

Report of the Undergraduate Curriculum Review Committee
to Faculty Senate, Deans and Departments
Fall, 2015

The Undergraduate Curriculum Review Committee (UCRC) reviewed syllabi representing 50 sections of undergraduate courses that have Multicultural Competence (MC) designation during Fall 2015.

Syllabi from ALL sections of the following courses were requested; the UCRC reviewed those that were provided by faculty: AFS 2000, ART 2430, ATH 2150, ATH 2500, CMH 2000, CS 1000, CST 2210, EC 2900, ED 2100, ENG 2310, GEO 2210, MUS, 2420, MUS 2900, PLS 2000, PLS 2150, REL 2320, RST 2710, RST 2810, RST 2910, SOC 2000, SW 2720, URS 2000, WGS 2000.

All courses were approved for WSU Core in one or more elements and for Multicultural Competence. Most, but not all, of the courses were also approved for Integrated Writing in the Core. Two members each independently reviewed assigned syllabi and provided feedback via a Qualtrics survey. Any discrepancies in findings were resolved by a third member.

Findings

1. Are the appropriate MC learning outcomes listed in the syllabus? (Note: Each outcome is listed in questions 3-6 below.)
Yes: 45% No: 35% Partial Credit: 15%
2. Does the syllabus identify the course as a Multicultural Competence course?
Yes: 57% No: 40% Not Sure / Unclear: 3%
3. Does the syllabus demonstrate the clear measurement of the following student learning outcome?
Demonstrate knowledge of cultural, economic, social, political, or racial diversities in the United States or throughout the world.
Yes: 25% **No: 55%** Not Sure / Unclear: 20%
4. Does the syllabus demonstrate the clear measurement of the following student learning outcome?
Apply the methods of inquiry of the natural sciences, social sciences, or the arts and humanities to understand cultural, economic, social, or racial diversity.
Yes: 25% **No: 53%** Not Sure / Unclear: 21%
5. Does the syllabus demonstrate the clear measurement of the following student learning outcome?
Demonstrate an understanding of contemporary social or ethical issues related to diversity.
Yes: 27% **No: 55%** Not Sure / Unclear: 20%
6. Does the syllabus demonstrate the clear measurement of the following student learning outcome?
Demonstrate skills required to engage in an informed and respectful way with diverse people, cultures, and histories.
Yes: 25% **No: 52%** No Sure / Unclear: 23%

A summary spreadsheet of course reviews is attached. (Please note that there is a separate tab for each question.) The committee asks that department chairs and deans share this information with appropriate faculty so that syllabi can be revised and improved as needed.

Recommendations by Committee

1. Strongly encourage faculty to use a standardized format for course syllabi so that essential content is included (e.g. multicultural course attribute and multicultural learning outcomes).
NOTE: A syllabus template, which contains both essential and recommended content, is already available to faculty from CTL (see attached).
2. Encourage department chairs to review the course syllabi for all courses each semester to ensure that essential content is present.
3. Encourage department chairs to mentor faculty (including adjuncts) who are missing recommended content in the syllabus, particularly descriptions of how student activities connect with learning outcomes.
4. Continue providing education on how to write effective syllabi at New Faculty Orientation.
5. Provide faculty development opportunities for all faculty members (including adjuncts) on writing effective syllabi, mapping student activities to learning outcomes, and teaching multicultural competence.