

Focused Report of the Multicultural Core Curriculum Committee

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The overarching question for the report of the MCCC is “Can our local assessments that focus on knowledge validate the NSSE assessments that focus on attitude?” The answer is not exactly, and this is not entirely a bad consequence. Assessed TTU students demonstrate average to strong knowledge of cultural differences. This finding is a direct result of assessed intended learning experiences found in the TTU multicultural core courses. The assessments include instructor-generated embedded assessment (blind to the committee), instructor appraisals of their students’ end-of-course proficiency, a MCCC-inspired common embedded objective assessment (vetted by affected faculty), end-of-course essay assessments, and questions on the Online Senior Assessment. The methodology was evolutionary as the committee wrestled with the maturing nature of multiculturalism as a field of study and the historical development of the multicultural core inventory of courses at TTU. Interestingly, what resulted is a narrative of improvement that includes, in general, better defined terms, clearer direction for assessments of students and courses, and inclusion of faculty in a transparent process.

In the fall of 2008, the committee was faced with 3 significant questions: how does TTU define multiculturalism, how will we assess it, and how will we reduce the course inventory? The committee attacked all 3 questions at once. It faced the question of definition as a group. It divided into 2 subcommittees, one to deal with assessment and the other to develop a rubric for reviewing courses in the multicultural course inventory. It is important to note that the committee included faculty from a cross-section of the university including, the College of Agriculture, College of Architecture, College of Education, College of Arts and Sciences, and College of Human Sciences. All members have some experience with the topic, including teaching courses in the core, teaching related courses, or

publishing on the topic. Ex-officio members include the Vice President for Diversity and 1 Vice Provost and 1 Associate Vice Provost. An undergraduate student has been included in the last year, but not as a voting member.

Defining Multiculturalism. The first major task was defining multiculturalism. The committee had many frank conversations face-to-face, by email, and with the use of a wiki (www.mccore.pbwiki.com). The definition needed to reflect the evolving and maturing nature of multiculturalism, the transitioning mission of the university, the fact that 8 of the university's colleges offered at least 1 multicultural course, and the then newly developed multicultural common core statement and student learning objectives. The committee anticipated that this definition would affect the development of assessments and the inclusion/exclusion of courses in the course inventory. Defining the term also had the effect of "settling the issue," allowing the committee to speak with one voice concerning the definition and to proceed to next steps. In the Spring of 2009, the committee agreed upon the following definition of multiculturalism:

At Texas Tech University, multicultural studies examines the effects of cultural diversity on all human societies, behaviors, endeavors, and enterprises. This field focuses on the dynamic conditions of various human groups, including distinct, contradictory or complementary perspectives held by them. This area of study is inherently interdisciplinary, providing students with the knowledge, skills, and dispositions to engage diverse communities with success.

Assessing Multicultural Knowledge: Meta-analysis. As the second major assignment, the committee spent a good deal of time on assessment. The committee realized that the student learning objectives (SLOs) have two outcomes, "awareness" and "knowledge." The committee interpreted "awareness" to be student attitudes, and these were already assessed by the NSSE. Therefore, the committee focused on the assessment of knowledge. In the fall of 2008, the committee examined over 100 articles and other documents related to multiculturalism. Committee members found it impossible to find a general multicultural assessment tool that could be applied to the wide diversity of courses in

the multicultural core. At that time, it also saw the generation of a common assessment to be too difficult.

Using the concept of naturally occurring embedded-assessments, the committee used meta-analysis techniques to summarize student learning in courses (see Appendix C: Pilot Embedded Assessment, below). Pre-test, posttest embedded assessments were chosen because they are located right where the learning is supposed to occur. They are fast. Because they naturally occur, students may not even realize that they are being assessed, instructors get to choose the assessment they want, and the committee could compare results across a wide variety of assessments and courses. Additionally, they have a desirable quality of being unobtrusive to normal classroom activities. Finally, the instructor has control over the assessment tool, which deflects some negative effects of an external assessment. Meta-analysis was chosen as the analysis technique because any instructor's grading scale could be converted to a common metric, in this case, a gain score effect size. With an effect size using the z-score scale, an effect size of 0 means no effect (or no learning), and an effect size of 1 means 1 standard deviation above the mean of no effect.

Seven (instructors) participated in a pilot of this assessment. The resulting mean gain-score effect size was 1.51. Therefore, on the average, student gain in learning above a pre-test score was about 43% (see Appendix F: Pilot Study Using Meta-Analysis and In-Class Generate Assessments *below*). The chair of the committee constructed a manuscript based on this pilot that was rejected by peer reviewers because of questions of reliability and validity of instructor-generated assessments. The committee then decided to abandon this approach while remaining mindful that this technique is as valid and reliable as naturally occurring, instructor-generated assessments. Further, despite methodological issues, the committee had evidence of learning gain in multicultural courses.. Additionally, this study found that the more dedicated the course is to multiculturalism, the stronger the

learning effects. One course that only tangentially broached the topic (but was part of the core) actually reported a learning loss.

Assessing Multicultural Knowledge: The Transition. During the move away from meta-analysis as the primary analysis technique, the MCCC decided to adopt the concept of developing an assessment net. From a presentation to the faculty as part of a TLTC series, “Danger and Safety Inside the Assessment Net,” the chair of the committee defined “assessment net” as a framework for reporting student performance (Sloan, Wilson, & Samson, 1996). The “net” was to include assessments across the achievement continuum, (i.e., from low-level knowledge to synthesis and evaluation), diverse indicators, high quality assessment— all focused toward common student learning objectives.

While in transition, the committee contributed 7 multicultural items to the Online Senior Assessment (OSA). The committee made this its first attempt at construction of common items. Furthermore, this assessment was to be the second piece of to assessment net after instructor-generated embedded assessments. In constructing the items, the committee purposefully created items with a range of difficulty. In 2010, students’ chose the correct answer to the same questions with a range from 47% correct to 94%. The correct answer percentages are 72%, 94%, 96%, 47%, 77%, 74%, and 78% for questions 1-7, respectively). Students who took a TTU multicultural course outperform students who took the multicultural course elsewhere on all items except, item 6, where there was about 1% difference between the two groups.

In May 2009, after the first administration of multicultural items in the OSA, the committee also asked instructors to self appraise the end-of-course proficiency of their students for the spring of 2009. Twenty six (26) instructors responded (See Appendix Q: Instructor Assessment of Student Proficiency, *below*). The average class size was about 60. Instructors were asked two overarching questions that are aligned with the SLOs. The first asked about the percentage of students who were proficient in

multicultural knowledge at the end of the course; instructors said about 87% were. When asked about the percentage of students, who met the multicultural awareness (attitudinal) objective, instructors said that about 85% did. To our surprise, nearly all (n=25 or 96%) of the all respondents reported that their courses covered global topics. Only half, about 54% said that their courses covered U.S. subcultures. The courses also had in common the study of gender (65%), ethnicities (77%), class (73%), and religions (62%). Besides the insight on what instructors report as their students' proficiency, the committee received corroboration to the assumption that despite the diversity of courses, there is some commonality among them. This conclusion provided added impetus to develop common forms for an embedded assessment.

Assessing Multicultural Knowledge: Common Embedded Assessment. With supporting data from the OSA and from instructor self-reports, the committee decided that there was enough evidence to construct and administer a common assessment tool, administered in an embedded fashion. Therefore, using the OSA items as a guide, it created 5, 5-question, true-false assessment instruments. A sixth multiple choice instrument was created by faculty in the Classical and Modern Languages Department. This tool has proved popular with many instructors. The questions were placed on scannable forms, and are referred to as "forms" (see Appendix J: Common Embedded Assessment Forms below). By aligning the questions to those in the OSA, the committee felt that it stayed true to the notion of assessment net and answered most questions concerning instrument validity and reliability—at least the face variety of validity, rather than statistical. In keeping with the idea of providing instructor control, instructors were able to choose among 6 instruments.

The first administration of the common assessment tool was in the spring of 2010. Sections were randomly selected so that the sample size would be the minimum needed for the population of students taking multicultural core classes that spring. For this administration, 508 students participated.

All colleges teaching multicultural core classes were represented except the College of Business and the College of Agriculture. For forms 1,2, 4, and 5 (no one chose form 3), the students averaged 4 questions correct, or 80% (see Appendix K & L: Assessment Results, below). For form 6, students averaged about 3 questions or 60% correct.

The second administration of the common assessment tool took place in the fall of 2010. Only the College of Architecture did not participate, while Agriculture, Human Sciences, Arts and Sciences, Visual and Performing Arts, Human Sciences, Education, and Business participated. Instead of a random selection, the committee requested volunteer instructors. Because of this, 1170 students participated in the assessment. All 6 forms were used. The results were similar to the spring assessment for forms 1-5 (n=584). Student correctly answered 74% of the questions (on the average), with a median of 80%. The results for Form 6 were similar to the spring assessment (n= 589). On the average, student chose 3 questions correctly for a score of 60% correct.

Two instructors also supplied the results of open-ended questions that asked that students restate what they learned or write a note applying what they learned to their chosen professions. The courses were Social Work with Diverse Populations from Department of Social Work and School, Society, and Diversity from the Department of Curriculum and Instruction. In both cases, student's end-of-course comments reflects wide and complete coverage of multiculturalism and how to apply it to their professions and to themselves. (see Appendix M: Assessment Results . . . Open-Ended . . . , below). There was some clustering of themes around the relationships between a dominant group and minority groups and strategies to use in a professional setting. Interestingly the emerging themes for what students say they learned were largely consistent with terms used to develop the common assessment tool in 2009.

Assessment Conclusion. In conclusion, it is clear that the multiple assessments (net) approach indicates successful student learning. Using meta-analysis, students, on the average, experienced a 43% gain in knowledge. Instructor self-reports indicated common content and 87% end-of-course proficiency for students. The OSA reported that seniors appeared to retain their multicultural lessons; and by and large, outperformed transfer students who did not take their multicultural coursework at TTU. Finally, students from across the university demonstrated learning success from a common assessment tool, with students averaging from 60-80% correct, depending upon the assessment form. Finally, student end-of-course essays indicate that they could present what they had learned and apply it to their professions and to themselves. Despite the flaws of any individual assessment, the trends among the variety of direct assessments provide a consistent evidence of student learning gains—across time and departments.

Reviewing Courses. As its third task, the committee developed a methodology for including and excluding courses into the multicultural core (see Appendix I: Final Multicultural Syllabus Rubric, MCCC Source Documentation). Again, following the framework of the assessment net, the subcommittee on rubric development kept the course rubric consistent with the SLOs, the TTU definition of multiculturalism, what instructors say their courses covered (in common), the assessments, and their knowledge of best practice in the field. The rubric has several salient features. First, it is focused on the review of syllabi. Second, using the rubric, each reviewer is looking for evidence that matches awareness and knowledge of features of domestic and global societies, the major features of the SLOs. Third, one criterion in the rubric requires that 50% or more of the particular course content meet that criterion in order for the course to be called multicultural. The criterion reads, “At least 50% of the course must address age, disability, race, ethnicity, religion, language, national origin, gender, or class.” The committee will also examine assessments as an indicator of the match between SLOs and course

content. This criterion is a match of what surveyed instructors say is in their course content. Moreover, it matches language in the SLOs.

In keeping with the ethos of faculty involvement, the procedures require faculty to review syllabi, but only after considerable faculty consultation. After many months of development and discussion, in November 2010, the rubric was released to faculty for comment and followed with a open discussion in December of 2010. Instructors are encouraged to revise their syllabi, *with the rubric in mind*, and resubmit them to MCCC for review. Instructors who teach those courses that do not pass the review will be given the chance to speak to the committee to exchange views about their courses. They will be able to revise a second time. After committee approval, the course will be placed in the next undergraduate catalog as part of the multicultural core inventory of courses. The intended effect of this set of procedures should be a smaller group of multicultural courses that are more directly connected to the SLOs. Additionally, this evaluation of courses should remove those that are only tangentially related to the SLOs.

Conclusion. The gains that TTU students make on the identified multicultural items of the NSSE appear to be supported by the consistent results of multicultural assessments. Moreover, those courses that were assessed do have common measurable content, and these courses make a positive impact on student learning. In the future, as the committee increases reviews of courses and enhances the focus of those courses that remain in the course inventory, the committee anticipates creating more robust assessments. These common assessment tools will be used in all multicultural core courses. The committee will continue to hold annual workshops on the assessment of syllabi and students. Finally, committee members will form partnerships with instructors and colleagues from other universities (the University of Texas at Dallas has expressed interest) in order to advance the scholarship of the assessment of multicultural learning. In the final analysis, committee efforts have produce clarity of

purpose and a good assessment foundation, both driven by faculty who want to improve student learning.

REFERENCES

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Multicultural Core Committee Source Documentation

2008-2010

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Appendix A: Student Learning Outcomes

February 8, 2007

Texas Tech University

General Education Requirement: Multicultural Education

Core Competency Statement:

Student demonstrates greater awareness and knowledge of distinctive cultures and sub-cultures, including but not limited to, ethnicity, gender, class, political systems, religions, languages, or geography.

Student Learning Outcomes:

- 1) Student demonstrates increased awareness and knowledge of cultural differences within one or more distinctive sub-cultures of the United States, or
- 2) Student demonstrates increased awareness and knowledge of cultural differences within one of more global societies (Outside the U.S.)

Appendix B: TTU Definition of Multiculturalism

Committee Agreed Upon Definition of Multiculturalism: Spring 2009

At Texas Tech University, multicultural studies examines the effects of cultural diversity on all human societies, behaviors, endeavors, and enterprises. This field focuses on the dynamic conditions of various human groups, including distinct, contradictory or complementary perspectives held by them. This area of study is inherently interdisciplinary, providing students with the knowledge, skills, and dispositions to engage diverse communities with success.

Appendix C: Pilot Embedded Assessment

Recommendations for Created an Embedded Assessment for Pilot

- Identify content to be covered in the month of November
 - Identify 2-5 concepts you anticipate teaching
 - Construct your posttest. This can (and even should) be parts of your final exam or final assessment for the course this semester
 - Make sure that new concepts are included
- Construct pretest
 - For this pilot, this should be short—something that can be completed in 5-10 minutes
 - It can be longer and more complex, but this will cost you
 - It should include questions about the 2-5 concepts you will draw from the posttest—strictly parallel to the posttest
 - It must be graded on the same scale as the posttest (e.g., 0-100; 1-5; point system, etc.)
- Report % proficient and means for pretest. Go to online survey
 - % proficient refers only to college level/university-wide student learning objectives. All students who receive a grade for the course should have this score.
 - Pretest means, standard deviation, and number taking pretest are needed. If student does not take the pretest, exclude this score
- At the end of the course, report % proficient and means for the posttest. Go to online survey

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Assessment Handbook – Embedded Assessments

Definition:

Embedded assessments are assessments that make use of the actual work that students produce in their courses. The assessments may simply select from work that students do in various courses or may be designed overtly for assessment purposes and then incorporated into the courses. Embedded assessments are also referred to as “classroom-based” or “continuous” assessments. The faculty

teaching the courses give grades to the students, but the work selected for assessment is evaluated with program goals in mind and not used for grading. The results of the assessments should not be used to evaluate the faculty teaching the courses.

Advantages:

- The students are simply fulfilling the normal requirements of the course(s) and so do not know that their work is being used for assessment purposes, thereby eliminating issues related to motivation;
- Embedded assessments can be used to evaluate developmental stages of student learning, rather than simply being summative or assessments at the end of the students' programs;
- The assessment process is integrated into the work of both faculty and students;
- Designing an assessment process enables faculty to consider which skills or knowledge might best be introduced at which levels or in which sequence;
- There is a clear link between what is taught and what is assessed;
- Embedded assessment assignments that do not provide reliable information can be redesigned;
- Results can be compiled quickly by instructors reporting the results to the faculty;
- Results can be shared with students as a group, allowing them to understand better the criteria that faculty expect them to meet and helping them to evaluate their own strengths and weaknesses.

Disadvantages:

- More complex assignments, such as research papers and projects, will have to be evaluated by a group of faculty using rubrics, thereby requiring more time;
- Test scores in and of themselves will not provide satisfactory data;
- Faculty teaching courses must include the embedded assessments that the program faculty decide upon;
- Assigning appropriate weight to the individual assignments may be difficult.

Varieties of Embedded Assessments:

Examinations:

Specific questions can be inserted into specific examinations for the purpose of assessment. Entire examinations need not be used for assessment unless the faculty believe it

best to do so. The faculty conducting the assessment of student responses will need to decide upon the criteria for rating them. For example, are you looking for specific concepts or skills in the student responses? Note: some departments have categorized the types of questions used on examinations to determine whether they are reasonably distributed according to the program goals or may be skewed too much or too little for some goals.

Research Papers and Projects:

These major projects can be evaluated by using a rubric (see, for example, the discussion of rubrics for portfolio assessments). Faculty should decide upon the criteria to be used for the assessments before the actual assignments are given to the students.

Field Experiences or Internships:

Student work produced as a result of the field work or internships can be used to assess their learning, work such as logs, field notes, and observations.

Creating and Designing Embedded Assessments:

1. 1. Determine the specific broad learning objectives for the academic program;
2. 2. If you have not already done so, determine how those are translated into the individual courses;
3. 3. Conduct an inventory of the types of assignments given in the various courses;
4. 4. Decide which assignments would serve assessment purposes as they are and which might have to be modified to accommodate the assessment;
5. 5. Integrate the embedded assessments within the courses;
6. 6. Devise a way to gather the results of the assessments and translate those results for the entire faculty;
7. 7. Determine strengths and weaknesses of the students as a result of the assessments;
8. 8. Make appropriate changes to the curriculum if that is indicated or to the assessments when they do not provide the information desired.

Assessment Handbook. Retrieved Oct.25th from

http://www.skidmore.edu/administration/assessment/H_embedded_assessment.htm

Appendix D: 2008-2009 Assessment Calendar

Month	Date	OFFICE of the PROVOST	Core Curriculum Committee
		SACS-MCORE: (G. Elbow)	MCCORE: Sub Committee (H. Burley)
Sept. 08		Ongoing report to G. Elbow	Select target sample diversity class for study devise instrument and administer pre-test
Oct. 08		Ongoing report to G. Elbow	Examine current diversity course offerings and create a rubric of salient features
Nov. 08		Ongoing report to G. Elbow	Continue discussion about mcore courses
Dec. 08		Ongoing report to G. Elbow	Administer post survey
Jan. 09		Ongoing report to G. Elbow	Look at data
Apr. 09		Ongoing report to G. Elbow	Deliberate alterations to syllabus of sample class

Appendix E: MCCC IRB Proposal for Assessment

Assessing Multicultural Student Learning Objectives For Texas Tech University

I. Rationale

Multicultural awareness, knowledge, and skills are critical outcomes for students attending postsecondary institutions, and assessing these outcomes is an important task for postsecondary institutions, (Pope, 1997). The growing and complex cultural dynamics of the nation and the world have resulted in strong encouragement from state higher education coordinating boards and regional accrediting bodies to include multicultural learning objectives as part of the general education learning experience for undergraduates. These organizations have made it clear that culturally competent college graduates is a highly desirable outcome of education. In response, postsecondary institutions require that students take courses that increase their awareness and knowledge of cultural diversity, and even increase their skills in working with people from diverse backgrounds.

Cultural competence can be defined as appreciation, recognition, and the ability to work effectively in cross cultural situations (Sue, 2001). In fact, this definition parallels Texas Tech's multicultural core competency that students demonstrate awareness and knowledge of various cultures. However, Sue (2001) adds that cultural competence is complex, multifaceted, and developmental. Also, despite the positive goal orientation of cultural competence, the concept represents an ideal that is difficult to operationalize and translate into teaching/training goals.

Currently, Texas Tech has a wide array of courses spread across several colleges that makes up the multicultural core group of courses. Furthermore, students need only one of these courses. Additionally, this competency does not flow from a single well-defined field; many fields claim ownership of parts of its territory. In short, this complex, multifaceted, developmental, and difficult to operationalize competency can be met by students' passing one of a varied list of courses. The college and university objectives are as follows:

(Students will) demonstrate awareness and knowledge of cultural differences within one or more distinctive sub-cultures of the United States, or

(Students will) demonstrate awareness and knowledge of cultural differences within one or more global societies (Outside the U.S.)

Students graduating from Texas Tech University should be able to: demonstrate awareness and knowledge of distinctive cultures or sub-cultures – including but not limited to – ethnicity, gender, class, political systems, religions, languages, or human geography.

To date, however, the University has conducted no assessment of the effectiveness of these courses at reaching these college and university student learning objectives. The Multicultural Core Committee proposes such an assessment.

The purpose of this study is to assess Texas Tech student awareness and knowledge of various cultures. The university will benefit because this assessment will help illuminate the adequacy of current efforts at reaching these objectives. Furthermore, this effort meets SACS expectations for the continual review and improvement of programs. Students will benefit because findings should illuminate strengths and weakness of current processes and practices. This should lead to course refinement and improvement. This project is designed to examine the efficacy of one particular approach to assessing the extent to which goals have been met. The research question for this project is: What is the effect of multicultural courses on student awareness and knowledge of cultural differences?

II. Subjects

The population in this study will include Texas Tech undergraduate students required to take a multicultural core course. Students in the sample will be recruited from a convenience sample of instructors who are willing join the pilot project. These instructors will be recruited by email request. After reading an informational letter, students may volunteer to participate in the study. The letter will ensure students that their performance will be anonymous and that their participation or lack of participation will not affect their course grades.

III. Procedures

The procedures for this study are as follows:

- I. Using a list of courses provided by TTU Instructional Research, the instructors of multicultural courses will be recruited for participation in the study.
- II. The multicultural core committee will select the courses for the pilot based on purposeful consideration of course size, representativeness, syllabi course descriptions, and convenience.
- III. In conjunction with course instructors and because of the wide diversity of courses, customized assessments for each selected course will be designed with the help of the instructors. Because of the analysis procedures below, these assessments may take any form and be on any scale.
 - a. Rubric development. Questions on the assessment will be guided by a rubric based on the best of what the field knows about multicultural awareness and knowledge

- b. Student level assessment. This rubric will be mapped onto actual content for the selected courses. In this way, while meeting generally acknowledged multicultural awareness and knowledge standards, the content from each course remains true to its content area.
 - c. Students will be asked to volunteer for the study.
 - d. Instructors will be asked to collaborate with the study.
 - e. The unit record is a class in the multicultural core, so no personally identifiable information is needed from students.
- IV. The data analysis techniques will follow those typically found in meta-analysis (Lipsey and Wilson, 2001). The analysis will be conducted using SPSS and specially created syntax for this project and Biostat's Comprehensive Meta-analysis software.
- a. Standardized gain scores. Students will be given a pretest prior to instruction of course content, followed by an end-of course posttest. These test will be graded by the instructor or an assign. Gain scores will be calculated by subtracting the pretest from the posttest. A standardized gain score for each will calculated. This statistic will be interpreted as a z-score.
 - b. Moderator variables. Each course will be given codes or scores based on course and class characteristics. Course characteristics will include a rating of the distance of the course design from the rubric and any special delivery modes. Class characteristics include coding of course percentages such as, ethnic, gender, high school class size, classification of students, and cumulative GPA of students enrolled.
 - c. Aggregation of gain scores. Using meta-analysis techniques, the class gain scores will be weighted by class size and aggregated. The result, a grand mean, should be an overall measure of the effect of multicultural courses at Texas Tech.
 - d. Testing of homogeneity of effect sizes. The course effect sizes will be tested for homogeneity. If homogeneous, then the mean effect size for the university is a stable statistic. If not homogeneous, then the data will be retested using moderator variables. This will include iterative tests of subgroups of courses grouped by college and a meta-analysis multiple regression procedure.

IV. Adverse Events and Liability

There is no risk to any student as the researchers will be blind to their identities. No student characteristics will be attached to student responses.

V. Consent

This proposal involves educational tests and surveys, so no consent is needed. See wavier attached.

References

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Appendix F: Pilot Study Using Meta Analysis and In-class Generated Assessments

Meta-analysis as a Tool for Assessing University-wide Multicultural Student Learning Outcomes

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Introduction

Meta-analysis is a statistical technique designed for summarizing the results of quantitative studies. Lipsey and Wilson (2001) call meta-analysis a form of survey research in which researchers survey studies rather than respondents. Meta-analysis is particularly useful when aggregating findings across a broad field of study, even if the studies use different summary statistics. In his original meta-analysis, Glass (1976) combined the results of different psychotherapies drawn from the entire field of psychology. He was able to draw powerful conclusions about the overall effectiveness of psychotherapy and insightful comparisons about the differences among various approaches. In an analogous fashion, meta-analysis can be used in program evaluation when a broad group of diverse courses share the same student learning objectives. This can be a powerful assessment design for institutions moving away from standardized external assessments to instructor-generated embedded assessments.

The purpose of this paper is to describe meta-analysis as an innovative and ideal statistical practice that can inform program evaluation, particularly evaluation efforts related to accreditation. Traditionally, institutions draw upon standardized external assessments to help them provide evidence of student learning in the general education curriculum. These assessments can be expensive, and institutions may resort to unusual steps in order to create a sample. Too often the results of such program assessments are limited because survey items may not match learning objectives. Additionally, when and how samples are created can confound results. As a response to the limitations to external assessments, many institutions are turning to embedded assessments, where assessment resides with the instructor and data gathering and reporting is flexible enough to appeal to disparate fields (Gerretson & Golson, 2005). However, assessment approaches among instructors will certainly vary, forcing assessment specialists to find innovative ways of determining student proficiency on an objective across many different types of embedded assessments. Meta-analysis may be the most organized and systematic approach to harnessing the power of instructor-driven embedded assessments.

Lipsey and Wilson (2001) suggest that meta-analytic studies have two characteristics: 1) all reports have the same topic, and 2) all reports have comparable research designs. In the evaluation of the general education core for a university, select courses should easily meet these criteria. With courses grouped by student learning objective, the assessor can assure that any report from the course will be on the correct topic. Also, with the use of pretest-posttest types of

embedded assessments, the assessor can also assure that each report from a course has a comparable design. Such an approach can have many advantages. First, instructors do not have to change their assessment techniques. External assessments often rely on one assessment format, like multiple-choice type questions. However, various courses aimed at the same student objectives may actually use a variety of assessment formats including, essays, matching, multi-faceted projects, performances, and multiple-choice exams. Instructors may also use equally varied scoring schemes, from letter grades to various point methods. In meta-analysis, these various grading approaches are standardized by converting them to a single metric—essentially a Z-score. Therefore, instructors can report results using whatever scoring scheme they normally use. Second, meta-analysis as program assessment is largely unobtrusive to the instructor. In the approach below, instructors need only embed pretest posttest assessments that are directly related to student learning objectives, and then report the results. Third, the reporting is fast, requiring at minimum, six essential data entry points from the instructor. Fourth, when using meta-analysis as an assessment technique, otherwise obscured relationships among course activities and outcomes may appear. Finally, meta-analysis provides a systematic discipline to the entire assessment effort.

In order to illustrate the potential of this procedure, I will use a contrived example that reflects an actual effort. This process has 5 steps that include 1) identifying courses (problem specification), 2) defining inclusion/exclusion criteria, 3) creating rubrics for syllabi, 4) coding and collecting data, and 5) conducting the statistical analysis.

Big Western State University

This example takes place at Big Western State University, a predominately white institution that in 30 years has grown from an average-sized state college to one vying for Tier I research comprehensive and state flagship status. Fifteen years prior to this assessment effort, the university reprimanded an all white fraternity for hosting a “party in the projects,” an event that received wide and lengthy news coverage. Many faculty, staff and students considered the reprimand to be so weak as to be tacit approval, so they held several meetings and public protests. In response to the complaints, Big State added a multicultural course requirement to the general education core. The university required that all undergraduates fulfill this 1 course requirement sometime between entry to the university and graduation. In 15 years over 120 courses were added to the multicultural core with homes in 7 of the university’s 11 colleges. Course titles ranged from Dance of Global Societies, History of Softball, and Vampirism of Eastern Europe to traditional titles like Schools, Society, and Diversity. All 120 courses share the same student learning objective: Students will demonstrate knowledge of U.S. ethnic minorities and global societies. Unfortunately, it took an accrediting agency to find that this learning objective had gone without assessment since its creation. The lack of assessment in this area threatens full accreditation. Also, unlike Freshman Composition or Psychology 101, these courses are as varied as one can imagine, no single external or internal assessment tool can capture the extent of student learning in these classes. Purists suggest throwing the whole thing out and starting over, labeling current course inclusion procedures as cynical at best (no one had any memory of a course being removed from the core). Assessors from the planning office wisely noted this type of major change still requires an assessment just to justify starting over. Without creating massive turmoil, how can Big State assess its multicultural core?

Problem Specification. The planning office at Big State chose to view the diversity of multicultural courses an opportunity for assessment innovation, focusing on measuring student

learning but staying sensitive to curricular, ideological, and political issues. They started with the following as one of their research questions: *How effective are multicultural courses in increasing student knowledge of U.S. ethnic minorities?* After quickly ruling out external assessments, the office settled on using embedded assessments, particularly pre-post contrasts. While embedded assessment might be cutting-edge, if driven by the planning office, it looked to be intrusive, certain to foster fear and resistance. One faculty member working with the office suggested meta-analysis as an approach, since diverse treatments related to a single topic was the ideal situation for use of meta-analysis. He added that the embedded assessments could be completely controlled by the course instructor. The pretest and posttest means, standard deviations, and course enrollments reported by instructors would be converted to a special common effect size that measures learning gains, thus answering the research question. A positive score would indicate gains while a negative score would indicate learning losses. A score of 0 would mean no difference between the pretest and posttest scores. Most importantly, Big State would have a university-wide measure of student learning gains.

Procedures

Identifying Courses. Identifying courses was the next step. A multicultural core committee was formed to help with this effort. Courses were included if they met the following characteristics: 1) the course was part of the multicultural core, 2) the course had no prerequisites, 3) students were taking the course to meet the multicultural requirement, and 4) course curriculum included information that directly reflects the university student learning objective. Surprisingly, courses varied in many ways based on these criteria, so rather than strictly excluding courses that did not meet the inclusion criteria, the meta-analyst coded for these differences. For example, in considering the first criterion, a course could be fully part of the core, part of the core on a one-time basis, or petitioned as part of the core by particular students. In considering the fourth criterion, it became immediately apparent that some courses in the multicultural core were more multicultural than others. Therefore, the committee decided to develop a rubric and rate the courses based on the depth of the multicultural curriculum. These ratings would be used as a moderator variable to the effect sizes produced and would help explain findings and point to areas of further investigation and possible improvement. In short, the coding scheme allowed the office to quantify how these courses vary on many key characteristics.

Creating Rubrics. The overarching aim of the rubric was to rate the alignment of course goals and assessment to the student learning objective. The rubric also doubled as a tool for comparing courses to a theoretical and standard interpretation of multiculturalism. This variable and those listed in the section above are moderator variables. These variables represent difference among the courses in their instructional approaches (Lipsey, 2003), and they can be as varied as the researcher requires. After reviewing the multiculturalism as applied in higher education settings, a committee of faculty settled on the work of Pope and Reynolds (1997) as a mature theoretical frame from the rubric. The rubric was hierarchical so that higher ratings include all aspects of lower ratings. Committee member rated each course from 0 (not a multicultural course) to 4 (Exemplary multicultural course). Raters also included a brief justification of the rating they gave. Raters were cautioned to remember that only the syllabus was being rated, course, the instructor, or instruction in the course. Other course considerations external to the syllabus considered. The description of the highest level of the course is included below.

- Exemplar course. Course objectives assess multicultural awareness and knowledge. This course also requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems, habits, etc. are a central feature of course evaluations. This course requires self-evaluation and reflection. Content clearly addresses US or global cultures including,
 - Knowledge: courses
 - Cultural history, beliefs, languages, habits, systems, etc.
 - Interaction among cultures, conflict resolution,
 - Culture and communication,
 - Oppression and power,
 - Identity development and impact of internalized oppression,
 - Within group differences and intergroup relationships,
 - Content addresses methods of studying culture.

Coding and collecting data. Coding of the data was decided simple two stage process, syllabi coding and survey of faculty. First, syllabi were collected by email and coded as noted above, with the course and syllabi characteristics coded as numbers that typically ran from 0 to some number. Zero was meant to mean an absence of the characteristic. Moderator variables with only two levels were coded as 0 and 1. Second, at the end of the semester, participating faculty entered pretest and posttest means, standard deviations, and enrollment data into an online survey. These exams can be of any type the instructor chooses; however, the pretest and the posttest should be of the same type and focused on the exact same content. Most importantly, the pretest and posttest must be on the same scale. For those who needed it, instructors were provided a computer spreadsheet that allowed them enter student scores and automatically calculate means, standard deviations, and a correlation statistic. The online survey also asked instructors to describe the type of examination method used.

Conducting the statistical analysis. The key statistic in the analysis is the standardized mean gain, or more simply, the difference between the pretest and posttest course means, divided by a pooled standard deviation. The calculation of the effect size statistic is

$$\frac{\bar{X}_2 - \bar{X}_1}{s_p}$$
 , where \bar{X}_2 is the mean for the posttest and \bar{X}_1 is the mean of the pretest. The pooled standard deviation, s_p is defined as

$$s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$
 (Lipsey & Wilson, 2001, p44).

Prior to averaging, these effect sizes are weighted by the total number of students taking the posttest in each class. This prevents small classes from being treated as equal to large classes.

That weight is defined as the inverse of the standard error or $\frac{1}{SE}$, where r is the

Pearson product moment correlation of the pretest and the posttest. The results of this analysis can be checked with a test of heterogeneity as suggested by Lipsey and Wilson (2001). If the test is significant, then the researchers need to include moderator or other variables into the analysis and continue the process until homogeneity is found. The moderator variables can also be included in a multiple regression-type of analysis to conduct simultaneous tests.

Results from a contrived example. To illustrate the use of this method, data were generated for 10 non-existent classes. The scales of the embedded assessments includes 7 that used a 0 to 100 grading scale, 2 that used 100-300 point grading scale, and 1 that used a 1-4 point grading scale. The class sizes ranged from 12 to 56, and the total sample size was 300. The effect sizes for the classes ranged from -.27 to 6.4. Table 1 reports effect sizes, standard errors, and confidence intervals for each effect size. The weighted standardized mean difference (grand

mean) was 1.51, SE=.179. However, the test for heterogeneity was significant ($Q=.69.51$, $p<.001$), indicating that despite the very large effect size, the classes' outcomes were not homogenous. Subsequent tests based on the classes grouped by college or grouped by quality were still heterogeneous. While there is evidence of learning, the grand mean effect size may not be the most meaningful summary of the distribution of the course effect sizes.

For the purposes of program assessment the heterogeneity test is more a heuristic for organizing the data for patterns than a test of a point estimate. The actual effect sizes presented in Table 1 and the Forest plot presented in Figure 1 are the best tools for using the data. Clearly the wide range of effect sizes indicates plenty of variation in learning gains. Overall, the grand mean indicates strong learning gains university-wide across a variety of courses. On the average, students are experiencing about 44% learning gains over their starting scores on the pretest. Also, the Forest plot indicates that 8 of the 10 courses reported learning gains, while 1 reported no gain, and 1 reported student loss of learning. Because the confidence interval widths are inversely proportional to the size of the classes, it appears that in this contrived example, the classes with the smaller sample sizes produced the highest learning gains, generally speaking.

Discussion

This example demonstrates that embedded assessment coupled with meta-analysis procedures could be an effective method for providing a broad, university-wide assessment of diverse courses that have the same learning objective. This example focuses on the assessment of the impact of multicultural courses that are delivered in several different colleges with content drawing from very diverse fields, including differing instructional strategies and course assessments. Using embedded assessments allows individual instructors to use their own course instruments, while meta-analysis techniques help the researchers to convert the results of these various embedded analyses to a single score for the university and for groups of courses. This example shows how the university can demonstrate broad learning gains for its multicultural objectives.

Limitations and rejoinders. Meta-analysis is designed for the painting of broad landscapes across a field. To achieve this broad landscape, generalizations drawn are based on averages of averages; therefore, it would be inappropriate to single out any one course as an example of the best or the worst. Also, one must remember that at least one assumption must be met: that all of the courses in the analysis study the same thing, in terms of meeting the student learning objective. Because the courses are not clear replications, one can expect criticism that the meta-analyst is comparing apples and oranges. However, besides the notion that meta-analysis is meant for broad questions, this is approach should be one approach in an assessment net. For example, the evaluators could marry outcomes from the College Senior Survey to patterns seen in a meta-analysis and the creations of a common instrument. This is the strategy that Big Western State plans on taking. The assessment net that they will create will include interlocking classroom, university-wide, and external assessment that should provide a more complete portrait of exactly how effective the university is in meeting its multicultural objectives.

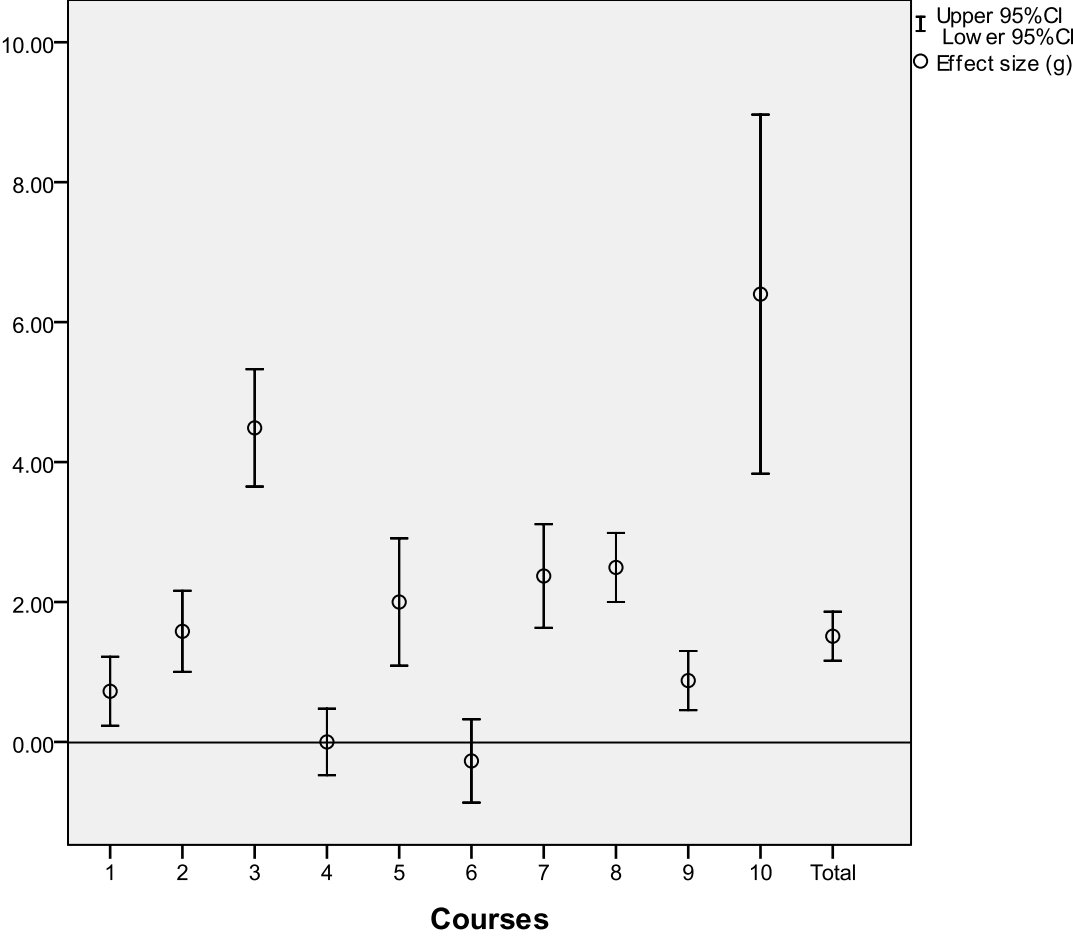
Also, the assessment can be fairly unobtrusive, allowing classroom instructors to be masters of their assessment destiny. They can use findings reflect on their own classroom experiences and expectations, but they should not use them for direct comparisons. Even though the divers courses have the same multicultural objective, multiculturalism as taught in the philosophy department can manifest as a vastly different course than one taught in the curriculum and instruction department. The former may be much more dependent upon

philosophical, theoretical terminology and assessments focused on critical thinking and essay writing. The latter could present its multicultural content in an applied manner with emphasis on attitudes and social skills, along with group project-based assessments.

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Table 1. Effect Sizes from Real and Contrived Classes (n=3)				
ES	SE	Weight*	CI 95% Lower	CI 95% Upper
.72	.25	12.71	.23	1.22
1.60	.30	10.81	1.00	2.20
4.5	.42	7.47	3.65	5.33
0.00	.24	13.18	-.48	.48
2.00	.46	6.89	1.10	2.91
-.27	.30	10.52	-.87	.33
2.40	.38	8.46	1.63	3.11
2.50	.25	12.70	2.00	2.99
.88	.22	14.82	.45	1.30
6.40	1.30	2.44	3.83	8.97
*weights do not add up to 100 because of rounding				



Appendix G: Starting Rubric for Evaluation of Courses

Starting Rubric for Courses

This is a work page for inclusion exclusion criteria.

I started this page just as a place to put ideas on inclusion/exclusion criteria. I am also thinking that these criteria will have two parts: one that reflects current inclusion/exclusion to the core. The other part will be tricky: it will essentially define a multicultural course, or better, outline the characteristics and outcomes of a multicultural course. I think that this starts with a rubric that needs to be developed with help from the faculty.

- I want to add this to the research/assessment plan: The selected courses will be rated based on a rubric developed by the faculty. The rubric will establish levels of the intensity of the multicultural experience. Intensity includes how well the course purports to meet the college and university multicultural student learning objectives. Further, the rubric will help measure those courses that exceed the objectives and those that may need improvement in order to meet these objectives. The rubric will be based on the multicultural literature. One of the disciplines that appears to have the most researched and mature thinking on this issue is counseling psychology. The rubric will have five levels:
 - Exemplary course. Course objectives assess multicultural awareness and knowledge. This course also requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems, habits, etc. are a central feature of course evaluations. This course requires self-evaluation and reflection.
 - Exceeds expectations. Course objectives assess multicultural awareness and knowledge. This course also requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems and habits are a central feature of course evaluations.
 - Meets expectations. Course objectives assess multicultural awareness and knowledge.

- Needs improvement. Course objectives tangentially assess students' multicultural awareness and knowledge.
 - Not a multicultural course
- An independent panel rates the courses. This rating becomes a "moderator" variable in future analyses.

Appendix H: Second Stage Version of Rubric

Multicultural Syllabus Rubric

Term		
Course name		
Course number		
Course Section		
Instructor's Name		

Multicultural Student Learning Outcomes

- Demonstrate awareness and knowledge of cultural differences within one or more distinctive sub-cultures of the United States, or
- Demonstrate awareness and knowledge of cultural differences within one or more global societies (Outside the U.S.)*
- Students graduating from Texas Tech University should be able to: demonstrate awareness and knowledge of distinctive cultures or sub-cultures – including but not limited to – ethnicity, gender, class, political systems, religions, languages, or human geography.

Definitions of multicultural knowledge: information individuals have about various cultures (Pope & Reynolds, 1997)

Definition of multicultural awareness: attitudes beliefs, values, assumptions, and self awareness necessary to (serve, work with, live with, teach) people who are culturally different from oneself (Pedersen, 1988, cited in Pope & Reynolds, 1997)

Criteria for Evaluation of Syllabi

This rubric is hierarchical so that higher ratings include all aspects of lower ratings. Each course will receive a holistic rating from 0 (not a multicultural course) to 4 (Exemplary multicultural course). The rating should be followed with a brief (3-4 sentences) description that justifies the rating. Raters are cautioned to remember that this is a rating of only the syllabus. This is not a rating of the course, the instructor, or instruction in the course. Other considerations external to the syllabus must not be considered. Some examples of external considerations include additional knowledge about the course (e.g., development or history of the course), additional knowledge about the person teaching the course, and activities and assessments that actually occur in the course, BUT NOT well represented in the syllabus. Finally, the rater must acknowledge and put aside personal biases

- Exemplar course. Course objectives assess multicultural awareness and knowledge. This course also requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems, habits, etc. are a central feature of course evaluations. This course requires self-evaluation and reflection. Content clearly addresses US or global cultures including,
 - Knowledge: courses
 - Cultural history, beliefs, languages, habits, systems, etc.
 - Interaction among cultures, conflict resolution,
 - Culture and communication,
 - Oppression and power,
 - Identity development and impact of internalized oppression,
 - Within group differences and intergroup relationships,
 - Content addresses methods of studying culture.
 - Awareness: course addresses
 - Learning about different cultures is necessary and rewarding,
 - Learning about cultures is professionally and professionally rewarding,
 - Understanding students' own worldview,
 - Self-examines and challenging students' values, beliefs and assumptions,
 - Acceptance of other worldviews and perspectives,
 - Cultural differences and communication and meaningful relationships.
 - Assessments or statements could include
 - Self-reflection,
 - Field observations with critique,
 - Position papers,
 - Critiques,
 - Comparison/Contrast.
- Exceeds expectations. Course objectives assess multicultural awareness and knowledge. This course also requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems, habits are a central feature of course evaluations. Content clearly addresses US or global cultures including,

- Knowledge (to a lesser extent when compared to Exemplar)
 - Awareness (to a lesser extent when compared to Exemplar)
 - Content addresses methods of studying culture
 - Self evaluation and reflection may be lacking
 - Field observations may be lacking or may not have critique
 - Assessments include written research paper type products
 - Position papers
 - Critiques
 - Comparison/Contrast
- Meets expectations. Course objectives assess multicultural awareness and knowledge. These assessments appear to be at the knowledge, comprehension, and application levels of outcomes.
 - Knowledge: (to a lesser extent when compared to Exemplar)
 - Awareness: (to a lesser extent when compared to Exemplar)
 - Content DOES NOT address methods of studying culture
 - Self evaluation and reflection ARE lacking
 - Field observations may be lacking
 - No experiences are assessments at the evaluative level
 - Assessments include written paper products
 - Expository or informative papers that require library research
 - Various pencil and paper tests
- Needs improvement. Course objectives tangentially assess students' multicultural awareness and knowledge.
 - Culture is not the primary focus of the course
 - Some other content is primary
 - Experiences and assessments are at low levels of learning (knowledge and comprehension)
 - Not enough information is reported to evaluate assessments
- Not a multicultural course
 - Content on culture is missing entirely

Appendix I: Final Multicultural Syllabus Rubric

Multicultural Syllabus Rubric

Course Number and Name:

Directions to Rater: Each course will receive a holistic rating from 0 (not a multicultural course) to 4 (exemplary multicultural course). The rating should be followed with a brief (3-4 sentences) description that justifies the rating. Raters are cautioned to remember that this is a rating of only the syllabus. This is not a rating of the course, the instructor, or readings/texts. Other considerations external to the syllabus must not be considered.

Rater's Name: _____ Today's Date: _____

Place the corresponding number next to your response using the following scale: No Related Content (0), Ambiguous and/or Very Little Related Content (1), Some Related Content (2), Significant Related Content (3), and All Related Content (4).

Multicultural Content:	No Related Content 0	Ambiguous and/or Very Little Related Content 1	Some Related Content 2	Significant Related Content 3	All Related Content 4
Multicultural Knowledge					
Course discusses cultural history, beliefs, languages, ethnicities, etc.					
Course discusses culture and communication, oppression, and power.					
Course content addresses methods of studying culture, beliefs, class, ethnicity					
Course content clearly addresses US or					

global cultures. At least 50% of the course must address age, disability, race, ethnicity, religion, language, national origin, gender, or class.					
Course content discusses within group differences and intergroup relationships.					
Course discusses identity development and impact of internalized oppression.					
Multicultural Awareness					
Course addresses how learning about different cultures is necessary and rewarding.					
Course addresses how learning about different cultures is professionally and personally rewarding.					
Course addresses students' worldviews and how they can be influenced by studying different cultures					
Course challenges students' values, beliefs and assumptions about different cultures					
Course examines cultural differences and developing meaningful relationships through communication with those from different cultures					
Course examines the importance of being multiculturally and globally competent					
Course Assessments					
Course assessments include self-reflection, field observations with					

critique, position papers, critiques, or comparison/contrast.					
Please circle your response: Course maintains a contemporary/current multicultural theme. YES(4 pts.) NO (0 pts.)					
Please circle your response: Course must be a 1000 or 2000 level course. YES (4 pts.) NO (0 pts.)					
Additional Comments about Course:					
Scoring					
Please calculate total score by adding each score from all of the items.			Total Score:		
Exemplar Course 56-50					
Description of Category: Course objectives assess multicultural awareness and knowledge. This course also					

requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems, habits, etc. are a central feature of this course. This course requires self-evaluation and reflection. Content clearly addresses US or global cultures.

Course Exceeds Expectations 49 – 39

Description of Category: Course objectives assess multicultural awareness and knowledge. This course also requires real world application of course principles. Analysis and synthesis of opposing ideas about cultural values, belief systems, and habits are a central feature of course evaluations. Content clearly addresses US or global cultures.

Course Meets Expectations 38 – 28

Course objectives assess multicultural awareness and knowledge. These assessments appear to be at the knowledge, comprehension, and application levels of outcomes.

Course Needs Improvement 27-20

Course objectives tangentially assess students' multicultural awareness and knowledge. Culture is not the primary focus of the course (some other content is primary). Experiences and assessments are at low levels of learning (knowledge and comprehension). Not enough information is reported to evaluate assessments.

Not a Multicultural Course 19 and Below

Content on culture is missing entirely.

Appendix J: Common Embedded Assessment Forms

Form 1: True/False

1. One can determine someone's ethnicity just by looking at them
2. Minority groups learn both their own culture and the culture of a dominant group.
3. To be successful, minority groups must overcome deficits in their thinking.
4. From a genetic standpoint, no such thing as race exists.
5. Perceptions of pain have little relationship to cultural norms.

Form 2: True/False

1. In diverse societies, minority groups learn both their own culture and the culture of dominant groups.
2. People from different cultures perceive reality the same.
3. Evaluating a home in Haiti by U.S. standards is an example of ethnocentrism.
4. Social discrimination occurs when some groups do not have certain privileges while others do.
5. The “one drop” rule from the 19th century U.S. South is an example of racism.

Form 3: True/False

1. One can determine someone's ethnicity just by looking at them.
2. One feature of culture includes genetic features, like skin color.
3. Families from a low socioeconomic background do not value education.
4. Ethnic group patterns of behavior are learned.
5. In U.S. history, Jim Crow laws are an example of a dominant group oppressing a minority group

Form 4: True/False

1. Middle class attitudes have led to discrimination against the poor.
2. Ethnic groups with dark skin are more violent than those that tend to have lighter skin color.
3. Values and beliefs get transmitted at birth.
4. To be successful, minority groups must overcome deficits in their thinking.
5. A child's SES while growing up is highly related to adult educational, work, and housing opportunities.

Form 5: True/False

1. The U.S. is known for its religious homogeneity.
2. Ethnicity and race are interchangeable terms.
3. One feature of culture includes genetic features, like skin color
4. Culture includes the combined knowledge and beliefs of a society.
5. Perceptions of pain have little relationship to cultural norms.

Form 6: Multiple Choice

1. When studying other cultures, it is important to keep in mind that
 - a) they are not as socially advanced as we are.
 - b) they do not understand the way that we do things.
 - c) we have to take into account our own cultural biases.
 - d) they are strange, and we can never really understand them.
2. Studying other cultures comparatively helps us
 - a) understand how our own culture works.
 - b) opens up multiple interpretations of similar problems.
 - c) understand the contributions of other cultures to a global society.
 - d) all of the above.
3. The best way to learn about other cultures is through
 - a) popular media.
 - b) a variety of sources from the culture, such as literature, music and film.
 - c) a text-book.
 - d) none of the above.
4. One often used justification for the colonization of poor nations is
 - a) a desire for inter-cultural understanding.
 - b) the civilization of inferior peoples.
 - c) the protection of native plants and animals.
 - d) all of the above.
5. Cross-cultural awareness includes
 - a) simply understanding that everyone should love everyone.
 - b) how one conducts a meeting in a foreign land.
 - c) challenging the beliefs of minority groups.
 - d) none of the above.

Appendix K : Assessment Results--Spring 2010, Multiple Choice Embedded

Spring 2010

Statistics Forms 1, 2, 4 & 5

	ratio	final
N Valid	508	508
Missing	0	0
Mean	.7744	3.8720
Median	.8000	4.0000
Mode	.80	4.00
Std. Deviation	.21107	1.05535

Statistics Form 1

	ratio	final
N Valid	60	60
Missing	0	0
Mean	.7033	3.5167
Median	.7000	3.5000
Mode	.60	3.00
Std. Deviation	.20664	1.03321

a. Form = 1.00

Statistics Form 2

	ratio	final
N Valid	208	208
Missing	0	0
Mean	.8904	4.4519
Median	1.0000	5.0000
Mode	1.00	5.00
Std. Deviation	.16420	.82098

a. Form = 2.00

Statistics Form 4

	ratio	final
N Valid	75	75
Missing	0	0
Mean	.6720	3.3600
Median	.6000	3.0000
Mode	.80	4.00
Std. Deviation	.16649	.83245

a. Form = 4.00

Statistics Form 5

	ratio	final
N Valid	165	165
Missing	0	0
Mean	.7006	3.5030
Median	.8000	4.0000
Mode	.80	4.00
Std. Deviation	.21598	1.07988

a. Form = 5.00

Statistics Form 6

	final	ratio
N Valid	66	66
Missing	0	0
Mean	3.0152	.6030
Median	3.0000	.6000
Mode	3.00	.60
Std. Deviation	.79406	.15881

a. Form-6.00

Appendix L : Assessment Results--Fall 2010, Multiple Choice Embedded

Fall 2010 Multiple Choice Quiz Assessment Multicultural Core Assessment				
Courses that administrated the assessment 22.4% (n=12)				
Courses not administrating the assessment 78.6% (n=44) The assessment was voluntary.				
College	Department	Course	Course Name	Number Enrolled
Agriculture	Ag Education	AAEC 4309		8
Human Sciences	DOD	ADM 3312		30
Arts and Sciences	SASW	ANTH 1301	Understanding Multicultural America	
Arts and Sciences	English	ENGL 3337	Modern and Contemporary World Lit.	26
Arts and Sciences	Political Science	POLS 3361		12
Arts and Sciences	Political Science	POLS 3371	Comparative Politics	81
Arts and Sciences	CMLL	Span	Civilización Hispánica: Hispanic Civilization	22
VP	Art	Art 1309	Art Appreciation	320
Human Sciences	APS	CFAS 2360	Diversity in Community, Family and Addiction Services	32
Education	C&I	EDEL 2300	Schools, Society and diversity	120
Education	C&I	EDSE 2300	Schools, Society and diversity	140
Business Admin	BA	FIN 4328	International finance	56

Courses Not Assessed: Fall 2010

Introduction to Agricultural Education
 Cultural Anthropology
 Art History Survey I
 Introduction to Deaf Culture and Linguistics
 Sports and Public Spectacles in the Ancient World
 The World of Greece
 Rhetoric in Western Thought
 Multicultural Lit: Intro to 20th Century Latina/Latino Literature
 Sport in World Cultures
 French Culture
 Introduction to Human Geography

Intro to Human Geography-Honors
 Regional Geography of the World
 German Culture and Society
 Contemporary Germany
 Literature of the Holocaust
 Development in Cross-Cultural Perspective
 World History to 1500
 Colonial Latin America
 Modern Latin America
 The Modern Middle East, 1800 to the Present
 Honors Seminar in International Affairs: The Middle East
 Honors Sem in International Cinema: Europe and Its Cinema
 Period Furnishings I
 Latin America and Iberia: An Interdisciplinary Introduction
 Colonial Latin America
 The Development Of Landscape Architecture
 International Management
 International Marketing
 Cultural Aspects of Food
 Classical Greek Philosophy
 International Politics
 South American Governments
 Ethnic Minority Psychology
 Travel and Tourism
 International Retailing
 20th Century Russian Civilization Through Literature in Translation
 The Vampire in East European and Western Culture
 Introduction to Sociology
 Internship in Spanish
 Social Work with Diverse Populations
 History of Theatre I

Fall 2010 Assessments.

Statistics 1-5

		final	ratio
N	Valid	584	584
	Missing	3	3
Mean		3.6969	.7394
Median		4.0000	.8000
Mode		4.00	.80
Std. Deviation		1.03899	.20780

Statistics^a

		final	ratio
N	Valid	138	138
	Missing	3	3
Mean		3.4420	.6884
Median		4.0000	.8000
Mode		4.00	.80
Std. Deviation		.96673	.19335

a. Form = 1.00

Statistics^a

		final	ratio
N	Valid	59	59
	Missing	0	0
Mean		4.1864	.8373
Median		5.0000	1.0000
Mode		5.00	1.00
Std. Deviation		1.05821	.21164

a. Form = 2.00

Statistics^a

		final	ratio
N	Valid	96	96
	Missing	0	0
Mean		4.2500	.8500
Median		4.0000	.8000
Mode		5.00	1.00
Std. Deviation		.85840	.17168

a. Form = 3.00

Statistics^a

		final	ratio
N	Valid	75	75
	Missing	0	0
Mean		3.3600	.6720
Median		3.0000	.6000
Mode		4.00	.80
Std. Deviation		.83245	.16649

a. Form = 4.00

Statistics^a

		final	ratio
N	Valid	216	216
	Missing	0	0
Mean		3.5972	.7194
Median		4.0000	.8000
Mode		4.00	.80
Std. Deviation		1.08254	.21651

a. Form = 5.00

Statistics Form 6

		final	ratio
N	Valid	589	589
	Missing	27	27
Mean		2.9796	.5959
Median		3.0000	.6000
Mode		3.00	.60
Std. Deviation		1.02000	.20400

Appendix M : Assessment Results--Fall 2010, Open-Ended Embedded

SW3331 Social Work with Diverse Populations—Special assessment. Since 2009, the instructor of Social Work with Diverse Populations has provided the committee with a special written end-of-course analysis of student learning. Data were collected spring, summer, fall of 2009 and fall of 2010. Four sections were surveyed.

Students were asked, “What was something you discovered about yourself and your ethnic group as a consequence of taking this course?” In fall 2010, an additional question was added: “What is something you discovered by reading the journal articles about non-dominant groups that enhances understanding” Using a contextual analysis procedure that focused on tallying reoccurring topics, the topic are listed below. The topics were not collapsed into generalizations. However, the responses were divided by responses that focus on knowledge about other groups and those that focus on attitudes. There is some overlap The topics are below.

What have you learned as a consequence of taking this course?	
Theme	
Inter-ethnic power relationship are important	
Appreciate and Respect others	
Not all African Americans faces oppression	
African American, Jewish, Hispanic, and Asian Americans struggled with dominant groups;	7

not only African Americans have struggled	
We should respect other groups and be aware of them	
Discrimination and oppression should not be in our vocabulary	
America's racist/classist past was elucidating; racism still active today; more than I realized	6
Some of us are blind to other cultures, and we assume superiority; I was blind to other cultures	3
As a Caucasian, I am very lucky, fortunate, and spoiled; very self-absorbed; advantaged; judgmental; dominant; culturally blind; very complicated to understand; paternalistic	11
Identifying a social worker with multiple cultures	
Texas has the 4 th largest population of Asian Indians	
30% of American Indians hold bachelor's degrees	
East Asian religions	
Native Americans are real Americans	
Term "Latino" more respected than "Hispanic"; I learned a lot about Hispanics; correct terms, in general	5
We are all Americans; hyphenated Americans stood out; learned about minorities	
African Americans are not ashamed of slavery	
Hispanic names are a beautiful part of their culture	
Asian cultures revolve around family (saving face); Native and Asian culture value interdependence	3
"House of Islam" article opened my eyes; understand stigma place of Arabs	4
Number of African American men in prison was shocking; instability syndrome among African American men	5
So much in social work is working with and around cultural differences; I'll be better able to help people when I understand them	3
When working with Native American tribes, you need to know the tribes particular spiritual heritage	
acculturation	
Reading other perspectives was important	
Groups don't try to better themselves in the same way	

2) What was something that you discovered about yourself and your ethnic group?	
Theme	
I learned about healing beliefs of my culture	
Other cultures are the same as mine	
Blacks use culture as an excuse	
My cultural competence is lacking	
Many stereotypes exist	
Stereotypes are harmful	
I've caught myself before using hurtful (offensive) remarks	2
People can have multiple ethnic identities; I have multiple ethnic identities; White is not all I am	4
I better understand myself by understanding my culture	5

Jewish Americans value education	
I have rediscovered my family and I need to reconnect with our past history	2
I have a stronger appreciation for the struggle	
Caucasians get blamed for a lot of things.	
Some in the Korean part of my family do not identify with Korea at all	
Class makes me want to change world for the better; be more open-minded	5
My Irish and Dutch ancestors faced more discrimination than I thought; other groups faced discrimination other than what I thought	3
Some people I hang out with look down on other cultures	
My people and I belong here	3
I should not let things that happened in the past to hinder me	
Before this class, I limited what I did based on stereotypes about my group	
There are many differences within my own ethnic group	
I know little about Asian Indians	
I discovered that I can work with other people	
Before this course, I was very ethnocentric; I practice culture blindness; I have internal racism; I need to be more culturally competent; I was blind to a lot before this class	9
Since 9/11 I've been fearful because of my culture. This class restored my faith in mankind	
I don't agree with some of the values of my culture	
Being American is not being white;	
I feel "blank" like I have no culture—envious of better defined cultures; I did not know much about myself; I discovered that I do have a culture, even though I'm white.	6
Don't judge a book by its cover; I was more judgmental than I thought	2
Important to learn about other people; learning about other important	5
I did not realize that I was both a victim and an offender	

EDEL 2300 Schools, Society, and Diversity—Special assessment. In the fall of 2010, one instructor of EDEL 2300 created an end-of-course assessment that asks the students, define multiculturalism, why multiculturalism is important, and why it was important to apply what was learned about multiculturalism. Three sections were surveyed.

Definition of multiculturalism	
Culture is multifaceted; acknowledge differences and commonalities;	5
Being able to teach everyone in your classroom; knowing each student's cultural background; including everyone in the curriculum; a fair chance for all cultures to get an education; relevant instruction; creating equal opportunity	20
Always present	
Strategies that are helpful to use with students from diverse backgrounds; adjusting teaching to learning styles	5
Respecting each other's culture; Caring; fairness	4
Knowing many perspectives; embracing differences; promote democracy	3

Covers many characteristics—cultures, race, disabilities, location, language, social status, etc.; the way people live and behave	4
Anything that sets a student apart	
Enrich ourselves	

Why Tech students (or all people) understand the meaning and purpose of multicultural education?	
Related to student achievement; being a better teacher	5
Promotes diversity; everyone is different, not better or worse; better understand other cultures; equality	9
Related to being able to work in today's workforce; everyone has to deal with this; understand cultures that surround a school; applies everywhere; applies to all facets of life	13
It is easy for children to become discouraged.	
Students need to know how to act in a democratic society	2
Treating everyone with respect; awareness; to break stereotypes	3
Society is changing	

Why it is important to apply what was learned about multiculturalism	
To benefit k-12 students; so each student will feel respected; Everyone should feel respected; everyone should have a chance to succeed; applying what we learned can domino, affecting many others; so that students feel equal; fairness; social justice for everyone; if we don't, we could offend; so we don't discriminate	19
Way to become a great teacher; make you a more effective professional	5
Helps us better understand people; adapt to a changing world;	5
It is a factor all the time; in or to make our society a better one	6
To prevent biases from taking over our classroom; create a high-quality education	3
To increase chances that learning takes place; have a positive impact; set an example for students	3
You can learn how to involve students in lessons that they may otherwise not care about	

Appendix N : 2009 Report of Committee Activities

The Multicultural Core Committee met monthly during AY2009, focusing on implementing an assessment of the multicultural core, with the focus on multicultural knowledge, as opposed to attitudes and skills. The diversity of courses in the core plus the potentially controversial nature of the subject make an assessment difficult. The year started with over 120 different multicultural core courses spread across 7 colleges. Despite this difficulty, the committee was able to develop a preliminary rubric for the evaluation of multicultural core course syllabi, pilot one assessment technique, create items for the Online Senior Assessment (OSA), offer two well-attended workshops on related issues, agree upon a definition of multiculturalism, and began discussing a full assessment of the multicultural core. Below are summaries of these efforts, along with links to related documents.

- Preliminary rubric. The developed rubric was focused on this student learning objective (SLO): *Students will demonstrate knowledge of U.S. ethnic minorities and global societies*. The overarching aim of the rubric was to rate the alignment of course goals and assessments to this SLO. Those courses that were poorly aligned with this SLO were to be removed from the core group of courses. More about this process and an example taken from the rubric can be found in the manuscript called [Preliminary Rubric for Multicultural Core](#).
- Pilot of embedded assessment and meta-analysis technique. The theory behind this pilot was that local embedded assessments would work better than external standardized assessments. The diversity of courses in the core made a single assessment seemingly impossible. For the pilot, the committee agreed to allow each individual instructor to create his or her own embedded assessment and use effect size as the gain statistic. An average of these gain scores from each course would provide a rudimentary measure of student learning gains across diverse courses taught at the university. While the procedures worked, the committee was left with questions of the validity and reliability of the actual teacher-made tests. A broader discussion can be found at [Effect Size and Embedded Assessment](#). This report adds 3 contrived classes to the meta-analysis, so the entire analysis here is referred to as “contrived.” It does, however, use live data.
- OSA. The committee created 7 items for the OSA. Generally, students performed well on these questions. When possible, the committee will develop additional items with increasing levels of difficulty.

- Workshop #1. In the spring of 2009, the committee sponsored two workshops that focused on the complexity of the problem. The first, *Danger and Safety in the Assessment Net*, describes how complex assessment activity requires multiple measures. The focus of the discussion was on embedded assessment and the importance of faculty driving any assessment effort. Documents related to this talk are located at Danger and Safety. [Click here to go to that document.](#) [Click here for supplemental document.](#)

- Workshop #2. The second workshop, called *Multiculturalism and Embedded Assessment*, was focused much more on an audience of instructors who teach courses in the multicultural core. The goal was the workshop was to inform interested faculty about the role of the committee. The assembled group discussed the importance of assessment for accreditation and provided feedback on the committee's efforts. This feedback revealed some fear among faculty that these assessments would be used as ratings of their teaching. Those present were assured that assessment data could not be used in this manner. Second, the group was concerned about the efficacy of using a variety of assessments across courses. The supporting document for this effort can be found at [this link](#).

- Definition of Multiculturalism. At the end of the year, the committee drew upon all of its article critiques, discussions, and work to produce the following definition of multiculturalism:
 - o *At Texas Tech University, multicultural studies examines the effects of cultural diversity on all human societies, behaviors, endeavors, and enterprises. This field focuses on the dynamic conditions of various human groups, including distinct, contradictory or complementary perspectives held by these human groups. At TTU, this area of study is inherently interdisciplinary, providing students with the knowledge, skills, and dispositions to engage diverse communities with success.*

Finally, the committee made plans for much more comprehensive assessment in the coming year and set goals for culling from the core those course that are weakly related to the multicultural SLOs. This meant possibly completely rethinking the assessment plan and refining and testing an updated rubric.

Appendix O : April 2009 Letter to Faculty Discussing Committee Activities and Plans

Dear

Starting in April of this year, the Multicultural Core Committee (a subcommittee of the Core Curriculum Committee) will begin the assessment of all courses in the multicultural core. This assessment will have two parts, one being an assessment of syllabi and the other being an assessment of student learning. the purpose of the syllabi assessment is to improve the selection and development of courses in the multicultural core. Additionally, the purpose of the assessment is to provide to the Provost a measure of student learning beyond student grades for these courses. These efforts are directly associated with Southern Association of Colleges and Schools (SACS) accreditation assessment efforts. We need your help in this effort.

Because the records I have indicate that you are teaching , Here are activities of the committee that affect you:

Open Forum for interested faculty: In April, the committee will hold an open forum on its activities, including expected outcomes. Beyond providing information, we hope to be informed by faculty suggestions about our assessment of multicultural core courses.

Assessment of Course Syllabus: Soon after this forum, the committee will begin the process of gathering and reviewing syllabi from each multicultural course. The committee will then assess the syllabi by use of a rubric designed to help instructors incorporate necessary multicultural content.

Embedded Assessment: The committee will also ask that instructors conduct an assessment of student learning by embedding a short test into one of their instructional sessions. This assessment will take no more than 10 minutes to conduct, and it will be based upon terms rated by instructors as the most likely to be taught in these courses. We need to do this before the end of this spring term. This is where we need your immediate help with our inaugural embedded assessment.

- We need you to rate a list of terms generally felt by the committee to be related to multiculturalism. This survey will take no more than 10 minutes. The link to the survey is <http://educfmk.educ.ttu.edu/selectsurvey/TakeSurvey.aspx?SurveyID=n2MM885>
- Based on terms that appear to be commonly used, we will construct embedded assessments (a 5- 10 item multiple choice Scantron-type quiz). This embedded assessment will take no more than 10 minutes of class time. More instructions will

follow; however, we are requesting that everyone participate. In no way can this assessment be used in the evaluation of instruction.

Schedule: Next week, I ask for your rating of the terms. The following week we will hold an open forum on the activities of the committee and this assessment. Before May 1, we hope that you will be able to conduct the in-class embedded assessment.

Thank you for time and consideration of this request. As I mentioned earlier, these tasks are vital to our accreditation. Contact me if you have any questions. Please forgive me in advance. You will receive quite a bit of communication from me in the next few weeks.

Sincerely,

Hansel Burley

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Appendix P : Diversity Conference Panel Presentation Abstract, Fall 2010

Title: The Diversity Instructor Next Door: Assessing Multicultural Student Learning While Understanding the Community of Scholars that Teach Diversity Courses

Conference theme: Critical Race Studies

Abstract:

The purpose of this session is to discuss the results of and the challenges associated with the assessment of multicultural student learning objectives and engaging instructors of required multicultural courses to take part in the assessment. Additionally, the panelists ask this question: How can the university help teachers of multicultural courses help students become better prepared to engage multiple multicultural communities.

Conceptual frame. Multicultural awareness, knowledge, and skills are critical outcomes for students attending postsecondary institutions, and assessing these outcomes is an important task for postsecondary institutions, (Pope, 1997). The growing and complex cultural dynamics of the nation and the world have resulted in strong encouragement from state higher education coordinating boards and regional accrediting bodies to include multicultural learning objectives as part of the general education learning experience for undergraduates. These organizations have made it clear that culturally competent college graduates are a highly desirable outcome of education. In response, postsecondary institutions require that students take courses that increase their awareness and knowledge of cultural diversity, and even increase their skills in working with people from diverse backgrounds.

Cultural competence can be defined as appreciation, recognition, and the ability to work effectively in cross cultural situations (Sue, 2001). In fact, this definition parallels Texas Tech's multicultural core competency that students demonstrate awareness and knowledge of various cultures. However, Sue (2001) adds that cultural competence is complex, multifaceted, and developmental. Also, despite the positive goal orientation of cultural competence, the concept represents an ideal that is difficult to operationalize and translate into teaching/training goals.

Realities on the ground. Currently, Texas Tech has a wide array of courses spread across several colleges that makes up the multicultural core group of courses. Furthermore, students need only one of these courses. Additionally, this competency does not flow from a single well-defined field; many fields claim ownership of parts of this territory. In short, this complex, multifaceted, developmental, and difficult to operationalize competency can be met by students' passing only one of a varied list of courses. The university objective is as follows:

Students graduating from Texas Tech University should be able to: demonstrate awareness and knowledge of distinctive cultures or sub-cultures – including but not limited to – ethnicity, gender, class, political systems, religions, languages, or human geography.

To date, the University has conducted no direct assessment of the effectiveness of these courses at reaching these college and university student learning objectives other than a pilot study. Furthermore, no common curricular or assessment standards exist, and the credentials needed for teaching these courses is unknown. The panel will discuss next steps for helping the academic community improve these required courses and take part in assessment practices that will help ensure continual improvements of the courses.

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Session Chair Contact information:

Hansel Burley
Associate Professor of Educational Psychology

Panel Session (not all of the above panelists will be able to attend; however, all need to be acknowledged for their efforts)

Appendix Q : Other Resources

Catalog description of Multicultural Core Requirement



2010-2011
Multicultural Requiren

Committee Presentation to Core Curriculum Committee



Faculty Multicultural Core Workshop



Appendix Q: Instructor Assessment of Student Proficiency—May 2009

May 2009. Instructor Self-assessment of student proficiency in their courses.

Enter the number of students enrolled in the course

		Response Average
	View responses to this question view	59.73
Total Respondents		26

5. At the end of the spring 2009 semester, what percentage of students met your multicultural course KNOWLEDGE expectations?

		Response Average
	View responses to this question view	87.12
Total Respondents		26

6. At the end of the spring 2009 semester, what percentage of students met your multicultural course AWARENESS expectations?

		Response Average
	View responses to this question view	85.23
Total Respondents		26

7. Check all of the topics that your course covered. Check all that apply.

	Response Total	Response Percent	Points	Avg
U.S. Subcultures	14	54%	n/a	n/a
One or more global society or culture	25	96%	n/a	n/a
Ethnicities	20	77%	n/a	n/a
Gender	17	65%	n/a	n/a
Class	19	73%	n/a	n/a
Political systems	14	54%	n/a	n/a
Religions	16	62%	n/a	n/a
Languages	15	58%	n/a	n/a
Human geography	14	54%	n/a	n/a
Other, please specify view	4	15%	n/a	n/a
Total Respondents		26		
View conditional responses (if applicable) view				

8. I am aware that in a 2008 external evaluation of the multicultural core student learning objectives, TTU students performed poorly.

	Response Total	Response Percent	Points	Avg
Yes	17	65%	n/a	n/a
No	9	35%	n/a	n/a
Total Respondents		26		

9. I would like to participate in the assessment of multicultural core student learning.

	Response Total	Response Percent	Points	Avg
Yes	16	62%	n/a	n/a

No		10	38%	n/a	n/a
Total Respondents			26		

10. I would like to attend a workshop on multiculturalism and assessment this summer and/or this fall.

		Response Total	Response Percent	Points	Avg
Yes		16	62%	n/a	n/a
No		10	38%	n/a	n/a
Total Respondents			26		

11. Please relay any message you would like to leave concerning teaching and assessment of a multicultural core course. Thank you very

Appendix R : Results of Survey of Faculty Teaching Multicultural Courses

April 2010, Survey of Key Terms to be Used in the True/False and Multiple Choice Assessment. The committee was searching for the terms that were most common among courses in the multicultural core required courses' content.

Rate the terms below by the amount of emphasis that the multicultural course you instruct places on each:

	Very Significant	Significant	Neutral	Insignificant	Very Insignificant	Response Total	Points	Avg
Acculturation:	14.29% (6)	38.1% (16)	26.19% (11)	11.9% (5)	9.52% (4)	42	n/a	n/a
Affirmative Action:	4.76% (2)	19.05% (8)	19.05% (8)	19.05% (8)	38.1% (16)	42	n/a	n/a
Assimilation:	19.05% (8)	47.62% (20)	21.43% (9)	11.9% (5)	0% (0)	42	n/a	n/a
Beliefs:	42.86% (18)	38.1% (16)	9.52% (4)	2.38% (1)	7.14% (3)	42	n/a	n/a
Biculturalism:	14.29% (6)	30.95% (13)	28.57% (12)	9.52% (4)	16.67% (7)	42	n/a	n/a
Classism:	19.05% (8)	33.33% (14)	23.81% (10)	16.67% (7)	7.14% (3)	42	n/a	n/a
Colorism:	11.9% (5)	14.29% (6)	33.33% (14)	21.43% (9)	19.05% (8)	42	n/a	n/a
Cultural Inversion:	4.76% (2)	19.05% (8)	38.1% (16)	26.19% (11)	11.9% (5)	42	n/a	n/a
Culture:	88.1% (37)	9.52% (4)	0% (0)	0% (0)	2.38% (1)	42	n/a	n/a
Discrimination:	42.86% (18)	16.67% (7)	16.67% (7)	11.9% (5)	11.9% (5)	42	n/a	n/a
Dominant Culture:	42.86% (18)	42.86% (18)	11.9% (5)	2.38% (1)	0% (0)	42	n/a	n/a
Enculturation:	9.52% (4)	30.95% (13)	40.48% (17)	11.9% (5)	7.14% (3)	42	n/a	n/a
Equity:	28.57% (12)	26.19% (11)	16.67% (7)	14.29% (6)	14.29% (6)	42	n/a	n/a
Ethnicity:	52.38% (22)	28.57% (12)	9.52% (4)	9.52% (4)	0% (0)	42	n/a	n/a
Ethnocentrism:	50% (21)	23.81% (10)	9.52% (4)	11.9% (5)	4.76% (2)	42	n/a	n/a
Gender:	35.71% (15)	23.81% (10)	23.81% (10)	11.9% (5)	4.76% (2)	42	n/a	n/a
Heterosexism:	16.67% (7)	11.9% (5)	19.05% (8)	21.43% (9)	30.95% (13)	42	n/a	n/a
Inraculture:	9.52% (4)	19.05% (8)	35.71% (15)	19.05% (8)	16.67% (7)	42	n/a	n/a
Marginal/Minority Status:	26.19% (11)	30.95% (13)	21.43% (9)	16.67% (7)	4.76% (2)	42	n/a	n/a
Oppression:	30.95% (13)	33.33% (14)	16.67% (7)	7.14% (3)	11.9% (5)	42	n/a	n/a
Prejudice:	40.48% (17)	30.95% (13)	11.9% (5)	7.14% (3)	9.52% (4)	42	n/a	n/a
Race:	35.71% (15)	38.1% (16)	11.9% (5)	7.14% (3)	7.14% (3)	42	n/a	n/a
Racism:	40.48% (17)	26.19% (11)	16.67% (7)	7.14% (3)	9.52% (4)	42	n/a	n/a
Religion:	47.62% (20)	33.33% (14)	11.9% (5)	4.76% (2)	2.38% (1)	42	n/a	n/a
Sex:	23.81% (10)	23.81% (10)	21.43% (9)	19.05% (8)	11.9% (5)	42	n/a	n/a
Sexism:	30.95% (13)	4.76% (2)	26.19% (11)	26.19% (11)	11.9% (5)	42	n/a	n/a
Sexual Identity:	19.05% (8)	26.19% (11)	14.29% (6)	14.29% (6)	26.19% (11)	42	n/a	n/a
Social Class/Socioeconomic Status:	50% (21)	33.33% (14)	11.9% (5)	2.38% (1)	2.38% (1)	42	n/a	n/a
Social Stratification:	33.33% (14)	33.33% (14)	23.81% (10)	4.76% (2)	4.76% (2)	42	n/a	n/a
Subculture:	19.05% (8)	42.86% (18)	28.57% (12)	7.14% (3)	2.38% (1)	42	n/a	n/a
Values:	42.86% (18)	38.1% (16)	11.9% (5)	4.76% (2)	2.38% (1)	42	n/a	n/a
Total Respondents						42		

Appendix S: 2008 Summary Report

**SACS- TASK FORCE: STUDY OF THE MULTICULTURAL CORE
REQUIREMENT AT TEXAS TECH UNIVERSITY**

2008 SUMMARY REPORT

BY

M-CORE FACULTY TEAM

Arturo Olivárez, Jr. Chair

(In alphabetical order)

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Joaquin Borrego

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Linda Krefting

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Luis Ramirez

&

Yuan Shu

Dwight Gard (Graduate Student Support)

May 12, 2008

Examination of the Texas Tech University Multicultural General Education Requirement

Introduction

In efforts to better serve the student body, the faculty, the staff, the community, the region of west Texas and the State of Texas, the office of the president and provost embarked in the challenging task of examining the efforts previously made in meeting one of the cornerstone statements of the university's vision and strategic plan, embracing diversity. For a period of two and one half months, about ten organized meetings in which the core team members reviewed and examined previous work conducted at similar institutions were held. Researchers in the field of multicultural education and the Texas Tech University General Education Committee members engaged in discussion of the competency statement.

A thorough review of the literature related to multiculturalism and diversity concepts was undertaken providing the basis for a very broad conception of what other institutions of higher learning had implemented in their curricula. These institutions webpages included narratives of how their institutions have developed and implemented their multicultural requirement in their students' coursework. Some of the institutions reviewed included the University of Minnesota – Twin Cities, Emporia State University, San Diego State University, University of Virginia, Arizona Western College, University of Alaska- Fairbanks, Alverno College, and Cabrillo College, to name a few who have included diversity in their curricula.

Additionally, the work of several researchers such as Banks, Nieto, Gollinick, Huber, Ambrosio, Rodriguez, Miksch, and Higbee in the field of multiculturalism was also examined and reviewed by the team in order to determine the theoretical and practical aspects of the discipline. The result of this broad examination of the extant literature and current work lead to the creation of an initial set of competencies (3) and student learning outcomes (6) intended to reflect what a university course should attempt to include as a minimum set of objectives which students may need to acquire. Several prolonged discussions on this initial set led to the reformulation of the core competencies and student learning outcomes that best reflected what has transpired at Texas Tech University in the last 8 to 10 academic years since the installation of the multicultural

requirement in the general education curriculum. Several documents dating back to academic years of 1994, 1995, and 1996 provided the pivotal and significant information related to the specific aspects of the University's adopted Multicultural requirement. The faculty team targeted attention to the development of a set of competencies and student learning outcomes which were explicitly expressed, recommended, and adopted by the university as whole. At the end of many discussion meetings, the team was able to settle on one general core competency which closely honored the document and two distinct student learning outcomes that represented the bulk of what was expected from 130+ multicultural requirement courses (See above). The final version of the Core and Student Learning Outcomes for this requirement was approved by the General Education committee and installed for the new university catalog. In reference to the courses listed in the catalog for meeting the multicultural requirement is important to note that in a typical semester less than 3 percent of these courses are taught across the university's general education coursework; however, enrollment averages for these courses ranged between 36 and 39 students.

The Faculty Team concluded that simplicity and high level of adherence to the General Education Committee's recommendation requirement was paramount and the following core and two competencies were proposed and with the recognition that the requirement is not currently part of the SACS's Standard on diversity and the requirement not part of the Texas Higher Education Coordination Board (THECB).

TTU General Education Competency Statement:

Students graduating from Texas Tech University should be able to demonstrate awareness and knowledge of distinctive cultures and subcultures, including but not limited to ethnicity, gender, class, political systems, religions, languages, or human geography.

TTU General Education Student Learning Outcomes for Category:

- *Demonstrate awareness and knowledge of cultural differences within one or more distinctive sub-cultures of the United States, or*
- *Demonstrate awareness and knowledge of cultural differences within one of more global societies (Outside the U.S.)*

Method

The next task tackled by the Faculty Team was the identification of assessment measures which include items or scales representing the broadest interpretation of the core competency and

student learning outcomes within the university's multicultural requirement. Several measures which have been in place for the past 5 years were identified. These included the National Survey of Student Engagement (NSSE), the Graduating Student Survey, the College Senior Survey, and the IS 1100: Freshman Baseline Survey. All of these measures are indirect assessments of students' views and perceptions about key aspects of multiculturalism represented by the core competency. For example, the NSSE included an item asking students to indicate the extent to which the institution "encouraged contact among students from different economic, social, and racial or ethnic backgrounds." The College Senior Survey had the largest number of items reflective of the core and learning outcomes with 26 items. One such item probed student views since he/she first entered college about the "ability to get along with people of different races/cultures." Another university survey which is conducted with all incoming freshmen was the IS 1100: Freshman Baseline Survey. The survey includes six items addressing aspects of diversity and multiculturalism. The student is asked to agree or disagree on items like "TTU should be committed to the creation of a multicultural community" and "TTU should be committed to the creation of a campus which is supportive of diversity in various forms (gender, political orientation, etc.)" Finally, the Graduating Student Survey which has been administered since academic year 2001 included a very broad item about students' "understanding of other cultures."

Most of these measures have been used for many other aspects of the students' general education requirement providing general assessment of students' views and dispositions. Overall, the Faculty Team was able to ascertain the current levels of students' perceptions about the multicultural requirement by collecting the existing data provided to them. The findings from these assessments are reported in the chart of competency statement including some recommendations for improvement. The results are descriptive statistics including percentages of student degree of endorsement at the last two or three categories in the particular item's scale.

Results from Assessment Measures on Multiculturalism and Diversity

National Survey of Student Engagement (NSSE)

This instrument attempts to measure student engagement in several practices related to learning, persistence and graduating. The participating colleges and universities receive scores for first-year students and seniors in five “benchmark” categories. These categories include Levels of academic challenge, Active and collaborative learning, Student-faculty interaction, Enriching educational experiences, and Supportive campus environment. The survey has been conducted since the 2000 academic year. The USA today website provides general results for all participating schools and a quick comparison may be made between TTU and several other Big-12 institutions for these major categories only. Most of the questions in the survey are intended to elicit non-direct measures associated with student success, but not necessarily as measure of subject-matter knowledge and skills learning. The NSSE scales included point ranges from 1 to 4 and scale formats that describe its point values as “never”, “sometimes”, “often”, and “very often”, respectively.

For purposes of this assessment, items from these categories were identified and selected by the Faculty Team as representing aspects addressed in the core competency and student learning outcomes for the multicultural requirement. Four distinct cohorts were surveyed at two different times with 705 in 2005 and 588 freshman and senior level students in 2007 participating in these surveys. There are 85 distinct questions with about 42 items addressing the five categories or “benchmarks”. The five identified survey questions for this assessment were derived from “Academic and Intellectual Experiences”, “Institutional Environment”, and “Educational and Personal Growth”. The results from these data collection points for these specific items indicated student rankings within the “sometimes” and “often” levels and with very little change observed within any given academic year (2005 and 2007) and across both cohorts (freshman and seniors) for these five items. Marginal gains were observed across cohorts across time with the largest gain score for these five items observed in academic year 2007 between freshman and senior cohorts (gain score = +0.23 points). Marginal gains were observed across cohorts across time with the largest difference score observed of -0.33 between freshman and seniors in academic year 2007. All in all, the student samples indicated very little change in their initial and ending college experiences as these experiences were directly referenced from the NSSE’s five indicators of the multicultural requirement. Table 1 in Appendix A provides individual descriptive statistics for the results obtained on these items.

Graduating Student Survey

The survey is part of a much broader assessment and evaluation system conducted by the department of Institutional Research and Information Management at TTU. The primary purpose of the survey is to gauge students’ experiences while at the university. Students’ responses will in turn assist the administration in providing the necessary resources for improving its student body experiences, if needed. The scale consisted of a set of demographic variables and two broad areas including “Abilities and Understanding across content areas and competencies” and “Personal development competencies”. Under the abilities and understanding component, the sample of

students (beginning and graduating) responded to their overall level of “Understanding of other cultures”. Texas Tech University has administered the survey since academic year 2001 (See appendix B) and the results indicate that there are similar differences and notable improvements between beginning and graduating students across each year. The beginning ratings typically average around a 3.1 while the at-graduation ratings average 3.8 for all administration of the survey. These results are parallel to those observed against a “standard population sample” which normalizes the data with comparable distribution of graduates by academic departments allowing for greater precision and consistency.

College Senior Survey

The College Senior Survey (CSS) is an instrument designed to gather information on a broad range of college senior student outcomes with special focus on academic and campus life experiences. The survey was developed at UCLA’s Higher Education Research Institute. The Institute provides the data collection and analyses services for many public and private universities permitting comparisons among public institutions of higher learning and a broader national senior cohort. The 2006-2007 version of the College Senior Survey included pertinent items which broadly captured the specific competency and learning outcomes enacted by the Faculty Team (See appendix C for selected items). The instrument as whole addresses attitudes, behaviors, beliefs, lifestyles, and demographics of participating seniors. The item format typically included verbal frequency, degree of agreement, degree of importance, degree of satisfaction, and degree of interaction scale formats that students experienced while in college. For this particular survey time, the total number of seniors responding to the selected set of items ranged from 1149 to 1179 in size.

The Institute report commonly provides information to participating colleges and universities in the summary form of the two top levels collapsed into a percentage and broken-down by gender and other baccalaureate institutions. Of the initial 34 CSS items deemed as representative of the competency and student learning outcomes, only 20 items were included in the present report for assessment of the multicultural requirement (See Appendix C for charts and item statements). The final items were primarily derived from the CSS components asking students questions focused on their individual reflections since entering college and the frequency which some events were experienced while in college.

The majority of the findings for the 2006-2007 survey of the CSS at Texas Tech indicate that a large portion of the student body neither enrolled in a ethnic or women studies courses nor have they participated in a racial/ethnic workshop or was part of an ethnic/racial student organization. The percentage reported values ranged from a low 8.7% to a 26.4%. In the same group of questions, students reported not having participated in a “study-abroad” program (6%). About 30% of the students reported having socialized with someone of another racial/ethnic group while 71% indicated being highly satisfied with their colleges. The student responses to two CSS items addressing the multicultural requirement (13E and 13H) indicated their degree of knowledge about different races/cultures and their ability to get along with people of other races/cultures was about 16 to 21 percent stronger compared with when they first entered college. When asked about the importance of helping to promote racial understanding and understanding of other countries and

cultures, 33 to 46 percent of the participating students indicated these issues were very important to essential. Three items focusing on the extent to which students experienced interactions with a racial/ethnic group other than their own yielded percentages ranging from a low 11 percent (felt threaten or insulted because of race/ethnicity)to a high of 27 percent (had meaningful and honest discussions about race/ethnicity outside of class). Four attitudinal CSS items asked students their degree of agreement on general diversity and multiculturalism aspects. A large number of students (54%) agreed or strongly agreed that affirmative action in college admissions should be abolished while 32 percent felt that racial discrimination is no longer a major problem in America. Overall, the results obtained from this cohort indicated that some levels of multiculturalism and diversity were in fact experienced, but not at the same high rates as those reported by similar seniors in other similar institutions (see table 2). It's difficult to expect high percentages or make fair comparisons in some of the CSS items when the current student body at the university is highly homogeneous with about 90 percent reporting a White/Caucasian race/ethnic background. The students' ethnic background from other public institution was 89%, but had a more diversified political views and affiliations.

IS 1100: Freshman Baseline Survey

As a means for addressing other more general aspects of the multicultural requirement, it was of interest to tap the perceptions of students at the beginning stage of their early college experience. The Freshman Baseline Survey (FBS) administered to freshman students enrolled in the university IS 1100 course asks students their level of agreement or disagreement on six specific attitudinal items addressing diversity and multicultural issues and concerns. The FBS item format uses a Likert-type format ranging from a low value (1) indicating a "strongly disagree" view to a high value (5) indicating a view of "strongly agree". A total of 896 students were surveyed during the fall 2007 semester. Each of the statements is presented from the stance of what the university's commitment should be for addressing these issues.

Although, this is an indirect assessment and a locally-constructed survey, exploratory factor analyses were conducted to ascertain the factorial structure of the instrument. These analyses yielded four distinguishable and interpretable factors. One of these extracted factors was clearly identified as one depicting aspects of diversity/multiculturalism. Once these items were identified, a reliability analysis was performed using Cronbach's alpha procedure. This analysis reported a moderate internal consistency index (0.76) among these six items.

The findings from this survey and this freshman cohort are found in Appendix D. The results observed indicated that the overwhelming majority of students disagree or strongly disagree with every item addressing diversity and multicultural issues. With the exception of the items addressing the university commitment to recruit qualified minority students, candidates and staff, students reported high degree of disagreement.

Conclusions and Recommendations

The following recommendations and suggestions for improvement of the current status of the general education requirement in multicultural education reflect primarily the students' views and perceptions on these issues of diversity at their beginning and ending stages of their aggregate experiences (formal and informal) in college. Aggregate in the sense that all the measures, thus far identified in the report, did not occur as a direct consequence of students having been enrolled in the identified courses listed in the University's Catalog as meeting this important requirement. Therefore, the observed results are simply a survey of students' perceptions that reflect their indirect and informal expressions as they progress through their college experiences and not necessarily having a direct bearing on the various attempts by these courses in addressing the proposed core competency and the two student learning outcomes developed by the Faculty Team. The following are but few of the many suggestions and recommendations the Team deemed as a good starting point for further discussion on this requirement.

In terms of the past and present efforts to meet the requirement, five recommendations were put forth by the Team:

1. Current list of course offerings need to be examined in terms of content addressing the competency and their capacity to address the new student learning outcomes (SLO). A university committee may be selected to study and provided the needed course modifications.
2. Current list of courses need to be reduced to those courses able to meet the core competency and SLOs. The university committee will make the necessary changes to reduced/add courses as needed based on evidence that a particular course is fulfilling the requirement core competency.
3. Create a committee of faculty members whose expertise is in multiculturalism to review existing and proposed courses to fulfill this requirement.
4. Utilize past and present data for the assessment of need son this general education requirement across campus.
5. Utilization of data interpretation to determine adherence to THECB's Core Curriculum guidelines on multiculturalism and to SACS's Standard in diversity.

In terms of the future plans for meeting this requirement, the following recommendations and ideas for improvement were put forth by the Team:

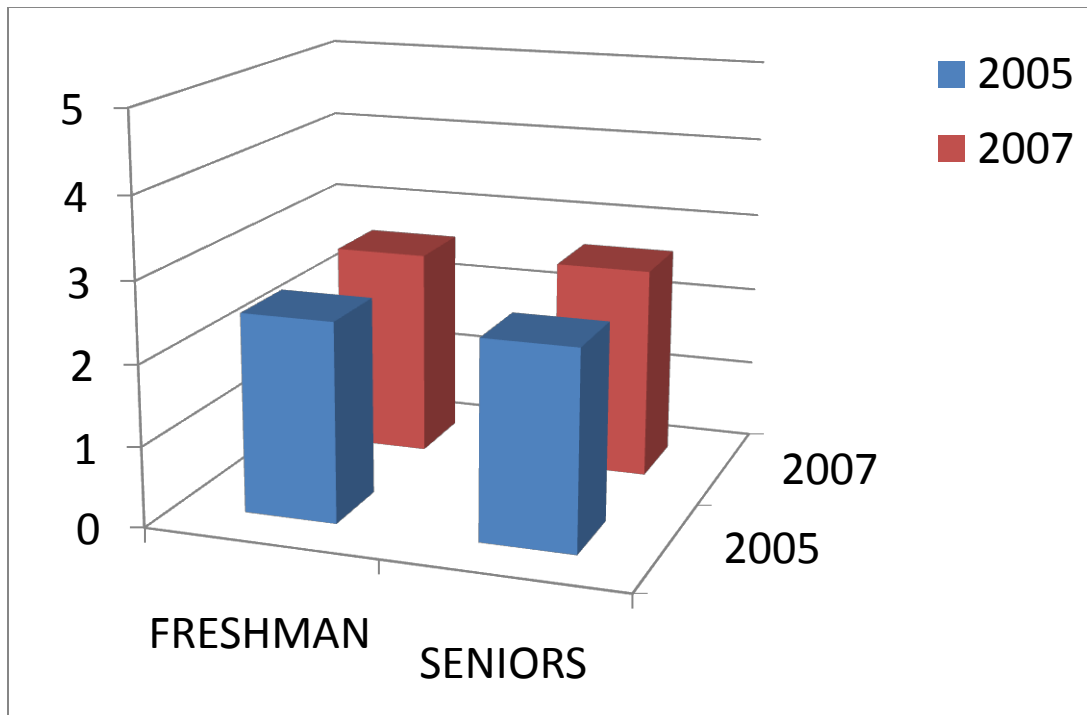
1. Develop a more comprehensive multicultural document which addresses current theoretical and applied views from research in this area of study.
2. Develop a new set of more authentic courses which honor the proposed core competency and student learning outcomes across campus.
3. Develop new measures which directly access (knowledge, skills, dispositions) the proposed competency and students learning outcomes.

4. There needs to be a university initiative focusing on the support for those courses and faculty where students' gains in this area are rewarded.
5. Develop additional competencies and student learning outcomes that are more specific to aspects of multiculturalism.
6. Imbed student learning outcomes more consistently across the new course list addressing the multicultural/diversity competencies.
7. Conduct ongoing research on the imbedded student learning outcomes and validate instruments developed.
8. Monitoring and documentation of adherence to the competency and SLOs by the General Education Committee.
9. Establish clear linkages of the Multicultural competency to the TTU's Mission, Vision, and Strategic Plan.
10. Courses developed to meet the multicultural competency requirement should include on their syllabi a core competency statement that links the course to the General Education Multicultural requirement.
11. Courses developed should clearly state in the syllabus methods of assessment for the multicultural student learning outcomes.
12. Data-driven evidence should be collected, analyzed, and interpreted to by Gen. Ed. committee. Committee will make necessary recommendations to the university.

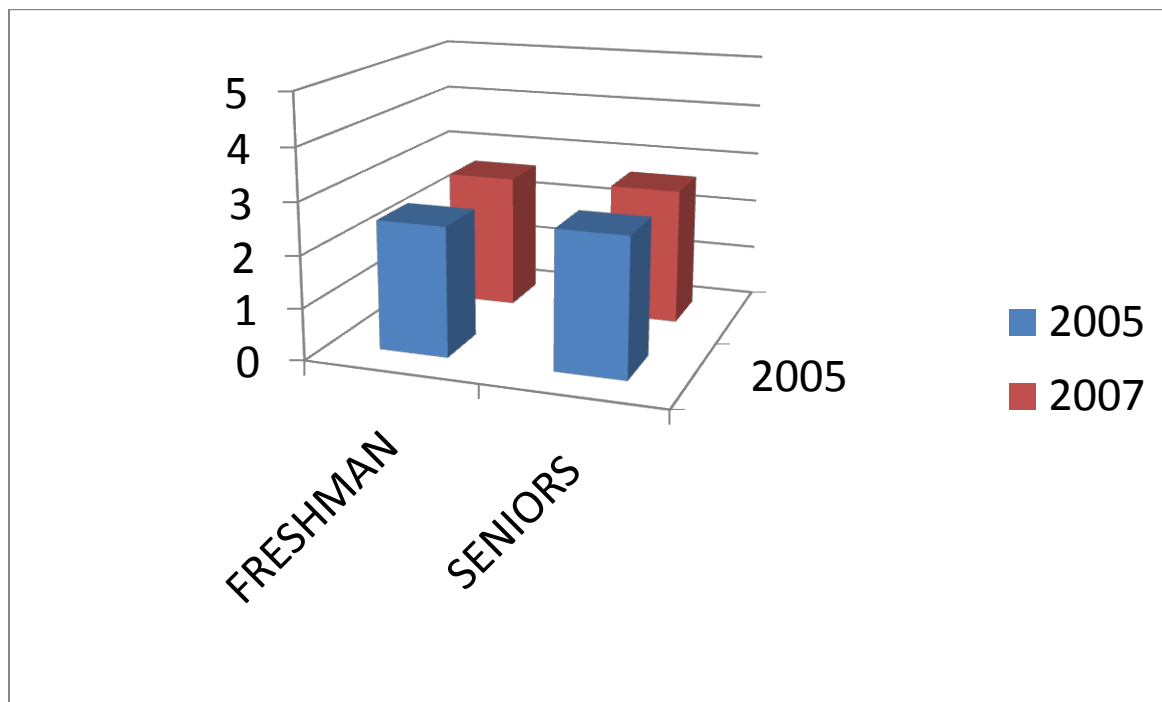
APPENDIX A

Table 1. National Survey of Student Engagement selected items averages across year and student classification cohorts.

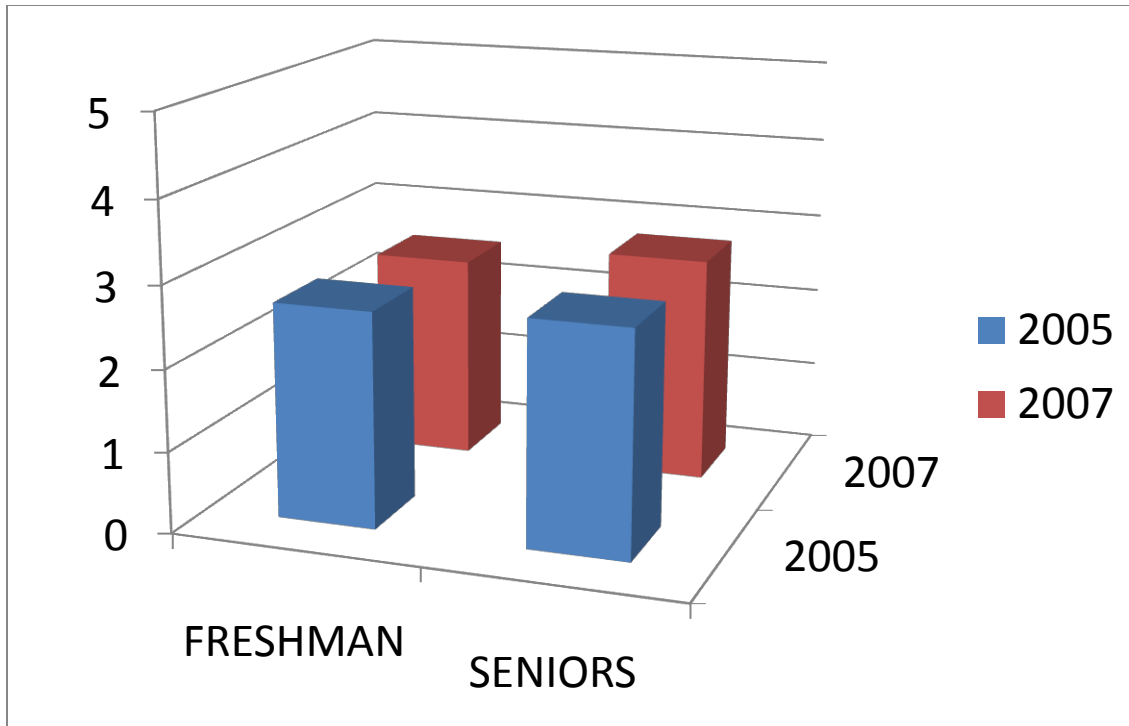
Item Description	2005 (<i>n</i> = 705)		2007 (<i>n</i> = 588)	
	Freshman	Senior	Freshman	Senior
1e. Academic and Intellectual Experiences: Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.	2.45	2.83	2.53	2.87
1u. Academic and Intellectual Experiences: Had serious conversations with students of a different race or ethnicity than your own.	2.50	2.66	2.62	2.65
1v. Academic and Intellectual Experiences: Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.	2.65	2.75	2.53	2.79
10c. Institutional Environment: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	2.29	2.20	2.61	2.28
11/. Educational and Personal Growth: Understanding of other racial and ethnic backgrounds.	2.42	2.36	2.58	2.40



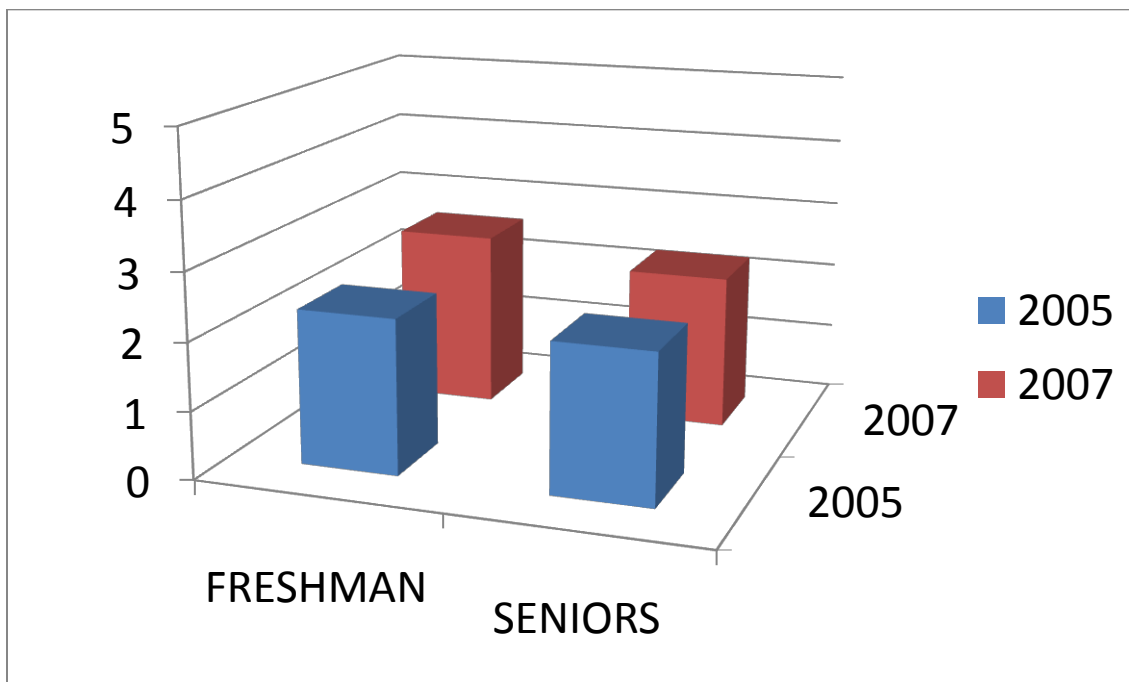
(NSSE: 1E) Academic and Intellectual Experiences: Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.



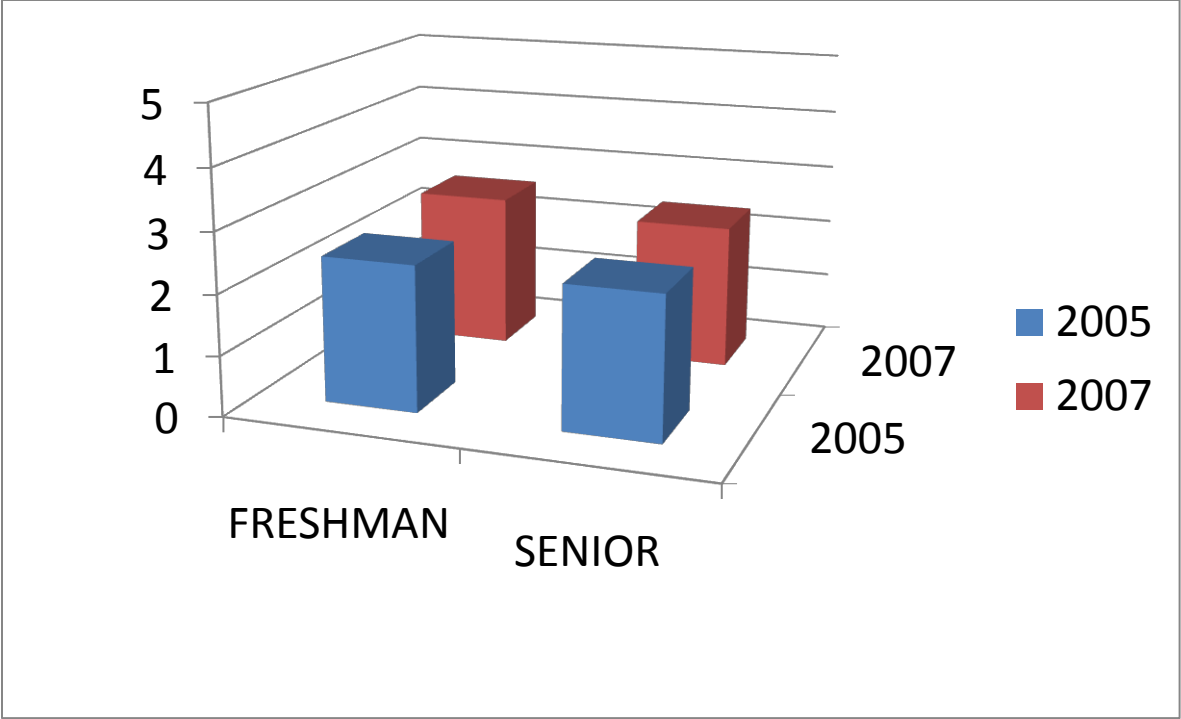
(NSSE:1U) Academic and Intellectual Experiences: Had serious conversations with students of a different race or ethnicity than your own.



(NSSE: 1V) Academic and Intellectual Experiences: Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.



(NSSE: 10C) Institutional Environment: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.



(NSSE: 11L) Educational and Personal Growth: Understanding of other racial and ethnic backgrounds.

APPENDIX B

**SELF-RATINGS OF ABILITIES IN *THE GRADUATING STUDENT SURVEY*
COMPARED OVER THE LAST SIX YEARS**

YOUR UNDERSTANDING OF OTHER CULTURES

*On a scale of 1 [poor] to 5 [excellent], how would rate your understanding of other cultures?

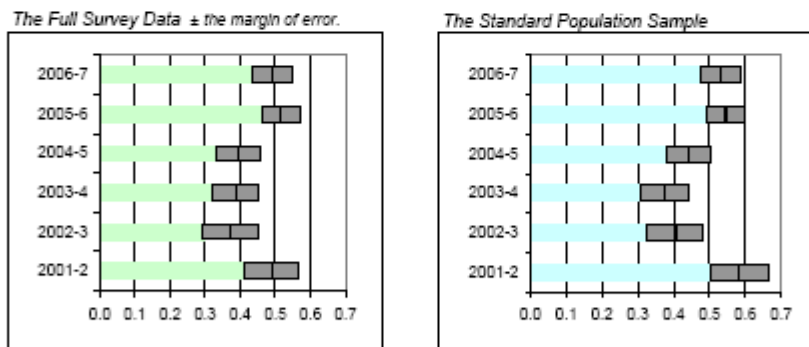
Beginning Ratings and At-Graduation Ratings



*In each chart above, for each year, the left box = beginning rating \pm confidence interval at 95%,
the right box = the at-graduation rating with the same margin of error.*

The shaded bar separating the two represents the approximate amount of improvement.

Improvement Rating Charts



The "Improvement Rating" is the average amount of improvement adjusted by the proportion of zero improvements. It is a relative scale for comparing change over time. It can be compared to the charts for other questions in this series.

The "Standard Population Sample" normalizes the data according to a common distribution of graduates by academic department (i.e. the proportion from history, art, mathematics, etc. is consistent throughout) on the theory that differences in response rates by department may affect comparative survey results.

Each period covers December, May, and August commencements.

APPENDIX C

COLLEGE SENIOR SURVEY ITEM DESCRIPTION

CCS: SELECTED ITEM DESCRIPTIONS	
5F	Taken an ethnic studies course
5G	Taken a women's studies course
5H	Attended a racial/cultural awareness workshop
5I	Had a roommate of different race/ethnicity
5J	Participated in an ethnic/racial student organization
5R	Participated in a study-abroad program.
10C	Socialized with someone of another racial/ethnic group
12K	Respect for the expression of diverse beliefs-Satisfaction rating
13E	Compared with when you first entered this college how would you now describe your: Knowledge of people from different races/cultures
13H	Compared with when you first entered this college how would you now describe your: Ability to get along with people of different races/cultures
16Q	Indicate the importance to you personally of each of the following: Helping to promote racial understanding
16T	Indicate the importance to you personally of each of the following: Helping to promote racial understanding
17B	To what extent have you experienced the following with students from a racial/ethnic group other than your own? Had a meaningful and honest discussion about race/ethnic relations outside class.
17E	To what extent have you experienced the following with students from a racial/ethnic group other than your own? Had tense, somewhat hostile interactions
17G	To what extent have you experienced the following with students from a racial/ethnic group other than your own? Felt insulted or threatened because of your race/ethnicity
17J	To what extent have you experienced the following with students from a racial/ethnic group other than your own? Attended events sponsored by other racial/ethnic groups
20E	Please indicate your agreement with each of the following statements: Racial discrimination is no longer a major problem in America
20F	Please indicate your agreement with each of the following statements: Colleges should prohibit racist/sexist speech on campus
20G	Please indicate your agreement with each of the following statements: Same-sex couples should have the right to legal marital status
20H	Please indicate your agreement with each of the following statements: Affirmative action in college admissions should be abolished

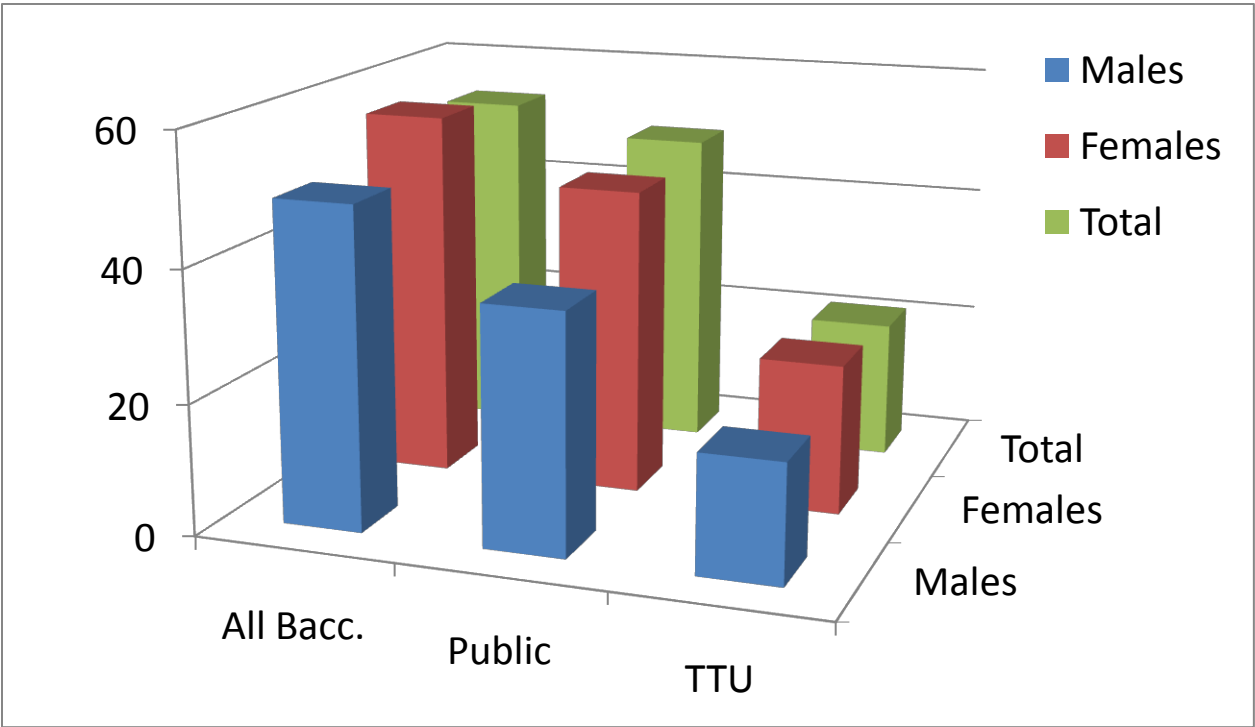
APPENDIX C (Continued)

Table 2. College Senior Survey selected items averages across types of universities and student gender.

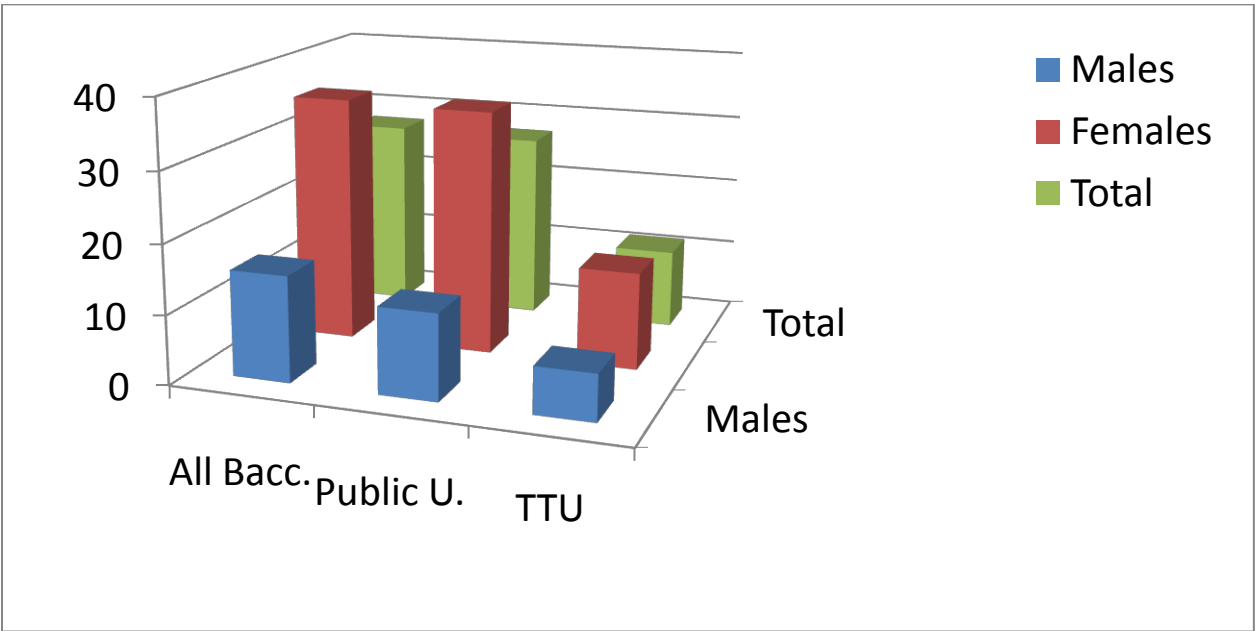
CSS Item number	Number Respondents	All Baccalaureate Institutions			Public Universities			Texas Tech University		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
5F	1177	49.1	56.3	53.4	36.4	46.9	43.1	18.1	23	21.2
5G	1176	15.3	35.7	27.6	12.4	35.3	27.1	6.7	14	11.4
5H	1176	29	36.6	33.6	25.5	31.6	29.4	10.7	12.6	11.9
5I	1179	46.7	40.8	43.1	44	36	38.9	30.6	24	26.4
5J	1179	19.4	21.7	20.8	16.5	17.1	16.8	9.5	8.2	8.7
5R	1172	25.5	34.7	31.1	13.3	28	22.7	4.3	6.9	6
10C	1176	45	46	45.6	34.9	37.3	36.4	28.1	28.3	28.2
12K	1175	68.9	72.4	71	74.9	78.2	77	62	75.4	70.6
13E	1173	28.4	29.7	29.2	26.9	33.1	30.9	14.6	17.1	16.2
13H	1171	26.7	26.5	26.6	27.3	26.7	26.9	20.2	21.6	21.1
16Q	1177	37.1	43.7	41.1	32.9	40.5	37.8	38.4	29.9	33
16T	1162	57.7	64	61.6	58.4	62.3	60.9	50.2	44.1	46.3
17B	1174	40.8	41.3	41.1	32.7	34.5	33.9	32.3	23.7	26.7
17E	1170	10.7	6.7	8.3	7.5	3.5	5	23.7	8.9	14.2
17G	1168	9.5	6.1	7.4	6.7	3.6	4.7	19.8	6.6	11.3
17J	1173	21.5	24.4	23.3	15.6	15	15.2	20.6	17.1	18.3
20E	1152	19.8	10.2	14	20.4	10.2	13.9	42.1	26	31.8
20F	1159	45.9	58.1	53.3	37	52.6	47	43	45.9	44.9
20G	1163	62.6	74.7	69.9	70.9	79.1	76.2	36.9	48.2	44.2
20H	1149	58.7	47.6	52	64	47.4	53.4	64.2	47.6	53.5

APPENDIX C (Continued)

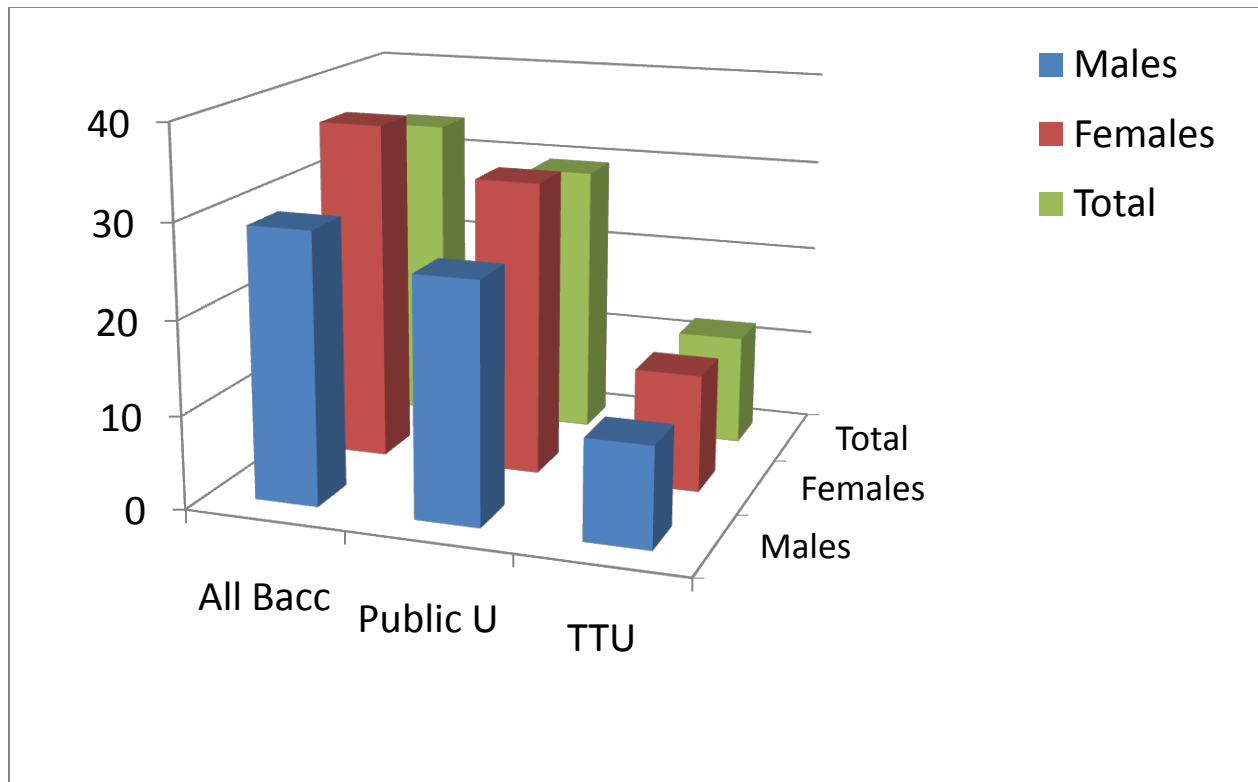
Histogram charts for the College Senior Survey Selected Items



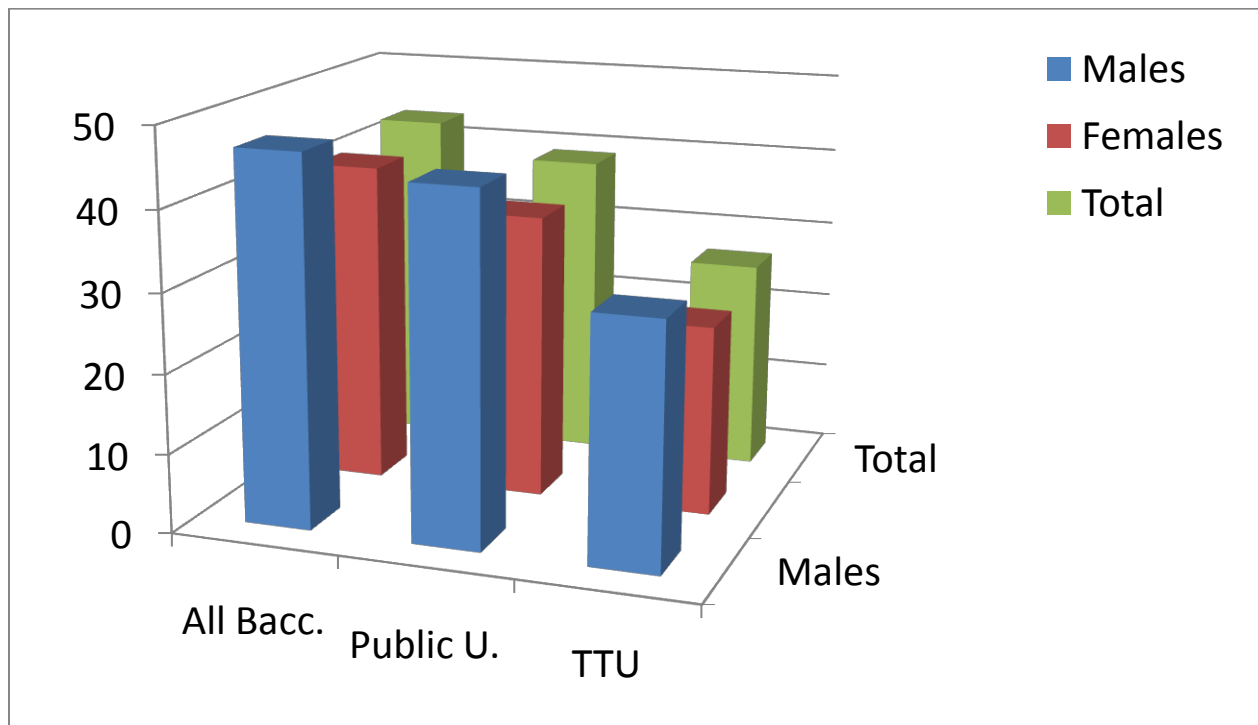
CSS 5F. Since entering college have you taken an ethnic studies course?



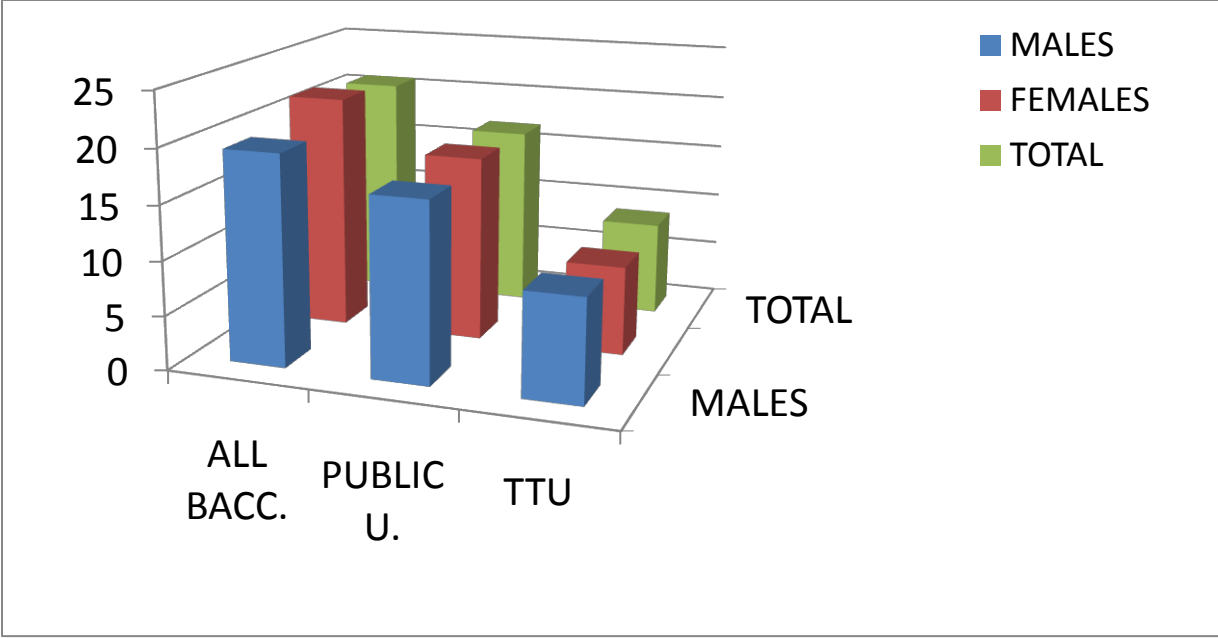
CSS 5G. Since entering college have you taken a women's study course?



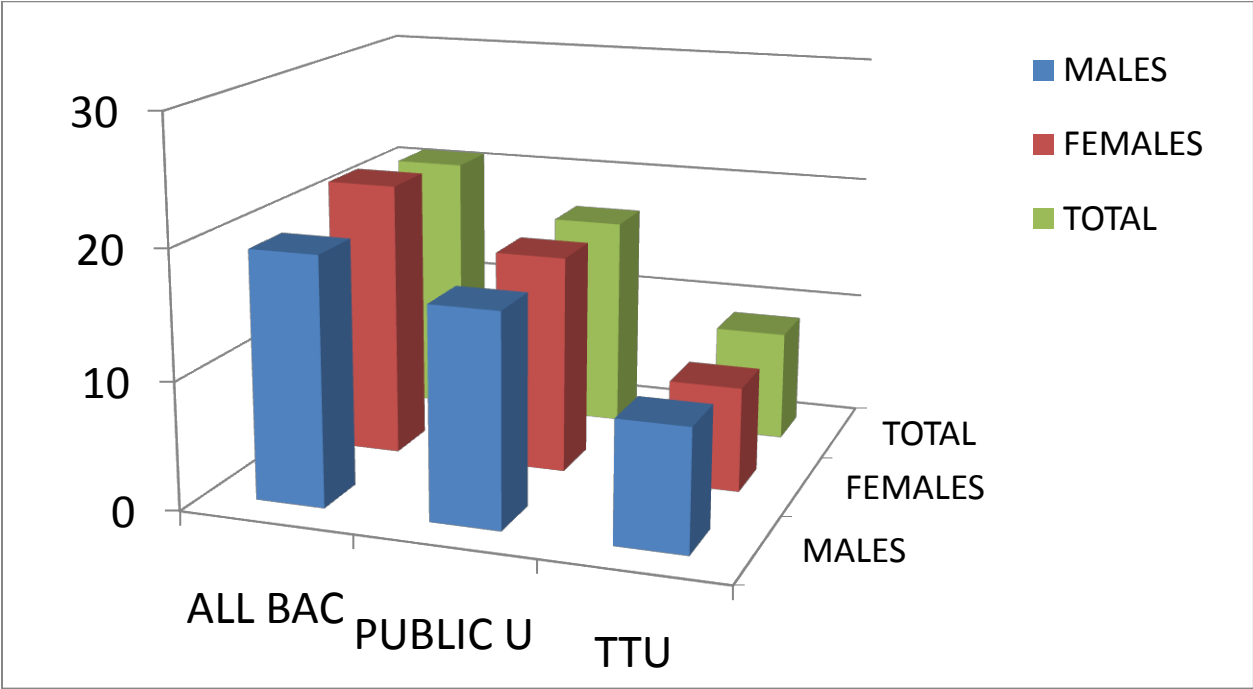
CSS 5H. Since entering college have you attended a racial/cultural awareness workshop?



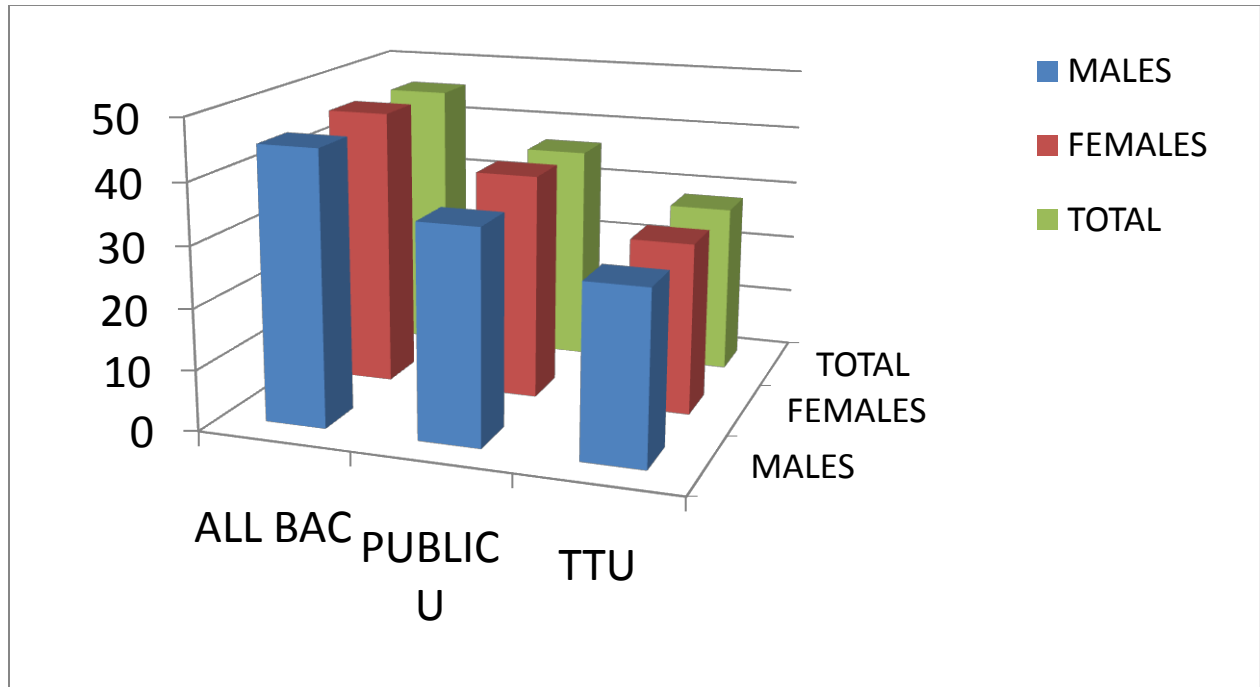
CSS 5I. Since entering college have you had a roommate of different race/ethnicity?



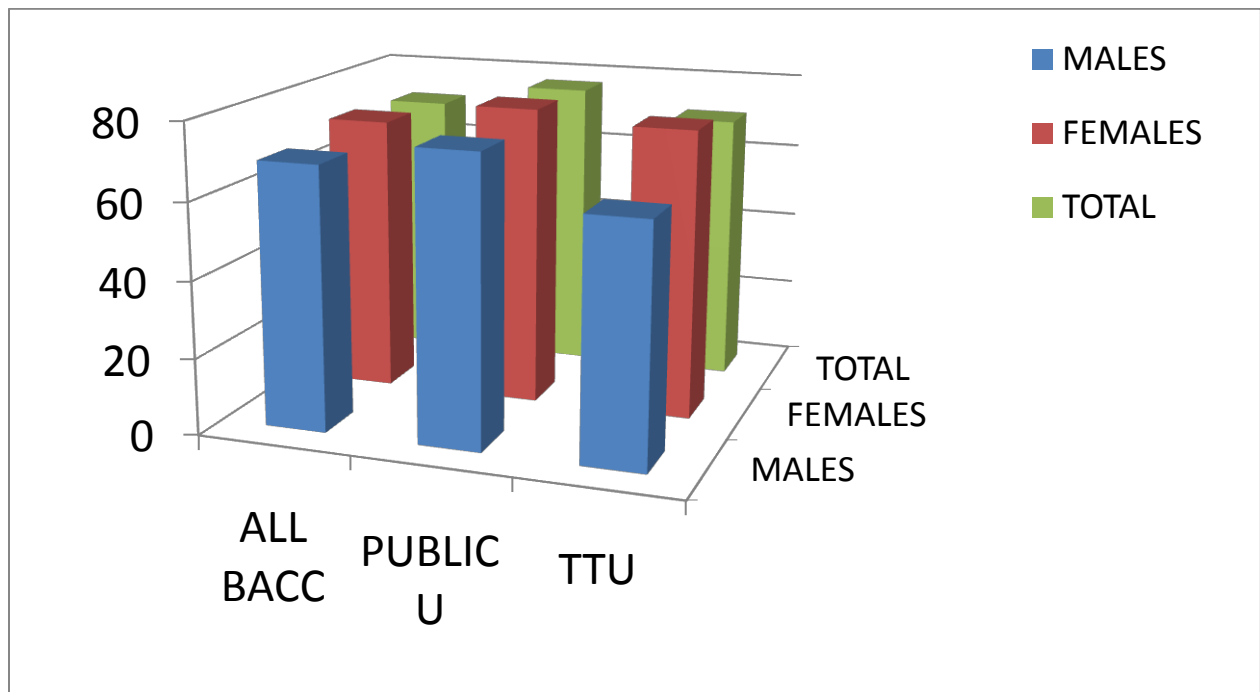
CSS 5J. Since entering college have you participated in an ethnic/racial organization?



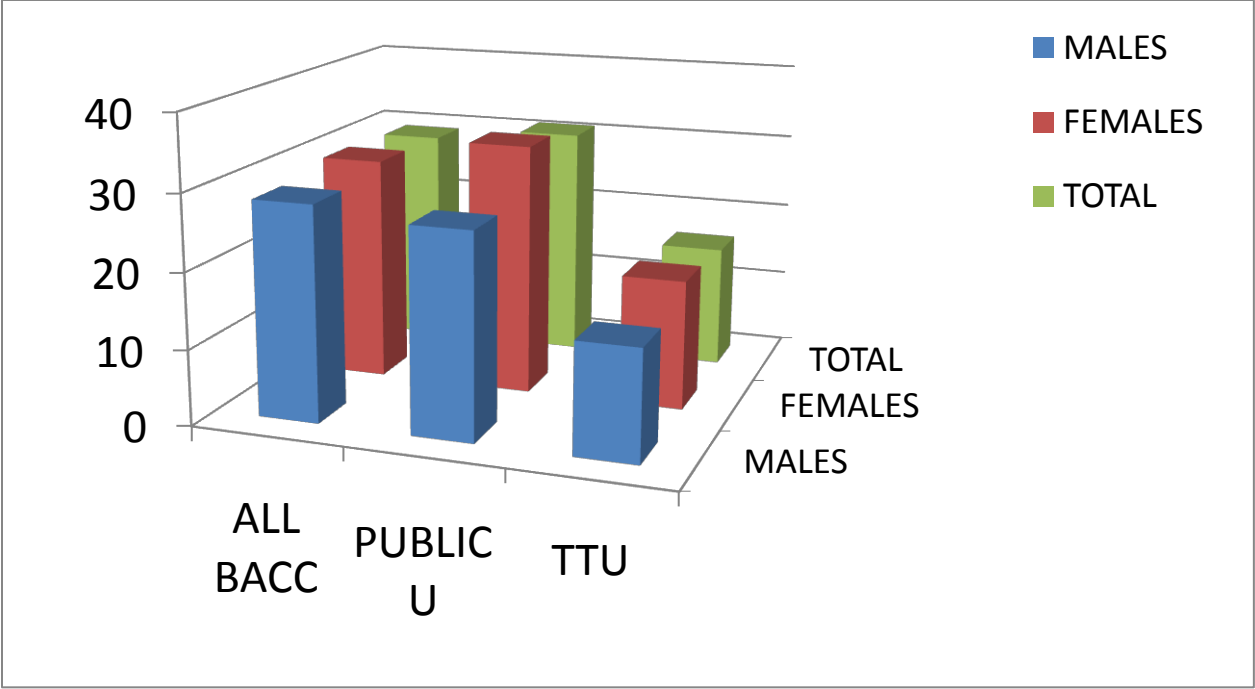
CCS 5R. Since entering college have you: Participated in a study-abroad program?



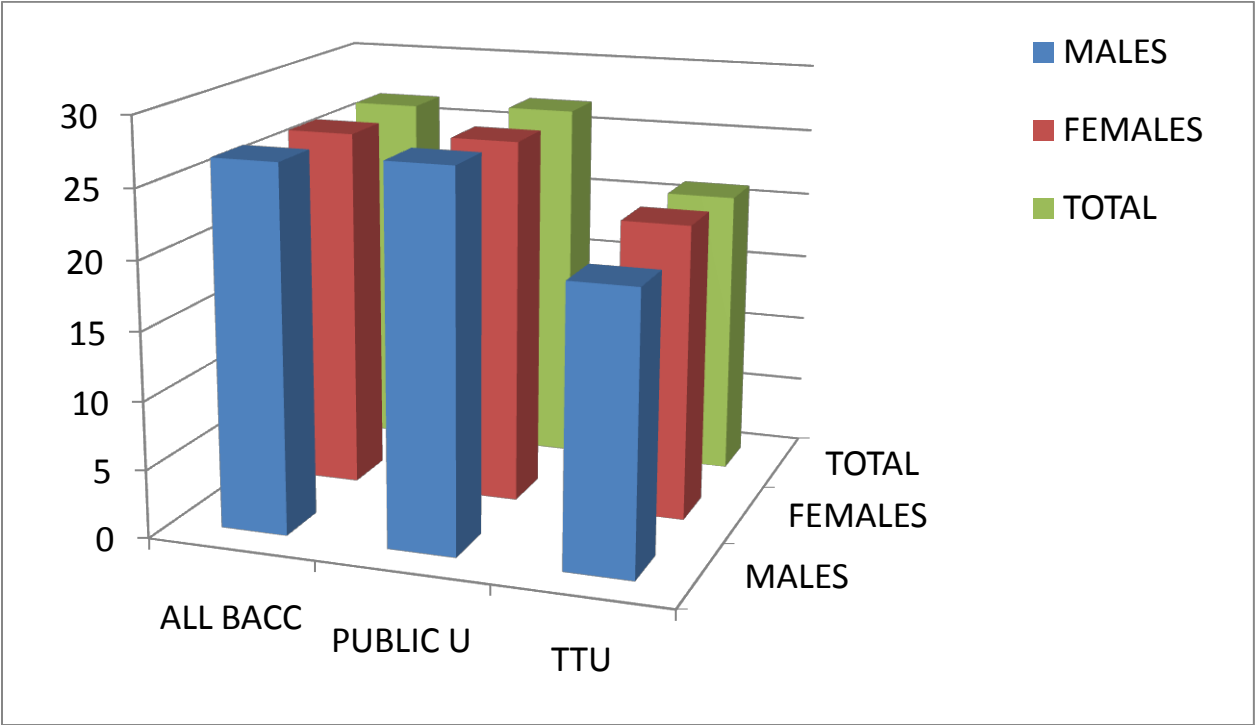
CSS 10C. For the activities listed below, please indicate how often you engaged in each during the past school year: Socialized with someone of another racial/ethnic group.



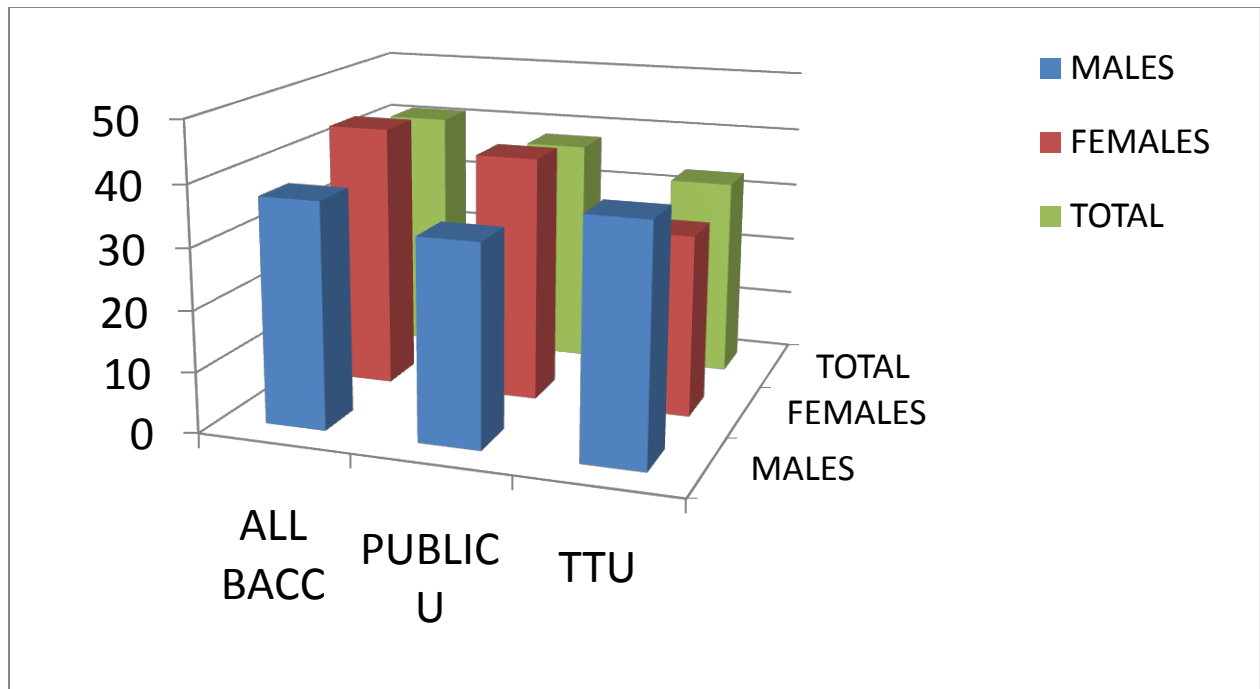
CSS 12K. Please rate your satisfaction with you college in each area: Respect for the expression of diverse beliefs.



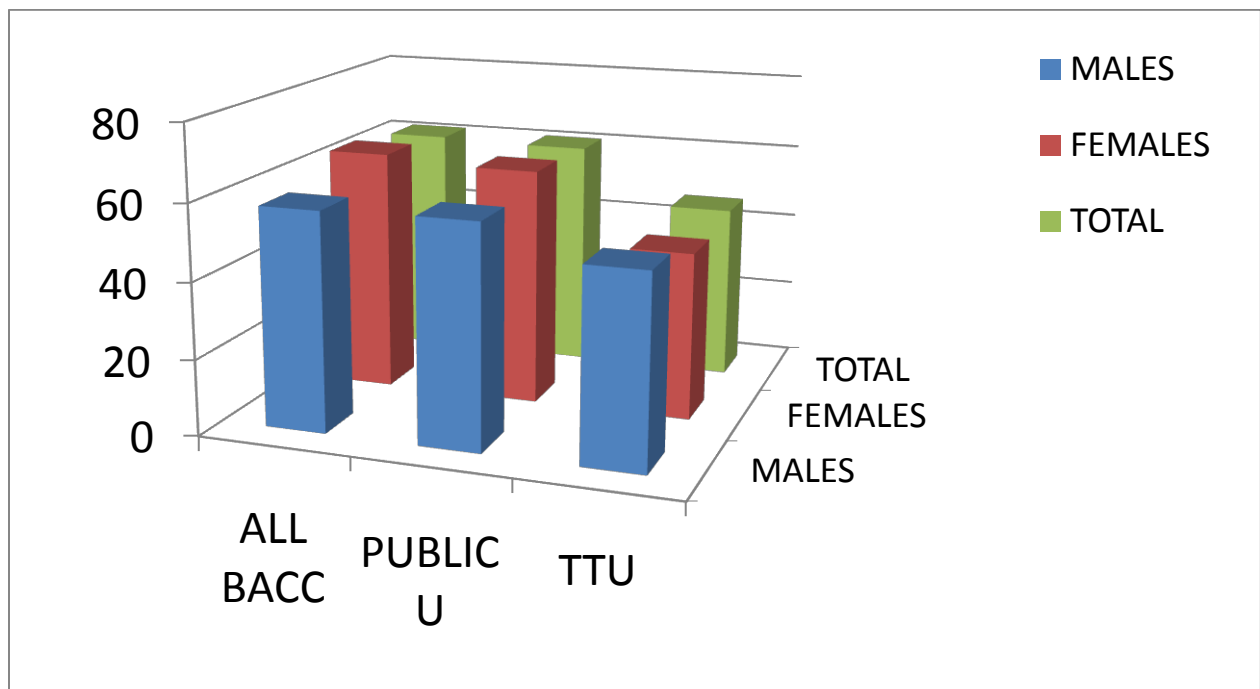
CSS 13E. Compared with when you first entered this college how would you now describe your: Knowledge of people from different races/cultures.



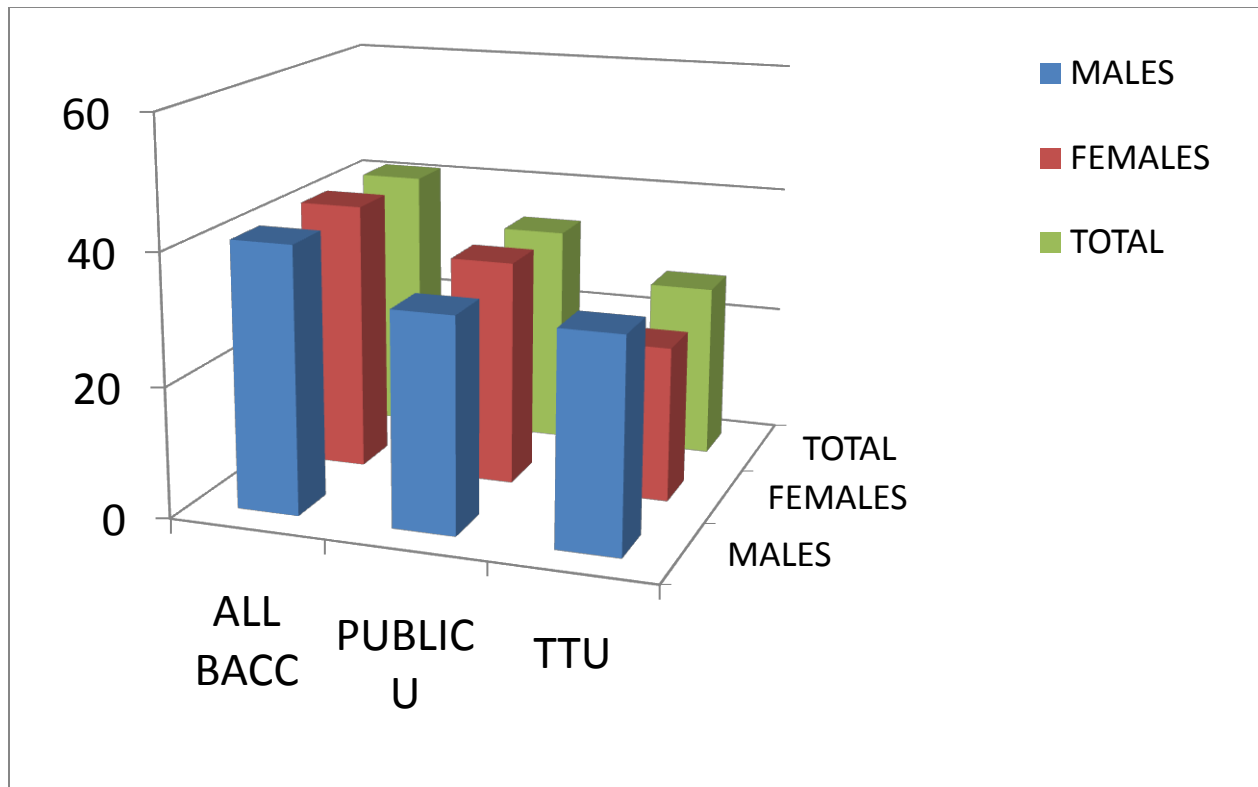
CSS 13H. Compared with when you first entered this college how would you now describe your: Ability to get along with people of different races/cultures.



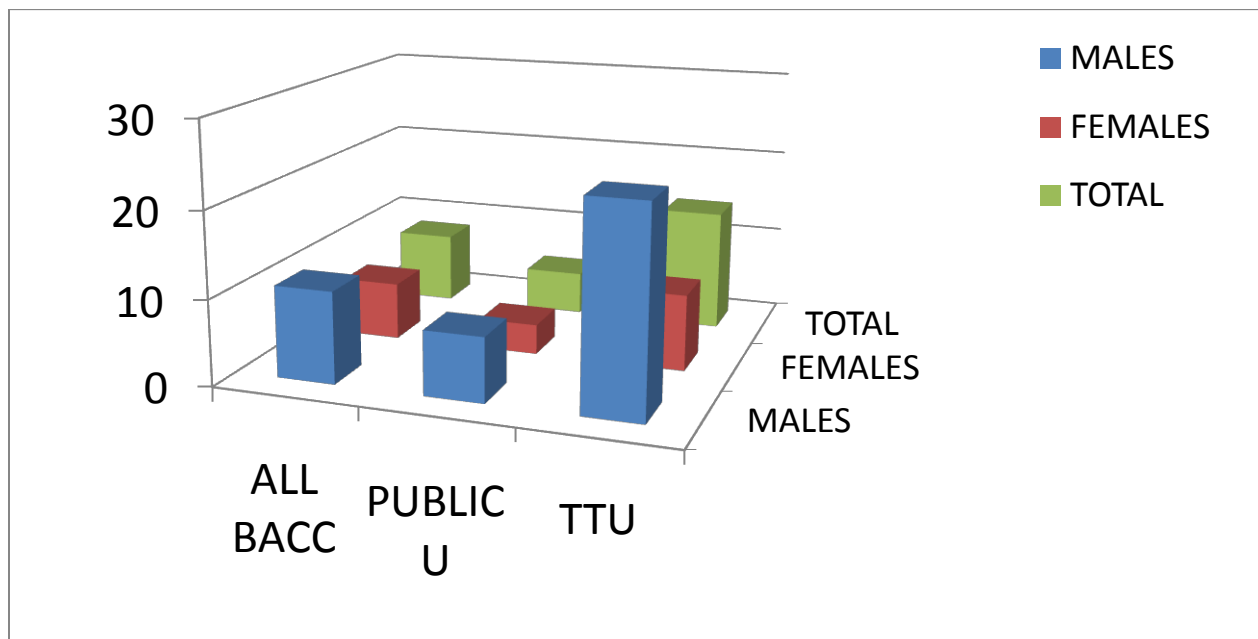
CSS 16Q. Indicate the importance to you personally of each of the following: Helping to promote racial understanding.



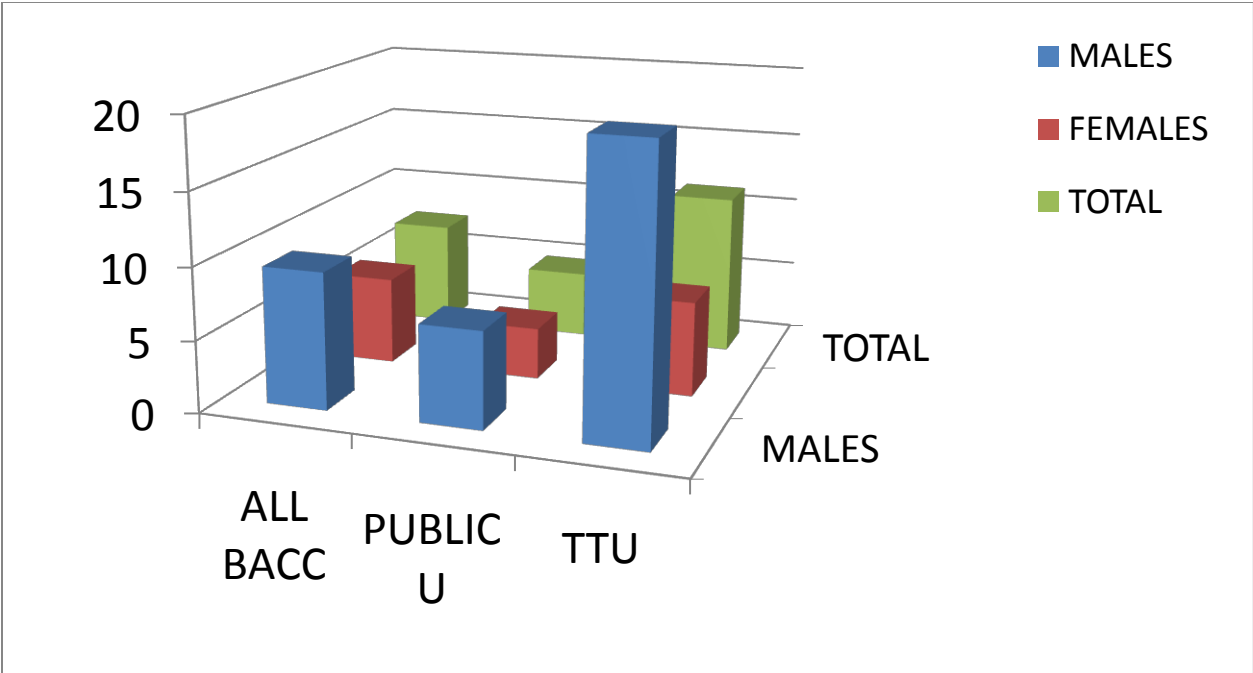
CSS 16T. Indicate the importance to you personally of each of the following: Improving my understanding of other countries and cultures.



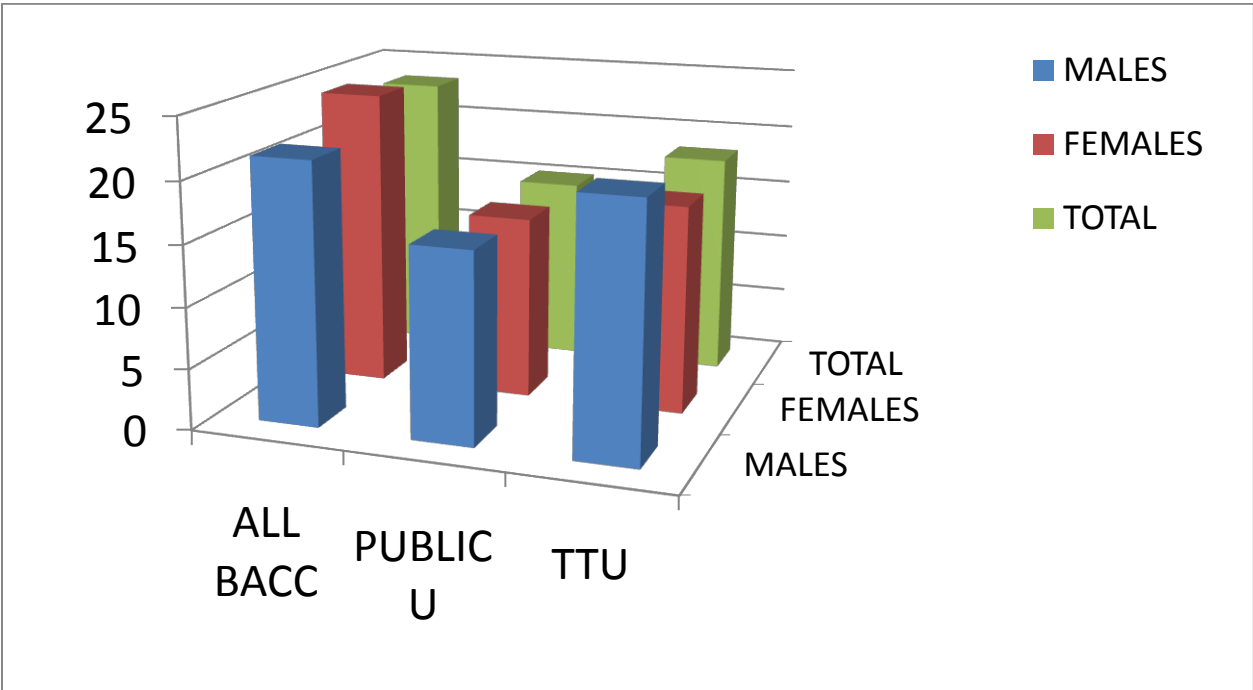
CSS 17B. To what extent have you experienced the following with students from a racial/ethnic group other than your own? Had a meaningful and honest discussion about race/ethnic relations outside class.



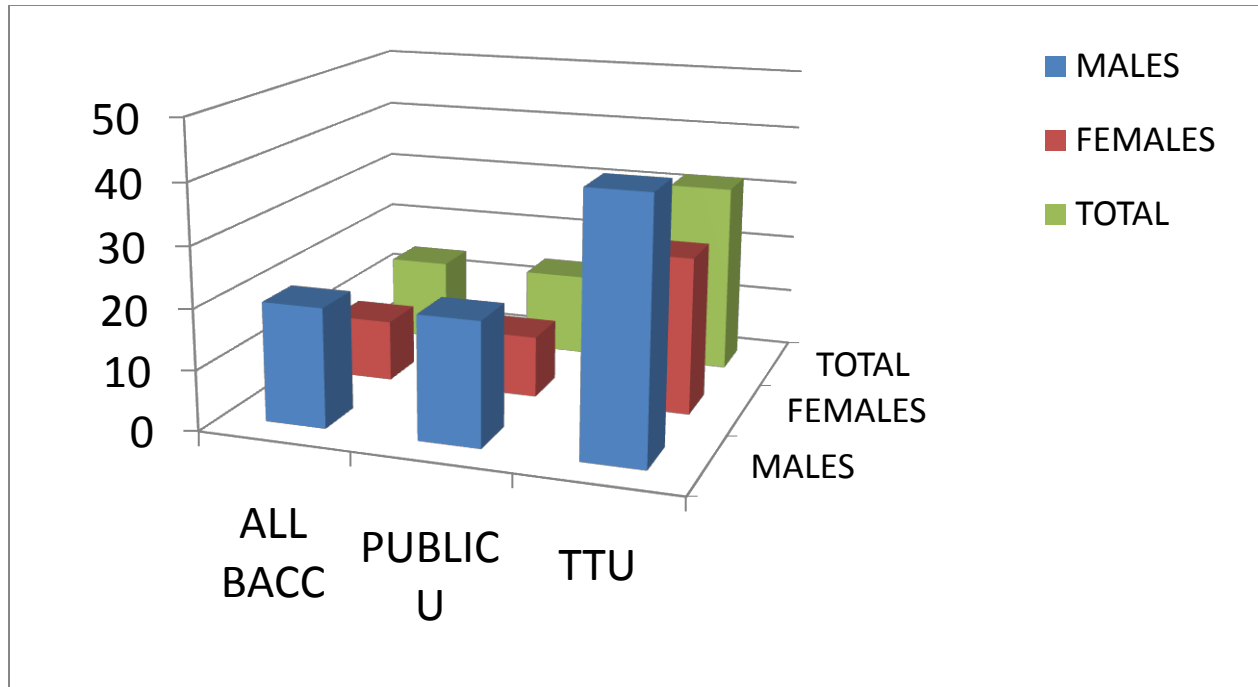
CSS 17E. To what extent have you experienced the following with students from a racial/ethnic group other than your own? Had tense, somewhat hostile interactions.



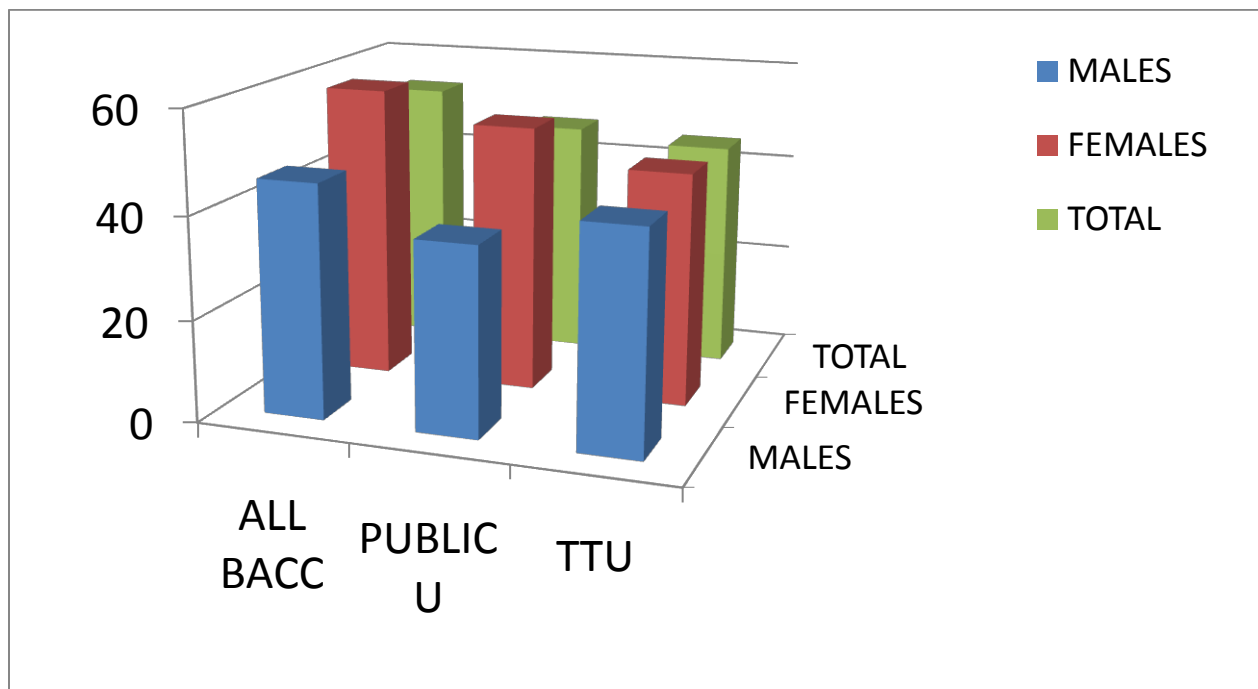
CSS 17G. To what extent have you experienced the following with students from a racial/ethnic group other than your own? Felt insulted or threatened because of your race/ethnicity.



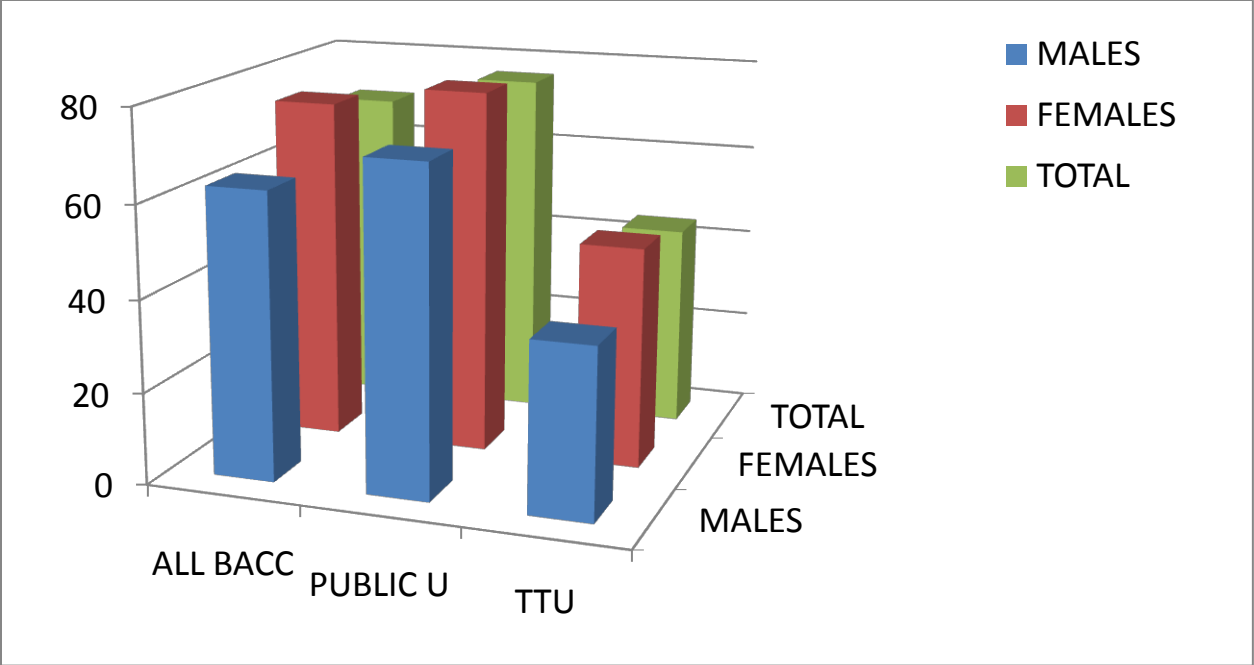
CSS 17J. To what extent have you experienced the following with students from a racial/ethnic group other than your own? Attended events sponsored by other racial/ethnic groups.



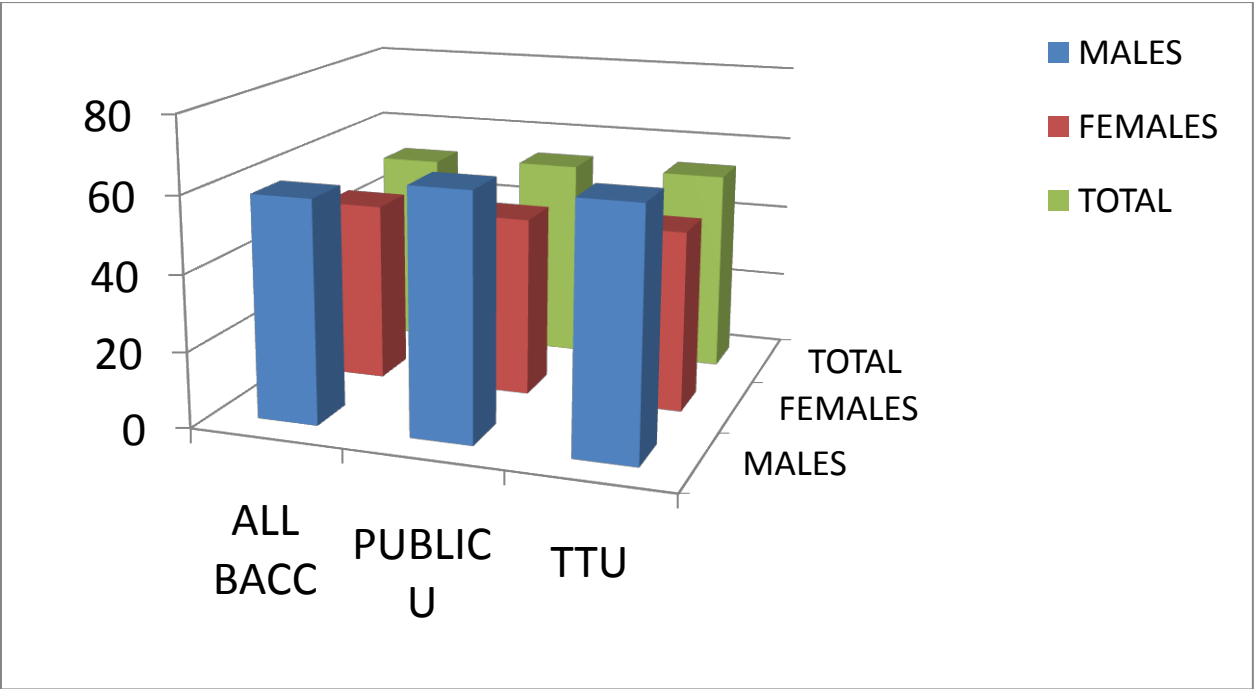
CSS 20E. Please indicate your agreement with each of the following statements: Racial discrimination is no longer a major problem in America.



CSS 20F. Please indicate your agreement with each of the following statements: Colleges should prohibit racist/sexist speech on campus.



CSS 20G. Please indicate your agreement with each of the following statements:
Same-sex couples should have the right to legal marital status.



CSS 20H. Please indicate your agreement with each of the following statements: Affirmative
Action in college admissions should be abolished.

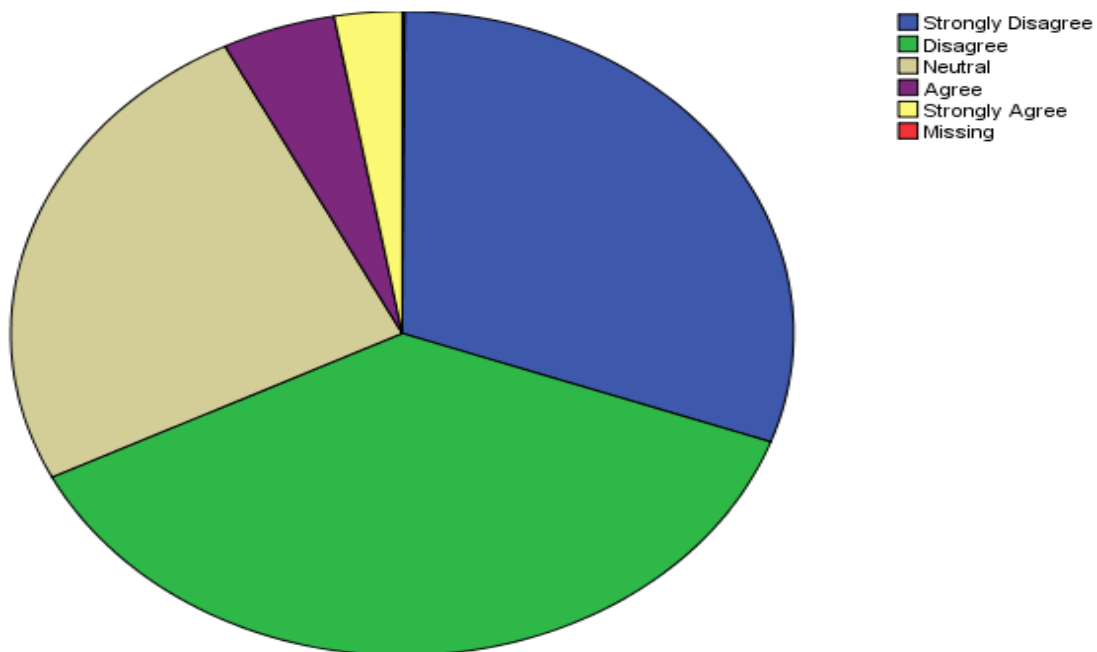
APPENDIX D

IS 1100: FRESHMAN BASELINE SURVEY

IS 1100: TTU should be committed to the creation of a multicultural community.

Student Response patterns		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	272	30.4	30.4	30.4
	Disagree	333	37.2	37.2	67.6
	Neutral	223	24.9	24.9	92.5
	Agree	42	4.7	4.7	97.2
	Strongly Agree	25	2.8	2.8	100.0
	Total	895	99.9	100.0	
Missing	9	1	.1		
Total		896	100.0		

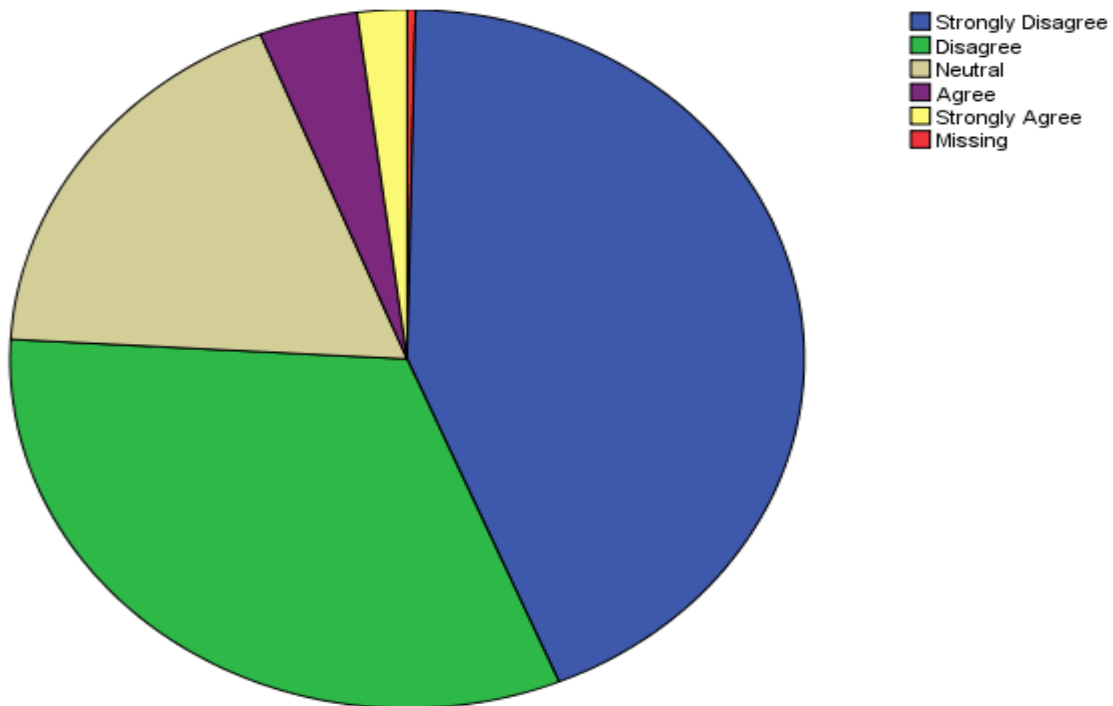
TTU should be committed to the creation of a multicultural community



IS 1100: TTU should be committed to the creation of a campus which is supportive of diversity in various forms (Gender, political orientation, etc.).

Student Response patterns		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	389	43.4	43.6	43.6
	Disagree	288	32.1	32.3	75.8
	Neutral	162	18.1	18.1	94.0
	Agree	36	4.0	4.0	98.0
	Strongly Agree	18	2.0	2.0	100.0
	Total	893	99.7	100.0	
Missing	9	3	.3		
Total		896	100.0		

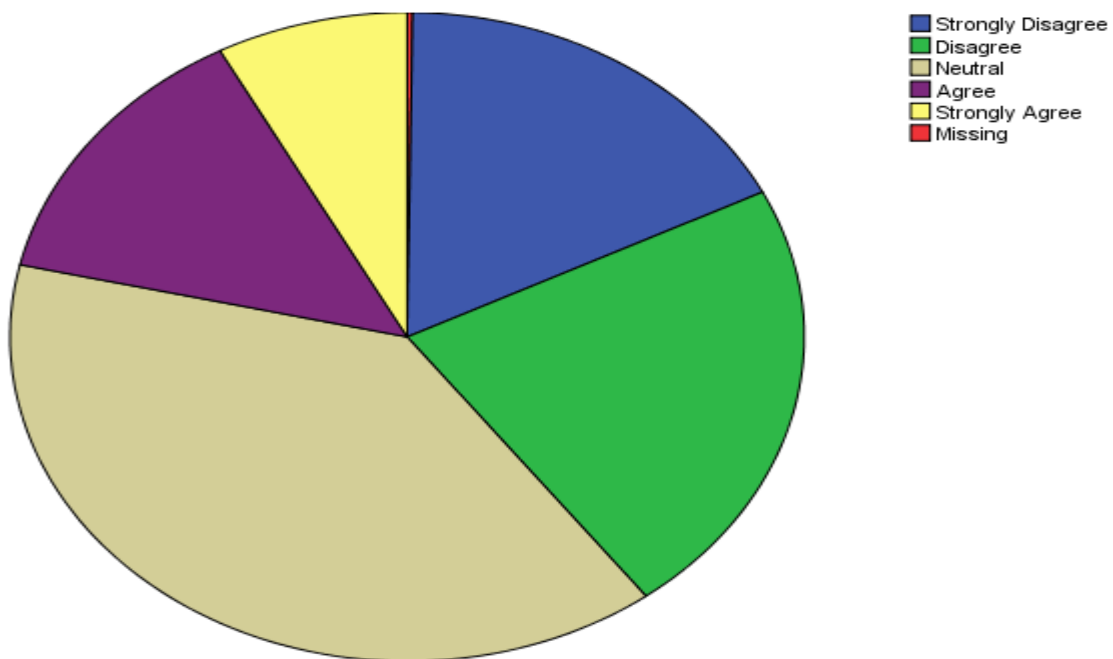
TTU should be committed to the creation of a campus which is supportive of diversity in various forms (Gender, political orientation, etc.)



IS 1100: TTU should be actively seeking qualified minority candidates for faculty and staff positions.

Student Response patterns		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	156	17.4	17.4	17.4
	Disagree	198	22.1	22.1	39.6
	Neutral	348	38.8	38.9	78.5
	Agree	122	13.6	13.6	92.2
	Strongly Agree	70	7.8	7.8	100.0
	Total	894	99.8	100.0	
Missing	9	2	.2		
Total		896	100.0		

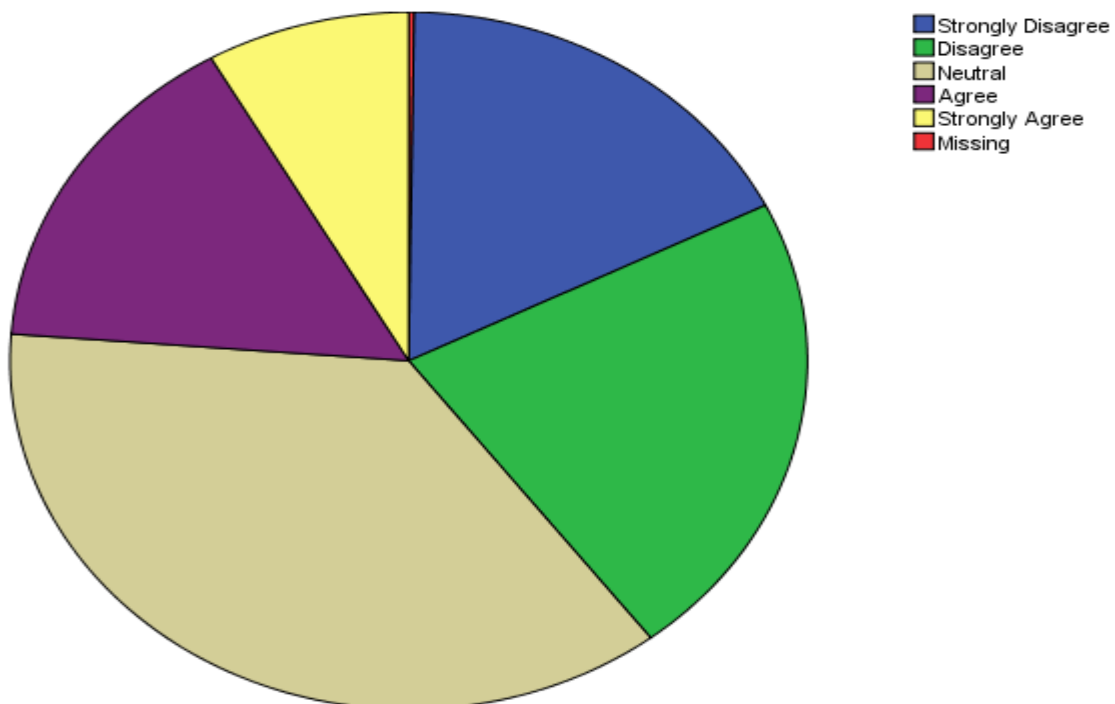
TTU should be actively seeking qualified minority candidates for faculty and staff positions



IS 1100: TTU should actively recruit minority students.

Student Response patterns		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	156	17.4	17.4	17.4
	Disagree	197	22.0	22.0	39.5
	Neutral	328	36.6	36.7	76.2
	Agree	139	15.5	15.5	91.7
	Strongly Agree	74	8.3	8.3	100.0
	Total	894	99.8	100.0	
Missing	9	2	.2		
Total		896	100.0		

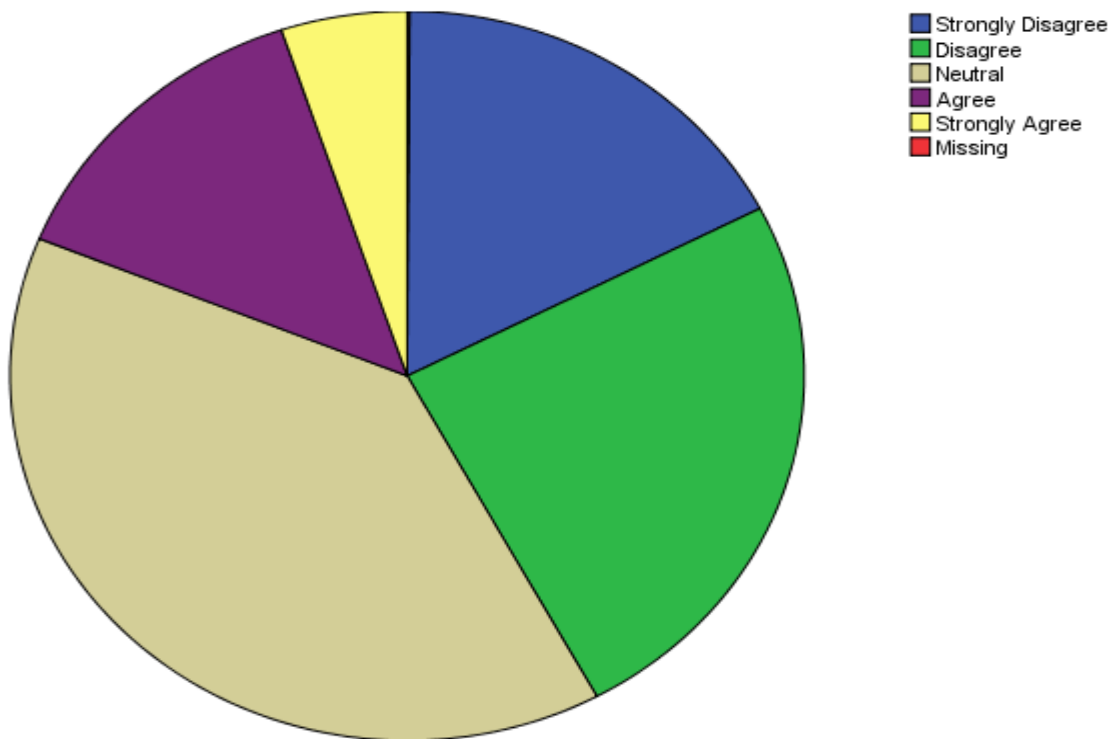
TTU should actively recruit minority students



IS 1100: TTU should strive for its student population to be reflective of the ethnic composition of the region and state.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	155	17.3	17.3	17.3
	Disagree	221	24.7	24.7	42.0
	Neutral	350	39.1	39.1	81.1
	Agree	123	13.7	13.7	94.9
	Strongly Agree	46	5.1	5.1	100.0
	Total	895	99.9	100.0	
Missing	9	1	.1		
Total		896	100.0		

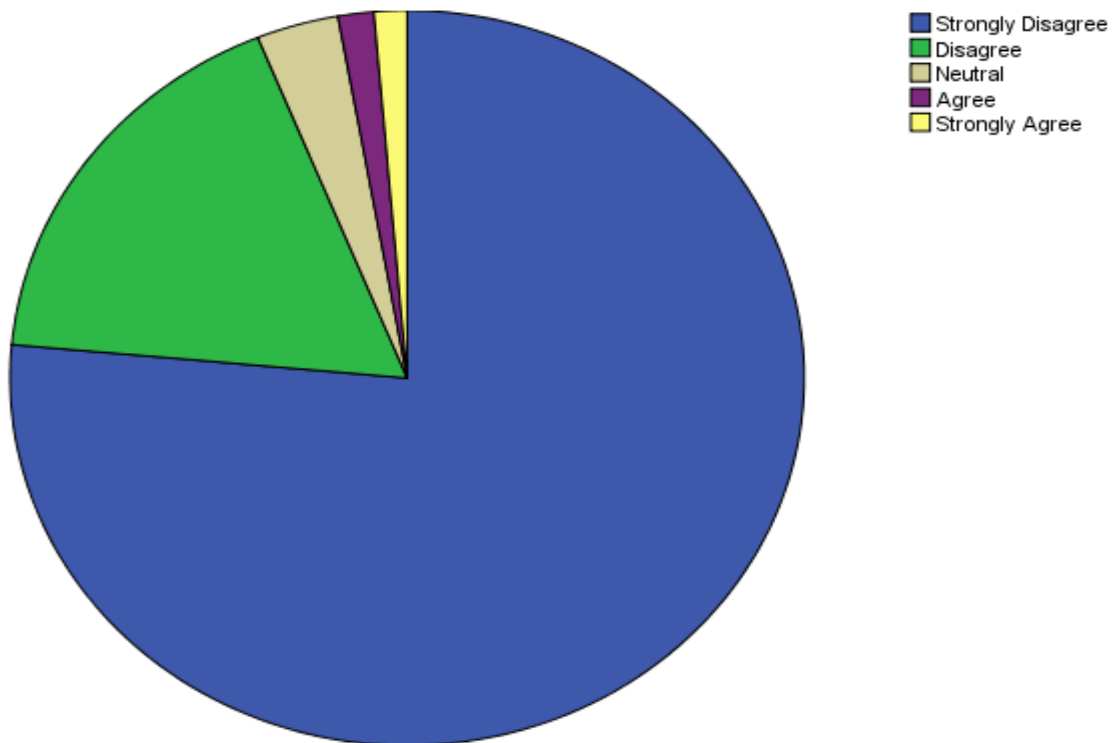
TTU should strive for its students population to be reflective of the ethnic composition of the region and state



IS 1100: TTU should demonstrate a commitment to the success of all students regardless of gender, race, etc.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	685	76.5	76.5	76.5
Disagree	156	17.4	17.4	93.9
Neutral	30	3.3	3.3	97.2
Agree	13	1.5	1.5	98.7
Strongly Agree	12	1.3	1.3	100.0
Total	896	100.0	100.0	

TTU should demonstrate a commitment to the success of all students regardless of gender, race, etc.



IS 1100: Freshman Baseline Survey

- 1) An ethical organization is one that is committed to diversity.
- 2) An ethical organization respects the dignity of its members.
- 3) An ethical organization encourages its members to take personal responsibility for their actions.
- 4) If something is legal, then it must also be ethical.
- 5) A college education should be available to every willing and qualified student.
- 6) TTU should be committed to the creation of a multicultural community.
- 7) TTU should be committed to the creation of a campus which is supportive of diversity in various forms (gender, political orientation).
- 8) TTU should actively seek qualified minority candidates for faculty and staff positions.
- 9) TTU should actively recruit minority students
- 10) TTU should strive for its student population to be reflective of the ethnic composition of the region and state.
- 11) TTU should demonstrate a commitment to the success of all students regardless of gender, race, etc.
- 12) Academic integrity is an important issue across college campuses today.
- 13) Academic integrity is important to me as a student.
- 14) I believe that doing one's own work is critical to learning.
- 15) An ethical person demonstrates academic integrity.
- 16) Academic dishonesty affects only the lives of those who are involved.
- 17) Grades are more important than academic integrity.
- 18) In the grand scheme of life, academic integrity is not very important.
- 19) It is acceptable to copy answers from someone else.
- 20) It is academically dishonest to take an exam for a friend.
- 21) It is never acceptable to plagiarize the work of another.
- 22) It is acceptable to write a paper for a friend.
- 23) It is academically dishonest to use an online service to purchase a paper.
- 24) Cheating on tests and homework is not that bad because many people do it.
- 25) Sometimes cheating is necessary in order to stay competitive with other students.

Descriptive statistics for selected items from the IS 1100 Freshman Baseline Survey

IS 1100: FRESHMAN BASELINE SURVEY ITEMS ¹	N	M	SD
TTU should be committed to the creation of a multicultural community	895	1.12	.989
TTU should be committed to the creation of a campus which is supportive of diversity in various forms (Gender, political orientation, etc.)	893	.89	.974
TTU should be actively seeking qualified minority candidates for faculty and staff positions	894	1.72	1.137
TTU should actively recruit minority students	894	1.75	1.160
TTU should strive for its students population to be reflective of the ethnic composition of the region and state	895	1.65	1.077
TTU should demonstrate a commitment to the success of all students regardless of gender, race, etc.	896	.34	.734
Valid N	888		

¹ Data for this cohort was entered using a 0 to 4 levels instead of 1 to 5 levels for the Likert-type scale. Zero indicated a “strongly disagree” and a 4 indicated a “strongly agree” student attitude.

ASSESSING STUDENT LEARNING OF COLLEGE-LEVEL COMPETENCIES

TEMPLATE FOR IMPLEMENTING THE ASSESSMENT PLAN

GENERAL EDUCATION CATEGORY: MULTICULTURAL REQUIREMENT (Not part of the THECB Core Curriculum for 2007-2008)

PURPOSE OF CATEGORY: The objective of the multicultural requirement or its equivalent is to enable the student to focus on the distinctive subcultures of the United States or on the culture of another society.

Expected Learning Outcomes (Educational Objectives)	Methods of Assessment	Direct (D)/ Indirect (I)	Sources of Data (Who Collects Data And When are Data Collected)	Who Analyzes Data	How Will Data Be Used	Assessment Findings	Recommendations
Demonstrate awareness and knowledge of cultural differences within one or more distinctive subcultures of the United States, <u>or</u>	<p>National Survey of Student Engagement (NSSE) Survey Items: 1e, 1u, 1u, 6v, 10c, and 11/</p> <p>College Senior Survey (CSS) items: 5(f, g, h, i, j, and r), 10c, 11(a-h), 12k, 13(e, h) 16(q, t) 17(a-j), and 20(e, f, g, h)</p> <p>TTU IRIM Graduating Student Survey Item related to <i>Understanding of Other Cultures</i></p> <p>IS 1100: Freshman Baseline Survey items: 6 thru 11.</p>	<p>I</p> <p>I</p> <p>I</p>	<p>NSSE 2005 Freshman and Seniors.</p> <p>NSSE 2007 Freshman and Seniors.</p> <p>(Any recent NSSE data collection available for 2008).</p> <p>2007 CSS Group Code Report</p> <p>(Any recent CSS data collection for 2008).</p> <p>2007 Graduating Senior Report (IRIM, TTU, 2-1-2008)</p> <p>(Any recent data collection for 2008 on</p>	SACS-CC Multicultural Core Competency Team	<p>To determine survey items which directly assess students' dispositions toward meeting the multicultural requirement</p> <p>To make recommendations in areas of need and improvement to General Education Committee.</p>	See results and interpretations in 2008 Summary Report.	<p>In terms of past</p> <p>6. Current list examined i competenc SLOs. Mod</p> <p>7. Current list courses ab SLOs. Redu</p> <p>8. Create a co expertise is and propos</p> <p>9. Utilize past need son th across cam</p> <p>10. Utilization adherence on multicu diversity.</p>

Expected Learning Outcomes (Educational Objectives)	Methods of Assessment	Direct (D)/ Indirect (I)	Sources of Data (Who Collects Data And When are Data Collected)	Who Analyzes Data	How Will Data Be Used	Assessme nt Findings	Recom
		I	Graduating Senior Report). 2007-2008 Freshman samples (IRIM, TTU surveys of current students' data warehouse.				

Expected Learning Outcomes (Educational Objectives)	Methods of Assessment	Direct (D)/ Indirect (I)	Sources of Data (Who Collects Data And When are Data Collected)	Who Analyzes Data	How Will Data Be Used	Assessment Findings	Recommendations
Demonstrate awareness and knowledge of cultural differences within one or more global societies (Outside the U.S.)	<p>National Survey of Student Engagement (NSSE) Survey Items: 1e, 1u, 1v, 6v, 10c, and 11/</p> <p>College Senior Survey (CSS) items: 5(f, g, h, i, j, and r), 10c, 11(a-h), 12k, 13(e, h) 16(q, t) 17(a-j), and 20(e, f, g, h)</p> <p>TTU IRIM Graduating Student Survey Item related to <i>Understanding of Other Cultures</i></p> <p>IS 1100: Freshman Baseline Survey items: 6 thru 11.</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p>	<p>NSSE 2005 Freshman and Seniors.</p> <p>NSSE 2007 Freshman and Seniors.</p> <p>(Any recent NSSE data collection available for 2008).</p> <p>2007 CSS Group Code Report.</p> <p>(Any recent CSS data collection for 2008).</p> <p>2007 Graduating Senior Report (IRIM, TTU, 2-1-2008).</p> <p>2007-2008 Freshman samples</p>	SACS-CC Multicultural Core Competency Team	<p>To determine survey items which directly assess students' dispositions toward meeting the multicultural requirement</p> <p>To make recommendations in areas of need and improvement to General Education Committee.</p>	See results and interpretations in 2008 Summary Report.	<p>In terms of the</p> <p>13. Develop a document applied view</p> <p>14. Develop a honor the learning out</p> <p>15. Develop ne (knowledge and student</p> <p>16. There need the support students' g</p> <p>17. Imbed stud consistently the multicult</p> <p>18. Conduct on student lea instrument</p> <p>19. Monitoring the compe Education</p> <p>20. Establish cl competenc Strategic P</p> <p>21. Courses de competenc syllabi a co course to t requiremen</p> <p>22. Courses de syllabus m multicultur</p> <p>23. Data-driven analyzed, a committee</p>

