Sometimes	Often	Frequently	Total
Courses_Taken	1st Class at Truman	Count	15	22	46	54	48	185
		Expected Count	11.6	26.4	40.8	49.7	56.5	185.0
	2-5	Count	7	24	29	40	53	153
		Expected Count	9.6	21.9	33.8	41.1	46.7	153.0
	6-10	Count	2	12	17	16	24	71
		Expected Count	4.5	10.1	15.7	19.1	21.7	71.0
	Eleven or More Classes at Truman	Count	5	8	10	14	16	53
		Expected Count	3.3	7.6	11.7	14.2	16.2	53.0
Total		Count	29	66	102	124	141	462
		Expected Count	29.0	66.0	102.0	124.0	141.0	462.0

B. 16 Question 11

Courses_Taken * Ability_to_Engage_with_Remote_Classmates Crosstabulation

			Ability_to_Engage_with_Remote_Classmates					
			Very Easy	Easy	Neutral	Difficult	Very Difficult	Total
Courses_Taken	1st Class at Truman	Count	31	20	69	38	27	185
		Expected Count	33.2	25.2	58.9	40.0	27.6	185.0
	2-5	Count	31	23	43	35	21	153
		Expected Count	27.5	20.9	48.7	33.1	22.9	153.0
	6-10	Count	15	13	18	14	11	71
		Expected Count	12.8	9.7	22.6	15.4	10.6	71.0
	Eleven or More Classes at Truman	Count	6	7	17	13	10	53
		Expected Count	9.5	7.2	16.9	11.5	7.9	53.0
Total		Count	83	63	147	100	69	462
		Expected Count	83.0	63.0	147.0	100.0	69.0	462.0

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.350[a]	12	.673
Likelihood Ratio	9.441	12	.665
N of Valid Cases	462		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.23.

Appendix C: Cultural Responsiveness Pre-Study

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 questions will guide the assessment of student learning during Spring 2021.

Fall 2019

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

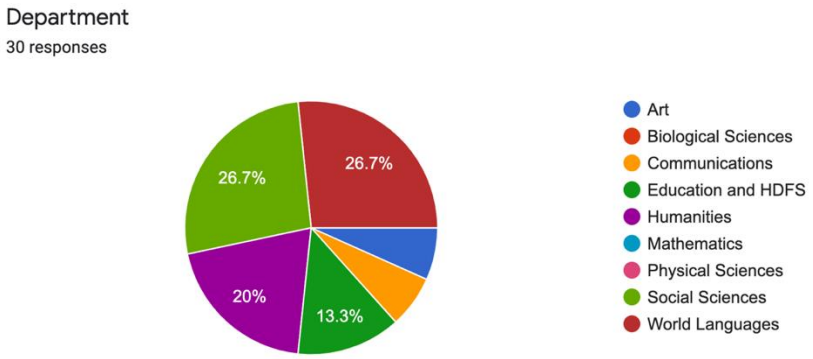
Would you be willing to share student work?

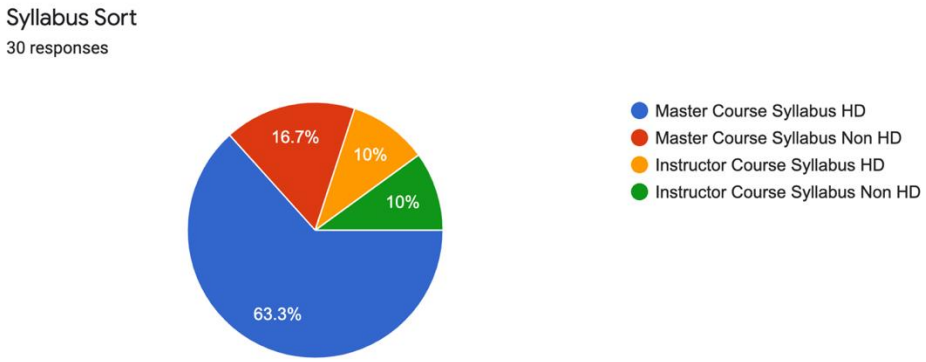
Yes – 13

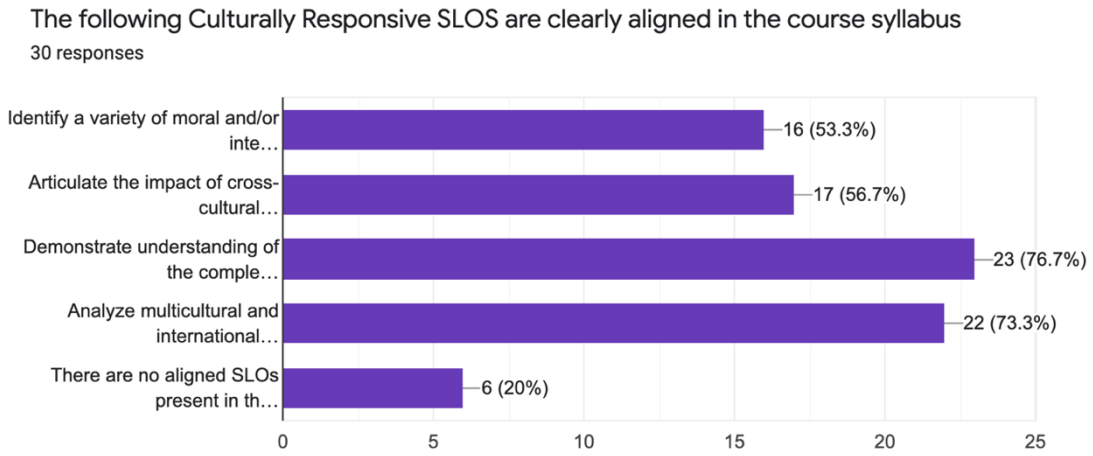
No – 4

Maybe – 7

Results of Syllabi Investigation







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 regard 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. *Demonstrate a familiarity with the differences and similarities in the Hispanic family and the impact on traditions and customs.*	*1. Identify a variety of moral and/or intellectual perspectives, principles, systems, and structures*
2. *Demonstrate basic awareness and appreciation for cultural, social and political differences among the Spanish-speaking world.*	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*

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 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