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

Jody Brylinsky

*Western Michigan University, jody.brylinsky@wmich.edu*

Follow this and additional works at: https://scholarworks.wmich.edu/assessment_faculty_grant

Part of the Educational Assessment, Evaluation, and Research Commons

**WMU ScholarWorks Citation**
https://scholarworks.wmich.edu/assessment_faculty_grant/9

This Presentation is brought to you for free and open access by the Assessment at ScholarWorks at WMU. It has been accepted for inclusion in Assessment Fellows Grant by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.
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

Awareness: 5.5
Attitude: 6.7
Knowledge: 6.3
Skills: 5.4
Experience: 3.8
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