

## ASSESSMENT PLAN C-5

**GLOBAL COMMUNITIES:** An understanding of Earth as a global community consisting of interrelated and interdependent cultures

I. **FIRST CHARGE** - A survey of the category's current status: its *goals and objectives*, and the *courses and methods* currently used to fulfill them.

### A. GOALS AND OBJECTIVES

The committee will conduct in depth interviews with each faculty member teaching a C-5 course.

The interview process will be used to obtain information pertaining to:

- 1) faculty's interpretation of C-5 goals and objectives,
- 2) whether this interpretation is consistent across the various courses and disciplines providing C-5 content,
- 3) faculty feedback on their satisfaction with C-5 goals and objectives.

The committee hopes to ascertain faculty understanding of the present goals and objectives. If discrepancies exist in faculty interpretations, or if there is significant dissatisfaction, then the committee will make recommendations, in consultation with faculty stakeholders, exploring possible revision of the category's goals and objectives.

### B. COURSES AND METHODS

The committee will obtain relevant data from Institutional Research for an examination of Global Community courses. It seeks to determine:

- 1) which courses serve as C-5 courses,
- 2) how often individual C-5 courses are offered,
- 3) enrollment in terms of total numbers relative to enrollment caps,
- 4) enrollment patterns by school and class standing.

This information is to be used to determine the adequacy of course offerings in terms of their numbers and diversity.

The committee will review the syllabi and course materials from each course to survey the methods used to meet C-5 objectives.

II. SECOND CHARGE B A plan to assess the effectiveness of the current program in meeting the Category's objectives. The committee will examine both *course design and materials* and *student learning outcomes* to determine the current program's effectiveness in achieving the present goals and objectives.

#### A. COURSE DESIGN AND MATERIALS

Because of the broad disciplinary range of courses in the Global Communities category the committee recommends a course by course examination. However, it should be stressed that the committee's report will focus on the program as a whole and will not refer to individual courses.

For each course, the committee will:

- 1) request a copy of its syllabi and final examination.
- 2) review the course's textbook. Generally the course's textbook is the primary reading source for students. It will, in conjunction with the syllabus, be used as an indicator of coverage and depth of C-5 content.
- 3) request that faculty augment the above with other course materials of their choosing to demonstrate the meeting of the category's objectives. These materials are up to the discretion of the faculty member and may include student work.

Upon review of these materials the committee will conduct an in depth face-to-face interview with the faculty member from each course. This will provide an opportunity for discussion about the category's objectives and to establish if those objectives are being met. Faculty will be asked about the adequacy of resources and support for their C-5 courses.

#### B. STUDENT LEARNING OUTCOMES

The committee proposes the implementation of a test to be administered to all participating students on Assessment Day. Each student will be asked to complete a series of open-ended questions pertaining to Global Communities. The questions will

be designed to determine the students' understanding of Global Communities, and also provide the opportunity to gauge students' critical thinking. Examples of questions that could be used include:

- 1) How would you define global community?
- 2) Discuss an important example of a global issue facing the world today.
- 3) What do you think will happen with this issue in the future?
- 4) How does this issue affect you personally?
- 5) Give two examples of important ways in which other countries differ from the United States.

The committee will separate the student responses into three groups: students who have fulfilled their Global Communities requirement, students presently enrolled in a Global Communities course, and students who have not yet enrolled in a Global Communities course or otherwise fulfilled this requirement. A random sample will be drawn from each group. Differences in student performances across the groups will be used to measure student learning outcomes.

### **Initial recommendations:**

The committee recommends the following changes to the UCC Guidebook's description of Global Communities. These changes will make the description more consistent with the C-5 heading.

Presently, C5 is given as:

C5. An understanding of Earth as a global community consisting of interrelated and interdependent cultures

Students should develop a sense of the global community by understanding at least one culture different from their own. They should learn why other cultures have developed differently and why people belonging to them often consider issues in very different ways. Students should also know where the peoples of various countries and cultures are located.

The recommendation is to change it to:

C5. An understanding of Earth as a global community consisting of interrelated and interdependent cultures

Students should be familiar with the various ways in which countries have been and are linked together. They should learn about variations in culture among and within countries and how people belonging to different cultures view and respond to global issues differently. Students should also know about changing patterns in the ways countries interact and their impacts on people located in different parts of the world. In studying these linkages, significant attention will be paid to cultures outside the United States and, in the case of Europe, to non-traditional European cultures.

It is also proposed that the Guidelines for Global Communities be revised, as below, in order to be consistent with the revised description/goal.

1. Global Communities courses should reflect Asian, African, Pacific Basin, or Middle Eastern cultures, or the native cultures of North and South America.
2. All students fulfill this requirement in one of three ways: successfully complete a course in the C5 category, transfer credit for a comparable course from another university, or get credit by an examination administered and evaluated by the relevant department replacing a C5 course.
3. Students with native proficiency in German, Spanish, French, or Japanese should consult with the Foreign Language Department about their policies with regard to fulfilling this requirement with a 102 level language course or by its equivalent exam.