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Assessing Cultural Competence in HPER: What Do We Say We do?

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Assessing Cultural Competence in HPER

What Do We Say We do?

Jody Brylinsky, Ph.D.

Dept. HPER Assessment Committee

Cultural Competence = ability to function effectively in diverse cultures

- Set of academic and interpersonal skills
- Increase understanding and appreciation of cultural differences & similarities
- Willingness to draw on community-based values, traditions, customs
- Value diversity both between and within groups

Assessment Project Goals

- Assess the degree of Cultural Competence demonstrated by faculty, students, alumni;
- Revise methods and criteria for the Department Assessment Plan : Student Outcome Cultural Competence.

“Candidates will demonstrate capacity to function effectively in applied settings among diverse populations.”

Sample Methods and Criteria

Student Outcome: Cultural Competence

■ Portfolio

- 80% of all candidates (majors) enrolled in the capstone experience (HPER 496) will document diversity skills within portfolio items and obtain ratings of Proficient/Sufficient

■ Alumni Survey

- 80% of alumni (majors and minors) returning surveys will submit a satisfactory rating for professional training relevant to functioning effectively among diverse populations.

Samples Cont.

- Class Assignments

- 75% of students enrolled in HPER 660 (entry level course) will demonstrate an understanding of the effect of cultural diversity in the management of sport at various levels.

- Internship Evaluation

- 80% of all candidates enrolled in 498 will receive a positive score (3+) in regards to diversity skills on their evaluation

Findings and Recommendations

Student Outcome: Cultural Competency

- ✓ All but 2 Core areas established methods and criteria
- ✓ Heavy reliance on 1 or 2 core courses
- ✓ General assessment obtained from capstone experience or alumni surveys
- ✓ 82% -86% success in stated outcomes
- ✓ 29%-33% missing data

Cultural Competence Assessment

<http://www.dtui.com>

- Diversity Training University International Human Capital Assessment Survey
 - Awareness – comfort or discomfort
 - Attitude – values and beliefs
 - Knowledge – race, gender, ethnic oppression, power and privilege, policies and personal use
 - Skills – communication, conflicts, relationships
 - Experience – environment, work and personal relationships, training

Awareness

- ❑ “I am aware of how physical features influence my judgments of other people.”
- ❑ “I am aware of the discomfort I feel around people who are culturally different from me.”
- ❑ I am free of prejudice towards other groups.”

Attitude

- ❑ “Developing my cultural competence is important to me.”
- ❑ “I believe that diversity increases innovation and productivity.”
- ❑ “I believe that cultural competence enriches a person’s life.

Knowledge

- ❑ “I understand how racial oppression impacts human relationships.”
- ❑ “I understand how gender oppression impacts human relationships.”
- ❑ “I know how to effectively respond to individuals who make prejudice comments.”

Skills

- ❑ “I am able to make people of other cultures feel comfortable in my presence.”
- ❑ “I seek out culturally competent models to learn from them.”
- ❑ “I can work effectively on a cross-cultural team.”

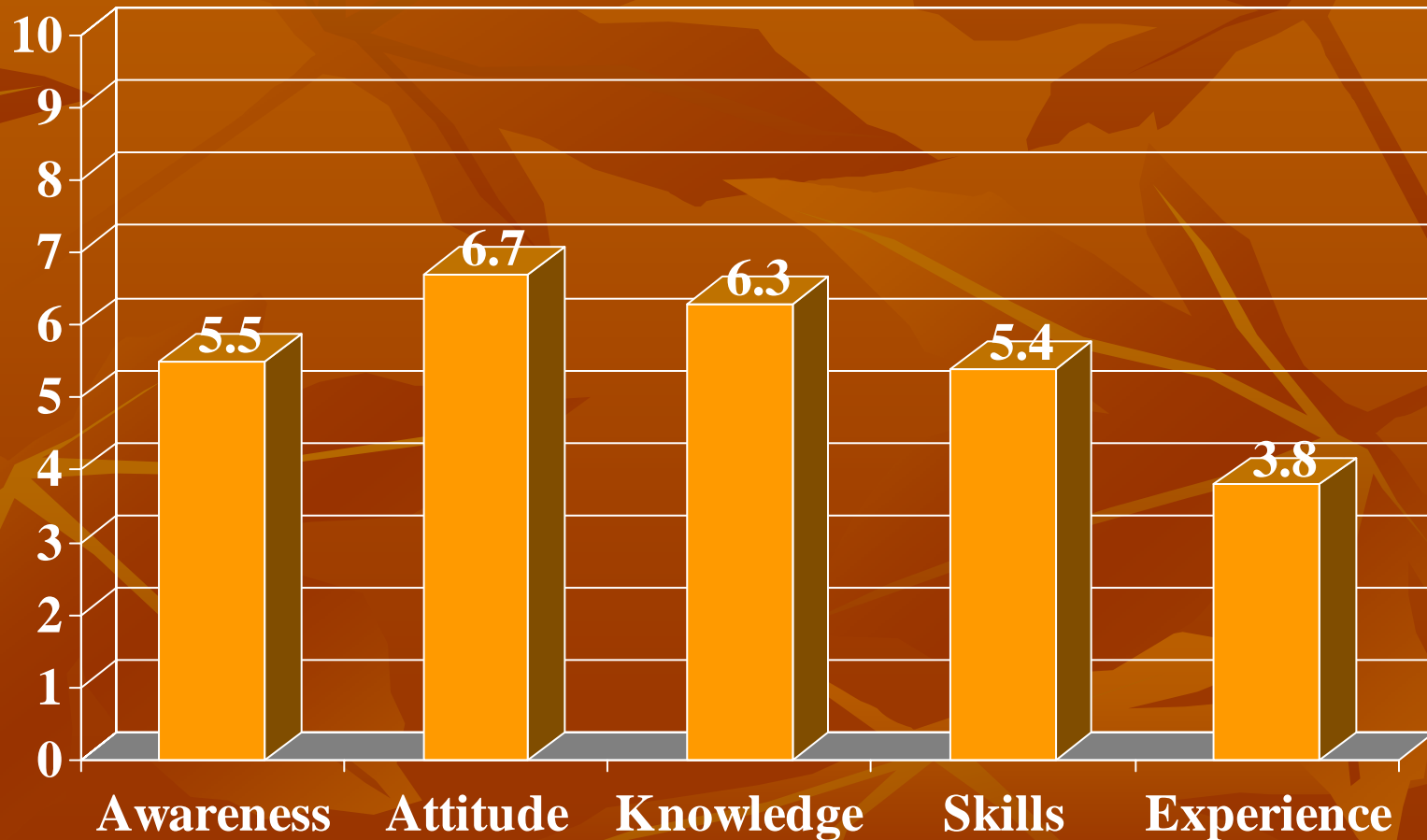
Experience

- ❑ “I have lived in another country.”
- ❑ “I seek out and maintain a multicultural group of friends.”
- ❑ “I have developed a plan to increase my cultural competence.”

Administration of Human Capital Assessment Tool Students

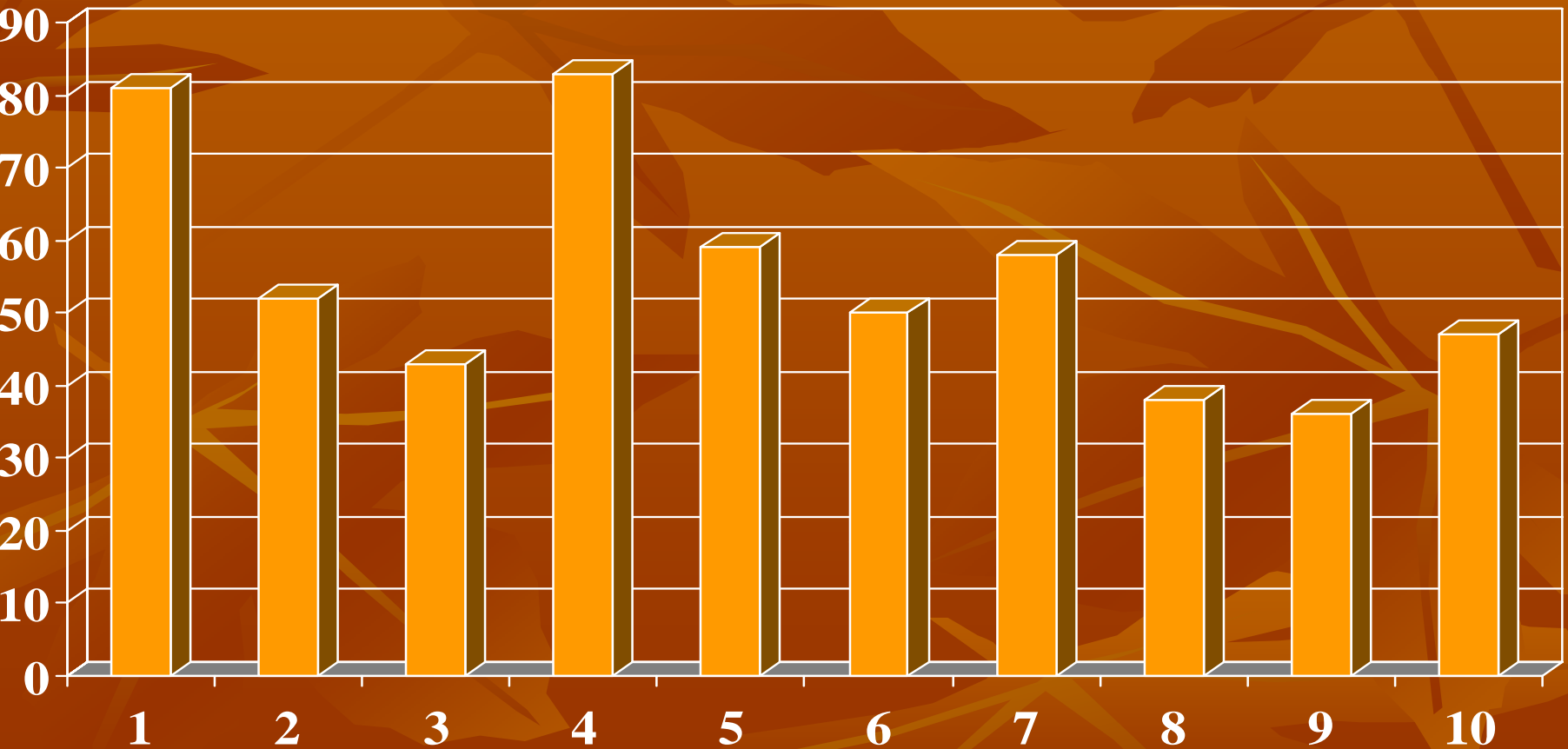
- Each Program Area (10/12) assess 20-50 students
 - Total n = 257/300-350.
 - Assessment completed by end of Oct.- Feb.15
- Alumni mailing list from WMU or Core areas
- Return of survey by Oct. 30th.
- Hope to send out in March.

Human Capital Data



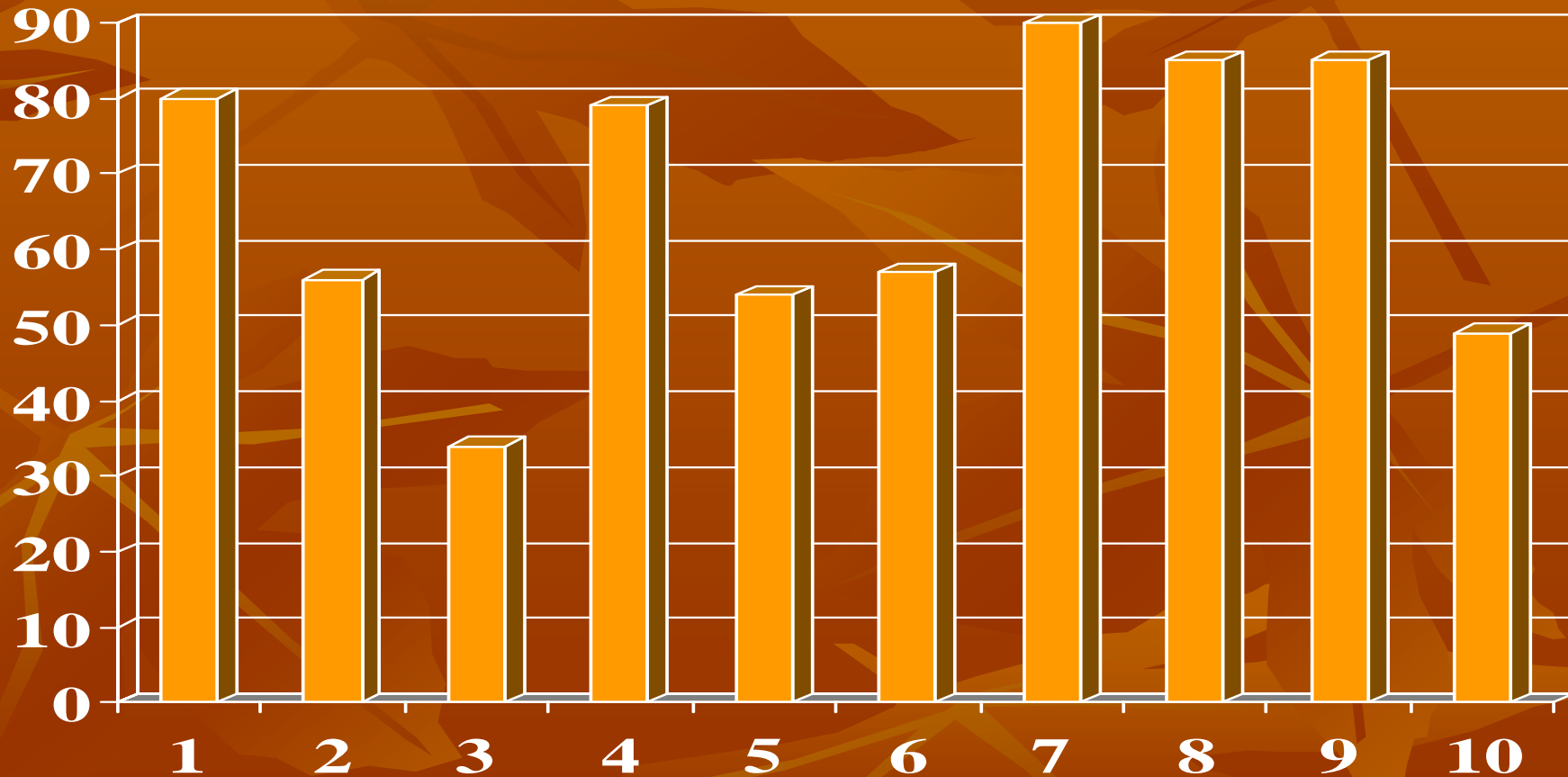
Items Within Scales

Awareness



Items Within Scales

Attitude



Data Analysis and Assessment Use

- Data will be tabulated in Nov. – now Feb and April
- Core area consideration of existing cultural competency findings with data – March & April
- Possible revision of methods and criteria for 2006-2007 Department Assessment Plan – September

Student Outcomes 2004-2005 compared to 2005-2006

- 2004-2005
 - 80% of all candidates will earn a final grade of a C or better on service-learning assignments.
- 2005-2006
 - 80% of HET candidates enrolled in HPER 412 will modify lesson plans for special populations and obtain rating of Proficient/Sufficient

Student Outcomes

- 2004-2005
 - 75% of students enrolled in HPER 660 (entry level course) will demonstrate an understanding of the effect of cultural diversity of the management of sport at various levels.
- 2005-2006
 - 80% of students will understand the cultural similarities and differences among different spectator and participant markets

Recommendations

- Align Assessment Project to current Program needs – especially Dept. Assessment Plan
- Involve committee structure for maximum buy-in to the project
- Structure Data collection for multiple times to catch sufficient student base
- Use electronic assessment for Alumni data