

Arts, Humanities, and Social Sciences

Fall 2023 Gen Ed and Program Reports: Diversity

PROGRAM	PROGRAM HEAD	INCLUDED IN PDF
Applied Psychology	Jennifer Bradley	
Architecture	Joseph Biondo	Yes
Communication Design	Tom Shillea	Yes
Communication Studies	Christine Armstrong	
Creative Writing	Michael Pogach	Yes
Criminal Justice	Jack Spirk & Vertel Martin	Yes
ESLL	Marketa Scott	Yes
Fine Art	Rachael Gorchov	Yes
General Education	Catherine Given	
Global Studies	Anita Forrester	
Interior Design	Dan Ebner	Yes
Journalism	Jaime Gallagher	Yes
Liberal Arts	Abby Michelini	Yes
Library Technical Assistant	Sandra Sander	Yes
Media Production	Mario Acerra	Yes
Psychology	Karin Donahue	
Social Work	Hope Horowitz	Yes
Theatre	William Mutimer	Yes

Updated 14 February 2024

Program Name: Architecture

Faculty: Nadda Pavlinsky

Semester: Fall 2023

Course: ARCH 100 Architectural History I

General Education Key Abilities: Understand Diversity--Understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used.

Program Level Outcome #4:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Case Studies are an exercise in compiling crucial data pertaining to chosen topics found in the lectures or readings of the <u>time periods</u> discussed in class. But, not one of the buildings we discuss in class. This is an assignment where they find a building/site that intrigues them. Their case study will condense the key points of their topic in an arrangement that gives their audience a holistic and 'to-the-point' view of the site/architecture. Their objective is to compose (3) three case studies throughout the semester.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>See attached rubric.</p> <p>Most of the class did very well on their Case Study. Some need to do better sketches, include more information on the structure and be neater organizing their sketches on the sheet of paper.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>I didn't discuss with anyone.</p> <p><u>What did you do with last semester's results?</u></p> <p>Did not do this last semester.</p>

1. Use abstract design ideas to interpret design information while investigating alternative outcomes based on research and analysis.
2. Use a diverse range of media to think about and convey architectural ideas including writing, speaking, drawing and model making (both hand and digital media).
3. Gather, access, record and comparatively evaluate relevant design information as part of the process of investigation.
4. Examine and comprehend history and precedent and make informed choices regarding the incorporation of same into architecture and urban design projects.
5. Identify parallel and divergent ideas and traditions of architecture and urban design influenced by the social, cultural, historical and philosophical determinants of a global society.
6. Comprehend the technical aspects of design, systems, materials and principles of building structure and be able to apply that comprehension to architectural solutions.
7. Respond to site characteristics including zoning, topography, vegetation and watershed in architecture and urban design projects.
8. Prepare drawings and models illustrating and identifying the assembly of materials, systems and components for building design and structure.

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Program Name: Communication Design

Faculty Lead: Tom Shillea

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>This reflection paper is your response to the work of one of the photographers listed below, following viewing of the video titled "Through A Lens Darkly". The paper should be more than a simple summary of the material and should contain your opinion and reaction to experiencing the photographs in the video and your research on the biography of your selected photographer, and their relevance in the context of what you have learned in this course about photography as a medium of personal visual expression.</p> <p>Special attention should be made to the technical and creative qualities of the photographs. Think about how the photographer used the camera to see the world the way he/she felt and understood it. Refer to personal knowledge and experience of culture and society in your response.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>11 students were assessed The students performed very well within the parameters of the assignment. Most learned about new artists and underrepresented artists through videos, links and the photographer's statements, life and work.</p> <p>The students passed with an average of 3.45</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We are in discussions about what should be assessed. We liked this choice because of the assignment in the class.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We are working on stabilizing the assignments and deciding what to do with it.</p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>This reflection paper is your response to the work of one of the photographers listed below, following viewing of the video titled "Through A Lens Darkly". The paper should be more than a simple summary of the material and should contain your opinion and reaction to experiencing the photographs in the video and your research on the biography of your selected photographer, and their relevance in the context of what you have learned in this course about photography as a medium of personal visual expression.</p> <p>Special attention should be made to the technical and creative qualities of the photographs. Think about how the photographer used the camera to see the world the way he/she felt and understood it. Refer to personal knowledge and experience of culture and society in your response.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>11 students were assessed The students performed very well within the parameters of the assignment. Most learned about new artists and underrepresented artists through videos, links and the photographer's statements, life and work.</p> <p>The students passed with an average of 3.45</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We are in discussions about what should be assessed. We liked this choice because of the assignment in the class.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We are working on stabilizing the assignments and deciding what to do with it.</p>

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Program Name: Creative Writing

Faculty Lead: Michael Pogach

General Education outcome(s) assessed: diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 280 722 345">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 423 722 558">Assignment was a written response to “A Work of Artifice” by Marge Piercy, followed by a group discussion and live generation of a metaphor poem about oppression.</p>	<p data-bbox="751 280 1373 380">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 423 1373 488">10 students participated. All demonstrated acceptable or advanced standards.</p>	<p data-bbox="1402 280 2001 380">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 423 2001 591">Students generally have a profound grasp of how metaphor works in poetry to illustrate an individual’s experience. Their own writing tends more towards the big picture than individual conflicts.</p> <p data-bbox="1402 711 2001 776"><u>What did you think about or change because of last semester’s results?</u></p>

Program outcome(s) assessed: Demonstrate an understanding of the historical and cultural contexts of literature and of their own writing.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 927 722 992">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 1036 422 1068">Same assignment as above</p>	<p data-bbox="751 927 1373 1026">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 1070 1373 1135">10 students participated. All demonstrated acceptable or advanced standards.</p>	<p data-bbox="1402 927 2001 1026">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1402 1070 2001 1205">Students tend to demonstrate strong intentions to write about inequitable social structures. The artifacts they create also illustrate these intentions effectively.</p> <p data-bbox="1402 1325 2001 1390"><u>What did you think about or change because of last semester’s results?</u></p>

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Program Name: Criminal Justice

Faculty Lead: Vertel Martin & John F. Spirk

Faculty Presenter: Professor Andrew McIntosh

General Education outcome(s) assessed: Understand Diversity You understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used. You understand that equity and inequity is something that everyone experiences differently in different settings.

Program outcome(s) assessed: 3. Appraise and evaluate issues of ethics and **diversity** in the field of criminal justice.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>CJST PLO # 3-Appraise & evaluate issues of ethics & diversity in the field of criminal justice.</p> <p>We've enlisted... Andrew McIntosh, Professor of Sociology & "50 Years Down the Line" Events Coordinator '23 - '24 Northampton Community College [570-369-1825 amcintosh@northampton.edu] to deliver a presentation with a focus on diversity to the following courses:</p> <p>CJST 101-01 - Intro to Criminal Justice</p> <p>Intro to Criminal Justice Open Jack Spirk 24/35 In-Person Section Details College Center 160 Mon/Wed 9:30 AM - 10:51 AM</p> <p>CJST 101-100 - Intro to Criminal Justice</p> <p>Intro to Criminal Justice Open Vertel Martin 18/35 In-Person Section Details Kapp Hall 129 Mon/Wed 12:30 PM - 1:51 PM</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>INDIVIDUALS: You can explain how individuals have widely different experiences within the same institutions, cultures and societies.</p> <p>CJST101-100-Intro to Criminal Justice-Pocono Campus-In-Person NINE student artifacts were scored using the AHSS recommended Key: Key: 4 = Advanced 3 = Acceptable 2 = Needs Improvement 1 = Minimally Evident</p> <p>Seven of the nine students scored three or higher; two of the nine students scored two; no students scored 1.</p> <p>The average score was 3.33 [Acceptable]</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Professors Spirk & Martin compared their results & artifacts in each course. We determined that students appreciated Professor McIntosh's style of presenting diversity.</p> <p>We agreed that the number of students participating in the assessment assignments should be increased. "How" remains to be determined by each faculty member. However, we will confer to close the gap.</p> <p>Professor Spirk & I agreed that the CJST curriculum adequately covers matters of diversity, equity & inclusion [DIE]. Nothing more needs to be done in this domain other than continue to expose students to curricular & extracurricular learning experiences that highlight DEI matters.</p>

<p>Title of Presentation to be delivered by Professor Andrew McIntosh</p> <p>Hip Hop and #BLM “Black Lives Matter” origins with George Zimmerman’s acquittal in the shooting of Trayvon Martin “Be Alright” Kendrick Lamar’s unofficial anthem of BLM Hip Hop, George Floyd and Summer of 2020</p> <p>Use of the below listed assessment tool to gauge depth of learning about this “diverse” subject of the interplay of Hip Hop culture and law enforcement. Students will be asked to identify:</p> <p>INDIVIDUALS: Students can explain how individuals have widely different experiences within the same society.</p> <p>Assessment Tool</p> <p>After Professor McIntosh’s presentation, students will be asked to write down their answers to the THREE questions below.</p> <ul style="list-style-type: none"> • Indicate ONE noteworthy, new idea about diversity, and what you think that others experience, that you learned from the presentation. • Indicate ONE example of what you are learning in the “Introduction to Criminal 	<p>CJST101-01- Intro to Criminal Justice-Bethlehem Campus-In-Person</p> <p>SEVEN student artifacts were scored using the AHSS recommended Key: Key: 4 = Advanced 3 = Acceptable 2 = Needs Improvement 1 = Minimally Evident</p> <p>Six of the seven students scored four; one of the seven students scored 3.</p> <p>The average score was 3.85 [Acceptable].</p> <p>The two sections of CJST101 combined average was 3.59 [Acceptable]</p> <p>It should be noted that eight students out of 17 total [47%] in CJST101-100 did not submit the assessment assignment & 16 students out of 24 total [66%] in CJST101-01 did not submit the assessment assignment for various reasons [e.g., withdrawal, refused, absent, etc.]</p>	
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Justice” course about people’s diversity that relates to the presentation.

- Indicate ONE unresolved area / muddiest point / question that you have about diversity and how others experience it, given your exposure to the presentation.

Program Name: ESL

Faculty Lead: Katie Selness

Program outcome(s) assessed: Students will be able to recognize and respect the multicultural differences reflected in time, money, manners, work, education, gender roles, relationships, families, body language, religions, ethics, and socio-politics.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="107 323 753 386">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="107 545 753 821">In this assignment, students must compare and contrast the system of education in the United States with that of their native country. The purpose of the assignment is to assess the students' ability to use American essay structure and advanced English grammar effectively. Students must also describe and critique the differences between the United States and their native countries.</p>	<p data-bbox="774 323 1377 423">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="774 537 1377 672">We assessed 16 students' comparative essays. Of those, 14 students reached the highest score of 4. The remaining two students submitted plagiarized work and so received a score of 0.</p> <p data-bbox="774 716 1377 779">This assessment indicates that our students are able to meet or exceed our program outcome.</p>	<p data-bbox="1398 323 1992 423">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1398 537 1992 638">This assessment encouraged us because our students are effectively learning what we hope they will learn.</p> <p data-bbox="1398 678 1999 883">In the future, we plan to offer a greater variety of ways for our students to reflect on the multicultural differences present in the classroom and in their own lives through class discussions, assignments, and reading group discussions.</p> <p data-bbox="1398 997 1992 1060"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1398 1105 1992 1310">Last semester, we decided to assess informally the students' ability to use the required technology earlier in the semester to make sure that they can be successful in classes. All of our upper-level ESL students have successfully been able to upload assignments to Blackboard.</p>

Program Name: ESL

Faculty Lead: Katie Selness

General Education outcome(s) assessed: GLOBAL RESOURCES: You can explain how global resources – including physical and social values – are challenged, and how those challenges have a past and future impact on individuals and institutions using those resources.

<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>In this assignment, students must compare and contrast the system of education in the United States with that of their native country. Students may critique how those governments allocate resources and what effect those systems have had on themselves and those that they know personally.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>We assessed 16 students' comparative essays. Of those, 14 students reached a passing score of 3 or 4. The remaining two students submitted plagiarized work and so received a score of 0.</p> <p>This assessment demonstrates that our students are reaching this General Education outcome even though very few of these students have taken any General Education courses.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>This assessment encouraged us because our students are exceeding the requirements for the ESL program by reaching outcomes that they have not been explicitly taught yet.</p> <p>In the future, we plan to increase classroom discussions pertaining to how the use of global resources has affected them in the past and present and how they can challenge these ideas in the future.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Last semester, we decided to assess informally the students' ability to use the required technology earlier in the semester to make sure that they can be successful in classes. All of our upper-level ESL students have successfully been able to upload assignments to Blackboard.</p>
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Program Name: Fine Arts
 Faculty Lead: Rachael Gorchov

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>After a conversation defining the concept of “manifesto,” students chose a manifesto that personally resonated from a list of manifestos. They then designed a flag for that manifesto, identifying icons, symbols and colors that represent the core principles of their chosen manifesto.</p> <p>I hoped to help students to identify the communicative powers of color and form.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>I assessed 6 artifacts, all passed, though two were turned in late and therefore did not benefit from the critique and draft process.</p> <p>Three students made flags based on national anthems. One on the “slow fashion manifesto” and one on the “I ❤️ NY logo. These artworks provided opportunities to discuss national identity, relationship to locality and the effects of global economics on individuals.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We have not yet discussed the results. We might rewrite the rubric for our assessment now that we know that is an option – to capture in a more significant manner how this project tackles diversity.</p> <p><u>What did you think about or change because of last semester’s results?</u></p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Create artworks using basic art media, demonstrating core techniques, with proficient craftsmanship.</p> <p>Recognize and use the technical and aesthetic terminology of the fine arts.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>6 artifacts were assessed. This was the final project of the semester, therefore students had to demonstrate all principles learned to-date from handling of materials to conceptual principles learned throughout the semester.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We have not yet discussed the results.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>While I like this project, a successful flag is relatively simple in design, which doesn’t allow the students to fully showcase skills learned. I may replace the flag with a more visually complex artwork like an illuminated manuscript page.</p>

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Program Name: Interior Design

Faculty: Krista Best

Semester: Fall 2023

Course: INDS 105 Introduction to Interior Design

Program Level Outcome #1: *Graduates of the program will be able to Demonstrate a fundamental understanding of general principles, values and conventions of the Interior Design esthetic.*

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were asked to observe the color variations in 4-5 objects in nature. As a part of color theory, the hope was that they would take a deeper dive into color and how objects in nature are rarely one color. For example, It's typical to think about a leaf and thing "green" but leaves are variety of colors, and some aren't green at all.</p> <p>I asked them to find 4-5 objects, photograph them and then to a quick color study with watercolor or a similar medium to demonstrate what colors were observed, what ratio the color was in the object and if there was an apparent color scheme. One of the goals was for the students to analyze color variations and their relationship more closely to one another.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Each student provided 4- 5 studies, all but one student passed the assignment (most did extremely well). They were scored on whether they met the assignment, did they provide photographs, did they do the studies, were the studies well done, with neatness of craft and presented in a professional manner, and of course, could a corelate the sample photograph with the study they rendered.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Next semester I may be more specific as to how the student will present their work. I will provide a format and more direction rather than leaving it to their discretion. I think that would have helped the student who did poorly on the assignment.</p>

1. Graduates of the program will be able to Demonstrate a fundamental understanding of general principles, values and conventions of the Interior Design esthetic.
2. Use abstract design ideas to interpret design information while investigating alternative outcomes based on research and analysis.
3. Use a diverse range of media to think about and convey interior design ideas including writing, speaking, drawing and model making (both hand and digital media).
4. Employ color presentation graphic and material selection boards to communicate Interior Design solutions.
5. Identify parallel and divergent ideas and traditions of architecture and urban design influenced by the social, cultural, historical, and philosophical determinants of a global society.
6. Examine and comprehend history and precedent and make informed choices regarding the incorporation of same into kitchen, bath, residential and commercial design projects.
7. Comprehend the technical aspects of design, systems, materials, and fundamental principles of building structure and be able to apply that comprehension to interior spatial solutions.
8. Employ principles and standards of accessibility, safety, lighting, building systems, and acoustic control to advanced spatial design projects.

Program Name: **Journalism and Professional Writing**

Faculty Lead: **Jaime Gallagher**

General Education outcome(s) assessed: **You can explain how individuals have widely different experiences within the same institutions, cultures and societies.**

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Recognize language and practices in newswriting that reflect sensitivity and respect.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>15 artifacts 11 passing</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We are currently in the process of disseminating the results and deciding upon a course of action.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program outcome(s) assessed: **Demonstrate responsible news judgment that serves the needs of a multicultural audience.**

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Recognize language and practices in newswriting that reflect sensitivity and respect.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>15 artifacts 13 passing</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We are currently in the process of disseminating the results and deciding upon a course of action.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program Name: Liberal Arts
 Faculty Lead: Abigail Michelini

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>We looked at the general education outcome INDIVIDUALS: You can explain how individuals have widely different experiences within the same institutions, cultures, and societies.</p> <p>The intent of the assignment was the measure students' ability to articulate an understanding of various ways of thinking, being, and experiencing the world across different institutions, societies, and cultures. Qualities of excellence showed an ability to comprehend that others may think differently depending on their experiences and background.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>We evaluated written papers and focused on the abilities of students to acknowledge diverse ways of thinking and being in the world. Out of 87 student artifacts, 72 passed (scoring 3 or 4) and 15 did not pass (scoring 2 or 1).</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We are learning how to best select an assignment across sections and ensure robust participation. Faculty would like to see more ground-up assessment and increased collaboration with the DEI coordinator for this outcome. In that vein, faculty were interested in defining diversity in alignment with the DEI work being done at NCC. This definition from Dr. Gina Turner was considered in our discussion:</p> <p>From Sciamé-Giesecke, Roden, & Parkison, 2009: "According to Cohn and Mullenix (2007) a diversity rich curriculum:</p> <ol style="list-style-type: none"> 1. Includes other voices - the focus is on the inclusion of writing, speeches, dialogues, films, and so forth that originate from people of different social identities, cultural backgrounds, gender, and disabilities (this includes neuro-atypicality); 2. Communicates interconnectedness - the development of a sense that we are connected to others beyond our immediate experience and geographic area; 3. Values diversity and equity - embeds information and techniques designed to impart a sense of why diversity and equity are important; and

		<p>4. Promotes transformative thinking - challenges traditional views and assumptions; encourages new ways of thinking; and reconceptualizes the field in light of new knowledge, scholarship, and new ways of knowing.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>We are thinking about the ways in which we teach diversity.</p>
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Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>We looked at the Program Outcome: Evaluate and Discuss Diverse Points of View.</p> <p>The intent of the assignment was the measure students' ability to articulate an understanding of various ways of thinking, being, and experiencing the world across different institutions, societies, and cultures in written work. Qualities of excellence showed an ability to comprehend that others may think differently depending on their experiences and background.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks. Out of 87 student artifacts, 72 passed (scoring 3 or 4) and 15 did not pass (scoring 2 or 1).</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We decided to take a more focused and planned approach in which courses to assess for various outcomes.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>What has currently changed is increased understanding. In the future, we will change the way we select courses and assignments for assessment now that there is increased understanding of the process.</p>

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Program Name: Library Technical Assistant

Faculty Lead: Joan Farrell

General Education outcome(s) assessed: Use knowledge of current challenges facing libraries to deal effectively with issues such as censorship, funding, service limitations and technology.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students were assigned to visit a library reference department and assess the available reference resources, both print and electronic. Students were instructed to discuss the resources with library staff, including inquiries about budget allocation for reference materials/resources & the community served. This assignment carried over into a discussion board assignment with student peers.</p> <p>The intent of this assignment was for students to have direct experience examining and evaluating a library reference collection/resources and come away with a critical assessment of the library's collection/resources and report on the collection/resources and its appropriateness to support the community served.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Eight Students majoring in the NCC Library Technical Assistant Program.</p> <p>Scored the students in this assignment on the following:</p> <p><u>Identified community served:</u></p> <ul style="list-style-type: none"> • Did the student report on the economic makeup of the community served. • Would the reference collection/resources meet the needs of various age groups and mixed populations within the community. <p><u>Collection maintenance:</u></p> <ul style="list-style-type: none"> • Was the reference collection current and relevant to meet the needs of the community served e.g., budget/funding, collection maintenance & weeding. <p>Students were rated in for categories: (4) Advanced, (3) Acceptable, (2) Needs Improvement and (1) Minimally Evident</p> <p>Four students scored in the Advanced category and four students scored in the acceptable range.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p>
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Program Name: Library Assistant
 Faculty Lead: Daniela Boraas LIBT253

General Education outcome(s) assessed:

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>In this assignment, students create an interactive passive program focused on a diverse topic. The program proposal includes a title, central topic, list of materials, intended audience, at least 5 books must be featured, how the child/teen can engage with the material, book and activity rationale, and be visually appealing. Also includes a visual of the program. Any references used will be cited in APA format.</p> <p>Intent: students are able to identify a topic in diversity that is a mirror, window, or door for their community and focus on children or young adult patrons. Then, students can use selection tools including library catalogs and electronic materials to evaluate available materials for their audience, creating a list of books to be included in the program. In the proposal, students will provide a rationale as to why each book was chosen that includes specific criteria. The materials must both address the diversity topic and be engaging texts appropriate for the intended audience. Using available resources, interests, and creativity, students create a passive yet interactive component to enhance the impact of the book selections.</p> <p>Through the written proposal, I hope to see students using available resources, exploring a diversity topic, and providing opportunities for children/teens to become involved with the materials.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>12 of 13 students submitted program proposals; they were scored according to assignment #2 rubric. Categories include Formatting and Organization; Content; Rationale; Visual Element Grade distribution: 11/13 passing 5 A 4 B 1 C 1 D 2 F (1 did not submit)</p> <p>Students chose a broad range of topics, including:</p> <ul style="list-style-type: none"> - Global/world cultures - People with disabilities (Deaf) - Groups in the United States (native Americans, African Americans) - Holidays - LGBT - Discovering identity 	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program outcome(s) assessed: Use knowledge of current challenges facing libraries to deal effectively with issues such as censorship, funding, service limitations, and technology.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.	Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.	What did the faculty in your program learn, how did you discuss the results, and what will the program do? <u>What did you think about or change because of last semester's results?</u>

Please upload this form to this location: <https://forms.office.com/r/HPDYBibGCc>

Program Name: Media Production

Faculty Lead: Mario Acerra

General Education outcome(s) assessed: understand diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>In Communication Arts students learn about approaches to understanding and appreciating art from various cultures around the world. Being able to identify these various approaches in descriptive sentences or works of art from various cultures indicates an understating of diversity. Since this course is only offered in Spring I will analyze data from last semester.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>43 tests were scored. These tests were designed to check understanding and appreciating art from various cultures by asking them to identify philosophies and styles of art from various cultures.</p> <p>Of the 43 artifacts scored 22 met or exceeded standards, 6 almost met standards and 3 did not meet standards.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned this course continues to be a good way to help students understand diversity. Since the material is historical in nature, describing past cultural approaches to art there is not too much to change. Later in the course we ties these cultural theories and approaches to help understand current media offering.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

- Program outcome(s) assessed: Critically evaluate media including both their own work and the work of others with an awareness of cultural context and the effect of one's own biases.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
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<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>In Communication Arts students learn about approaches to understanding and appreciating art from various cultures around the world. Being able to identify these various approaches in works of art from various cultures is the first step in critically evaluating art. Since this course is only offered in Spring I will analyze data from last semester.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>43 tests were scored. These tests were designed to check understanding and appreciating art from various cultures by asking them to identify philosophies and styles of art from various cultures.</p> <p>Of the 43 artifacts scored 22 met or exceeded standards, 6 almost met standards and 3 did not meet standards.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>We learned this course continues to be a good way to help students understand diversity. Since the material is historical in nature, describing past cultural approaches to art there is not too much to change. Later in the course we tie these cultural theories and approaches to help understand current media offerings.</p> <p><u>What did you think about or change because of last semester's results?</u></p>
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SOCA103 Course-Level Assessment Social Work Program-Level Assessment

Fall 2023 Project Report

Full-time faculty in the Sociology and Social Work departments collaborated to develop an instrument to assess whether students understand the difference between macro-level and micro-level discrimination. This theme is relevant to student learning outcomes in Principles of Sociology and program learning outcomes in Social Work. As such, we decided to use the same instrument to run a course-level assessment in Principles of Sociology and a program-level assessment for Social Work. The relevant outcomes are listed below:

Principles of Sociology: this assessment project focuses on Student Learning Outcome #3:

*SLO3: Investigate stratification and its consequences at the micro and macro levels of society
Investigate stratification and its consequences at the micro and macro levels of society*

Social Work Program: this assessment project focuses on Program Learning Outcome #4:

PLO4: Demonstrate comprehension of the structure and complexities of societal systems and how they affect the person in his or her environment

We used the same instrument in Principles of Sociology (SOCA103) and American Ethnicity (SOCA105), which is a required course in the Social Work program. We thought it would be an interesting opportunity to discuss what level of understanding students do and/or should reasonably have after an introductory course (SOCA103) vs. a second-level sociology course (SOCA105). We also hope this project will provide insight into the growth of student understanding over time. Lastly, it will prompt conversation on the terminology faculty use across sections and disciplines, as language related to discrimination has shifted both in the larger culture and in course materials.

This assessment was rolled out to students in Principles of Sociology and American Ethnicity in late November - early December of 2023. The Principles of Sociology assessment was administered through Blackboard; the Social Work Program assessment was administered through Microsoft Forms. This was intentional, as we've been experimenting with different formats to find one that works best for us. The instrument is a five-item multiple choice assessment that addresses whether students understand the difference between macro-level and micro-level discrimination.

Principles of Sociology Assessment

This assessment was administered through Blackboard.

N = 252

Average score = 3.5/5

Item Analysis

Item #1:

A Fortune 500 company hired fewer women than men and consistently passed women over for promotion in favor of men. These practices represent:

N=246

Item #1	% Response
Institutional discrimination	64%
Institutional prejudice	12%
Individual discrimination	13%
Individual prejudice	11%

Item #2:

All of the following are examples of individual discrimination except _____.

N = 245

Item #2	% Response
A landlord's refusal to rent apartments to people of color	5%
A manager's refusal to hire LGBTQ+ workers	4%
Damage to a Jewish synagogue by a group of teenage vandals	42%
A corporation's systemic denial of access to managerial positions to women	49%

Item #3:

All of the following are examples of institutional racism except _____.

N=246

Item #3	% Response
Wealth disparities between whites and people of color	15%
Racial obscenities targeted against a person	67%
Lack of health coverage among poor communities of color	11%
A bank consistently denies loans to people of color	7%

Item #4:

_____ *discrimination consists of one-on-one acts by members of a dominant group that harm members of a marginalized group or their property.*

N=246

Item #4	% Response
Individual	90%
Standard	2%
Institutional	7%
Uniform	1%

Item #5:

_____ *discrimination occurs when a societal system has developed with embedded disenfranchisement of a group.*

N=247

Item #5	% Response
Individual	3%
Standard	2%
Institutional	88%
Uniform	7%

-Principles of Sociology students demonstrated a clear understanding of the difference between institutional and individual discrimination, with 88% able to identify institutional discrimination

and 90% able to identify individual discrimination. When Principles of Sociology students were asked to identify specific examples of individual and institutional discrimination, the results were mixed (64%, 49%, and 67%, respectively).

Social Work Program Assessment

This assessment was administered through Microsoft Forms.

N = 15

Average score = 4.2/5

Item Analysis

Item #1:

A Fortune 500 company hired fewer women than men and consistently passed women over for promotion in favor of men. These practices represent:

N=15

Item #1	% Response
Institutional discrimination	80%
Institutional prejudice	13%
Individual discrimination	0
Individual prejudice	7%

Item #2:

All of the following are examples of individual discrimination except _____.

N = 15

Item #2	% Response
A landlord’s refusal to rent apartments to people of color	7%
A manager’s refusal to hire LGBTQ+ workers	7%
Damage to a Jewish synagogue by a group of teenage vandals	26%
A corporation’s systemic denial of access to managerial positions to women	60%

Item #3:

All of the following are examples of institutional racism except _____.

N=15

Item #3	% Response
Wealth disparities between whites and people of color	7%
Racial obscenities targeted against a person	80%
Lack of health coverage among poor communities of color	13%
A bank consistently denies loans to people of color	0

Item #4:

_____ discrimination consists of one-on-one acts by members of a dominant group that harm members of a marginalized group or their property.

N=15

Item #4	% Response
Individual	100%
Standard	0
Institutional	0
Uniform	0

Item #5:

_____ discrimination consists of the day-to-day practices of organizations and institutions that have a harmful impact on members of subordinate groups.

N=15

Item #5	% Response
Individual	0
Standard	0
Institutional	100%

-100% of American Ethnicity students demonstrated an understanding of the difference between institutional and individual discrimination. When American Ethnicity students were asked to identify specific examples of individual and institutional discrimination, the results were relatively strong (80%, 60%, and 80%, respectively). This marks an increase over Principles of Sociology students (+16%, +11%, and +13%, respectively). Students had the most difficult time with Item #2; we'll revisit the question to ensure clarity.

-Just 15 students from two sections completed the assessment. This assessment will be replicated in Spring 2024 to increase sample size. As the sample size grows, I may be able to isolate the results of Social Work students in a more meaningful way.

Discussion

Note that Item 5 is different on each instrument; this was not intended. From my perspective, it's an example of the drawback to using an institutional office to roll out a departmental assessment. While the folks in Online Learning and Educational Technology are super helpful, using Blackboard to roll out an assessment detracts from our autonomy over the process. I prefer to use Microsoft Forms so I have the flexibility to make last minute edits. Blackboard assists with statistical analyses, which is helpful, but adding an additional point of contact makes the process clunkier.

Moving forward:

-Sociology faculty will meet in Spring 2024 to analyze the results. A summary of this discussion will be included in the Spring 2024 Assessment Report.

-As it garnered the lowest results, we'll revisit Item #2 for clarity. We'll also ensure consistency across both instruments. I'll recommend using Microsoft Forms to administer the assessment.

-This assessment will be administered again in Spring 2024 to gauge reliability and increase sample size.

SProgram Name: Theatre
 Faculty Lead: Bill Mutimer
 Course: THEA 211G: Plays Classical to Contemporary

General Education outcome(s) assessed: *Understand Diversity. Students understand how each individual's experiences shape our society, and how societies, in turn, shape the way local and global resources are used. Students understand that equity and inequity is something that everyone experiences differently in different settings.*

Program outcome(s) assessed: #1 and #2

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p>Students wrote a paper that discussed the voices of Asian, Black, Hispanic, LGBTQ+, and Native American playwrights.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>There were 13 students in the class. Rubric covered the following points: Research of each playwright What they were speaking about Did they accomplish it Was it worth talking about</p> <p>A—5 B—3 C—2 D—2 F—1</p> <p>Overall, very eye-opening on how people of a minority culture view their own race and culture vs the perspective of a majority culture.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Students meet in small groups to determine what they found and have a larger class discussion about the papers. We are going to use one of the plays as a college piece for next year.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>I change the plays each semester.</p>

1. Demonstrate an understanding of theatre arts as a creative expression that reflects the diversity of human experiences.
2. Demonstrate an understanding of the theatrical conventions and cultural/historical backgrounds behind a cross-section of plays and productions.
3. Demonstrate theatre practitioners' methods and skills in the collaborative and creative process.
4. Begin a lifelong participation in theatre as both audience and artist.