

## General Education Assessment

General Education: Diversity

Outcome: View the world from cultural perspectives other than their own

Course	Instructor(s)	Term	Course	Instructor(s)	Term
BUSN 308	Managing cultural differences	F 16, 17, 18	POLI 234	Women and Politics Around the World	F 17
EDUC 250	Student diversity and schools	F 16, 17, 18	SOCY 103	Cultural Diversity	F & S 16, 17, 18
ENGL 235	Survey of Native Literature of North America	S 17	SOCY 213	Introduction to Anthropology	NA
ENGL 236	Literature and Culture	S 18	SOCY 225	Native Cultures of North America	NA
GEOG 306	Cultural Geography	S 17, 18	SOCY 321	Sociology of Women	NA
HIST 203	Chinese Cultural Diversity	NA			
HLTH 328	Multicultural Approaches to Health Care	F & S 16, 17, 18			

Questions:		Remarks
<p>Have all spring 2018 courses in their areas assessed their outcome using the common rubric?</p> <p>Report on courses that were taught but not assessed, make recommendations, if any.</p>	<p>No Incl.</p>	<p>No, assessment has taken place on the General Education outcomes without the use of the common rubric for most classes in the Diversity category. Currently the following courses have used the common rubric:</p> <ul style="list-style-type: none"> <li>• EDUC 250</li> <li>• ENGL 236</li> <li>• SOCY 103</li> </ul> <p>The following courses has assessed the General Education outcome using a method other than the common rubric:</p> <ul style="list-style-type: none"> <li>• BUSN 308</li> <li>• ENGL 235</li> </ul>

		<ul style="list-style-type: none"> <li>• HLTH 328</li> </ul> <p>The following courses lack assessment reporting:</p> <ul style="list-style-type: none"> <li>• GEOG 306 (taught S 17,18)</li> <li>• POLI 234 (taught F 17)</li> </ul> <p>Several courses have not been offered during this time frame. There is no assessment data for these courses:</p> <ul style="list-style-type: none"> <li>• HIST 203</li> <li>• SOCY 213</li> <li>• SOCY 225</li> <li>• SOCY 321</li> </ul> <p>Recommendation: Publication and implementation of a standardized reporting procedure with forms is required. The Diversity group is a disparate group from programs across campus. Isolation of a core constituency of “champions” for would area would also assist communication of expectations and processes. This should be tied to instructional responsibilities for these courses (i.e. instructor is champion). Implementation of this procedure should occur through the schools to insure that each course receives attention.</p>
<p>Is the four column report complete through to the "use of results"?</p> <p>If no "target" criteria were developed, you need to do so.</p> <p>Is there anything in "use of results"?</p>	<p>No</p> <p>Yes</p> <p>Yes</p>	<p>Four of seven courses have reported through Use of Results. These are:</p> <ul style="list-style-type: none"> <li>• BUSN 308</li> <li>• EDUC 250</li> <li>• HLTH 328</li> <li>• SOCY 103.</li> </ul> <p>Those failing to meet this criterion include:</p> <ul style="list-style-type: none"> <li>• ENGL 235</li> <li>• ENGL 236</li> <li>• POLI 234</li> </ul>

	<p>Target criterion have been established. The criterion need to be communicated to stakeholders. This criterion can be articulated as “90% of students will score a 2 or higher on the common rubric.” Furthermore, stratification may follow this distribution as a standard of comparison:</p> <ul style="list-style-type: none"><li>• Score 3 = &gt;15%</li><li>• Score 2 = 75%</li><li>• Score 1 = &lt;10%</li></ul> <p>Continued detailing of the strategic approach to the “Use of Results” needs to occur. Aggregation of data and statistical analysis across the category is required to make evidence based decisions for curricular delivery. This process should be outlined at the General Education committee level and then delineated to stakeholders.</p>
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<p>Was the common assessment rubric used correctly?          Was it effective?          Does it need to be changed to improve the assessment process?</p>	<p>No          NA          NA</p>	<p>The rubric has not been effectively communicated to stakeholders. The format of the rubric is acceptable. Processes for the aggregation of data and reporting of results needs to be established and communicated.</p>
<p>Report on and summarize the aggregate findings across all courses within the outcome.          Each course has reported individually, but for all courses in an outcome area, what were the results, what recommendations for improvement can be made?</p>		<p>The course that most completely captured the intent of the rubric is SOCY 103. Currently, assessment in this category indicates that the Gen Ed Diversity SLO is being met, although the support is weak for this claim.</p> <p>Standardization of assessment and reporting procedures that are properly communicated will be key to the success of this process. There is a culture of assessment within the faculty, it simply needs to be completed in a manner that allows for the pooling of data. The tools for this are available. The next step will be the implementation of process.</p>
<p>Other observations</p>		<p>This is a disparate group with no natural communication process. Unlike other Gen Ed categories (i.e. Math) where communication is relatively linear, the changing nature of this group (i.e. course assignment changes) and the large number of programs that support this category requires a strategic plan for communication. Secondly, the identification of the reporting and aggregation process with an assigned “champion” to manage this should increase compliance and reduce variability in the model.</p>