

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT**

<b>Course Title and Number: SSC 147 Understanding Human Diversity</b>	<b>Academic Term and Year of Assessment Activity Spring 2010</b>
<b>Report Submitted By: Debra Backus</b>	<b>Course Delivery Format WEB</b>
<b>Date Report Submitted: September 1, 2010</b>	<b>Number of Students Assessed: 19</b>
	<b>Number of Sections Included: 1</b>

**Course Role in the Curriculum**

**Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.**

**This course is a Social Science elective for all degree programs. It is a required elective in most A.A.S. programs.**

**Assessment Methods**

**Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.**

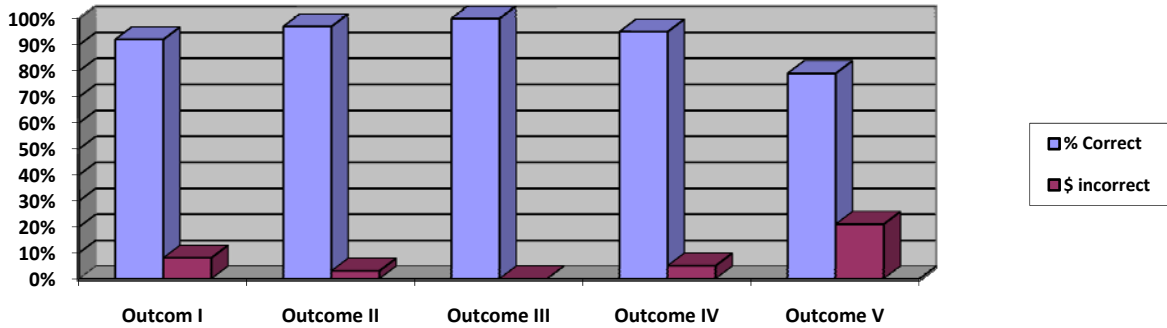
**Questions from the mid-term examination were aligned with learner outcomes from the course syllabus.**

**Assessment Results**

**Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".**

**Based on the existing data, four of the five learning outcomes were met at the minimum performance standard (See Table 1). Ninety-two percent of the students successfully completed the identified indicator for Learning Outcome 1. Ninety-seven percent of the students successfully completed the identified indicator for Learning Outcome II. One-hundred percent of the students successfully completed the identified indicator for Learning Outcome**

**III. Ninety-five percent of the students successfully completed the identified indicator for Learning Outcome IV. Learning Outcome V (79%) failed to meet the minimum performance standard established for the assessment activity.**



**Course Level Assessment Summary of Outcomes, Indicators and Results**  
**Course Title and Number**

Number of students in assessment sample =  
 Number of Sections in Assessment =  
 Add additional rows to table if necessary

Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (80%)* (yes or no)
Outcome I: Define diversity consciousness	1.Diversity consciousness is: a. Common sense b. Simply ignoring differences c. The result of good intentions d. Important for us all*	84%	16%	Yes
	2. Is respecting religious diversity as important as	100%	0%	Yes

	<p>respecting the other forms of human diversity?</p> <p><b>Comments from students</b></p> <p>Response 14 Yes, we should have diversity consciousness where it relates to race, sex, color, religion, or anything else. You should always respect others interest whether you believe in them or not that is part of becoming a diversity conscious person.</p> <p>Response 16 Yes, as we travel and people of other cultures enter the US, many will have religious beliefs that differ from our own. We may encounter these differences socially or within the workforce. We must learn to respect these beliefs and prevent these beliefs if different from our own from interfering with our</p>			
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	<p>communication these differences may be different from our own beliefs and we must learn to respect them as we do other cultural differences between people. These beliefs may prevent us from working effectively and socializing with people of different religious denominations and we need to be sure that we respect them and do not allow us to avoid people based upon their religious beliefs.</p>			
<p><b>OUTCOME II:</b> List and discuss diversity skills that promote success at school and work.</p>	<p>1. Developing diversity consciousness allows us to acquire which of the following skills?                      a. Communication                      b. Flexible thinking                      c. Conflict management                      d. All of the above*</p>	95%	5%	Yes
		100%	0%	Yes
	<p>2. The coordinated effort by a group of persons working toward a common</p>			

	<p>goal is the definition of</p> <ul style="list-style-type: none"> <li>a. Teamwork*</li> <li>b. Synergy</li> <li>c. Collective efficacy</li> <li>d. Collective management</li> </ul>			
<p>Outcome III: Define cultural encapsulation and discuss its impact</p>	<p>1. When a person refuses to learn about the ways other people live, and never talk to or spend time with people not like themselves, they are said to live in</p> <ul style="list-style-type: none"> <li>a. cultural encapsulation*</li> <li>b. Social marginality</li> <li>c. A meritocracy</li> <li>d. Campus climate</li> </ul>	100%	0%	Yes
<p>Outcome IV: Describe Hofstede's four cultural dimensions and the relationship of each dimension to leadership</p>	<p>Data from Hofstede's research on worker in forty countries point to the impact of cultural differences on attitudes and values. Specifically, his data shows that these cultures differed along which of the following dimensions?</p> <ul style="list-style-type: none"> <li>a. Materialism v. non-materialism</li> <li>b. Individualism v. collectivism*</li> <li>c. Spiritualism v. secularism</li> <li>d. Attitudes and values toward the again process</li> </ul>	95%	5%	Yes

<p>Outcome V: List and give examples of barriers to effective communication.</p>	<p>Rivka becomes uncomfortable when she comes into the presence of strangers, especially if they are speaking a foreign language. This is an example of:</p> <ol style="list-style-type: none"> <li>Stereotype vulnerability</li> <li>cultural incompetence</li> <li>A prejudice discriminator</li> <li>Xenophobia *</li> </ol> <p>According to the text, which of the following can be a barrier to effective, cross-cultural communication?</p> <ol style="list-style-type: none"> <li>Ethnocentrism</li> <li>Language differences</li> <li>Inactive listening</li> <li>All of the above *</li> </ol>	<p>68%</p>       <p>89%</p>	<p>42%</p>       <p>11%</p>	<p>No</p>       <p>Yes</p>
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**Conclusions and Action Plan**

**Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to “See attached”.**

**In conclusion, this course level assessment of Understanding Human Diversity finds that four of the five outcomes are being met at the minimum performance standard of 80%. These outcomes will continue to be examined in upcoming course assessment to ensure the proper emphasis will be maintained.**

**Outcome V did not meet the minimum performance standard but students did meet the standard on one of the two question indicators. More exam questions will be examined to see if the overall outcome was met through different exam questions.**

**The participating faculty member has been made aware of the course level assessment and attainment of the outcomes for the class. Their continued input as to which outcomes to monitor will be utilized in future course level assessments. Any suggestions or comments from the faculty member will be considered for possible changes to the course. Because of the small number of students participating and the limited number of exam questions evaluated, no changes will be made at this time.**

<b>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</b>	<b>Proposed Date for Reassessment</b>

<b>Assessment Committee Approval (To be posted by Assessment Committee Chair)</b>	<b>LOT Review (To be posted by Assessment Committee Chair)</b>
<b>Date: 10-4-10 SB-G</b>	<b>Date: 10-18-10 (SB-G)</b>