

**Community Classroom  
Assessment Data Template  
Academic Year 2013-2014**

**Learning Outcome:**

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

**Outcome Measure:**

Each faculty provided an essay prompt to their students based on the semester's common book, *Unpoverty*, and how it synthesized with the course work, reading, and the Program Learning Outcome. All of the essays were read by two readers, discussed, and then read by a third reader if there was no consensus. If so, then the three ratings were averaged for the final assessment.

**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	
		3	2		
<i>Diversity of Communities and Cultures</i>	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.	<b>Average (Total points/ # of students)</b>
CHU 395	6	9	2	1	<b>18</b>
CHU pts	24	27	4	1	<b>3.1</b>
LIT 208	4	7	4	0	<b>15</b>
LIT pts	16	21	8	0	<b>3</b>

**Conclusions Drawn from Data:**

CHU 395 (83.3%) met the criteria for success as a D/M course. LIT 208 (89%) met the criteria for success as an I course.

**Changes to be Made Based on Data:**

Overall, we are moving in the right direction with the PLO. Though the essay prompt seems to be a good model, it is time and labor intensive for the team. We will work on a less time-intensive model for assessment (i.e. discussion groups, etc.). Focus will continue to be on the core components of Community Classroom (exegesis of the neighborhood, common book, service learning, community dinners, etc.).

**Rubric Used**

To be assessed by the AAC&U Rubric from Civic Engagement, *Diversity of Communities and Cultures*.

	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.