University Learning Objective (ULO) # 5, “demonstrate global and multicultural competence” was selected as the objective to measure for the Fall 2015 assessment of Core, Wright State University’s (WSU) general education program. 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, the 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. Below are the overall results for all 491 artifacts collectively.
The overall average was 1.91 on the 4 point scale. 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 MC outcomes required of all of the courses and sections.

As in past Core assessments, the results will be shared with the faculty teaching each section that was used for the assessment and the chairs of their departments. Faculty will see the results of their section and the overall results. Faculty will be asked to make changes to future assignments based on the results. This process has resulted in faculty participants from past assessments making changes to their future assignments.
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 connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions 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 Global Systems
1- Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
2- Examines the historical 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 historical 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 surface 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.