OUTCOME
Students will be informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences.

OUTCOME SUPPORTS
- University: Goal 1
- Division: Goal 5

OUTCOME TYPE
- Performance Outcome
- Student Learning Outcome

ASSESSMENT APPROACH
- Direct assessment
- Indirect assessment

DATA COLLECTION METHODS
- Pre and post measures, reflections, rubric

METHODS AND MEASURES
The Mexican Muralist Movement is a service learning experience in Mexico that provides students the opportunity to develop their awareness and appreciation for difference and diversity. The Assistant Dean for Student Affairs asks students as part of the experience to reflect before and after their study abroad experience. They are given reflection prompts that challenge them to think about their understanding of diversity and their commitment to diversity and global communities. A rubric is used to measure the students' response and collect data on the following:
  - Cultural Diversity
  - Self-Awareness
  - Sense of Appreciation
  - Student Reflection
  - Personal and Social Responsibility

The rubric contains 4 levels: Capstones (4), Milestones (3 and 2), and benchmark (1). Cultural Diversity and Self-Awareness were used to determine if students became more informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences after their study abroad experience.

CRITERIA OF SUCCESS
- Students will increase their understanding of cultural diversity by 25%.
- Students will increase their self-awareness by 25%.

DATA COLLECTION AND ANALYSIS
14 students completed the pre-reflection and a total of 15 students completed the post-reflection. Below is the data that was collected and a distribution table with both pre and post data (Table A). The pre-reflection data shows:
• 57.14% (8) of students demonstrated benchmark (1) level of understanding toward cultural diversity.
• 42.85% (6) of students demonstrated milestone (2) level of understanding toward cultural diversity.
• 92.85% (13) of students demonstrated benchmark (1) level of self-awareness.
• 7.14% (1) of students demonstrated milestone (2) level of self-awareness.

The post-reflection data shows:
• 73.33% (11) of students demonstrated benchmark (1) level of understanding toward cultural diversity
• 20% (3) of students demonstrated milestone (2) level of understanding toward cultural diversity
• 6.66% (1) of students demonstrated milestone (3) level of understanding toward cultural diversity
• 33.33% (5) of students demonstrated benchmark (1) level of self-awareness.
• 60% (9) of students demonstrated milestone (2) level of self-awareness.
• 6.66% (1) of students demonstrated milestone (3) level of self-awareness.

Table A: Distributions of Cultural Diversity & Self-Awareness

<table>
<thead>
<tr>
<th></th>
<th>Capstone (4)</th>
<th>Milestone (3)</th>
<th>Milestone (2)</th>
<th>Benchmark (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-test:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>0</td>
<td>0</td>
<td>42.85%</td>
<td>57.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6 students)</td>
<td>(8 students)</td>
</tr>
<tr>
<td><strong>Post-test:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>0</td>
<td>6.66%</td>
<td>20%</td>
<td>73.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 student)</td>
<td>(3 students)</td>
<td>(11 students)</td>
</tr>
<tr>
<td><strong>Pre-test:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>0</td>
<td>0</td>
<td>92.85%</td>
<td>7.14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(13 students)</td>
<td>(1 students)</td>
</tr>
<tr>
<td><strong>Post-test:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>0</td>
<td>6.66%</td>
<td>60%</td>
<td>33.33%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(1 student)</td>
<td>(9 students)</td>
<td>(5 students)</td>
</tr>
</tbody>
</table>

In sum, we see a 6.66% decrease from pre to post in students development of cultural diversity however there is an increase of 61.77% from pre to post in students self-awareness.

Overall, 22.66% of students become more informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences after participating in the Study Abroad service learning experience in Mexico.

**RECOMMENDATIONS**
In regards to the assessment and data collection, students should be advised that they will be participating in an assessment project prior to completing the pre-survey. This will help frame the purpose of the reflection prompts given to them. Additionally, it is recommended that the Assistant Dean collecting the data be the one to administer the pre and post surveys to help ensure that all students fully complete both surveys. This may also encourage students to freely write their reflection without feeling that it will impact their final grade.