



Assessment Guide
Anchor Plan Student Learning Outcome 3
Hope College Assessment Committee

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Practice Hope College's Virtues of Public Discourse: humility to listen; hospitality to welcome; patience to understand; courage to challenge; honesty to speak the truth in love.

Assessment Schedule

First-year and Senior students are assessed each year.

A report of assessment results is prepared every two years in the summers of even years.

Assessment results are reviewed by the General Education Council in the Fall Semesters of even years.

Assessment Tool

The assessment tool is the Analyze and Act Component of the HEIghten Intercultural Competency and Diversity Assessment developed by ETS and administered online through the Territorium platform (Attachment A). Specifically, the Analyze and Act sub-scores of self-awareness, cultural knowledge application, suspending judgment/perspective taking, social monitoring, emotion regulation, and behavior regulation.

Paper and pencil assessments are used for students at the Muskegon location.

Assessment Target

Eighty percent of seniors are at or above proficiency in each of the Analyze and Act sub-scores.

Assessment Sample and Process

The assessment is administered by the Frost Center for Data and Research under the direction of the Director of Assessment and Accreditation, the Director of General Education, and the General Education Council Director of Human Diversities.

First-Year Students

Students enrolled in the First-Year Seminar in the Fall Semester of each year complete the Intercultural Competency and Diversity Assessment as one portion of a larger discussion of diversity and inclusion.

The assessment is opened for first-year students in August of each year and closed in May. A link to the assessment and instructions are provided to students on the First-Year Seminar Moodle site. Individual instructors assign their students the assessment as it best fits within their course schedule and curriculum.

The Director of Assessment and Accreditation works with the faculty members teaching at the Muskegon location to administer the assessment.

Senior Students

Senior Seminar is mapped to Anchor Plan Outcome 3. Students enrolled in the Senior Seminar each semester (Summer Session, Fall, and Spring) receive an online invitation to complete the Intercultural Competency and Diversity Assessment. Senior Seminar instructors are asked by the Director of General Education to encourage student completion.

The assessment for senior students is opened in May of each year and closed the following May.

Assessment process

In August of each even year (beginning in August 2024), faculty members from across disciplines are invited to review the assessment results from the last two years, including analysis by gender, cohort, cocurricular activities, and other variables that identify commonality or difference in student competency. The Director of Assessment and Accreditation and the Director of Human Diversities from the General Education Council lead this process. Faculty members are compensated for this work at the rate approved by the Deans' Council for assessment work.

A report of Analyze and Act sub-scores is collaboratively prepared by the Director of Assessment and Accreditation and the General Education Council Senior Seminar Director. The report is provided in the Fall Semester of each even year to the General Education Council, the Assessment Committee, and the Deans' Council, and is also made available to the broader campus community.

Assessment data, reports, and other documentation and correspondence related to the assessment of Anchor Plan 3 are maintained by the Director of Assessment and Accreditation within the shared storage of the Frost Center for Data and Research.

Review of Results

Following a review of results from the Outcome 3 assessment, the General Education Council shares its recommendations for improvement in student learning with the Assessment Committee and the Deans' Council.

HEIghten® Intercultural Competency and Diversity

Test-at-a-Glance

Description of the Examination

The *HEIghten*® Intercultural Competency and Diversity (ICD) test evaluates college students' ability to demonstrate central aspects of ICD:

- **Approach:** the overall positivity with which an individual views and responds to cross-cultural interactions; and
- **Analyze and Act:** the ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and stereotyped thinking; then translate that information into action while maintaining control in potentially challenging and stressful situations.

For the **Approach** dimension, test takers are asked to self-report on their reactions to hypothetical situations in ways that demonstrate their:

1. **Tolerance of ambiguity**, or ability to maintain composure and well-being in uncertain situations without compromising effectiveness; and
2. **Positive cultural orientation**, or evaluation of cross-cultural situations as favorable; and
3. **Cross-cultural self-efficacy**, or belief that they can successfully engage in cross-cultural situations.

For the **Analyze and Act** dimensions, test takers are assessed in several areas.

For the **Analyze** dimension, areas of emphasis include:

1. **Self-awareness:** The degree to which an individual understands the impact of their own culture, values, preferences and previous experiences on his or her cognitive, emotional, and behavioral responses
2. **Social Monitoring:** Attention to the physical, verbal and nonverbal behaviors and cues of others during a social interaction; attention to others' responses to one's own actions and signals
3. **Suspending Judgment/Perspective Taking:** Active consideration of others' potential viewpoints/Active refrainment of preconceived cultural schema interfering with information processing
4. **Cultural Knowledge Application:** Utilization of relevant declarative cultural knowledge in an interaction

For the **Act** dimension, test takers are assessed in areas reflecting behaviors and emotions in cross-cultural situations. These include:

1. **Behavior Regulation:** Active monitoring and revision of personal behavior to engage in culturally appropriate behavior and avoid engaging in culturally inappropriate behavior
2. **Emotion Regulation:** The ability to monitor and revise emotions in an automatic or controlled manner

Format of the Examination

The *HEIghten*® Intercultural Competency and Diversity test features two types of tasks.

For the **Approach** domain, **Likert-type** items present test takers with a set of short statements with which they are asked to rate their agreement on a 4-point scale ranging from “Strongly Disagree” to “Strongly Agree.” There are 34 of these statements. The statements are designed to be accessible and easy for students to relate to.

The **Analyze and Act** dimensions are assessed with 40 **situational judgment** test items, which follow the Likert items. Test takers are presented with a range of cross-cultural scenarios and questions relating to each scenario.

In single-select or multiple-select multiple-choice formats, test takers are asked to indicate the best or most appropriate response or responses with the aim of creating or maintaining positive interactions and relationships in cross-cultural settings.

The scenarios or situations are set in the following contexts:

- Study abroad
- Teaching abroad
- Travel (work or leisure) abroad
- International teamwork
- Guests from another culture
- Sub-cultures within the U.S.

The scenarios describe situations that may be different from those that are common in the test takers’ own cultures. The behaviors of other people may require a decision on how best to react, or local values may seem somewhat ambiguous. A positive resolution suggests the knowledge, skills, or abilities that are being measured.