

In the fall of 2018, the Assessment Committee reported on results from the 2017-18 institution-wide surveys, which included the HEDS Alumni Survey. By comparing the 2018 survey results to the 2015 administration of this survey, the Committee identified the following finding of interest to present to the Board of Regents: A decrease in alumni's self-reported development of intercultural knowledge and competence while at St. Olaf. The Assessment Committee chose to complete a deeper analysis of this finding for our spring 2019 assessment report to the Board of Regents.

Assessment staff identified potential subgroups of interest that could help us discover whether particular groups of alumni were less likely to report that St. Olaf contributed to their intercultural knowledge and competence. We defined the following subgroups of interest:

1. Female alumni compared to male alumni.
2. Alumni who belonged to one or more historically underrepresented groups in higher education compared to those who did not.
3. Those who indicated on the HEDS Alumni Survey that they frequently attended diversity or cultural awareness workshops at St. Olaf compared to those who did not.
4. Alumni who studied abroad while at St. Olaf compared to those who did not.
5. Whether alumni had taken courses from departments or programs broadly focused on developing students' intercultural competence: Asian Conversations, Asian Studies, Latin American Studies, Race and Ethnic Studies, Sociology/Anthropology, Women's and Gender Studies.¹

We recognize that there are limitations to the list of departments and programs in number 5 above. The following guided the creation of this list: We wanted to move beyond majors/concentrators in these areas to include students who may have taken courses in these departments/programs but not officially declared the major or concentration. However, limited time prevented us from gathering a more detailed list of individual courses from across the college that focus on these topics; thus the list is focused at the department and program level. Additionally, we certainly acknowledge the vital role language departments play in contributing to students' intercultural knowledge and competence, but all students are required to take courses in these departments. Our interest was in defining a set of departments and programs that could distinguish students' curricular pursuits above and beyond what is required. The group above represents our first attempt to do so, recognizing that further refinement and work in this area may prove necessary.

Table 7 shows the disaggregated results from the 2015 and 2018 HEDS Alumni Surveys. The proportions of male and female alumni reporting that St. Olaf contributed to their intercultural competence were similar in 2015, but there was a larger drop between 2015 and 2018 among

¹ When necessary, the "historical" names for these departments and programs were used to look up alumni's coursework (e.g., Race and Ethnic Studies replaced American Racial and Multicultural Studies; Latin American Studies was formerly Hispanic Studies).

males. There was a slightly smaller drop between 2015 and 2018 in the proportion of alumni from historically underrepresented backgrounds reporting that St. Olaf contributed to their intercultural competence compared to those who were not from these backgrounds. The effect of participation in a study abroad program on alumni’s reported development of intercultural competence was smaller for 2018 compared to 2015. Finally, participation in a diversity or cultural awareness workshop and completion of two or more courses focused on developing intercultural competence had generally the same effect on alumni’s survey responses in 2015 and 2018; namely, those who completed these activities were more likely to respond that St. Olaf had contributed to their intercultural knowledge and competence.

Table 7. Intercultural competence: 2015 and 2018 HEDS Alumni Survey				
Demographic Group	2015		2018	
	# Respondents	% ² Competent	# Respondents	% Competent
All respondents	359	70%	434	62%
Female	222	68%	281	65%
Male	133	71%	153	54%
Not historically underrepresented	253	70%	311	60%
Historically underrepresented	85	71%	106	64%
Participated in diversity workshops³	178	85%	219	76%
Rarely/never participated in a diversity workshop	181	55%	215	46%
Studied abroad	288	73%	354	62%
Did not study abroad	71	58%	80	58%
Coursework – 2+ courses⁴	118	81%	143	71%
Coursework – 0 or 1 course	241	64%	291	57%

² Table shows % who responded that St. Olaf contributed “Quite a bit” or “Very much” to their intercultural knowledge and competence

³ Those who responded that they participated in a diversity or cultural awareness workshop “Sometimes”, “Often”, or “Very often” (compared to “Rarely” or “Never”)

⁴ For the purposes of summarizing the responses in Table 7, we divided alumni based on the median number of courses (from departments/programs in the list on the previous page) taken by all alumni survey respondents (i.e., those who took 2 or more of these courses v. those who did not).