Core Assessment Element 3 Report Template

Date Report Submitted: 05/21/2019

Element: Core Element 3 – Global Traditions

Academic Year: 2017-2018

Course and Sections Assessed: CS 1000 Technology and Society, 90 and 91

Assessment Plan:

The assessment plan included assessing student artifacts of the Current Technology Implications (CTI) project in the context of these three course outcomes:

1. Critically describe some of the political, social, cultural traditions, and/or technological innovations around the world.
2. Demonstrate an awareness of the diversity of people or traditions in our world in ways that promote effective engagement, both locally and globally.
3. Use political, social, cultural, or technological knowledge to evaluate contemporary issues.

Furthermore, the student artifacts were assessed against these rubric items:
- Element 3 Rubric: Cultural Diversity
- MC Attribute Rubric: Cultural Self-Awareness and Knowledge of Cultural Worldview Frameworks

 The assessment was implemented per the approved plan:
1. The student artifacts of the CTI project were uploaded to Aqua.
2. Three faculty evaluators scored the artifacts against the rubric.

Deviations from the approved assessment plan:
1. Given that CS 1000 90 and 91 are taught by the same faculty member and include over 100 students in each section, only a subset of student artifacts was scored from only one section.
2. Karen Meyers and Vanessa Starkey were the two of the three named reviewers in the approved plan. Due to the unavailability of Vance Saunders, Brandy Foster served as the third reviewer.

Assessment Data Collection:

There are two elements to the CTI project, a slide deck and a reflection essay. The assessment plan did not specify whether both were required, so only the reflection essay was assessed, as it

is better suited as a single artifact than the slide deck. Given the constraints of Aqua, the slide deck and reflection essay can't be assessed as a unit when they're uploaded as individual files.

The reviewers scored 15 of 27 student artifacts.

Assessment Results:

Aqua

Outcome Performance Report: CS 1000 Rubric

Filtering by		
Student Demographics	Gender	All
	Race/Ethnicity	All
	Pell Eligibility	All
	Major	All
	Degree Level	All
	Credits Earned	All
Assignment Data	Assignment	All
Courses	Course	All
	Course Section	All

Viewing by   **All Criteria**

Outcome Performance Report: CS 1000 Rubric

AVERAGE BY CRITERION

Criterion   Average: **1.88**

Criterion	Score
Cultural Diversity	
Cultural self-awareness	
Knowledge of cultural worldview…	
Curiosity	

1	2	3	4
Emerging	Progressing	Partial	Mastery

Outcome Performance Report: CS 1000 Rubric

Average by Criterion chart details

Cultural Diversity

Average Score: 1.87

Number of Submissions: 15

Number of Scores: 15

Cultural self- awareness

Average Score: 2.07

Number of Submissions: 15

Number of Scores: 15

Knowledge of cultural worldview frameworks

Average Score: 1.73

Number of Submissions: 15

Number of Scores: 15

Curiosity

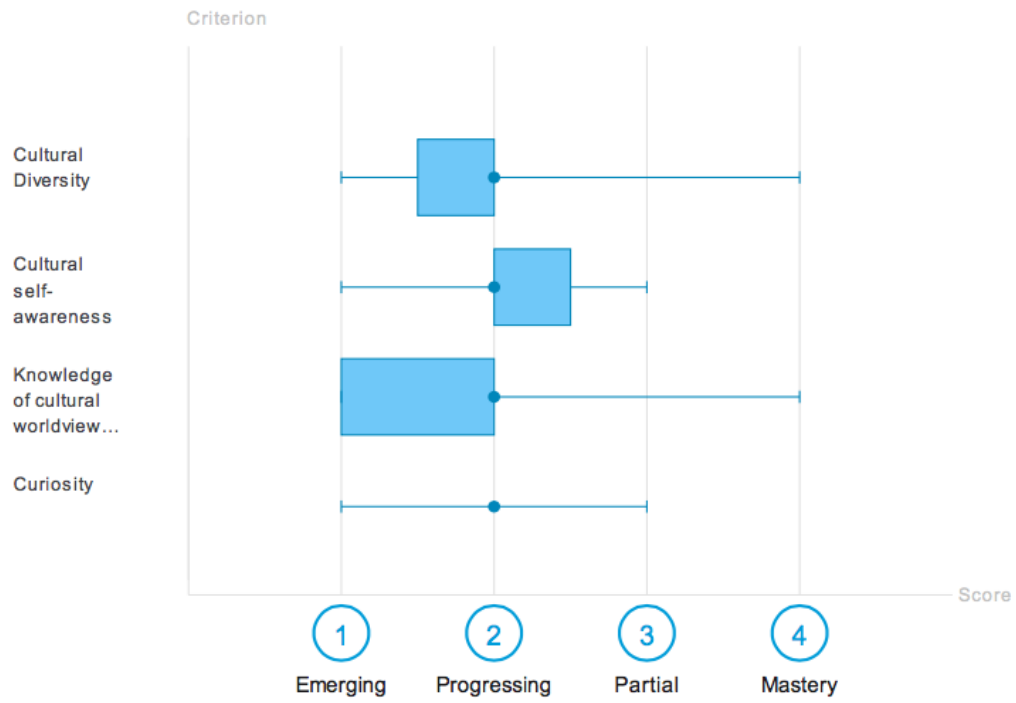Average Score: 1.87

Number of Submissions: 15

Number of Scores: 15

Outcome Performance Report: CS 1000 Rubric

SCORE DISTRIBUTION BY CRITERION

Criterion

Cultural
Diversity

Cultural
self-
awareness

Knowledge
of cultural
worldview…

Curiosity

Score

1	2	3	4
Emerging	Progressing	Partial	Mastery

Outcome Performance Report: CS 1000 Rubric
Score Distribution by Criterion chart details

Cultural Diversity
Maximum Score: 4
Minimum Score: 1
Median Score: 2
Number Of Submissions: 15

Cultural self- awareness
Maximum Score: 3
Minimum Score: 1
Median Score: 2
Number Of Submissions: 15

Knowledge of cultural worldview frameworks
Maximum Score: 4
Minimum Score: 1
Median Score: 2
Number Of Submissions: 15

Curiosity
Maximum Score: 3
Minimum Score: 1
Median Score: 2
Number Of Submissions: 15

Assessment Feedback:

The instructor was one of the reviewers, so she had access to the results immediately. Dr. Rizki, the department chair was emailed a copy of this report.

This assessment process informed several changes to the course, which will result in a revised assessment plan in consultation with the departmental undergraduate Studies Committee. The changes, which are being implemented in Summer 2019, include:

- Creation of a new, two-part assignment, Understanding Myself and My Culture, to require the students to engage in more meaningful consideration of their own culture and biases. This assignment spans the first two weeks of the semester to provide a good foundation for later discussions of culture. Part II replaces the What Is Culture? assignment in Week 2. For Part I, students are required to complete four Implicit Association Tests (IATs), which were developed by Harvard University. Students are provided a link to Project Implicit (https://implicit.harvard.edu/implicit/takeatest.html) and instructed to read the information and take these IATs: Arab-Muslim, Disability, Religion, and Skin-tone. The students do not have to share their results with other

students, but they must submit them for credit. For Part II, students write an essay to introduce themselves in the context of their cultural background. Their essay must include a discussion of at least 10 of the following:
- o Where you're from and/or where your family is from (specific location and its characteristics)
- o The type of house you grew up in
- o Your country or region's type of government
- o Typical family size in your community
- o Household (i.e., were you raised in a nuclear family or multi-generational family household?)
- o Native language or language(s) spoken in your home and/or community
- o Major religions in your community (you do not have to disclose your religious or lack of religious belief)
- o The type of work your parents do, concluding whether they have college degrees
- o The degree of influence aunts, uncles, grandparents, and elders have in your life
- o Your family and community values
- o Foods reflective of your family and community
- o Songs, music, and musical instruments reflective of your family and community
- o Favorite leisure activities/sports reflective of your family and community
- o Holidays observed by your family and/or community
- o The role of women in your family and community
- o The style of clothing and jewelry reflective of your family and community
- o Approaches to health and medicine reflective of your family and community
- o Fables, legends, folklore, or stories reflective of your family and community
- o Grooming habits (e.g., hairstyles, facial and body hair, tattoos, piercings, makeup) reflective of your family and community
- o Traditions reflective of your family and community

- The grading weights were adjusted for Cyber Café, a weekly informal group discussion graded on participation, and for a variety of exercises related to technology and/or culture. Previously, both were weighted at 10% of the course grade; Cyber Café was reduced to 5%, and the exercises category was increased to 15% to accommodate the new Understanding Myself and My Culture assignment. The LinkedIn assignment was dropped from the course, as it wasn't as good a fit with the course learning objectives.
- During the preliminary teaming for the CTI project, students will be required to complete a Meyer's Briggs Personality assessment and share the results of that assessment with their team members so that students can appreciate the diversity of personalities and skill sets on the team. Although this is not directly related to culture, it does support diversity and inclusion, and is especially useful for a group project for an entirely online course.
- Previously, the CTI project included a group reflection essay in addition to the slides. The slides will not be included in the revised assessment plan. The group essay paper will be replaced with an individual reflection essay that will require students to incorporate elements from both parts of the Understanding Myself and My Culture assignment as well as a reflection about what they learned about the culture of the country they were assigned for Country Profile and the CTI project. Converting this reflection essay to an individual assignment should provide an opportunity for richer, more meaningful

reflection and improve the course's results for Element 3 and the Multicultural Competency attribute.

The results will be shared by the instructor in a Fall 2019 meeting of the departmental Undergraduate Studies Committee.

Assessment Administration Feedback

The assessment of the courses was part of the Core assessment cycle. The assessment plan was reviewed and approved by the UCOC. The UCOC provided a presentation on tools available to assist with the assessment, including Watermark Aqua.