

Multicultural Assessment Yearly Report  
August 16, 2005

Assessment Activities:

**Component Area Goals:**

**COURSE GUIDELINES FOR MULTICULTURAL DESIGNATION**

Guidelines
1. The syllabus will indicate that students acquire a better understanding of their own culture by: <ul style="list-style-type: none"> <li>a. exploration of their culture</li> <li>b. cultural readings</li> <li>c. class discussions</li> <li>d. viewing appropriate, related video presentations</li> <li>e. class lecture</li> <li>f. other (explain)</li> </ul>
2. The syllabus will give evidence that the students will identify ways to respond manifestations of cultures different from their own in the following ways <ul style="list-style-type: none"> <li>a. values</li> <li>b. beliefs</li> <li>c. customs</li> </ul>
3. The syllabus will provide evidence that the students will identify subjective, cultural specific nature of <ul style="list-style-type: none"> <li>a. values of others</li> <li>b. beliefs of others</li> <li>c. customs of others</li> </ul>
4. The syllabus will address the historical and contemporary process by which people accommodate each other through <ul style="list-style-type: none"> <li>a. arts of other cultures</li> <li>b. language of other cultures</li> <li>c. religion of other cultures</li> <li>d. customs of other cultures</li> <li>e. other (explain)</li> </ul>
5. Use gender sensitive language.
6. Use culturally sensitive language
7. The syllabus will address the issues of <ul style="list-style-type: none"> <li>a. individual rights</li> <li>b. rights of others</li> <li>c. cultural options</li> </ul>
8. The syllabus will demonstrate ways in which students will work toward equitable treatment of all members of society (race, ethnicity, age, sexual orientation, gender, language, etc.).
9. The syllabus will demonstrate ways in which students will work toward a greater sense of social responsibility.
10. The syllabus will include a field component or case study related to multicultural issues.

The guidelines listed above were developed by the co-chairs of the multicultural committee and revised by the committee over the past two years.

**Learning Outcomes/competencies & Data Collection**

The committee collected the following items from those teaching courses designated as multicultural:

- Syllabi
- Spreadsheet of self analysis
- Student artifacts

**The methods by which these outcomes are measured by professors**

- Examinations
- Discussions
- Class participation

Small group participation (projects and discussions)  
Papers  
    Formal  
    Informal  
Reports/Projects  
Journals  
Oral and written analysis of literary works  
Field experience  
Chapter reflections  
Speeches  
Instructor observation of student behavior

**Results: The following are representative examples of the results of the Assessment of Student Outcomes as reported by twelve professors teaching courses with Multicultural designators:**

Guideline Number One: 58.3% documented compliance  
Guideline Number Two: 41.67% documented compliance  
Guideline Number Three: 33.33% documented compliance  
Guideline Number Four: 83.33% documented compliance  
Guideline Number Five: 33.33% documented compliance  
Guideline Number Six: 33.33% documented compliance  
Guideline Number Seven: 58.33% documented compliance  
Guideline Number Eight: 16.67% documented compliance  
Guideline Number Nine: 33.33% documented compliance

**Syllabi Review:**

**Senate Bill 653 Compliance:** All Marshall candidates for graduation must fulfill the requirements for the Marshall Plan which includes three hours of credit in a multicultural designated course.

**Plans for the current year:**

1. Continue to collect syllabi.
2. Collect samples of student learning to be evaluated by the committee
3. Collect a course assessment done by the instructor
4. To include more of the participants in the feedback loop

The committee will review courses that are being offered to make sure that they are continuing to meet the guidelines for multicultural designation. For this year, the committee will endeavor to have better participation from the instructors in the area of submitting documentation.

**What has been learned by the committee:**

1. Greater documentation is needed to assess the status of classes currently approved as Multicultural.
2. We hope to make strides to involve more of the participants in the feedback loop.
3. A presentation to the Marshall University Multicultural Commission February 16, 2005 See below:

## **Multicultural Committee**

A presentation to the Marshall University Multicultural Commission  
February 16, 2005

### **Committee Members**

- Janet Dozier, co-chairperson (COEHS)
- Francie Martin, co-chairperson (Science)
- Steve Hall (Fine Arts)
- Susan Imes (Nursing)
- Michael Newsome (Business)
- Karen Simpkins (COLA)

### **History of M/C**

“There is a general agreement among most scholars and researchers that, for multicultural education to be implemented successfully, institutional changes must be made, including changes in the curriculum; the teaching materials; teaching and learning styles; the attitudes, perceptions, and behaviors of teachers and administrators; and the goals, norms of the cultures of the school.”

James Banks

### **Dimensions of M/C Ed.**

- Content integration
- Knowledge construction
- Prejudice reduction
- Equity pedagogy
- Empowering school culture

### **History of Committee**

- 2001-First guidelines were developed
- 2002-Guidelines were revised
- 2002-Committee requested syllabi and spreadsheets for review each semester
- 2003-Committee requested designees to submit documentation supporting multicultural learning
- 2004-Documentation reviewed
- Process continues to this date

### **Marshall Plan**

- Writing Intensive-3 hours
- Integrated/applied math-3 hours
- Multicultural studies-3 hours
- Integrated science-4 hours
- International-6 hours
- Computer literacy-3 hours
- Capstone experience

## **Multicultural Course Approval**

- Request checklist
- Submit syllabus and schedule (on-line)
- Committee reviews documents
- Letter of dis/approval is sent to applicant
- Copy of letter is sent to the applicant's chair

#### **Website Under Construction**

- Information for instructor new course approval
- Information for transfer student course approval
- Data collected by committee
- List of approved courses

#### **Continued Approval**

- Submit syllabus each semester
- Supporting evidence of multicultural learning is submitted
- Submit assessment spreadsheet
- Committee reviews the documents for continued approval
- \$ for the committee to respond

#### **Data received**

- Complete spreadsheets
- Syllabus
- Examples of student learning
- Projects
- Essays
- Examinations
- Papers
- Graduating senior survey responses

#### **Approval of courses for M/C designation of transfer students**

- Submit identification information
- Student reviews syllabus of the course they are submitting
- Student submits course syllabus and agenda
- Student submits a one-page statement of how this class broadened their multicultural view
- Chairs review documents for dis/approval

#### **References**

- Banks, James and Banks, Cherry (1995). **Multicultural Education: Historical Development, Dimensions, and Practice.** *Handbook of Research on Multicultural Education.* Simon and Schuster Macmillian: New York, NY.