TO: Dr. Romel Mackelprang  
FROM: Ileen Miller, General Education Coordinating Committee (GECC) Chair  
DATE: November 4, 2009  
SUBJECT: General Education Assessment for Culture & Gender Diversity Course

The General Education Coordinating Committee (GECC) is asking for you to provide assessments for our review of the University Graduation Requirements: International Studies, Culture & Gender Diversity, and the Capstone. You are receiving this memo because your department has DSST 310 on the Culture & Gender Diversity list. Please share this memo with the instructor teaching this course during winter quarter.

As an instructor of a culture & gender diversity course, one of your goals is: **Goal 5.** For students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse, concerning the course content.

Please assess the following objective from this goal:

*Students will analyze multiple perspectives on a given issue related to the course content.*

In the assessment report, you need to include:

1. **Course name & number** - Please assess all sections of the course taught during Winter 2010

2. **Your instrument or assessment mechanism that accurately assesses how well the students analyze multiple perspectives** - Assess all sections of the course with a uniform instrument, such as an assignment and the rubric to grade it. *You must include the instrument with the results.*

3. **Your summary of the results from #2**

4. **Your interpretation of the results to determine what changes, if any, ought to be made to improve student learning**

We have posted examples of high quality assessment reports at http://www.ewu.edu/x66401.xml.

As a reminder, if you choose not to turn in an assessment, GECC will present the course to UAC for removal from the General Education list.

If you need assistance, please contact me at imiller@ewu.edu or 359-4816.
Assessment for Culture & Gender Diversity Course
For: DSST 310-01
Winter 2010
Instructor: Danny Teachman, MSW
Romel Mackelprang, DSST Chair

- **Goal being assessed**
  Goal 5: Students will understand a diversity of opinions and perspectives relative to diversity and disability.
  **Objective:** Students will analyze multiple perspectives relative to disability and diversity. They will apply their understanding utilizing written and spoken discourse.

- **Course Information**
  DSST 310–01 Disability Society and Culture Winter 2010

- **Instrument or Assessment Criteria**
  A ‘thought paper’ was the assessment tool used to assess this goal. Students read a “real-life” autobiographical sketch written by a person with a disability and respond to four questions based on the assigned story (see attached). Specifically, students were asked to demonstrate their ability to identify problems, issues, of misunderstanding, conflicts, cultural diversity, and apply models of disability that best helps in understand and addressing the issues in the provided sketch. The issues about which they wrote related directly to course readings, lectures, and discussions.

- **Summary:**
  N= 26 students

Four criteria areas were used for this assessment instrument
Mean scores, standard deviations; minimum and high scores are reported here.

Total Points Possible: 40
Overall class average: 36.2 (90.5%)
Standard Deviation: 5.2
MAX: 40
MIN: 15
Breakdown of class scores by area of evaluation

<table>
<thead>
<tr>
<th>ITEM 1: Identification of Problems and Issues</th>
<th>ITEM 2: Issues of misunderstanding</th>
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</thead>
<tbody>
<tr>
<td>AVG: 9.4</td>
<td>AVG: 9.2</td>
</tr>
<tr>
<td>STDEV: 1.1</td>
<td>STDEV: 2</td>
</tr>
<tr>
<td>MAX: 10</td>
<td>MAX: 10</td>
</tr>
<tr>
<td>MIN: 5</td>
<td>MIN: 0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITEM 3: Cultural Diversity Issues</th>
<th>ITEM 4: Model of disability used</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVG: 9.11</td>
<td>AVG: 8.5</td>
</tr>
<tr>
<td>STDEV: 1.5</td>
<td>STDEV: 2.1</td>
</tr>
<tr>
<td>MAX: 10</td>
<td>MAX: 10</td>
</tr>
<tr>
<td>MIN: 5</td>
<td>MIN: 5</td>
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• Interpretation of Results
These results indicate an overall general understanding of course material. This is evidenced by the overall class score of 90.5%. Further, the even distribution of scores throughout all four grading criteria indicates the students have a good understanding of how to apply multiple areas of analyses using information gained from course content.

However, it was interesting to see that the area with the lowest score was the application one of the three models of disability for analyzing the autobiographical sketch. The models of disability are meant to provide the student a framework to understand how disability is constructed, understood, and acted upon in society. This suggests that students develop understanding of personal and interactional issues more readily than theoretical and conceptual models.

• Proposed Changes
Students are presently required to write four thought papers addressing issues of independent living during the quarter. These thought papers are designed to evaluate the level of understanding of the lived experiences of people with disabilities and key issues faced by members of the disability community. In this first paper, students demonstrate understanding of practical life experiences with less understanding of theoretical and conceptual concepts. This information will result in two actions. First, lectures and discussions that emphasize conceptual material and models of disability will be enhanced. Second, subsequent though papers will explicitly require students to apply disability models to demonstrate increased understanding of conceptual material.
The case story attached is an autobiographical sketch based on an actual event. Read the story, complete a 2-3 page paper (approximately) addressing the following questions.

1. Identify problems and issues between Tracy and Mr. Dogan. How do insensitivity and/or lack of understanding of the parties involved contribute to problems?

2. Identify and provide examples of cultural diversity issues.

3. What model of disability do you feel best applies to this situation, and what in the story best supports your choice.
# Rubric for Grading “Case Stories” Assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
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</thead>
<tbody>
<tr>
<td>1. Identification &amp; examination of Problems/Issues</td>
<td>Comprehensively &amp; accurately identifies &amp; examines problems &amp; issues. Articulates well actions &amp; responses which lead to problems</td>
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<td></td>
<td>Comprehensively &amp; accurately identifies &amp; examines problems &amp; issues. Articulates well actions &amp; responses which lead to problems</td>
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<td></td>
<td>Comprehensively &amp; accurately identifies &amp; examines problems &amp; issues. Articulates well actions &amp; responses which lead to problems</td>
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<tr>
<td>3. Analysis of cultural diversity issues</td>
<td>Accurately analyzes diversity issues and conflicts.</td>
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<td>4. Which of the three model of disability do you feel best apply to this story and why. Score:</td>
<td>Clearly identifies the model applied and gives clear examples supporting choice.</td>
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<td></td>
<td>Accurately analyzes diversity issues and conflicts.</td>
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<td>Accurately analyzes diversity issues and conflicts.</td>
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<td></td>
<td>Accurately analyzes diversity issues and conflicts.</td>
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<td></td>
<td>Analysis of diversity issues and conflicts are minimally acceptable.</td>
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<td></td>
<td>Analysis of cultural diversity issues and conflicts.</td>
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<tr>
<td></td>
<td>Analysis of diversity issues and conflicts are minimally acceptable.</td>
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<tr>
<td></td>
<td>Several or most significant problems/issues are missing.</td>
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<td></td>
<td>Unclear or inaccurate</td>
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Walking into the classroom with her sign language interpreter, Tracy sat down at her desk. She noticed that Mr. Dogan glanced at her briefly, looked at the interpreter, smiled, and then quickly glanced away. Tracy signed to her interpreter, "He know me and you here?" "Yeah," her interpreter signed. "Finish, send paper 'protocol' inform teacher about you, me." "What mean 'protocol'?" Tracy asked. "Paper explain how communicate smoothly with deaf-like—talk straight to you, not me," her interpreter signed. "Did he read it?" Tracy thought to herself.

Mr. Dogan stood up, walked forward, and sat on the edge of the big desk. Wearing wire-rimmed glasses, he looked to Tracy like a writer. As he welcomed the students to his sociology class, Tracy thought that he seemed very nice. He smiled, making eye contact with almost everyone, even those who straggled in late and sat in the back row. Though Tracy knew what it felt like to be present but not seen, like a shadow, she was working on being assertive and was determined that she would come out of any shadows in this class.

Tracy moved her eyes between Mr. Dogan and her interpreter, whose hands were now flying. "In this class you will be doing many short writing assignments, some of which will be more formal, but some will be first-person narratives," Mr. Dogan explained. "I have been working both here at Metro, and at the last college where I taught, on a project called Writing Across the
Curriculum. It's a project on many campuses that encourages professors from all disciplines to teach writing skills so that teaching writing doesn't just fall on the shoulders of English teachers. I think that I have found writing topics that will allow you to write about familiar topics in ways that will stretch your thinking." He smiled as he emphasized "stretch your thinking" and looked directly at Tracy, who smiled back at him.

Mr. Dogan continued, "Our first topic is discrimination. I want you all to write about an experience that you have had with discrimination. It should be a situation in which something discriminatory was said." Someone in the back row raised his hand, "Do you mean prejudice or racism?" Mr. Dogan replied, "For now, I want you to define discrimination. In your essay, focus on details, and in your detailed description include real dialogue. Try to write what people actually said, including their hemming and hawing and their tone of voice. Many of your writing assignments will include realistic human dialogue, so you will have to become careful listeners."

As the interpreter signed all this, Tracy felt her confidence dropping and found herself looking less and less at the instructor. "Try include people voice sound-like?" she signed to the interpreter, sure that the interpreter had misunderstood. "Try to capture how people say things?" the interpreter asked the instructor. "Yes, make it sound like a real dialogue," Mr. Dogan answered. Deaf since she was three months old, Tracy could not listen to voices. Tracy thought to herself. "No, I won't capture voices, but I can describe other things. I
can write about my family, especially my mother, and my deafness."

Tracy was prepared for the second day of class, and she got there early with some other students. She sat in her desk; her interpreter sat facing her. A few of the other students who were there spoke to her through the interpreter, and one student actually said "hi" in sign language. Excited by the friendliness, Tracy signed back, "Hi! What your name?" "My name A-L-I-C-E," Alice signed back. "How you learn sign?" Tracy signed back. The interpreter translated some of Tracy's signing. Half signing and half speaking, Alice answered, "My favorite aunt was deaf, and I learned to sign to communicate with her, but she's been dead for five years now. My signing is rusty." Alice moved her signs slowly and self-consciously showing how rusty she was, and they all laughed. Then Alice half signed as she said, "Look, if you need anything, don't hesitate to ask. I see that you already have a note taker, but maybe I can help you in some other way in the class. Don't forget that I'm willing to help."

At that moment, Mr. Dogan entered the classroom, and Tracy went up to meet him at his desk. She signed to him and her interpreter stated, "I have written a draft of my paper and was hoping that you would look at it and tell me what it needs to make it better." Mr. Dogan glanced at her paper and responded, "You must not have been listening when I gave the instructions. You were supposed to drop your draft off yesterday at my office. All the other students dropped theirs by." He then turned to the interpreter and, pointing to Tracy, said, "Tell her that if she wants . . . " The interpreter interrupted him and said as she signed to Tracy, "Please speak directly to Tracy and not to me." Mr.
Dogan sighed and mumbled, "Oh yeah, oh yeah." Looking at Tracy, he said, "If you want help with this, come to my office before our next class, and I'll go through it with you." Then he turned and asked the interpreter, "Can you come with her?" "I think so," the interpreter responded and signed this to Tracy.

Tracy felt confused. "Oh man," she thought, "He give me information—not get." But she nodded politely to Mr. Dogan, signaling her willingness to come to his office. She had learned to honor her teachers, so she didn't want to argue with him and get a bad reputation. She was glad her interpreter could be there. As she sat down in her chair, she saw her interpreter's hands begin to move faster and faster. Mr. Dogan didn't look at her. He was speaking rapidly today, and Tracy could tell the interpreter was having trouble keeping up. Tracy was so thankful that she had a backup note taker who was writing fast on her carbon note paper. Tracy couldn't take notes and watch the interpreter at the same time. Mr. Dogan was giving a lecture on social norms. Part of his point included the importance of language, especially spoken language, for determining normalcy, and he encouraged students to listen when people talked about what was normal and what was deviant. "He say, 'Listen, listen,' again, again," Tracy thought to herself. Her interpreter signed, "Listen, write-down people say, happen they story-story mean, explain." Tracy thought, trying to comfort herself, "I wish I could hear. I wish he could sign."

The next day Tracy waited for her interpreter, and together they headed toward Mr. Dogan's office. Mr. Dogan handed Tracy her paper and said to her, "I should warn you that there are several serious grammatical errors and nothing in your paper indicates that you listened to or followed my directions. It's
important that you understand my comments." Mr. Dogan's phone rang, and he leaned over his stack of papers to pick it up. As he talked on the phone, Tracy looked at her paper and silently read Mr. Dogan's remarks at the bottom of the first page of her essay:

My Experience with Discrimination

I remember I had worst experience discriminated with the District Board of Los Angeles in 1988. After graduated from Bancroft Junior High School, I attended Fairfax High school next fall. I wasn't so happy that I will attend Fairfax anymore. I decided to absence there for 3 months, and while I had a very good reason. My mother asked me what I want to do that? I answered "California School for the deaf, Riverside (C.S.D.R.)" She surprised and never heard of that before. She said "How did you know about it all?" told her that I heard through my friends who attended there where I met them at Red Lion Wilderness Camp for the deaf. She seemed concern and anxiety about me when she didn't know to do with it. She called the former priest to help for my education. He was willing to help me and called Institution some inform. It sent me many information of Institution's history. My Fairfax Special Need counselor called me that I must go to school regular education. I felt that control over me, so she called me to warn three times, but I still protested again. She called theirs boss. The boss called me to set up the meeting. My mother support and respect me when we went to meeting with the special need counselor and boss. We discussed few
hours. agreed with them that I will go to the class tomorrow where the
counselor gave me schedule of classes. The hours later, broke theirs
agreement that I refused to there. Point! The boss called our District
Board of Los Angeles. They sent me a letter to inform that important
meeting with my counselor, my parents, and me. I felt so worried that
they will send me to jail for absence school or force me to go to school.

Tracy, there are ten more units errors for me to grade this, you only
used two direct quotations. You needed to do a dialogue.

Tracy felt overwhelmed. She signed to her interpreter when Mr. Dogan
got off the phone, "I do not do more right dialogue because that very hard for me.
need time to do it." Mr. Dogan looked disturbed. He said, still looking at her, "But
dialogue is going to be in most of the assignments—in addition to all the other
skills that I marked on this paper. I am teaching the class this way as part of
writing across the curriculum." Tracy replied back, "Can you give me time?"

Mr. Dogan, clearly frustrated, looked at the interpreter and said, "What do
you do in cases such as this, cases where the requirements can't be met for
several assignments? Isn't there another class that you can recommend she go
to?" This time the interpreter didn't tell Mr. Dogan to talk to Tracy directly. Tracy
knew she had to tell him this time. "Talk straight me, not her," Tracy said to Mr.
Dogan through the interpreter. "I don't know what to do!" he exclaimed to Tracy.
"I can't get you caught up—that would take another two months—and teach you
what I need to for the course. What do you want me to do?"