

**Community Classroom
Assessment Data Template
Academic Year 2014-2015**

Learning Outcome:

Community Classroom #4: *Nurture Vocationally: Apply knowledge and skills in multi-cultural contexts.*

Outcome Measure:

Learning outcomes are assessed annually during the final monthly Community Dinner at the end of the semester. ACAT used a written prompt for students to read which was based on the common book for that semester. Afterward, the moderator engaged the student group in an oral discussion around the prompt. The verbal feedback was then assessed on a 4-point scale.

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 3 2		Benchmark 1	
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experiences of others but does so through own cultural worldview.	Average (Total points/ # of students)
CHU395	1	4	3	1	9
CHU pts	4	12	6	1	2.55
CMI 350	1	1	1		3
CMI pts	4	3	2		3
PHL211					N/A
SPA102		5	5	1	11
SPA pts		15	10	1	2.36
SOC360	6	6	4	1	17
SOC pts	24	18	8	1	3.00
THE306	1	3	2	1	7
THE pts	4	9	4	1	2.57

Conclusions Drawn from Data:

SOC 360 (71%) met the criteria for success as a D/M course. SPA 102 (91%) met the criteria for success as an I course. The other courses measured [CHU 395 (56%), CMI 350 (67%), and THE 306 (57%)] did not reach the criterion. Although this strict criterion was not reached, when the average data for each course is examined, there is a sense that there is movement in the direction of 'developed.' Finally, having the summary meeting at the Community Classroom dinner was helpful in obtaining feedback from the evaluation process.

Changes to be Made Based on Data:

Overall, we are moving in the right direction with the PLO. Focus will continue to be on the core components of Community Classroom (exegesis of the neighborhood, common book, service learning, community dinners, etc.). A "quick write" written component will be added to the prompt, allowing students to write down their thoughts prior to the discussion. This is an effort to help students who may be more visual than oral, and may enable them to speak more freely during the small group discussion.

Rubric Used

To be assessed by the AAC&U Rubric from Intercultural Knowledge and Competence, *Skills*.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experiences of others but does so through own cultural worldview.