Fall 2015 Core Assessment Report
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This overall report contains data across all 14 course sections that were part of the Fall 2015 Core assessment. A separate report will be sent to the faculty and departments participating in the Fall 2015 Core assessment. The separate reports will contain data specific to the courses taught by faculty in a specific department.

Overall Assessment Method

This assessment process is a continuation of the Assessment of Core University Learning Objectives (ULO). ULO 5 was chosen for the Fall 2015 Core Assessment and was: **Demonstrate global and multicultural competence.**

All Core classes designated as teaching Multicultural Competence (MC) were targeted for the assessment of this ULO. In order to be designated as MC courses by a campus-wide curriculum committee, faculty needed to include the following four outcomes in their course:

- Demonstrate knowledge of cultural, economic, social, political or racial diversities in the United States or throughout the world;
- Apply the methods of inquiry of the natural sciences, social sciences or the arts and humanities to understand cultural, economic, social or racial diversity;
- Demonstrate an understanding of contemporary social or ethical issues related to diversity; and
- Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures and histories.

There were 22 courses spread out over 88 sections that were designated as MC for Fall 2016. There were 52 different professors teaching these sections and a total of 3892 students in these courses. All persons teaching MC courses were invited to participate in the Fall Core Assessment. A total of 491 artifacts from 29 sections taught across 14 different professors became the sample; this was approximately 50% of the artifacts received.

As in past Core assessments, an American Association of Colleges and Universities (AACU) value rubrics was used. We created a modified rubric that combined two AACU rubrics: the "global awareness value" and the "intercultural knowledge and competency value" rubrics. See Appendix A.

We utilized Taskstream Aqua to redact personal information of the student and professor from the artifacts, download the artifacts, allow 14 different faculty members to evaluate the artifacts based on the rubric, and develop results.

Results

Across all 491 artifacts received from 29 different MC Core sections, the average score on the "Global Awareness and Intercultural Knowledge and Competency Rubric" was 1.91. This was on a 4 point scale with 1 showing the least awareness and knowledge and 4 showing the most. This was lower than hoped for, but in line with past Core assessments. The categories receiving scores higher than the average were "Perspective Taking", "Cultural Self Awareness", and "Attitudes", which all have a self-reflective component. The areas having the lowest scores required students to use multiple theoretical, historical, and global perspectives. Most students did not identify their own cultural identity when completing the papers. Many of the assignments did not require students to address some of the components of the rubric, even though the rubric addressed the outcomes required for a course to be designated as MC.

The overall scores and averages on each scale item are displayed in Tables 1 and 2.

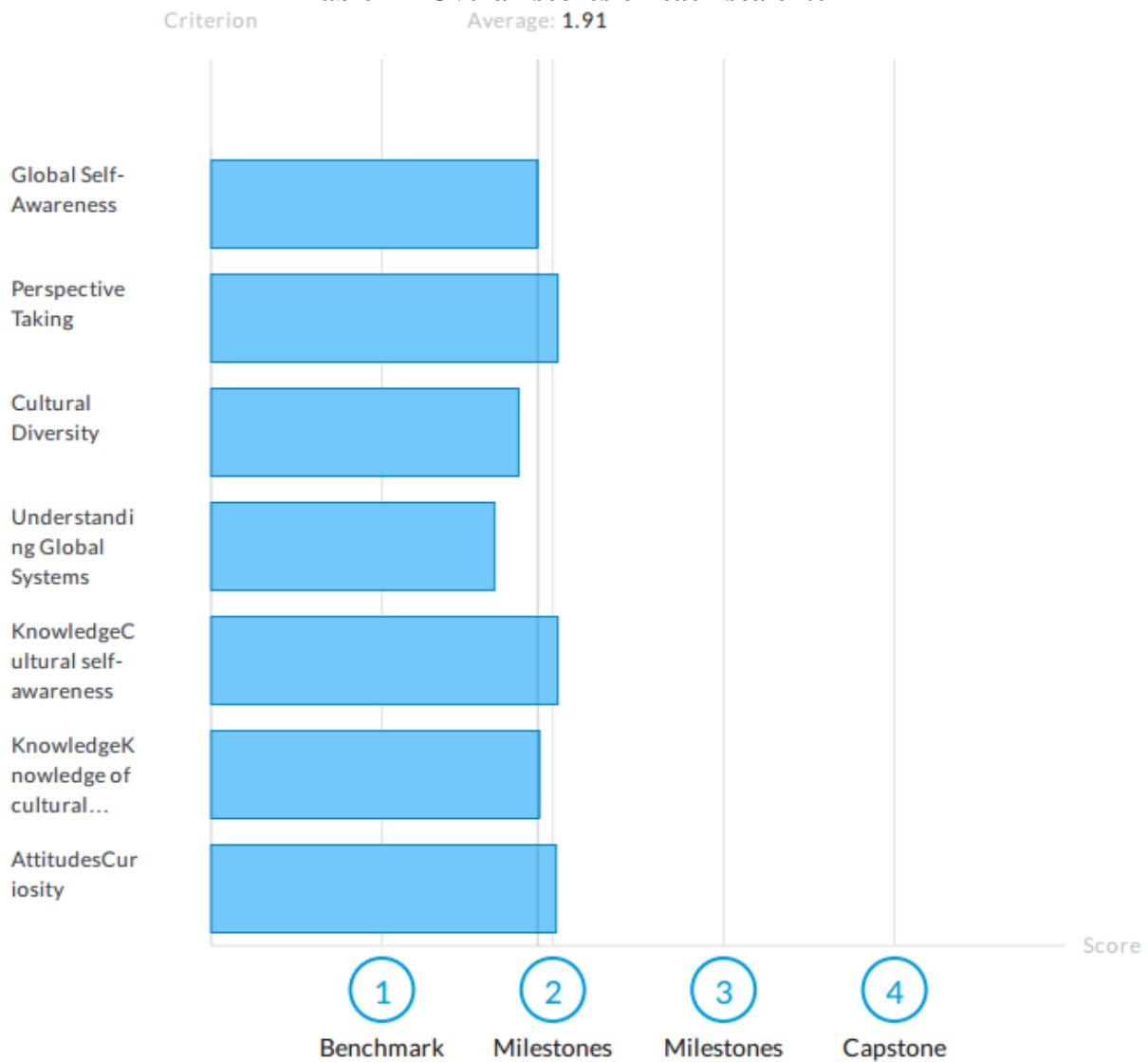**Table 1 – Overall scores on each scale item**

Table 2 – Average score on each scale item

Outcome Performance Report: Global Awareness and Intercultural Knowledge and Competency
Average by Criterion chart details

Global Self-Awareness
Average Score: 1.91
Number of Students: 491

Perspective Taking
Average Score: 2.03
Number of Students: 491

Cultural Diversity
Average Score: 1.8
Number of Students: 491

Understanding Global Systems
Average Score: 1.66
Number of Students: 491

KnowledgeCultural self- awareness
Average Score: 2.03
Number of Students: 491

KnowledgeKnowledge of cultural worldview frameworks
Average Score: 1.92
Number of Students: 491

AttitudesCuriosity
Average Score: 2.02
Number of Students: 491

Discussion and Next Steps

The student artifacts across all courses designated as Multicultural (MC) averaged close to "2", on a 4 point scale, across all seven items measuring multicultural competence. This is lower than expected but similar to previous Core assessments when scores were in the mid-range on other AAC&U rubrics measuring different University Learning Objectives.

The artifacts in general lacked depth of the students reflecting on their own cultural identity compared to the groups they described in their papers. The artifacts also lacked in-depth application of theory to explain multicultural or global diversity. This lack of depth could be attributed to all of the courses being taken in students' first or second years at the university.

The results of specific courses will be sent to the faculty who taught those courses. The faculty will have the opportunity to adjust assignments to better match the rubric or to utilize an alternative rubric that better measures multicultural competency in their course. Faculty should report to the Core Assessment Coordinator, Carl Brun, at carl.brun@wright.edu, the changes they will make to their assignments for Fall 2016 based on this assessment. An assessment of multicultural competency will be repeated in Fall 2017.

Appendix A

Appendix A – Global Awareness and Intercultural Knowledge and Competency Rubric

The categories and the values on a 1 – 4 scale, with 4 being the most desirable, are listed below:

Global Awareness
1- Identifies some connections between an individual's personal decision-making and certain local and global issues.
2- Analyzes ways that human actions influence the natural and human world.
3- Evaluates the global impact of one's own and others' specific local actions on the natural and human world.
4- Effectively addresses significant issues in the natural human world based on articulating one's identity in a global context.

Knowledge
1- Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
2- Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)
3- Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.
4- Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

Perspective Taking
1- Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
2- Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
3- Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.
4- Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)

Knowledge of Cultural Worldview Frameworks
1- Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
2- Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

3- Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
4- Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Cultural Diversity
1- Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
2- Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews.
3- Analyzes substantial connectinos between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interations with other cultures.
4- Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

Understanding Globabl Systems
1- Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
2- Examines the histroical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and natural worlds.
3- Analyzes major elements of global systems, including their histroical and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.
4- Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate actions to solve complex problems in the human and natural worlds.

Attitudes
1- States minimal interest in learning more about other cultures.
2- Asks simple or suface questions about other cultures.
3- Asks deeper questions about other cultures and seeks out answers to these questions.
4- Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.