

Business & Industry

Fall 2023 Gen Ed and Program Reports: Diversity

PROGRAM	PROGRAM HEAD	INCLUDED IN PDF
Accounting	Meredith Koncz	Yes
Automotive	Kevin Casey	Yes
Baking & Pastry	Katherine Oscavich	Yes
Business Administration	Anita Dickson	Yes
Business Management	Anita Dickson	Yes
Computer Aided Design	Reginald Akpom	
Construction Management	Daniel Philipps	Yes
Culinary Arts	Tyler Baxter	
Data Science	Celisa Counterman	
Electromechanical	Gary George	
Engineer	Bill Doney	
Hospitality	Rebecca Heid	Yes
HVAC	Daniel Philipps	Yes
Information Security	Brian Stokes	
Legal Studies	Amy VanVarick-Colarusso	Yes
Marketing	Wendi Achey	Yes
Mathematics	Celisa Counterman	
Paralegal	Amy VanVarick-Colarusso	Yes
Sport Management	Shannon Raymond	Yes
Welding	Dino Forst	Yes

Program Name: Accounting, Business Administration, Business Management, and Marketing

Faculty Lead: Karen Britt

General Education outcome(s) assessed: Diversity - You understand how everyone’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.

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 watched a documentary on Black Wall Street, Tulsa, OK 1920’s. As a booming oil city, Tulsa also supported many affluent, educated, and professional African American residents. Black Americans had created their own businesses and services in this enclave, including several grocers, two newspapers, two movie theaters, nightclubs, and numerous churches. Black professionals, including doctors, dentists, lawyers, and clergy, served the community. The objective of this exercise is to learn the existence of prosperous economic communities of color in our nation’s history and how the economic resources were allocated and engaged.</p> <p>Students developed a Power point slide narrated presentation (maximum of 5 slides) using the Flipgrid.com portal. They answered three questions:</p> <ul style="list-style-type: none"> • Why is economic growth important for that economy? • What are the factors that influence economic growth? • What are the main components of economic growth in that economy? <p>In addition to their submission, the students were asked to submit a comment of two other students’ submissions in Flipgrid.com.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>This assignment graded according to a Discussion Forum Rubric:</p> <p>Posts require a demonstration of an understanding and application of the materials provided for the week (e.g., textbook readings, journal readings, lectures, and websites) through:</p> <ul style="list-style-type: none"> ➤ Synthesis of the materials. ➤ External research, a minimum of two references (e.g., books, journals, websites, etc.); and <p>Unless otherwise noted, a minimum of two follow-up posts are required. Posts and responses should be thoughtful. Simply writing, “I agree,” or “my opinion is different,” are an ineffective way to engage with ideas. Posts should be supported with examples, references to course materials and texts. Supporting detail and clear effort to substantiate claims is important.</p> <p>4 – (Advanced) Demonstrates excellent grasp of key concepts and course materials. Posts engage ideas (not feelings), are rich in content, and offer new ways of approaching or thinking about material. Excellent narrated PPT, with 2+ references, 2 responses to other students’ PPT.</p> <p>3 – (Acceptable) Posts show evidence of understanding most major concepts and offer an occasional divergent or new view. Ideas are succinct and generally clear. Good narrated PPT,</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 learned that students should learn more about other culturally based economic systems within the United States. Most of the students never heard of the Greenwood District (Black Wall Street) and asked why they were not told of this economy before attending NCC. In class we reviewed the students’ responses and their experience with Flipgrid.com as a learning vehicle. The program can offer other learning experiences that highlight the contributions of cultural groups into the economy, the consumer buying behavior based upon ethnic segmentation, and research the financial literacy of various groups and recommend solutions to close these financial gaps.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>I will consider adding economic assessments of various cultural groups with a culminating assessment that is multi-culturally based.</p>

with 2 references and 1 response to other students' PPT.

2 – (Needs Improvement) Demonstrates only superficial or shallow grasp of material. Posts lack depth of analysis and claims lack adequate support. Satisfactory narrated PPT, with no response to other students' PPT.

1 – (Minimally Evident) Demonstrates minimal engagement and no significant understanding of course material. Did not submit a narrated PPT video. Submitted comments to other students' PPT.

47 students were assessed. 20 students – received an advanced score of 4. 22 students – received an acceptable score of 3. 1 student – received a needs improvement score of 2. 4 students - received a minimal evident score of 1.

Those who received the lower scores (2 – 1) typically did not answer the economic growth questions in the intermediate Exam #3.

Program outcome(s) assessed: Interpret financial data and information. Discuss ethical, moral, and legal issues associated with the professional working environment and be able to apply ethical concepts in business-like situations. Identify ethical and legal challenges within the business environment. Design a cohesive marketing strategy, effectively combining the marketing mix elements of product, price, promotion, and place (distribution). Communicate ideas effectively in written and oral formats.

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>The assignment is designed to strengthen students' written and verbal communication skills. Flipgrid.com provides a platform where students can develop a presentation and respond to other students' presentations. The Tulsa Massacre consists of an ethical issue, resource allocation, and questions about the legal support for marginalized groups, and the negative effects of discrimination.</p> <p>The students address the following issues: Economic growth means an increase in real national income / national output. Economic development means an improvement in the quality of life and living standards, e.g. measures of literacy, financial solvency of its institutions, life-expectancy, and health care. Ceteris paribus, we would expect economic growth to enable more economic development.</p> <ol style="list-style-type: none"> 1. Why is economic growth important for that economy? 2. What are the factors that influence economic growth? 3. What are the main components of economic growth in that economy? <p>(Interpret financial data and information) Students researched the financial activity of the banks within Black Wall Street and how financial and economic investment resulted in an impressive multiplier effect within the community.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>47 students were assessed. 20 students – received an advanced score of 4. 22 students – received an acceptable score of 3. 1 student – received a needs improvement score of 2. 4 students - received a minimal evident score of 1.</p> <p>The students who received a 3 or 4, demonstrated stronger written and oral communication skills. In addition, their student responses expressed critical thinking skills and they were able to synthesis material between students' PPT presentation.</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 learned that assessments that require written and oral communication skills are very effective. Written and oral assessments based within specific historical and contemporary events of business, provoke student discussion, and invoke student engagement. The program could enhance the established written or oral communication assessments with a similar thought-provoking topic.</p> <p><u>What did you think about or changed because of last semester's results?</u></p> <p>I desire to add more culturally based economic assignments with a written and oral component. This assignment sparked critically thought out responses and openness from students.</p>

<p>(Discuss ethical, moral, and legal issues associated with the professional working environment and be able to apply ethical concepts in business-like situations. Identify ethical and legal challenges within the business environment) Since Flipgrid.com is an online platform, it removes synchronous class sessions. Therefore, students have been more transparent with their analysis. I hope to learn what students knew about this event and why this economy was a benchmark for other segregated economies. In addition, I wanted to see if students saw how racism can impede economic growth.</p> <p>Moreover, I wanted to learn if the students saw value in segregation or more value in the integration of resources. Students learn that ethical and legal issues are challenged within the business environment. Business ethics begin with human ethics that should be carried into all macroenvironments – social values, economic, legal/political, technological, and demographic.</p> <p>[Design a cohesive marketing strategy, effectively combining the marketing mix elements of product, price, promotion, and place (distribution)] Students researched how various companies with Black Wall differentiated their products to enhance competition within the same industry and the promotion elements used in their marketing strategy.</p> <p>(Communicate ideas effectively in written and oral formats) Students developed a narrated. Power point presentation, which required writing and oral skills.</p>		
--	--	--

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

Program Name: Automotive Technology

Faculty Lead: Kevin Casey

General Education outcome(s) assessed: Communicate Understanding Diversity

Program outcome(s) assessed: New PLO#1 Demonstrate competent speaking, technical vocabulary, and technical writing skills when working with diverse groups displaying the ability to work independently and collaboratively for observation, integrative and synthetic skills.

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>Within the AUTO 203G course there are two different term papers required. For the final term paper, the students choose one of 6 topics centered on different themes. Assignments for this course are generally used to assess writing and speaking skills as they pertain to related practices found throughout the business and management sides of the automotive repair industry.</p> <p>We are also hoping to gain a better understanding of students' views on the role of diversity within the context of their lives and workplace.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>8 assignments were scored using the attached rubric.</p> <p>6 students (75%) passed using the attached rubric.</p> <p>The students supplied informative papers reflecting current attitudes toward their chosen topics. Half of the papers were done very well and were insightful on their chosen topic and diversity. Overall their use of technical vocabulary and writing skills were appropriate to their level of understanding. Students who chose topics that included an aspect of diversity, showed a fair measure of understanding and sensitivity toward it. Of the two students scoring a 50% on understanding diversity they had an understanding, but did not communicate it well.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The results of this assignment and assessment were discussed with several members of the automotive program, the adjunct professor who taught the course and myself.</p> <p>We concluded that though maybe not typical of technical programs, in general the students in this class were aware and comfortable discussing this and related topics.</p> <p>It was also apparent they understood the destructiveness of bigotry and why it should not be tolerated within social circles and the workplace.</p> <p>As a result of this assessment, the adjunct professor teaching this course will continue to stress, and include learning that promotes ideals of inclusion.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Regarding the assessment on using of Strategy Based Diagnosis, we continue to reinforce it in every automotive class involving diagnosis, and assess its use whenever possible.</p>

Program Name: Baking and Pastry

Faculty Lead: Kate Oscavich

General Education outcome(s) assessed: DEI Fall 2023

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>The intent is for the students to engage in collaborative learning experiences within the classroom to grasp the significance of diversity in culinary settings and to foster skills in comprehending and honoring the perspectives of fellow team members. Additionally, students will research the history of renowned chefs hailing from diverse backgrounds and present data to their classmates via PowerPoint presentation.</p> <p>Assignment: Write a two-page report on the impact of diversity within the culinary/baking industry, and select a famous chef from a marginalized group that has had an influence on the industry. (Cont. below)</p>	<p>14 students have been assigned the research paper and PowerPoint and will be graded on December 16th, 2023.</p> <p>12 Students completed the assignment with the following median averages: Final Paper: 91% Final PowerPoint: 95%</p> <p>The students had positive feedback overall and did well on this assignment.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>As I am the only Baking and Pastry faculty, I discussed this assignment with the culinary and baking and pastry team and we have decided to implement this project as regular assignment for BAKE110.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>This was our first time assigning this project.</p>

Program outcome(s) assessed: Demonstrate professionalism and communication skills with respect for individual and team diversity as it applies to the professional kitchen and baking and pastry industry.

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Report and PowerPoint must include history, how they changed or impacted the culinary industry and/or what they are famous for creating, plus any interesting facts. Additionally, write about your own experience and observations while working within different groups throughout the semester.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>As noted above.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>As noted above.</p> <p><u>What did you think about or change because of last semester's results?</u></p>

Program Name: CMGT

Faculty Lead: Daniel Philipps (Instructor: Jeff Hutwelker)

General Education outcome(s) assessed: DEI FA23

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>CMGT101 students were required to complete a writing assignment in BB:</p> <p>“Explain in at least 100 words, the ways that diversity, equity and inclusion benefit organizations in general and how they could benefit construction firms?”</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The number of grade points tallied were from fourteen submitted assignments. The scale was pass/fail on a 0-100% system.</p> <p>All passed with a range of 70-100% with an average for all of 92%.</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 was a positive result overall. Overcoming some students not engaging will be addressed as possible going forward. It was valuable to expose management students entering the construction industry to research and relay concepts that are in action in the industry.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>No changes were made.</p>

- Program outcome(s) assessed:
 - Understand the importance of management functions of planning, organizing, leading and controlling. Utilize effective written and oral communication skills.
 - Demonstrate the ability to work both independently and as part of a team.
 - Apply legal and ethical principles related to the construction industry.

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>As noted above.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>As noted above.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>As noted above</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>No changes were made.</p>

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

Program Name: Hospitality Management

Faculty Lead: Rebecca Heid

General Education outcome(s) assessed: Understanding 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>Students researched five different countries using Hofstede's Cultural Dimensions. They compared and contrasted the results. They discussed the similarities and differences between each country and how they rated in the dimensions with an explanation why. Then, students wrote a recap of what they learned from the cultural assignment.</p> <p>Students also completed cultural scenarios. They read a scenario and answered questions related to the country's cultural aspects.</p> <p>Students interviewed someone from a different country. They asked sustainability questions, leadership questions, and general cultural questions about their country.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>1 Hofstede Assignment – 79%</p> <p>5 cultural scenarios – 90%</p> <p>1 Interviewed someone from a different country – 92%</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 understand country cultural differences in their wrap up of the assignment. They were able to identify similarities and differences between the countries. I am deleting one country for comparison to make using the one informational website easier to navigate. I also plan to give more detailed directions</p> <p>Students enjoyed this assignment and learned some amazing things about practices in other countries. Their wrap up displayed an understanding of similarities and differences.</p> <p>However, the larger assignment of a sustainability project that fits with interviewing someone for a different country is going to be removed. To better reflect leadership, a mentorship project is going to be added to the class.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Nothing but I plan to change the directions since some students didn't explain why a country rated a specific way for the cultural dimensions. They just gave the rating.</p>

Program outcome(s) assessed: Evaluate leadership principles necessary in diverse and global hospitality and tourism industry.

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>The intent is for the students to be exposed to multiple different diversity/cultural scenarios and critical thinking with a global solution to a sustainability problem. Students complete multiple cultural scenarios for a global perspective. Students also complete a sustainability project that includes interviews with international partners and professionals. Students also complete a Hofstede's cultural dimensions assignment.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>1 Hofstede Assignment – 79%</p> <p>5 cultural scenarios – 90%</p> <p>1 Interviewed someone from a different country – 92%</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 understand country cultural differences in their wrap up of the assignment. They were able to identify similarities and differences between the countries. I am deleting one country for comparison to make using the one informational website easier to navigate. I also plan to give more detailed directions</p> <p>Students enjoyed this assignment and learned some amazing things about practices in other countries. Their wrap up displayed an understanding of similarities and differences.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Nothing but I plan to change the directions since some students didn't explain why a country rated a specific way under Hofstede's cultural dimensions. They just gave the rating.</p>

		<p>I did change that they only emailed their international counterpart twice instead of three times. Initially they sent an email explaining USA cultural practices. This was deleted due to time constraints with taking the semester down to 14 weeks. It appears to be working out fine.</p> <p>However, the larger assignment of a sustainability project that fits with interviewing someone for a different country is going to be removed. To better reflect leadership, a mentorship project is going to be added to the class.</p>
--	--	---

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

Program Name: HVAC

Faculty Lead: Daniel Philipps

General Education outcome(s) assessed: DEI FA23

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 required to view diversity videos and answer questions in a BB created quiz. HVAC101 FA23 (all three sections)</p> <p><u>HVAC History and Diversity, Equity, and Inclusion</u></p> <p>Use the following links and answer the questions for this quiz. Willis Carrier - https://www.youtube.com/watch?v=xH8PdFMmDuA&ab_channel=CarrieratHome Alice H. Parker - https://www.youtube.com/watch?v=-dWxzUBn6uo&ab_channel=RCadellCook David Crosthwait Jr. - https://www.youtube.com/watch?v=NvXpBE3YouE&ab_channel=WadiSpeaks Frederick McKinley Jones - https://www.youtube.com/watch?v=Kx2x0W79cz4&ab_channel=RCadellCook Kaylie Grandell - https://www.youtube.com/watch?v=AeSRVU-j1kQ&ab_channel=A%231Air%2CInc</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>The number of grade points tallied were from twenty submitted assignments. The scale was pass/fail on a 0-100% system.</p> <p>All passed with a range of 61-100% with an average for all of 90%.</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 was a positive result overall. Overcoming some students not engaging will be addressed as possible going forward. But some feel overwhelmed by the amount of technical content required in these courses and are disinterested in these topics.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>No changes were made.</p>

Program outcome(s) assessed: •Demonstrate competent speaking, technical vocabulary, and technical writing skills when working with diverse groups displaying the ability to work independently & collaboratively for observation, integrative and synthetic skills.

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>As noted above.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>As noted above.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>As noted above</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>No changes were made.</p>

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

Program Name: Legal Studies, AAS

Faculty Lead: VanVarick-Colarusso

General Education outcome(s) assessed: Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p data-bbox="100 220 722 285">Describe the intent of the assignment and what you hoped to learn, measure or more fully understand.</p> <p data-bbox="100 329 722 711">Students were to write a report on an interview between two individuals of their choice primarily to ascertain body language, questioning and other aspects of a one-on-one interview so as see interviewing techniques for the practice of law. The subject matter had to be about diversity. It was up to the student to define what diversity meant to them. Aside from the researched report, students were supposed to have an oral presentation to discuss the issue of diversity and why they chose to report on that interview.</p>	<p data-bbox="751 220 1388 318">Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p data-bbox="751 362 1373 500">17 students were assessed. 9 received a 4 (Advanced), 5 received a 3 (Acceptable) and 3 received a 2 (Needs Improvement) for an average of 3.53 which is a passing score (or an 88).</p> <p data-bbox="751 540 1373 751">Students were primarily assessed for diversity based on the presentations. Some students, unfortunately, chose not to do a presentation and were graded accordingly. Those who did their presentation seemed to spark awesome classroom discussions about their respective topics.</p> <p data-bbox="751 792 1373 889">Those who received lower grades on the assignment usually scored lower in the assessment for diversity only because it was not articulately addressed.</p>	<p data-bbox="1417 220 1997 318">What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p data-bbox="1417 362 1997 573">Some students who received lower grades on their papers (usually not for reasons of diversity) chose not to do their presentations. I was able to assess their understanding based off their written work which was not as in depth as if we were to have to conversation in class.</p> <p data-bbox="1417 613 1997 678"><u>What did you think about or change because of last semester's results?</u></p> <p data-bbox="1417 686 1997 995">Nothing was changed since the results were positive and those who lowered the average were students who chose not to do the oral presentation or failed to do the assignment properly. I do not believe it is not an understanding of diversity, but rather a deeper educational weakness. I will encourage students to seek help from the learning center to improve their overall comprehension of the assignment</p>

Program outcome(s) assessed: Evaluate the role of legal theory and ethical practices in diverse societal groups and institutions.

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>The assignment was designed to illustrate different interviewing questions/techniques/body language so when the individual worked under the supervision of a licensed attorney, they would be able to conduct the interview and/or assist the attorney during a client or witness interview. Aside from noting proper ways an interviewer treats an interviewee, this assignment was also used to assess the student's level of understanding diversity on an emotional level as well as issues of diversity as it pertains to the law.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Students were primarily assessed for diversity based on the presentations. Some students, unfortunately, chose not to do a presentation and were graded accordingly. Those who did their presentation seemed to spark awesome classroom discussions about their respective topics.</p> <p>We had an average of 3.353 based on the rubric when discussing diversity. Those who received lower grades on the assignment usually scored lower in the assessment for diversity only because it was not articulately addressed.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The results were obtained after the biannual meeting of adjunct instructors. I will share these results at the next meeting in the spring.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Nothing was changed since the results were positive and those who lowered the average were students who chose not to do the oral presentation or failed to do the assignment properly. I do not believe it is not an understanding of diversity, concepts of law or skills regarding interviewing techniques, but rather a deeper educational weakness. I will encourage students to seek help from the learning center to improve their overall comprehension of the assignment.</p>

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

General Education outcome(s) assessed: 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>Students were to write a report on an interview between two individuals of their choice primarily to ascertain body language, questioning and other aspects of a one-on-one interview so as see interviewing techniques for the practice of law. The subject matter had to be about diversity. It was up to the student to define what diversity meant to them. Aside from the researched report, students were supposed to have an oral presentation to discuss the issue of diversity and why they chose to report on that interview.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>17 students were assessed. 9 received a 4 (Advanced), 5 received a 3 (Acceptable) and 3 received a 2 (Needs Improvement) for an average of 3.53 or an 88%.</p> <p>Students were primarily assessed for diversity based on the presentations. Some students, unfortunately, chose not to do a presentation and were graded accordingly. Those who did their presentation seemed to spark awesome classroom discussions about their respective topics.</p> <p>Those who received lower grades on the assignment usually scored lower in the assessment for diversity only because it was not articulately addressed.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>Some students who received lower grades on their papers (usually not for reasons of diversity) chose not to do their presentations. I was able to assess their understanding based off their written work which was not as in depth as if we were to have to conversation in class.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Nothing was changed since the results were positive and those who lowered the average were students who chose not to do the oral presentation or failed to do the assignment properly. I do not believe it is not an understanding of diversity, but rather a deeper educational weakness. I will encourage students to seek help from the learning center to improve their overall comprehension of the assignment</p>

Program outcome(s) assessed: Demonstrate professional behavior, understand, and acknowledge diversity and possess necessary office skill competencies while under the supervision of an attorney in the completion of legal work.

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>The assignment was designed to illustrate different interviewing questions/techniques/body language so when the individual worked under the supervision of a licensed attorney, they would be able to conduct the interview and/or assist the attorney during a client or witness interview. Aside from noting proper ways an interviewer treats an interviewee, this assignment was also used to assess the student's level of understanding diversity.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>Students were primarily assessed for diversity based on the presentations. Some students, unfortunately, chose not to do a presentation and were graded accordingly. Those who did their presentation seemed to spark awesome classroom discussions about their respective topics.</p> <p>We had an average of 3.353 based on the rubric when discussing diversity. Those who received lower grades on the assignment usually scored lower in the assessment for diversity only because it was not articulately addressed.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The results were obtained after the biannual meeting of adjunct instructors. I will share these results at the next meeting in the spring.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Nothing was changed since the results were positive and those who lowered the average were students who chose not to do the oral presentation or failed to do the assignment properly. I do not believe it is not an understanding of diversity or the concepts regarding interviewing techniques, but rather a deeper educational weakness. I will encourage students to seek help from the learning center to improve their overall comprehension of the assignment.</p>

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

Program Name: Sport Management

Faculty Lead: Shannon Raymond

General Education outcome(s) assessed: Understanding Diversity

Describe the Assignment/Assessment Method	Results and Summative Remarks	Recommendations/Action Plan
<p>Most notably, for the students final project, they are grouped together to develop a marketing plan for a new expansion sports franchise in a designated city. Part of the requirement is a focus on how they would connect with diverse industry partners for sponsorships and how they would share their understanding of market segmentation to connect with their diverse consumer population.</p> <p>Chapters 3, 4, and 5 we explore that very diversity (gender, race, age, socio-economic) as we discuss 'Understanding the Sport Consumer,' 'Market Research' and 'Market Segmentation'</p> <p>Chapter 9 and 10, students (Public Relations and Sponsorships respectively) students are then required to submit for their third assignment of class, an analysis of a sports website with one focus being, how does the site connect with a diverse consumer population and how do they promote the different aspects of the Sports Product with them</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>Artifact 1 (final project)– 91% pass</p> <p>Artifact 2 (website) – 91%</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The assignment was very successful as noted with the pass rate. Students enjoyed the challenge of a marketing plan and learned how to communicate to a diverse population.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p>Nothing, the assignment assesses diversity as well as technology and communication. It is a well rounded assignment that data displays the student is learning the intended outcomes.</p>

Program outcome(s) assessed: Evaluate leadership principles necessary in diverse and global hospitality and tourism industry.

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>The intent is for the students to be exposed to multiple different diversity/cultural scenarios and critical thinking with a global solution to a sustainability problem. Students complete multiple cultural scenarios for a global perspective. Students also complete a sustainability project that includes interviews with international partners and professionals. Students also complete a Hofstede’s cultural dimensions assignment.</p>	<p>Include the number of student artifacts, how you scored then, the number passing, and brief analytical remarks.</p> <p>1 Hofstede Assignment – 79%</p> <p>5 cultural scenarios – 90%</p> <p>1 Interviewed someone from a different country – 92%</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 understand country cultural differences in their wrap up of the assignment. They were able to identify similarities and differences between the countries.</p> <p>Students enjoyed this assignment and learned some amazing things about practices in other countries. Their wrap up displayed an understanding of similarities and differences.</p> <p><u>What did you think about or change because of last semester’s results?</u></p> <p>Nothing but I plan to change the directions since some students didn’t explain why a country rated a specific way under Hofstede’s cultural dimensions. They just gave the rating.</p> <p>I did change that they only emailed their international counterpart twice instead of three times. Initially they sent an email explaining USA cultural practices. This was deleted due to time constraints with taking the semester down to 14 weeks. It appears to be working out fine.</p>

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

Program Name: Welding Technology

Faculty Lead: Dino Forst

General Education outcome(s) assessed: Demonstrate competent speaking, technical vocabulary, and technical writing skills when working with diverse groups displaying the ability to work independently & collaboratively for observation, integrative and synthetic skills.

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 told to read chapter 13 in Soft Skills for the workplace. To fully understand a diverse workplace, cultural awareness, and identify benefits of diversity in a business.</p>	<p>Include the number of student artifacts, how you scored them, the number passing, and brief analytical remarks.</p> <p>17 students participated, they were graded on accuracy of the answers to questions at the end of the chapter. 17 students scored a 92% average.</p>	<p>What did the faculty in your program learn, how did you discuss the results, and what will the program do?</p> <p>The importance of a diverse workplace. We discussed the student's answers as a group. Welding will continue to use this book for further Gen – Ed assessments.</p> <p><u>What did you think about or change because of last semester's results?</u></p> <p><u>My results have been good so I will use this assessment next fall.</u></p>

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