

**Community Classroom
Assessment Data Template
Academic Year 2017-2018**

Learning Outcome:

Community Classroom #1: *Immerse: Appreciate the complex textures of life in a multicultural setting.*

Outcome Measure:

Learning outcomes are assessed annually at the end of the spring semester. Each professor incorporated an essay question into their final that focused on integrating the common book reading with each student's personal experience. The written feedback was then assessed on a 4-point scale for each class.

Criteria for Success (how do you judge if the students have met your standards):

70% of students will score 3 or above on D/M (*Develop/Master*) courses OR 2 or above on I (*Introduce*) courses.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. **Civic and Global Learning**

Longitudinal Data:

	Capstone 4	Milestones		Benchmark 1	
		2	3		
Diversity of Communities and Cultures	Demonstrates evidence of profound reflection on or adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Gives evidence of positive engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Average (Total points/ # of students)
CHU 395	17	5	2	0	24
CHU points	68	15	4	0	3.63
PHL 211					
PHL points					
SPA 102					
SPA points					
SOC 360	12	9	0	0	21
SOC points	48	27	0	0	3.57
THE 306	4	2	0	0	6
THE points	16	6	0	0	3.67
CMI 420					
CMI points					

Conclusions Drawn from Data:

CHU 395 (92%), CMI 420 (%), PHL 211 (%), SOC 360 (100%), and THE 306 (100%) met the criteria for success as D/M courses. SPA 102 (%) met the criteria for success as an I course.

Reflecting on this data, all courses met the criterion for success in that at least 70% of students scored a 2 or above in Spanish or 3 or above in all other courses. Following the same model for executing the assessment as utilized last year, the final exam was the conduit of assessment. In the case of the Introductory (I) course (i.e. Spanish 102), it appears that students were able to communicate an awareness of the differing attitudes and beliefs found in a multicultural setting. For the Develop (D) courses, it appears that students are able to reflect on those differences with some level of profundity while integrating an understanding of how their personal involvement in the complex textures of life in a multicultural setting formed this appreciation for diversity of communities and cultures.

Changes to be Made Based on Data:

Overall, the criterion for this PLO has been met. ACAT will continue to collaborate on the service learning opportunities, classroom outings, guest speakers, etc. that courses utilized to foster students' appreciation for the complex textures of life in a multicultural setting. Continued sharing about initiatives professors enact through their classes helps the program continue to develop creative ways to immerse students in the culture of City Heights.

Rubric Used:

	Capstone 4	Milestones		Benchmark 1
		3	2	
Diversity of Communities and Cultures	Demonstrates evidence of profound reflection on or adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Gives evidence of positive engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.