

**Minnesota State University, Mankato (MNSU) General Education Goal Area 7
(Human Diversity) Assessment Report for the 2014-2015 Academic Year**

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1. Introduction

Goal Area 7 – Human Diversity requires undergraduate students to take one course of at least 3 credits or more in selected courses. The representative courses in this area include a wide range of subjects, such as gender and ethnic studies, anthropology, history and sociology.

The main goal of this area is “to increase students’ understanding of individual and group differences, emphasizing the dynamics of race, gender, sexual orientation, age, class, and/ or disabilities in the history and culture of diverse groups in the United States; the contributions of pluralism to United States society and culture; and issues-- economic, political, social, cultural, artistic, humanistic, and education traditions-- that surround such diversity. Students should be able to evaluate the United States’ historical and contemporary responses to group differences.”¹ There are five learning outcomes²: – students will be able to:

- (a) understand the development of and the changing meanings of group identities in the United States’ history and cultures;
- (b) demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;
- (c) analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;
- (d) describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;
- (e) demonstrate communication skills necessary for living and working effectively in a society with great population diversity

Course instructors use a rubric (see Appendix A) to evaluate a student’s attainment in the above categories. Within each outcome, there are 5 levels a student can achieve based on the rubric ranked from 0-4: Outcome not met (Level 0), Beginning (1), Developing (2), Proficient (3), and Advanced (4).

The assessment committee received the quantitative assessments and the corresponding assignment details from 13 courses in this goal area offered in Fall 2014, Spring 2015, and Fall 2015. The total number of courses in Goal Area 8 offered during the assessment period was 71 for an 18% course response rate.

¹ From Page 35 of MNSU Undergraduate Catalog 2015-16.

² From Page 35 of MNSU Undergraduate Catalog 2015-16.

The most popular assignment type for this goal area assessment is the research paper/project (around 50%), followed by in-class discussion or worksheet, exam/quiz, presentation, and video assignment. Table 1 provides the summary of the collected course data (number of students assessed). Table 2 provides the frequencies of types of assignments used to assess Goal Area 7.

Table 1: Summary statistics of course data (number of students) for Goal Area 7 (2014-15)

Subject	Course Medium	Outcome 1 Assessed	Outcome 2 Assessed	Outcome 3 Assessed	Outcome 4 Assessed	Outcome 5 Assessed
GWS	Face-to-Face		36	36	36	
KSP	Face-to-Face	20	20	20	20	20
KSP	Face-to-Face	22	22	22	22	22
AIS	Face-to-Face	13	13	13	13	13
AIS	Face-to-Face	14	14	14	14	14
AIS	Face-to-Face	16	16	16	16	16
CDIS	Online	29		29	29	
MASS	Face-to-Face	19	19	19	19	19
CMST	Face-to-Face		23	23		23
PHIL	Face-to-Face	26		26	26	
PHIL	Face-to-Face	25	25	25	25	
EEC	Face-to-Face		23	23		23
CMST	Face-to-Face	24	24	24	24	24
Average per course		20.8	21.36	22.31	22.18	19.33

Table 2: Frequencies of assignment types for Goal Area 8 (2014-15)

Assignment Type	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Writing Assignment/Project	5	4	8	6	6
Class discussion or worksheet	3	1	3	3	1
Exam/Quiz	3	6	4	4	4
Total assignments:	11	11	15	13	11

2. Assessment Results and Discussion

Table 3 shows the number of students assessed for each learning outcome, the number of courses that assessed that particular outcome, and how many students scored 0, 1, 2, 3 or 4.

Table 3. Assessment Data Summary

Learning Outcome	Number of	Number of	Student Scoring
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	Students Assessed	Courses Assessing					
(a) Understand the development of and the changing meanings of group identities in the United States' history and cultures;	208	10	0	1	2	3	4
			1	21	68	92	26
(b) Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;	235	11	0	1	2	3	4
			7	12	38	105	73
(c) Analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;	290	13	0	1	2	3	4
			7	24	69	93	97
(d) Describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;	244	11	0	1	2	3	4
			1	16	62	92	73
(e) Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.	174	9	0	1	2	3	4
			7	25	47	60	35

Table 4 shows the percentage of students who scored 1 or higher, 2 or higher, 3 or higher and 4 for each learning outcome.

Table 4. Percent of Students Earning Scores at each level above 0

Learning outcome	Percent Scoring 1 or higher	Percent Scoring 2 or higher	Percent Scoring 3 or higher	Percent Scoring 4
(a) Understand the development of and the changing meanings of group identities in the United States' history and cultures;	99.52%	89.42%	56.73%	12.50%

(b) Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;	97.02%	91.91%	75.74%	31.06%
(c) Analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;	97.59%	89.31%	65.52%	33.45%
(d) Describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion;	99.59%	93.03%	67.62%	29.92%
(e) Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.	95.98%	81.61%	54.60%	20.11%

Overall, the quantitative results show that the majority of students reached a level higher than the beginning level for each outcome. That percentage ranges from 95% to 99.5% for each outcome. Also, more than 50% of our students reached a level of either “proficient” or “advanced”, and that percentage ranges from 54% to 75.74% for each outcome. The average score for each outcome ranges from 2.44 to 2.89 and are shown in Table 5.

Table 5. Average Score for each Learning Outcome

Learning outcome	Average Score
(a) Understand the development of and the changing meanings of group identities in the United States’ history and cultures;	2.58
(b) Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society;	2.96
(c) Analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry;	2.86
(d) Describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have	2.90

suffered discrimination and exclusion;	
(e) Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.	2.52

Detailed Analysis

Outcome #1 Results

This outcome requires students to be able to “understand the development of and the changing meanings of group identities in the United States’ history and cultures.” Results are shown in the table below. Students adequately achieved this outcome, with 89.42% achieving a level higher than the beginning level, and 56.73% reaching the “proficient” or “advanced” level. The average score is 2.58 out of 4.

Outcome #1	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)	Total
Number of Students	1	21	68	92	26	208
Percentage	0.48%	10.10%	32.69%	44.23%	12.50%	
Percentage meeting criteria (1)+(2)+(3)+(4)			99.52%			
Percentage beyond beginning level (2)+(3)+(4):			89.42%			
Percentage of proficient and advanced (3)+(4):			56.73%			
Percentage of advanced (4):			12.50%			
Average score:			2.58			

Outcome #2 Results

This outcome requires students to be able to “demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.” Results are shown in the table below. Students adequately achieved this outcome, with 91.91% achieving a level higher than the beginning level, and 75.74% reaching the “proficient” or “advanced” level. The average score is 2.96 out of 4.

Outcome #2	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)	Total
Number of Students	7	12	38	105	73	235
Percentage	2.98%	5.11%	16.17%	44.68%	31.06%	
Percentage meeting criteria (1)+(2)+(3)+(4)			97.02%			
Percentage beyond beginning level (2)+(3)+(4):			91.91%			

Percentage of proficient and advanced (3)+(4):	75.74%
Percentage of advanced (4):	31.06%
Average score:	2.96

Outcome #3 Results

This outcome requires students to be able to “analyze and evaluate their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry”. Results are shown in the table below. Students adequately achieved this outcome, with 89.31% achieving a level higher than the beginning level, and 65.52% reaching the “proficient” or “advanced” level. The average score is 2.86 out of 4.

Outcome #3	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)	Total
Number of Students	7	24	69	93	97	290
Percentage	2.41%	8.28%	23.79%	32.07%	33.45%	
Percentage meeting criteria (1)+(2)+(3)+(4)						97.59%
Percentage beyond beginning level (2)+(3)+(4):						89.31%
Percentage of proficient and advanced (3)+(4):						65.52%
Percentage of advanced (4):						33.45%
Average score:						2.86

Outcome #4 Results

This outcome requires students to be able to “describe and discuss the experience and contributions (political, social, economic, artistic, humanistic, etc.) of the many groups that shape American society and culture, in particular those groups which have suffered discrimination and exclusion.” Results are shown in the table below. Students adequately achieved this outcome, with 93.03% achieving a level higher than the beginning level, and 67.62% reaching the “proficient” or “advanced” level. The average score is 2.90 out of 4.

Outcome #4	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)	Total
Number of Students	1	16	62	92	73	244
Percentage	0.41%	6.56%	25.41%	37.70%	29.92%	
Percentage meeting criteria (1)+(2)+(3)+(4)						99.59%

Percentage beyond beginning level (2)+(3)+(4):	93.03%
Percentage of proficient and advanced (3)+(4):	67.62%
Percentage of advanced (4):	29.92%
Average score:	2.90

Outcome #5 Results

This outcome requires students to be able to “demonstrate communication skills necessary for living and working effectively in a society with great population diversity.” Results are shown in the table below. Students adequately achieved this outcome, with 81.61% achieving a level higher than the beginning level, and 54.60% reaching the “proficient” or “advanced” level. The average score is 2.52 out of 4.

Outcome #5	Criteria Not Met (score=0)	Beginning (1)	Developing (2)	Proficient (3)	Advanced (4)	Total
Number of Students	7	25	47	60	35	174
Percentage	4.02%	14.37%	27.01%	34.48%	20.11%	
Percentage meeting criteria (1)+(2)+(3)+(4)						95.98%
Percentage beyond beginning level (2)+(3)+(4):						81.61%
Percentage of proficient and advanced (3)+(4):						54.60%
Percentage of advanced (4):						20.11%
Average score:						2.52

3. Conclusion

In conclusion, we believe that the results clearly show a satisfactory level of awareness and knowledge achieved by our students for each outcome based on the assessments provided. However, Outcomes #1 and #5 results are satisfactory but they have relatively lower percentage of students (54%) achieving the level of “proficient” or “advanced” when compared to the other outcomes. We would recommend focusing on those two outcomes in the future, particularly Outcome #5 as it relates to communicating with other cultures.

In addition, we would recommend investing a considerably amount of effort across the campus to increase the weak response rate (18%) in future assessments. In fact, there were 10 whole departments (52% of the departments reporting data) that did not turn in any data for the goal area 7 courses they teach. In many cases, these departments taught multiple courses and multiple

sections. A lack of these data clearly affected the committee's ability to draw any meaningful conclusions from the data.

Given that the general education assessment work is one of the main tasks of the General Education and Diversity committee, we will set as a goal for next year to brainstorm for solutions to this challenge.

Appendix A: Goal Area 7 – Human Diversity Assessment Rubric

Rubric					
	Criteria Not Met 0	Beginning 1	Developing 2	Proficient 3	Advanced 4
Understand the development of and changing meanings of group identities in the U.S. history and culture	n/a	Identifies a group which claims a unique identity in the U.S.	Describes the development of a group which claims a unique identity in the U.S.	Describes development of a group and also traces changes in the meaning of that groups' identity	Describes thoroughly the development of multiple groups and traces changes in meaning of their groups' identities
Demonstrates awareness of power relations between groups in contemporary society	n/a	Identifies an unequal power relationship	Defines individual and institutional dynamics of unequal power relations between groups	Discusses one example of unequal power relations focusing on both individual and institutional dynamics	Compares and contrasts at least 2 examples of unequal power relations between groups focusing on both individual and institutional dynamics
Self-awareness of own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry	n/a	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others)	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others)	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer)	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description
Describe and discuss the experience and	n/a	Describe the experience and contributions of	Describe the experience and contributions of	Describe the experience and contributions of	Describe the experience and contributions of

Rubric					
	Criteria Not Met 0	Beginning 1	Developing 2	Proficient 3	Advanced 4
contribution of many groups that shape American society and culture		at least on group.	at least one group which has been or currently is suffering from discrimination and exclusion	at least two groups, both of which have been or currently are suffering from discrimination and exclusion	at least two groups suffering from discrimination and exclusion and compare those experiences to a group which has not suffered discrimination and exclusion
Demonstrate communication skills necessary for living and working effectively in a society with great population diversity	n/a	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Recognizes and participates in cultural differences in verbal and nonverbal communication and beings to negotiate a shared understanding based on those differences	Articulates a complex understanding of cultural differences in verbal and nonverbal communications (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings and is able to skillfully negotiate a shared understanding based on those differences)