Choose One: Learning Outcome Assessment

Date of Assessment Implementation: January 27, 2009

Date of Report: August 2009

Purpose of Assessment:
Students are exposed to several programs implemented by the Cultural Centers that strive to impact their development through cultural enhancement. The assessment served several purposes to the program: to find out what they learned about Lunar New Year and its cultural traditions, how it advanced their academic learning, and how the program could further be improved.

Targeted Learning Outcome:
By participating in the Lunar New Year Festival, students will be able to articulate one learned aspect about the communities that celebrate the festival.

Assessment Method:
A survey containing a mixture of Likert scale and open-ended questions was given to participants at the end of the program to measure their learning. Students were encouraged to fill out the survey after participating in the program with the incentive of receiving a ticket to participate in the opportunity drawing to win gift certificates for the Bronco Bookstore.

The first four questions were based on a Likert scale (from "strongly agree" to "strongly disagree"). The questions were asked with the following prompts:
- This program fulfilled my expectations
- I learned about issues on diversity
- This program raised my cultural or social awareness
- I would recommend this program

The next set of questions were open-ended:
- What did you learn about Lunar New Year?
- How has this program advanced your academic learning?
- What did you like best about the program?
- In your opinion, how can this program be improved?

Results:
A sample set was collected from 46 students. Of the 46 respondents, 43 responded they "strongly agreed" or "agreed" that the program fulfilled their expectations.
Of the 46 respondents, 38 responded they “strongly agreed” or “agreed” that they learned about diversity issues.

Of the 46 respondents, 42 responded they “strongly agreed” or “agreed” that the program raised their cultural and/or social awareness.

Of the 46 respondents, 46 responded they “strongly agreed” or “agreed” that they would recommend this program.

The following is a sample of responses to the open-ended questions:
- “It was a great mix of cultures and seeing the different organizations working along each other was great to see.”
- “I learned that it starts at the first full moon and lasts 15 days.”
- “Red is an important color. It symbolizes luck and has powers.”
- “Anything that brings people – students – together through food, music, art and culture is transformative education.”
- “This program made me more aware of a culture that I am not accustomed to. It was interesting!”

**Conclusion:**
The results of this study are not meant to encompass the experience of all students who participate in Cultural Center programs. This study is limited to the small sample size; the survey was only collected from 46 people out of about 900 participants. However, for the purposes of this study, a theme can be inferred from the data.

More than 82% of students who participated in the survey either agreed or strongly agreed with the Likert questions, revealing that some issue of diversity or cultural awareness made an impact on the student during the festival.

The open-ended questions revealed that students learned at least one fact regarding the cultures that celebrate the Lunar New Year Festival. However, the answers ranged from general (“It’s the Year of the Ox.”) to specific (“I learned that it starts at the first full moon and lasts 15 days.”). There were tables surrounding the festival which included information about the various cultures that celebrated the festival, including how they celebrated and what traditions were significant for each community. However, only a few comments in the open-ended questions referred to specific practices.

The Lunar New Year Festival offered learning opportunities for the students who were part of the planning committee as well as those who participated in the program. This event is a community building event for many student organizations, encouraging them to continue their involvement with the Asian & Pacific Islander Student Center. Students were able to clearly articulate at least one tradition connected to Lunar New Year (general or specific), as well as connect with other cultural student organizations through the fundraising booths.

**Implications for Practice:**
Despite limitations, it is clear that the students overall enjoyed the Lunar New Year Festival and walked away with some knowledge of the cultural celebration. However, the survey also revealed some needed changes for upcoming events. For example, future programs should seek out ways to convey more specific information regarding the celebrating cultures, rather than just information that can be sought out in advertising (e.g. this Lunar New Year was the year of the “ox”).

The survey also revealed specific practices for future Lunar New Year Festivals. The Asian & Pacific Islander Student Center will now permanently include the participation of student clubs and organizations to help sell food at the event (fundraising booths). Prior to this year, the Asian & Pacific Islander Student Center would provide the food for participants. However, based on the positive feedback, the students should instead raise money for their organizations. This change in practice will allow direct profit for student organizations and the Asian & Pacific Islander Student Center will be able to use money originally meant for food to instead offer a variety of education and entertainment revolving around Lunar New Year, which was expressed by some of the answers to the assessment.