

## Child and Adolescent Studies Students' Cultural Competence

### Child and Adolescent Studies, BA – College of Health and Human Development

#### Step 1: Student Learning Outcome

Students can identify and describe key components of cultural competence.

#### Step 2: Methods and Measures

**Direct Measure:** In 2016/2017, the Program Assessment Committee, in conjunction with the Diversity in Development committee, and with feedback from students and faculty, developed and piloted a direct measure to assess the outcome. Components of the measure included;

- Essay: 3 essay questions--of which students chose one to respond to.
- Multiple choice: 7 item multiple choice section.

The Assessment Committee continued to refine the rubric and coordinate calibration activities with faculty. The direct measure was administered to 90 students across 3 sections of the advanced practicum, CAS 494.

**Indirect Measure:** A Senior Survey designed to capture students' self-perceptions regarding their competency in the domains determined to be central to the Child and Adolescent Development (CHAD) undergraduate major, as well as the program's ten student learning objectives, was administered to CHAD majors with senior class standing (n=400).

Students rated themselves on a 1-5 Likert scale ranging from "minimal" to "very good" for the following questions;

- In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of culture on parenting and child development.
- In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Cultural diversity in child development.

#### Step 3: Criteria for Success

**Direct Measure:** 70% of the sampled students will receive a score of "meets" or "exceeds" competency on the essay portion of the assignment, and 70% of students will score a 5 out of 7 (71.4%) on the multiple choice portion of the assessment.

**Indirect Assessment:** No criteria for success was established.

#### Step 4: Results

**Direct Measure:** A total of 78 completed measures were returned for analysis. The following results were tabulated from a random sample of 34 student responses (43.6% of sample) independently coded by Program Assessment Committee members after having established inter-rater reliability.

Short answer essay item:

- 67.6% Does Not Meet competency
- 26.5% Meets Competency
- 9.0% Exceeds Competency

7-item multiple choice component:

- 35.3% of students correctly answered 5 or more (out of the 7) multiple choice questions.

Given that only 35.5% of the sampled students “met” or “exceeded” competency (far below the 70% threshold for success) on the short essay portion, and that only 35.3% correctly answered 5 or more of the multiple choice items, the criteria for success was not met.

**Indirect Measure:** In regard to the senior survey items assessing students' self-perceptions as to their knowledge of cultural competency, the results were as follows:

*In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of culture on parenting and child development;*

- 69.4% Very Good
- 25.8% Good
- 4.8% Average
- 0.0% Below Average
- 0.0% Minimal

*In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - Cultural diversity in child development.*

- 65.1% Very Good
- 27.0% Good
- 6.4% Average
- 0.0% Below Average
- 1.6% Minimal

### **Step 5: Improvement Actions**

The Program Assessment Committee and the department’s Diversity in Development Committee both recognize that much work needs to be done given the results, although it is recognized that the results are a baseline. Most immediately, there is a need for faculty development in the curricular components of cultural competence. Currently, there are several faculty that are essentially experts in this area given their own research and professional backgrounds, however, many faculty are not. In the spring, the department will begin the formal process of developing a process and materials for this faculty development.