

**Community Classroom
Assessment Data Template
Academic Year 2016-2017**

Learning Outcome:

Community Classroom #3: *Nurture Academically: Integrate curricular content with their personal experience in a multi-cultural 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	
		3	2		
Connections to Experience: <i>Connects relevant experiences and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participations, civic involvements, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experience and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Average (Total points/ # of students)
CHU 395	12	7	3	0	22
CHU points	48	21	6	0	3.41
PHL 211	11	10	4	0	25
PHL points	44	30	8	0	3.28
SPA 102	0	6	11	0	17
SPA points	0	18	22	0	2.35
SOC 360	12	4	3	0	19
SOC points	48	12	6	0	3.47
THE 306	13	6	3	1	23
THE points	52	18	6	1	3.35
CMI 350	3	3	2	0	8
CMI points	12	9	4	0	3.13

Conclusions Drawn from Data:

CHU 395 (86%), CMI 350 (75%), PHL 211 (84%), SOC 360 (84%), and THE 306 (83%) met the criteria for success as D/M courses. SPA 102 (100%) 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. It should be noted that we modified the process for executing the assessment. In response to the previous year's assessment outcome, we did change the method of delivery, using the final exam as a conduit. In the case of the Introductory (I) course (i.e. Spanish 102), it appears that students were able to compare life experiences and academic knowledge with perspectives other than their own. For the Develop (D) courses, it appears that students are able to illuminate concepts, theories, or frameworks, drawing from a variety of contexts, in order to integrate curricular content with their personal experience in a multi-cultural setting.

Changes to be Made Based on Data:

Overall, the criterion for this PLO has been met. It will be important for the ACAT group to discuss the method of delivery, potentially choosing this format for all other PLOs. As has been noted in the past, the method of delivery was a question regarding the type of data we obtained.

Rubric Used:

	Capstone 4	Milestones		Benchmark 1
		3	2	
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