SPCH 105 - Intercultural Communication Assessment Project

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Assessment Project

- SPCH 105 – Intercultural Communication – Two Sections from Fall 2012

Course Description
- Study the diversity of styles of verbal and nonverbal communication in different cultures. Emphasis on the relationship of culture, communication, context and power.

Course SLO Assessed
- Evaluate patterns of ethnocentrism and privilege that become obstacles to competent intercultural communication.
Plan A GE Area VI – Intercultural/International Studies Description
- This requirement is intended to instill in students an appreciation of peoples and cultures other than their own and be able to empathize with and respect those from different cultural backgrounds, and realize the interconnectedness of all peoples. Students will be able to recognize and negotiate the complex ethics and politics of construing meaning and building social relationships across differences; e.g.: ethnocentrism, nationalism, cultural imperialism, cultural appropriation, and homogenization of nations and cultures.

Plan A GE Area VI SLO Assessed
- Develop sensitivity and skills for living and working in a culturally diverse world.
Assessment Strategy

- Pretest/Post Test
  - Already existing student assessment from final essay exam:
    - Define stereotyping, racism, prejudice, and discrimination and explain the relationship of these terms

- Pretest given to two sections of SPCH 105 in FA2012
  - Section 1 – 23 students
  - Section 2 – 26 students
### Rubric

#### Definitions

<table>
<thead>
<tr>
<th>Stereotyping</th>
<th>Prejudice</th>
<th>Discrimination</th>
<th>Racism</th>
</tr>
</thead>
<tbody>
<tr>
<td>oversimplified, rigid generalization (images or conceptions) especially problematic when applied to people or a group of people</td>
<td>prejudgment positive or negative without evidence to support the erroneous thinking</td>
<td>treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category</td>
<td>hatred, fear, discrimination and prejudice against people of a particular race and oversimplifies this group of peoples similarities</td>
</tr>
</tbody>
</table>

#### Relationship of Terms

<table>
<thead>
<tr>
<th>Relationship between terms (cognitive to affective to behavioral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stereotyping =&gt; prejudice =&gt; discrimination =&gt; racism – increasingly more pervasive and societally problematic</td>
</tr>
<tr>
<td>Relationship from the personal, to cultural, to institutional hegemony</td>
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</tbody>
</table>

#### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>9-10</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
</tr>
<tr>
<td>D</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>5 and below</td>
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</tbody>
</table>
Pretest Results

N = 49 from two sections of SPCH 105
(Points Earned out of 10 - Number of Students)

- 0/10 - 7 Students
- 1/10 - 7
- 2/10 - 13
- 3/10 - 8
- 4/10 - 6
- 5/10 - 1 (Grade of F)
- 6/10 - 7 (Grade of D)
Analysis of Pretest Results

- No students demonstrated competence on pretest

- Several students came close to passing with a basic understanding that these terms build on each other, and one even correctly identified that stereotyping and prejudice lead to discrimination and racism

- Students are unable to differentiate these terms, esp. prejudice and stereotyping
Strategies Planned for Success

- Textbook, videos, activities, discussion, guest speakers on terms and relationship of these terms

- Topics need to include more than race to fully understand cultural difference
  - Gender – Video Tough Guise
  - Sexual Identity – Queer Intervention: Homophobia, Heterosexism, and Herteronormativity
  - Disability – Video on Hollywood Actors with Disabilities
  - Race – Color of Fear II
Post Test Results

- Fall 2012 Semester (n=27 from 1 section)
  - 70% passed with a score of 7 or higher
  - lack of relationship of terms

- Spring 2013 Semester (n=28 from 1 section)
  - 87% passed with a score of 7 or higher and most who understood the terms also understood the relationship of these terms
Analysis

- Student success improved when the number of related activities was increased – I added three more activities on gender, sexuality and disability

- Teaching less better

- More activities and less lecture