

LPCS  
Global Communication  
2021 Assessment Data

All rubric scores are based on direct assessment of the students by faculty members within the Global Communication program. Details on each rubric can be found in our assessment plan. The survey scores are based on the perceptions of the students who have graduated in the last year and returned our recent graduate survey.

1. **Objective:** Students will be able to demonstrate intercultural competence in a variety of situations.

Overview of faculty assessment of a student’s Global Communication Practicum (which requires demonstrated competence in a variety of settings) and the student’s ability to meet objective one.

Exceeded Expectations: 5

Met Expectations: 17

Did Not Meet Expectations: 0

Total Global Practicum Successfully Completed = 22

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year. These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The strong positive responses provide another indication that this objective is being met.

| Survey Data   | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       |
|---------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Objective One | 4.7<br>n=6 | 4.8<br>n=6 | 5.0<br>n=5 | 4.9<br>n=8 | 4.9<br>n=7 | 5.0<br>n=7 | 5.0<br>n=5 | 4.7<br>n=6 |

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2. **Objective:** Students will be able to demonstrate the ability to apply and explain a series of key concepts from their major areas of study (communication, language, culture, and ethics) to their personal experiences in intercultural environments.

The following rubric is based on a four-point scale with a four as the highest possible score. Scores are generated from the students’ practicum papers. The objective is for students to score at least 15 out of the 24 possible points. The total score is roughly a 21 (with a 3.55 average score), well above our basic expectation.

| IC Rubric               | Self Knowledge | Worldview Knowledge | Skills Empathy | Skills Comm. | Attitude Curiosity | Attitude Openness | Total Score |
|-------------------------|----------------|---------------------|----------------|--------------|--------------------|-------------------|-------------|
| N = 23<br>Ave.<br>Score | 3.4            | 3.3                 | 3.7            | 3.5          | 3.7                | 3.7               | 21.3        |

*Interpretation:* The scores vary by topic area, but generally they are in the mid-three-point range. Based on the rubric, this means that the average Global Communication graduate is characterized by the following:

1. Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)
2. Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, or beliefs and practices.
3. Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.
4. Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.
5. Asks insightful questions about other cultures and seeks out answers to these questions.
6. Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The results indicate the students feel the objective is being met.

| Survey Data   | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021         |
|---------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| Objective Two | 4.7<br>n=6 | 4.7<br>n=6 | 4.8<br>n=5 | 4.5<br>n=8 | 4.9<br>n=7 | 5.0<br>n=7 | 5.0<br>n=5 | 4.7<br>n = 6 |

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3. **Objective:** Students will be able to ethically, critically and systematically analyze problematic messages within a global setting.

The following rubric is based on a four-point scale with a four as the highest possible score. Scores are generated from student practicum papers this year due to a change in scheduling of the Advanced Global Communication class. The objective is for students to score at least 15 out of the 24 possible points. The total score is roughly a 22 (with a 3.7 average score), well above our basic expectation.

| IC Rubric               | Global Self Awareness | Perspective Taking | Cultural Diversity | Taking Responsibility | Global Systems | Applying Knowledge | Total Score |
|-------------------------|-----------------------|--------------------|--------------------|-----------------------|----------------|--------------------|-------------|
| N = 23<br>Ave.<br>Score | 3.5                   | 4.0                | 3.9                | 3.7                   | 3.6            | 3.5                | 22.2        |

*Interpretation:* The scores vary by topic area, but generally in the three point range. Based on the rubric, this means that the average Global Communication graduate has produced work that is characterized by the following:

1. Effectively addresses significant issues in the natural and human world based on articulating one’s identity in a global context.
2. Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems
3. Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.
4. Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one’s sense of personal and civic responsibility
5. Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.
6. Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Below are student perceptions of learning based on our annual survey of students who have graduated in the last year: These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The results show a consistent record of improvement in this area and suggest that the objective is being met.

| Survey Data     | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Objective Three | 4.2<br>n=6 | 4.3<br>n=6 | 4.8<br>n=5 | 5.0<br>n=8 | 4.9<br>n=7 | 4.9<br>n=7 | 4.7<br>n=5 | 4.5<br>n=6 |

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4. **Objective:** Students will be able to demonstrate communicative competence in a second language.

The following evaluation is for the 12 of our graduating seniors (selected on an every other one basis) and is based in their coursework in their language courses.

| <b>Second Language Level</b><br>Based on the rubric | <b>Oral Communication</b><br>Number of students at this level | <b>Written Communication</b><br>Number of students at this level |
|---|---|--|
| Advanced  | <b>5</b>  | <b>2</b>   |
| Early Advanced                                      | <b>1</b>  | <b>3</b>   |
| Intermediate  | <b>3</b>  | <b>4</b>   |
| Early Intermediate                                  | <b>2</b>  | <b>3</b>   |
| Beginning   | <b>1</b>  | <b>0</b>   |

*Interpretation:* The number of students in each category shows that according to the students' performance in their language classes they are generally competent and frequently at an intermediate or an early advanced level or higher. Generally their oral skills are stronger than their written skills. Based on the rubric, the average Global Communication graduate:

1. Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
2. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
3. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
4. Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.

Below are student perceptions of learning, based on our annual survey of students who have graduated in the last year. These are based on a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. The data suggest that recent graduates feel very comfortable with their second language skills.

| Survey Data    | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Objective Four | 4.0<br>n=6 | 4.0<br>n=6 | 4.6<br>n=5 | 4.6<br>n=8 | 4.2<br>n=7 | 4.3<br>n=7 | 4.0<br>n=5 | 4.3<br>n=6 |

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The four specific objectives are designed in a way that will prepare students to live successfully in a global society. Although this is too broad to fit as one of our program specific objectives it does help frame the general purpose of the program and we want to understand how prepared the students feel for living in the global society that they have been learning about. The scores below address this general goal using a five-point scale with five representing strong agreement that the objective was met for the student, three would be neutral and a one would mean the student strongly disagreed that the objective had been met. Overall these numbers are very high, indicating a strong level of satisfaction with the preparation they have received in the program.

| Survey Data        | 2014       | 2015       | 2016       | 2017       | 2018       | 2019       | 2020       | 2021       |
|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Overall Assessment | 4.5<br>n=6 | 4.7<br>n=6 | 5.0<br>n=5 | 4.8<br>n=8 | 4.6<br>n=7 | 4.9<br>n=7 | 5.0<br>n=5 | 4.8<br>n=6 |

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