

Barstow Community College
Core Competency Assessment Summary Report
– Global Awareness -
2012-2013

Barstow College conducted an assessment of the Global Awareness Core Competency using eight different disciplines, all three divisions were represented

ASSESSMENT - The 2012-2013 Global Awareness Competency assessment included nine courses and thirteen sections. In the assessment there were four adjunct instructors, seven online sections and six live sections. Courses from each division were represented as well as from main campus and the satellite fort.

CORE COMPETENCY ASSESSMENT TEAM

Courses and instructors in 2012-2013 Assessment

CTE Division:

- Child Development 6 (Three sections: 2 Online & 1 Live) - Nancy Nunes-Gill & Rochelle Himmelrick (adjunct)

Humanities/Social Science Division:

- Arts 2 (Online) – Lewis Goldstein
- English 2 (Online) – John Stacy (adjunct)
- History 8A (Three sections: 2 Online & 1 Live) Ramon Vasconcellos, Tomas Stanek (adjunct), & Paul Rittman (adjunct)
- Political Science 2 (Live) – Jacob Lenerville (adjunct)

Math/Nat. Science/PE Division:

- Biology 1 (Online) – Bret Sage
- Geology 1L (Live) – Scott Bulkley
- Geology 2 (Live) – Ewa Burchard (adjunct)
- Physical Science 2 (Live) – Scott Bulkley

Preparing the Assessment:

- The SLO Coordinator, in consultation with Dean of Instruction, selected courses based on certain criteria: appropriateness for Global Awareness assessment, representative of all divisions, involving full-time and adjunct instructors, and reflecting live and online instruction.
- A general 5 point rubric level was determined, but instructors used discipline specific rubrics to delineate more clearly discipline's expectations and assessment task.

CONCLUSIONS

Summarization of the findings are listed on following pages.

Results of 2012-2013 Core Competency Assessment – Global Awareness

	ARTS 2	BIOL 1	CHLD 6	ENGL 2	GEOL 1L	GEOL 2	HIST 8A	POLI 2	PHSC 2	
Results	Combined	Combined	N/A	Single	Single	Single	N/A	Single	Single	
Type	Writing	Writing	Writing & Speaking	Writing	Writing	Writing & Speaking	Writing	Writing	Reading & Speaking	
Description	Discussion Board - ongoing (9 weeks)	Discussion Board - ongoing (9 weeks)	Final Essay & Presentation	English Literature Essay	Final & Midterm Essay	Final Essay & Presentation	OL=DB & HW; OL = Final Essay; Live= Final	Political Comparison Research Essay	Final Presentation (w/ research)	
Rubric	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	% of Students	Avg % of all sections
5	45%	59%	71%	80%	8%	76%	48%	42%	5%	<u>48%</u>
4	13%	21%	16%	12%	20%	12%	27%	26%	27%	<u>19%</u>
3	23%	6%	4%	4%	48%	12%	7%	11%	59%	<u>19%</u>
2	5%	3%	0%	4%	0%	0%	4%	0%	0%	<u>2%</u>
1	15%	12%	9%	0%	0%	0%	13%	21%	9%	<u>9%</u>

NOTE: 70% = Target for Satisfactory or higher (3 - 5 on rubric)

Global Awareness Summary (Total of all participating courses)

Target Met – 87 % Satisfactory or higher

- Superior level = 48% (5 on rubric)
- Above satisfactory level = 19% (4 on rubric)
- Satisfactory level = 19% (3 on rubric)
- Unsatisfactory level = 2% (2 on rubric)
- Very unsatisfactory level = 9% (1 on rubric)

Science (Environmental Based) Global Awareness – Assessments

Four courses / Four Sections (BIOL 1, GEOL 1L, GEOL 2, PHSC 2)

Target Met – 88 % Satisfactory or higher

- Superior level = 37% (5 on rubric)
- Above satisfactory level = 20% (4 on rubric)
- Satisfactory level = 31% (3 on rubric)
- Unsatisfactory level = 1% (2 on rubric)
- Very unsatisfactory level = 5% (1 on rubric)

Non-Science (Historical, Political, Cultural, Art Based) Global Awareness – Assessments

Five courses / Nine Sections (ARTS 2, CHLD 6, ENGL 2, HIST 8A, POLI 2)

Target Met – 86 % Satisfactory or higher (3 - 5 on rubric)

- Superior level = 57% (5 on rubric)
- Above satisfactory level = 19% (4 on rubric)
- Satisfactory level = 10% (3 on rubric)
- Unsatisfactory level = 3% (2 on rubric)
- Very unsatisfactory level = 12% (1 on rubric)

Analysis and Conclusion

Analysis: 70% Target for Satisfactory or higher was met. The percent for unsatisfactory was significantly lower than the traditional Bell curve, and the two unsatisfactory evaluative averages combined were below any other evaluative level.

Conclusion: The push for instructors to drop students at census and to recommend students who are doing poorly in the class to drop, may be a factor. A&R started serious training at in-service in 20120 and faculty trainings in fall 2012.

Analysis: The difference of satisfactory evaluative percent between Scientific and non-Scientific content was almost non-existent. The Science based course with the highest Unsatisfactory levels was a 9 week course and online.

Conclusion: The perception that science is more complex or more out of students' starting knowledge did not impact the final results. The course online and in 9 weeks have the most difficulty dropping students by the deadline.

Analysis: Discounting the combined courses (HIST 8A and CHLD 6 which were not disaggregated), online and live courses were comparable regarding the satisfactory and unsatisfactory summary.

Satisfactory or Above: Online – 87% and Live = 86%

However, the difference between online and live was more noticeable when evaluative rubric was viewed each 5 levels distinctly.

Rubric	Three courses disaggregated as online	Four courses disaggregated as Live	Difference	
			Percentage	Direction
5	61%	33 %	28%	Higher in Online
4	15%	21%	6%	Higher in Live
3	11%	32%	21%	Higher in Live
2	4%	0%	4%	Higher in Online
1	9%	8%	1%	Higher in Online

Conclusion: While the total satisfactory evaluative assessment remained comparable, the breakdown of which level of success was different,. This may be in part to the types of assessment and the variables of the delivery methods.

The Live class assessments were mostly final essays or presentations (one was a research paper). Finals in live classes tend to be timed and include a high level of student stress.

The online assessments were not timed assessments and as per the nature of online allowed for more time on individual assessments and two assessments were culminate of student product which occurred over a 9 week period.

Recommendations based on assessment

Recommendations to Improve Assessment Process:

Have data collected in such a way as to disaggregate data to look at not only courses, but online and live courses.

Review mapping and improve coverage of detailed competencies among courses.

The Assessment shows target met. However, more detail on assignments and linked to detailed competencies would provide more helpful data on Global awareness.

Recommendations for Course, programs, and campus:

Research the differences in online and live assessment type delivery. Consider a survey of students regarding a timed in class assignment versus an assignment that is complex and given more time, and combined category assessments such as homework and discussion boards.

Research how effective the student drops are in identifying students who in the past received an F on final assignments.

While the assessment shows target met, instructor's anecdotal comments on some courses showed concern that the full breadth of global awareness was not covered or that students were not carrying forward to future classes a philosophical global understanding or tolerance or of historical settings.

More student opportunities for students to expand their awareness and acceptance of diversity would help connect the class information to their day-to-day lives more.

Attached are the following:

- Exhibit A – [Global Awareness Core Competency \(linked\)](#)
- Exhibit B – Global Awareness Core Competencies mapped to selected courses (see addendum)
- Exhibit D – All course level SLO reports

Barstow Community College
Core Competency
III. Global Awareness

		ARTS 2	BIOL 1	CHLD 6	ENGL 2	GEOL 1L	GEOL 2	HIST 8A	POLI 2	PHSC 2
A. Analyze										
	The Scientific Method: Apply scientific processes to solve problems and measure and observe natural phenomena.	N/A	D	N/A	N/A	D	D	N/A	N/A	D
	Scientific Observation: Design, perform and analyze experiments and scientific observations.	N/A	D	I	N/A	D	D	N/A	N/A	D
	Interconnectivity: Analyze the major differences and connections between social, natural and physical sciences.	N/A	M	M	D	D	D	D	D	D
B. Global Systems and Civics										
	Cultural: Interface with people from a variety of backgrounds and analyze different cultural beliefs and behaviors.	M	N/A	M	M	N/A	N/A	M	M	N/A
	Political, Social and Economic: Recognize important economic and political issues and values in one's own community, state, country and the world.	N/A	N/A	D	I	N/A	N/A	M	M	N/A
	Environmental: Analyze the importance of the natural environment to human well-being and the impact of human activity on the well-being of global environmental systems.	N/A	M	N/A	N/A	D	D	N/A	N/A	D
	Integrated Systems: Assess and analyze the interconnectivity between social, political, economic, and ecological systems and activities	N/A	D	D	I	D	D	D	D	D
	Action: Develop and evaluate strategies and plans for addressing global systems and civics issues.	N/A	I	I	N/A	D	D	D	D	D
C. Artistic Variety										
	Arts Awareness: Assess the visual arts, dance, music and literature of one or many cultures.	M	N/A	N/A	M	N/A	N/A	D	N/A	N/A
	Critical Analysis: Analyze the methods used to create art and interpret its literal and/or symbolic meaning.	M	N/A	N/A	M	N/A	N/A	D	N/A	N/A
	Creativity: Engage in artistic creative endeavors.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

I = introduced

D = Developed & Practiced with feedback

M = demonstrated at the Mastery Level Appropriate for Graduation