

General Education Assessment
Fall 2016 and Spring 2017

Core Value Diversity
GEO 10 Examine the importance of diversity



Susanne Auer
Faculty General Education Director
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General Education Committee 2016-17

Susanne Auer (Humanities and Social Science)

Tammy Bauck (Education)

Elena Cisneros (Assessment Office)

Kim Craven (Nursing)

Judith Graham (Humanities and Social Science)

Ted Hamilton (Assessment Office)

Linda Herzberg (Social Work)

Kim Petersen (Humanities and Social Science)

Jeremy Vu (Social Work)

Jessica Zephier (Nursing)

General Education Assessment 2016-2017 Academic Year

Core Value Diversity – GEO 10 Examine the Importance of Diversity

Introduction

Oglala Lakota College's general education assessment in the current format now completed its fourth academic year. The first General Education Outcome (GEO) that was assessed was GEO 2 Communicate effectively in writing using both Lakota and English (2013-14 academic year), followed by GEO 4 Apply quantitative analytical skills (Fall 2014), and GEO 3 Demonstrate oral communication skills in both Lakota and English (Spring 2015). GEO 9 Demonstrate proficiency in the use of standard computer technologies was the outcome selected for Fall 2015, and the outcome assessed in the Spring 2016 semester was GEO 6 Critically review resource material. It was originally planned to assess the core value Diversity during the 2016-17 academic year, without separating the GEOs included in this core value. In order to align with assessments from previous years, this analysis nonetheless focuses on one specific outcome, GEO 10 Examine the importance of diversity.

OLC demonstrated its commitment to general education through the creation of the Faculty General Education Director position in January 2015. The duties of this position include teaching two general education courses, managing the general education assessment, and collaborating with the various stakeholders in strengthening general education. Unfortunately, OLC encountered difficulties with filling this position. A faculty member took on some of the responsibilities of this position until mid-2016. In the Fall of 2016, a Faculty General Education Director position was hired, though due to the resignation of the Assessment Director, the two positions were temporarily combined. This impacted progress in the general education area. Assessment of general education continued, though only one general education outcome was assessed in the 2016-17 academic year. Excitingly, the College was finally able to fill the Faculty General Education Director position permanently in the Fall of 2017. The new Faculty General Education Director is the same faculty member who took the lead in general education assessment from 2014 through 2016. This will allow for continuity in the process and comparability of the data.

Methods

Artifact Collection and Sampling Processes

The General Education/Assessment Director and academic chairs determined at the beginning of the Fall 2016 semester that the core value Diversity should be assessed in this year. As a first step, the departments were asked to provide a definition of what the diversity means in their departments. Table 1 below shows their definitions. The General Education/Assessment Director used the departmental definitions of diversity as guidance in the creation of the GEO 10 rubric, which will be described in the next section.

Department	Definition
Business	How our students adapt to changes in the business environment on and off the reservation regardless of demographic differences.
Humanities and Social Science	OLC graduates will interact with the world in an open-minded and ethical way. They will have an awareness of their own biases, an awareness of social/cultural oppression as it operates in their lives and communities, and an awareness of how diversity operates in their own social/professional situations. OLC graduates will exhibit values of Wolakolkiciyapi.
Education	Graduates will ... <ul style="list-style-type: none"> • possess pedagogical and classroom management skills for the creation of a school ecology inclusive of the diverse abilities and needs of children. • relate effective strategies that enhance the learning potential of students based upon behavior characteristics, developmental stages, and various learning styles and multiple intelligences. • develop strategies for managing a safe, orderly and equitable classroom environment that fosters positive self-esteem, social interaction, active learning and self-motivation of children.
Nursing	Understanding your own world views first, so that you are not imposing those upon your patients (or people around you). Also, understanding that all people and their beliefs/cultural practices fall on a continuum – and in caring for people properly, it is the nurses’ job to do a thorough assessment of where they fall along that continuum to adequately provide for their diverse cultural needs.
Vocational Education	Our graduates will demonstrate an understanding of the cultural norms of their trade or vocation as they relate to themselves and various people.
Social Work	Diversity is the unique self-identification of an individual or a group. The mixture and multiplicity of different cultures, races, religions, belief systems, spirituality, genders, sexuality, socio-economic backgrounds, family systems, co-existing together in micro, mezzo and macro environments.
Lakota Studies	Practicing respect and appreciation for the differences in language, art, religious beliefs, social/political activities, and gender roles of all people beginning with identity-miye (self), and projecting outward into the tiwahe (family), tiospaye (extended family), oyate (nation), and makasitomniya (world/global).

Math, Science, and Technology	Diversity encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences. These include, but are not limited to, characteristics such as national origin, language, race, color, disability, culture and/or ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures. We encourage our graduates to courageously practice inclusion, which we define as a culture that connects people, encourages collaboration, flexibility and fairness, and leverages.
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Table 1: Departmental definitions of diversity.

After the creation of the departmental diversity definition, departments were asked to determine from which courses they would collect which assignments as artifacts. Whereas only one department submitted artifacts in Spring 2016, the General Education/Assessment Director's close collaboration with the department chairs led to a much higher compliance in this academic year. The Business, Lakota Studies, Math, Science and Technology, and Graduate Studies Departments were the only ones that did not submit any artifacts. The Humanities and Social Science Department collected artifacts from four courses in the Fall 2016 semester, Education from two, Nursing from one, Vocational Education from one, and Social Work Department from one course. The Social Work Department also collected artifacts from a different course in the Spring 2017 semester. All in all, 104 artifacts were received from ten courses (see Table 2).

Course	Department	Artifact	# of Artifacts Received
SoSc 103 Introduction to Social Science	Humanities and Social Science (HSS)	Diversity Paper	9
Hum 213 Music and Culture	HSS	Comparative Paper	9
SpCm 333 Interpersonal Communication	HSS		11
HISA 373 World History	HSS	Research Paper	6
ED 303E Indian Studies for Education	Education		13
ED 463 Human Relations	Education	Sensitive Issues Discussion	7
Nurs 313 Professional and Transcultural Nursing with Lakota Emphasis	Nursing	Cultural presentation	11
CS 103 Ethics in the Workplace	Vocational Education	Final Exam	19
Sowk 203 Foundations of Social Work	Social Work	Term Paper	13
Sowk 413 Methods III	Social Work	Term Paper	6
TOTAL:			104
INCLUDED IN ANALYSIS:			84¹

Table 2: General education artifact collection 2016-17.

The General Education Committee previously determined that for courses that submit 30 or fewer artifacts, all assignments would be included in the scoring whereas a random sample of 30 assignments would be scored from courses with more than 30 submitted artifacts. None of the courses assessed in 2016-17

¹ Scorers determined that the CS 103 artifact could not be scored using the GEO 10 rubric. In addition, one Hum 213 artifact was not included in the analysis due to extensive plagiarism.

collected more than 30 student submissions, therefore the General Education Committee scored all artifacts that were submitted by the departments.

Scoring and Data Aggregation Processes

In alignment with the previous semesters, the Assessment Committee used one of the VALUE rubrics² developed by the American Association of Colleges and Universities (AAC&U) as a starting point for OLC's own rubric. The General Education/Assessment Director determined based on the departmental diversity definitions that the Intercultural Knowledge and Competence VALUE rubric would be a good fit. The GEO 10 rubric included the elements Self-Awareness, Awareness of Others, Skills, and Openness. This rubric is attached Appendix A.

The AAC&U VALUE rubrics and therefore also OLC's GEO rubrics use the levels Benchmark (score=1), 1st Milestone (2), 2nd Milestone (3), and Capstone (4). Scorers were encouraged to give a 0 when the benchmark for a certain element was not met. An artifact was considered to be at the Capstone level if the student demonstrated 1) acceptance and acknowledgment of his/her own cultural norms and biases, and embracing the complexity of their own culture (Self-Awareness); 2) a sophisticated understanding of the complexity of elements important to members of another culture or community in relation to history, values, communication styles, beliefs and practices (Awareness of Others); 3) interpretation of intercultural experience and adjustment in a supportive manner that recognizes feelings and needs of another cultural group (Skills); and 4) initiative in developing interactions with culturally different others and suspension of judgment in valuing interactions with culturally different others (Openness).

A paper at the 2nd Milestone level was characterized by demonstration of 1) an understanding of their own cultural norms and biases and how they are perceived by others (Self-Awareness); 2) adequate understanding of the complexity of elements important to members of another culture (Awareness of Others); 3) recognition of differences in more than one world view and some adjustment of behavior to meet the needs of another person or cultural group (Skills); and 4) beginning initiative in developing interactions with culturally different others and suspension of judgment in valuing interactions with culturally different others (Openness).

A paper at the 1st Milestone level demonstrated 1) identification of student's own cultural norms and biases (Self-Awareness); 2) partial understanding of the complexity of elements important to members of another culture (Awareness of Others); 3) identification of other cultural world views but response with own

² <https://www.aacu.org/value/rubrics>

world view in all situations (Skills); and 4) openness to most, if not all, interactions with culturally different others, difficulty suspending any judgement in his/her interactions with others (Openness).

The student met the Benchmark if he/she demonstrated 1) minimal awareness of his/her own cultural norms and biases; 2) a surface understanding of the complexity of the elements important to members of another culture; 3) viewing experience of others but only through their own world view; and 4) receptiveness to interacting with others and difficulty suspending any judgement in his/her interactions with culturally different others.

The scoring of all artifacts except those from Sowk 203 took place on January 11, 2017. The group was comprised of three Humanities and Social Science faculty, two from Nursing, one from Education, and two individuals from the Assessment Office.

Each artifact had a scoring sheet with instructions attached to it. Student names were removed from the sheets prior to the scoring. Raters were divided into three teams by randomly pulling their team numbers from a bowl. All artifacts were scored by a minimum of two raters. The average of the reviewers' scores was used to determine the element scores and total scores for each artifact. Each team discussed the scoring of one or more artifacts at the beginning of the scoring session to strengthen inter-rater reliability within that team.

The Sowk 203 course took place during the Spring 2017 semester. These artifacts were scored on May 12, 2017, by two faculty from the Social Work Department and two individuals from the Assessment Office. Unfortunately, most other faculty were occupied by assessment activities within their departments and therefore could not participate in the general education scoring.

Data Analysis Process

Data aggregated in the manner described in the previous section was analyzed by defining the levels Benchmark Not Met, Benchmark Met, 1st Milestone, 2nd Milestone, and Capstone for the individual elements and the total score.³ Table 2 summarizes the different levels.

³ The GEO 10 rubric assigns the scores 0, 1, 2, 3, and 4 to the levels Benchmark Not Met (0), Benchmark Met (1), 1st Milestone (2), 2nd Milestone (3), and capstone (4). Ranges for each element were defined based on these assigned scores by following mathematical traditions in which .5 is rounded up. This system is followed for the definition of the ranges for total scores: The bottom score of a level was determined by multiplying the lowest score for an element at this level with the number of rubric elements. As an example, the range for 1st Milestone was calculated by multiplying 1.5 with 4.

	Benchmark Not Met	Benchmark Met	1 st Milestone	2 nd Milestone	Capstone
Individual Elements	0.0-0.4	0.5-1.4	1.5-2.4	2.5-3.4	3.5-4.0
Total Score SoSc 103, Hum 213	0.0-1.4	1.5-4.4	4.5-7.4	7.5-10.4	10.5-12.0
Total Score SpCm, HISA, ED, Nurs, CS, and Sowk Courses:	0.0-1.9	2.0-5.9	6.0-9.9	10.0-13.9	14.0-16.0

Table 3: Sub-score and total score levels (red=Benchmark Not Met, orange=Benchmark Met, green=1st Milestone, light blue=2nd Milestone, dark blue=Capstone).

Since the same rubric is used to score artifacts from general education courses as well as from upper division program-level courses, it is not expected to have many artifacts from freshmen courses at the Capstone level. Instead, the majority of students should be able to produce work at least at the Benchmark Met level in lower division, general education courses. As students advance through their degree programs, an improvement of their performance to 1st Milestone and later 2nd Milestone is the goal. Departments were asked to determine whether a specific course was seen as introductory, intermediate, or mastery stage. GEO 10 scores were aggregated not only by course but also by expected achievement stage.

Results and Analysis

Total Scores

Average total scores were lowest in ED 463 (4.3; Benchmark Met) and Nurs 313 (4.6; Benchmark Met) and by far the highest in Sowk 203 (10.6; 2nd Milestone). The average total scores of ED 303E and HISA 373 were at the Benchmark Met level, whereas SpCm 333 and Sowk 413 were at the 1st Milestone level (see Figure 1 and Table 4 below). Standard deviation for Sowk 203, SpCm 333, ED 303E, ED 463, and Sowk 413 are almost equal, meaning that scores of individual students were spread similarly in these courses. HISA 373 and Nurs 313, on the other hand, have a higher standard deviation. This suggests that there is a larger difference between the best and lowest scores in these two courses than in the others.

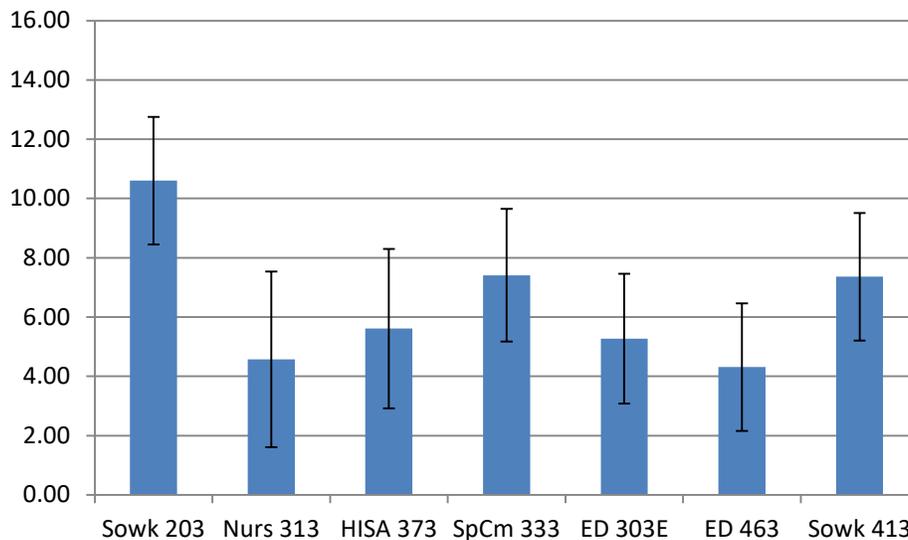


Figure 1: Mean total scores with standard deviations (0-1.9=Benchmark Not Met; 2.0-5.9=Benchmark Met; 6.0-9.9=1st Milestone; 10.0-13.9=2nd Milestone; 14.0-16.0=Capstone).⁴

	Sowk 203	Nurs 313	HISA 373	SpCm 333	ED 303E	ED 463	Sowk 413
Mean:	10.60	4.58	5.61	7.41	5.27	4.31	7.36
Standard Deviation:	2.15	2.96	2.69	2.24	2.19	2.15	2.15

Table 4: Mean total scores with standard deviations.

Almost all artifacts (81 of 84, 96%) were scored at the Benchmark Met level or higher (see Figure 2). The majority of artifacts were scored either at the Benchmark Met (35, 42%) or at the 1st Milestone level (32, 38%). Thirteen artifacts (16%) received a total score at the 2nd Milestone and one artifact (1%) was rated at the Capstone level.

⁴ SoSc 103 and Hum 213 are not included because only three of the four elements applied to these courses.

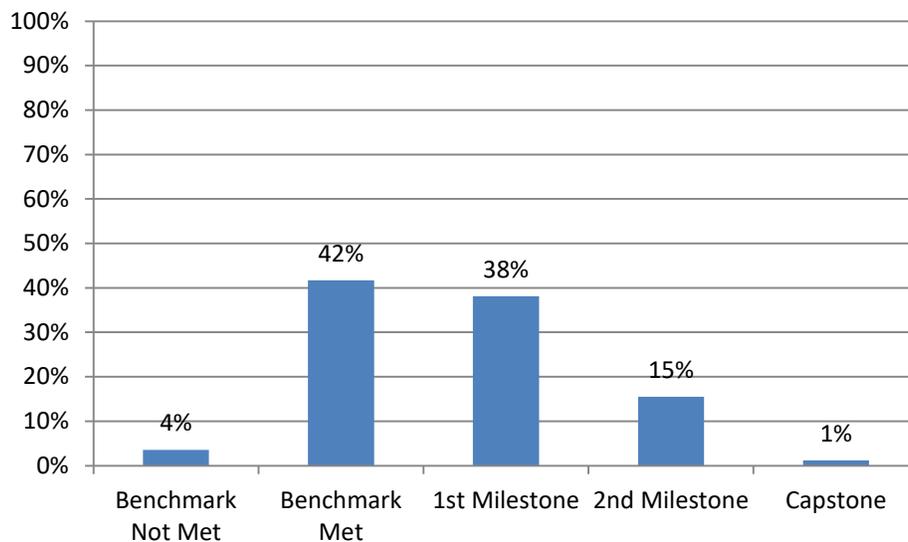


Figure 2: Total Scores: Distribution (N=84).

Figure 1 and Table 4 above showed that student performance differed drastically between but also within courses. To analyze this further, the courses were grouped based on the skill level that the departments expect from students in that course. Students in SoSc 103 and Hum 213 were expected to show GEO 10-specific skills at an introductory stage. Sowk 203, HISA 373, and SpCm 333 instructors expected an intermediate stage, and Nurs 313, ED 303E, ED 463, and Sowk 413 students at the mastery stage. Figure 3 below illustrates the distributions of total scores at the three stages. Among the introductory courses, all artifacts were either scored at the Benchmark Met (76%) or at the 1st Milestone level (24%). The scores of intermediate and mastery courses varied much more, from Benchmark Not Met to Capstone among intermediate courses, and between Benchmark Not Met and 2nd Milestone among mastery courses. In other words, whereas in introductory courses all students show low levels of GEO 10 accomplishment, there is an increasing number of students who show improvement in this regard as they take more advanced courses. However, there is still a number of students who perform at a similar level as the introductory students.

In general, it is the goal that all students reach the benchmark at the end of a general education course, and that the majority score at the 1st Milestone and later at the 2nd Milestone as they advance through their degree program. Figure 4 illustrates the percentage of artifacts scored at the Benchmark Met level or higher, at the 1st Milestone or higher, and at the 2nd Milestone or higher. Almost all students did indeed score at least at the Benchmark Met level, with 100% of introductory, 97% of intermediate, and 95% of mastery students. In addition, there is an increase of artifacts scored at least at the 1st Milestone between introductory and intermediate courses. Whereas less than a fourth of students scored at the 1st Milestone or higher in introductory courses (24%), close to all artifacts were rated at that level or higher in intermediate courses (87%). Interestingly, the percentage decreased to just over a third in mastery courses (38%).

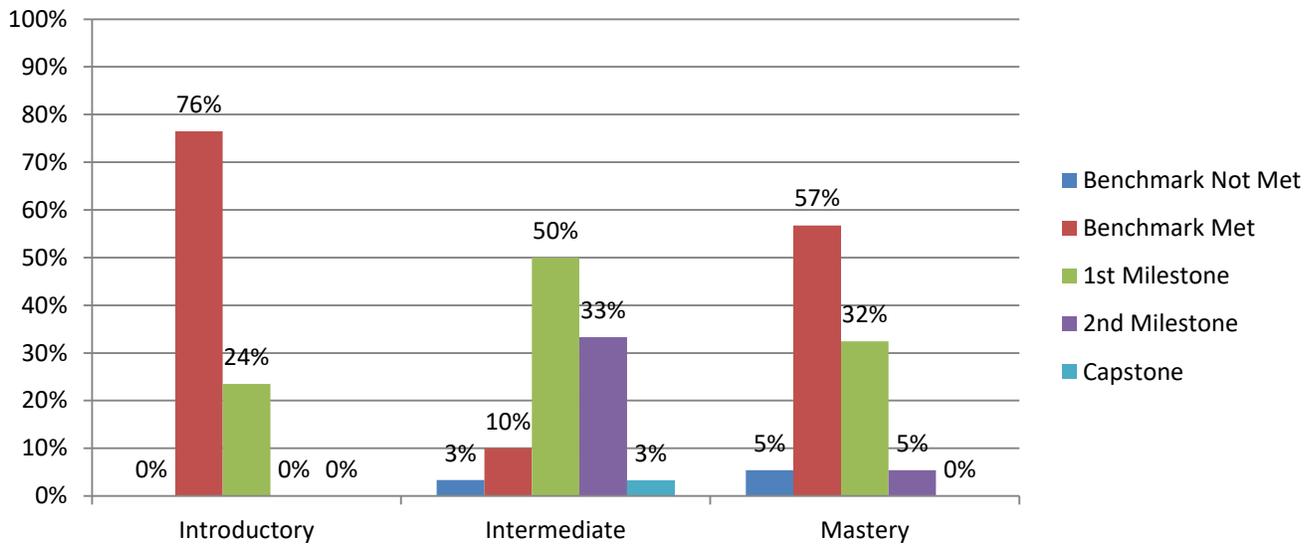


Figure 3: Total Scores: Distribution by stage.

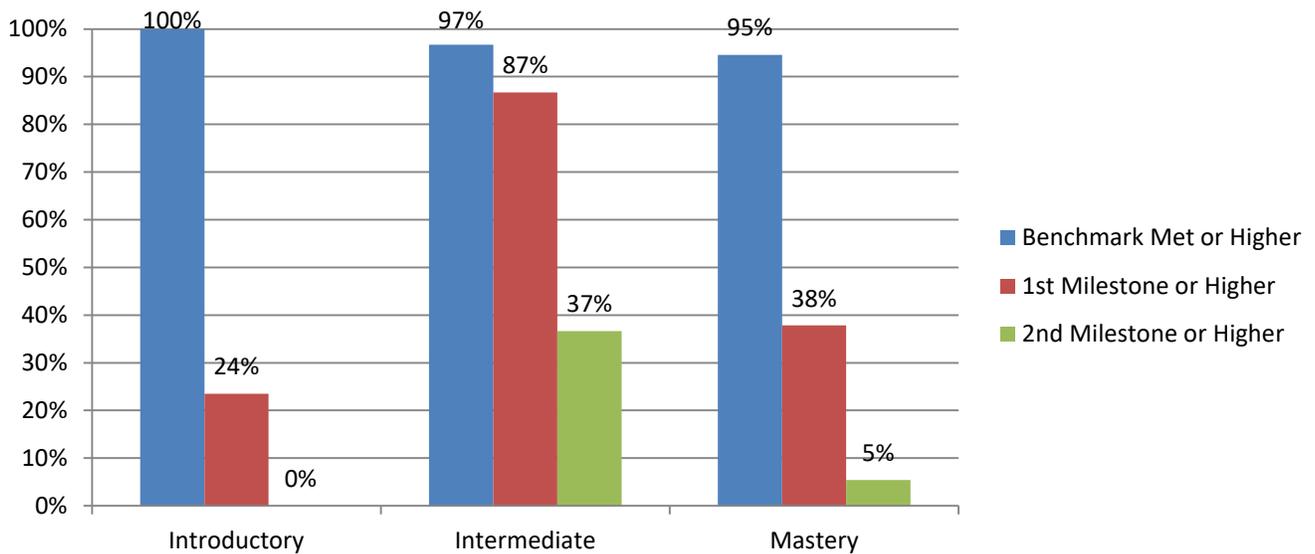


Figure 4: Total Scores: Percentage of artifacts scored at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher.

Knowledge gained from comparing total scores is limited because courses may differ with regard to how students performed on different aspects of diversity. Therefore, we now explore scores for rubric elements.

Element Scores

The GEO 10 rubric contained the elements Self-Awareness, Awareness of Others, Skills, and Openness. Reviewers assigned an element score of 0 (Benchmark Not Met), 1 (Benchmark Met), 2 (1st Milestone), 3 (2nd Milestone), or 4 (Capstone) to each artifact. The average scores for Self-Awareness, Skills, and Openness were almost identical, but the mean for Awareness of Others was slightly higher (Figure 5 and Table 5). All element average scores were at the 1st milestone level, though at the low end of that category. Interestingly, the standard deviations were very similar.

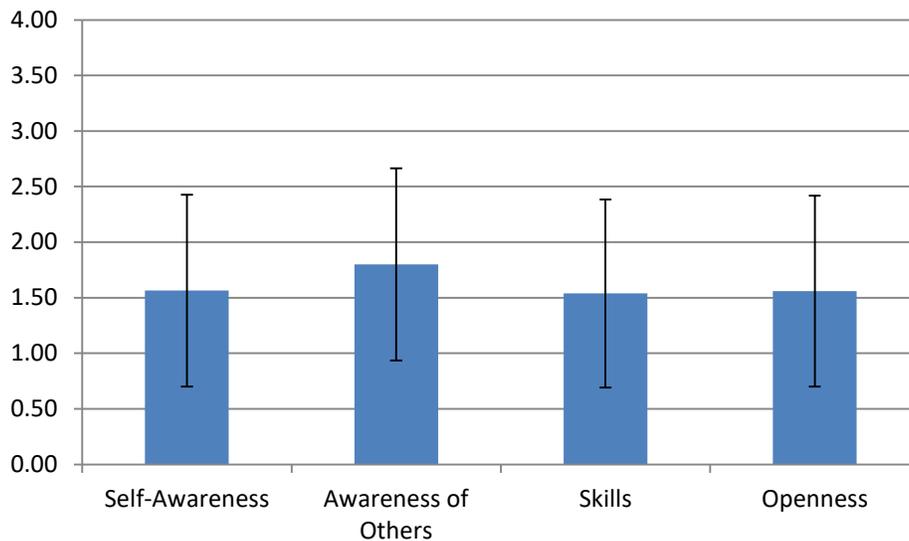


Figure 5: Mean element scores with standard deviations.

	Self-Awareness	Awareness of Others	Skills	Openness
Mean:	1.56	1.80	1.54	1.56
Standard Deviation:	0.86	0.87	0.85	0.86

Table 5: Mean element scores with standard deviations (0-0.4=Benchmark Not Met, 0.5-1.4=Benchmark Met, 1.5-2.4=1st Milestone, 2.5-3.4=2nd Milestone, 3.5-4.0=Capstone).

The comparison of the average element scores suggests that students performed slightly better regarding Awareness of Others than on the other elements. This is confirmed by the distributions of element scores illustrated in Figure 6. The largest percentage of Awareness of Others scores was at the 1st Milestone level whereas for the other three elements, Benchmark Met was more common. In addition, a larger percentage of Awareness of Others scores were at the 2nd Milestone. Almost two thirds of artifacts received an Awareness of Others score that was at the 1st Milestone or higher compared to only about half of the artifacts receiving that score for the other elements (Figure 7).

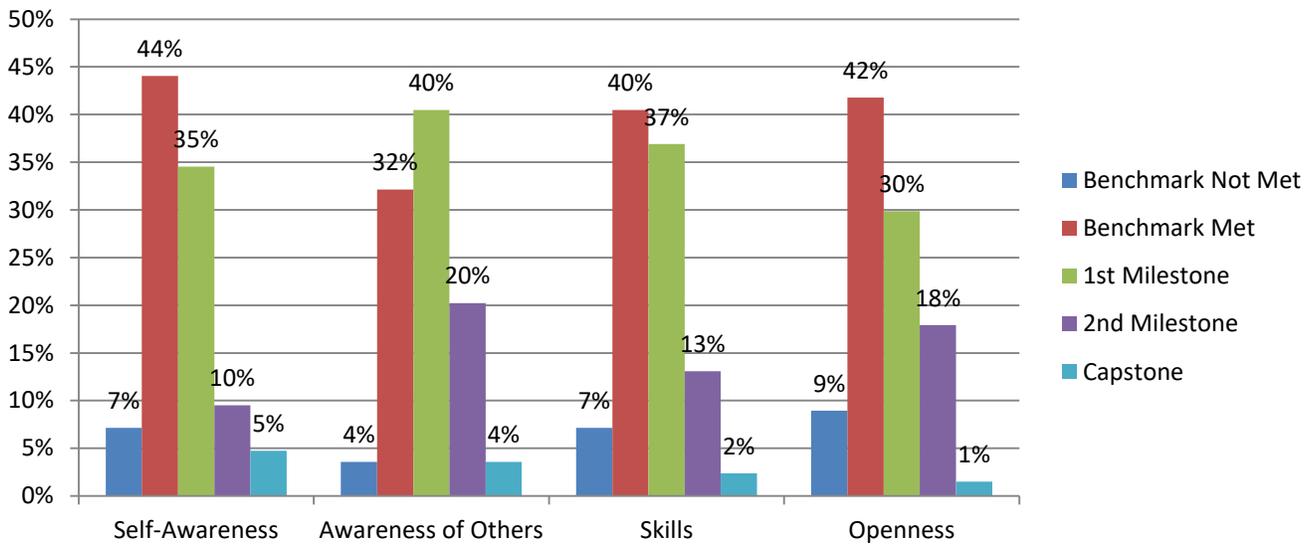


Figure 6: Distribution of element scores.

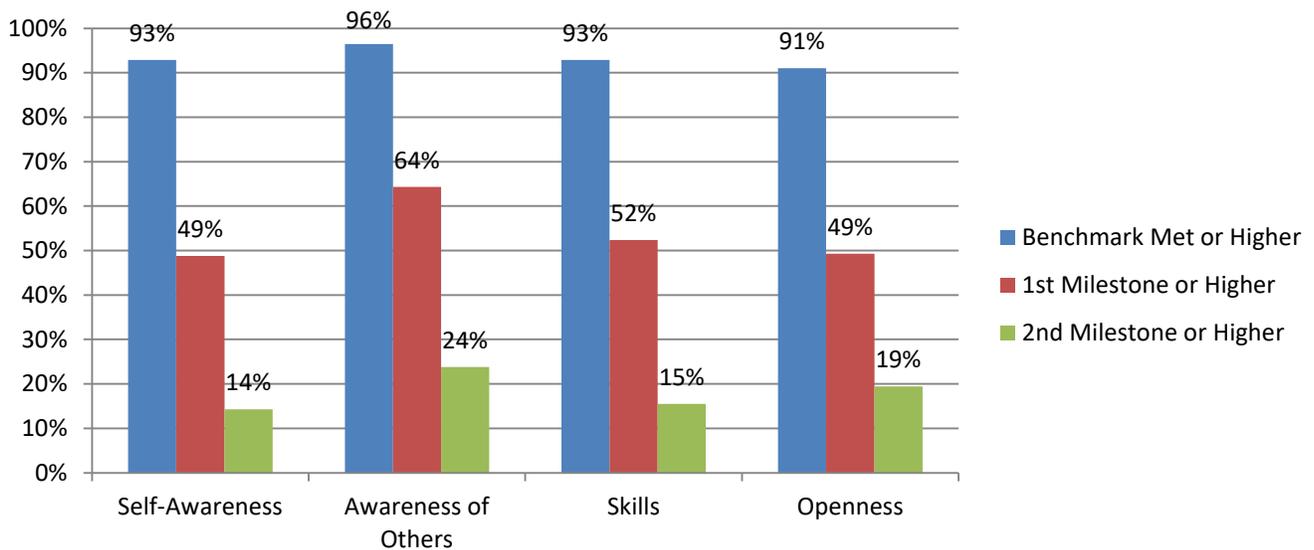


Figure 7: Percentage of artifacts scored at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher.

One possible explanation for Awareness of Others scoring higher than the other elements is that Awareness of Others was most clearly required by the assignments used as artifacts. As an example, the HISA 373 World History course specifically required students to identify multiple interpretations of the same historical event, thereby analyzing multiple other viewpoints. However, students were not required in any way to describe their own biases, nor did they necessarily have to interpret intercultural experiences (Skills) nor initiate interactions with culturally different others (Openness).⁵

⁵ HISA 373 research paper instructions may be found in Appendix C.

Self Awareness

As a next step, we take a closer look at each of the rubric elements by comparing courses and expected accomplishment stages. All students in introductory courses reached at least the Benchmark Met with regard to Self-Awareness (Figure 8). However, only 24% of these students scored at the 1st Milestone level or higher. Surprisingly, the percentage of artifacts receiving a Self-Awareness score of at least Benchmark Met level is lowest for mastery courses. However, in comparison with the introductory students, a larger percentage scored at the 1st Milestone or higher (38%) and some even scored at the 2nd Milestone or higher (3%). Reflective of the total scores, artifacts from the intermediate courses had by far the largest percentage at the 1st Milestone or higher (77%) as well as at the 2nd Milestone or higher (37%).

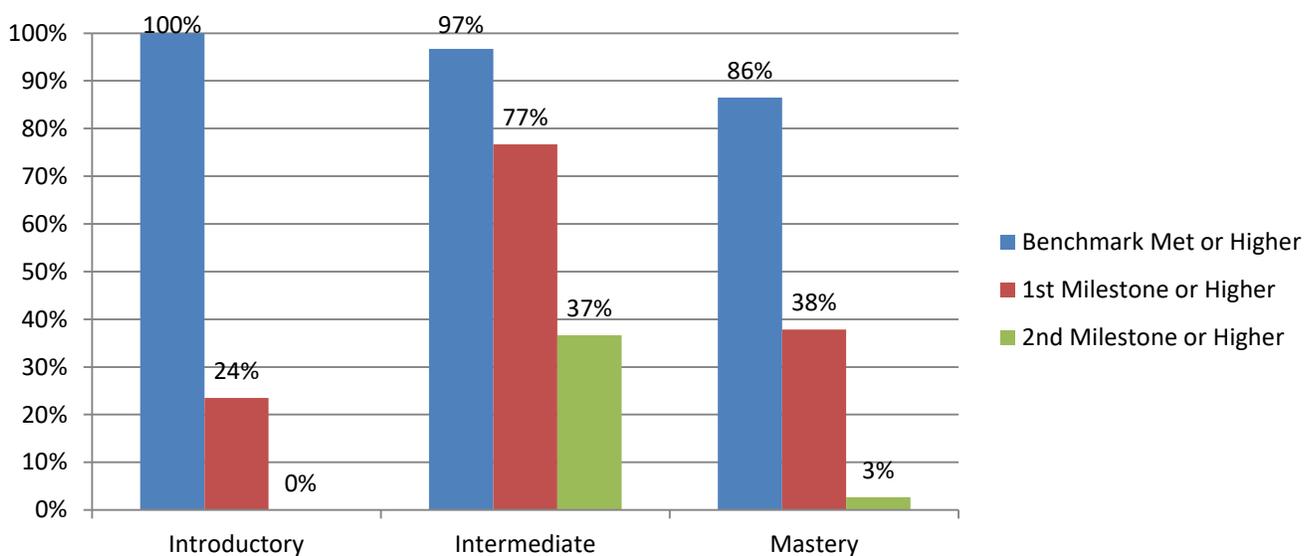


Figure 8: Self-Awareness: Percentage of artifacts scored at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher by expected accomplishment stage.

Separating the data by course reveals stark differences between courses, particularly with regard to the percentage of students who received a Self-Awareness score at the 1st Milestone or higher (Figure 9). The percentage at 1st Milestone or higher was highest for Sowk 203 and SpCm 333. Among SoSc 103, Hum 213, HISA 373, and ED 463 artifacts, such percentage is much lower.

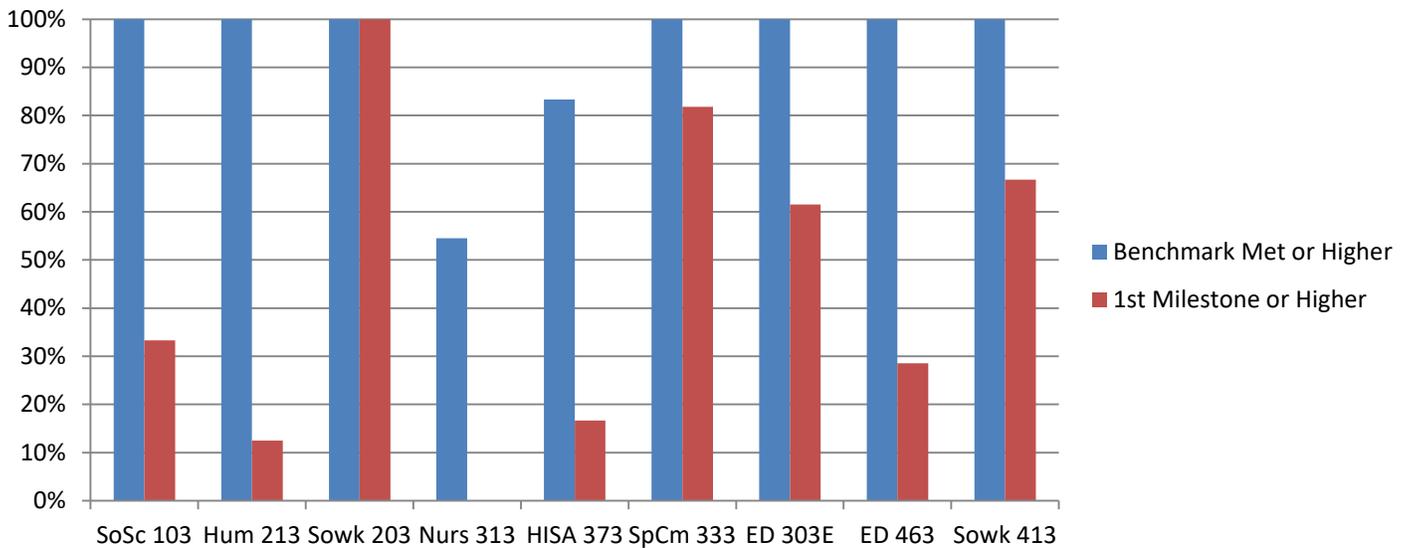


Figure 9: Self-Awareness: Percentage of artifacts scored at Benchmark Met or higher and at 1st Milestone or higher by course.

Awareness of Others

Previous comparison of the elements indicated that the Awareness of Others on average received the highest scores. This is reflected in higher percentages of students scoring at least at the 1st Milestone as well as at the 2nd Milestone and higher. The difference between this element and the others is most pronounced in introductory courses and to a lesser extent in mastery courses (Figure 10). The largest percentages of students scoring at least at the 1st Milestone were found in Sowk 203 and Sowk 413 (100%). Hum 213 students, on the other hand, submitted the fewest artifacts at the 1st Milestone or higher (25%; Figure 11).

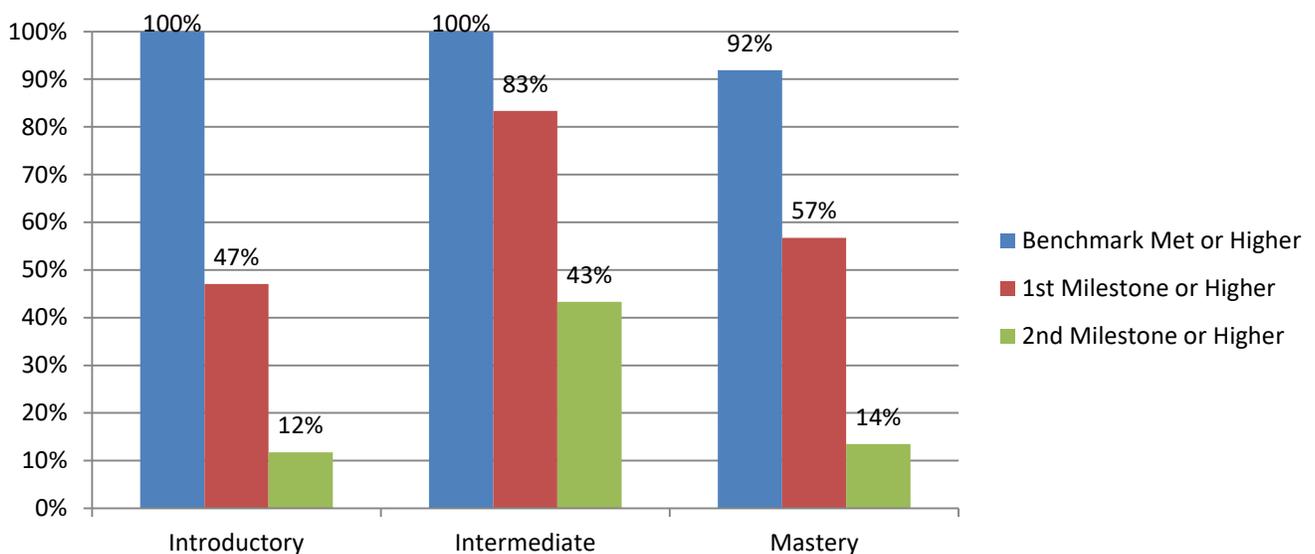


Figure 10: Awareness of Others: Percentage of artifacts scored at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher by expected accomplishment stage.

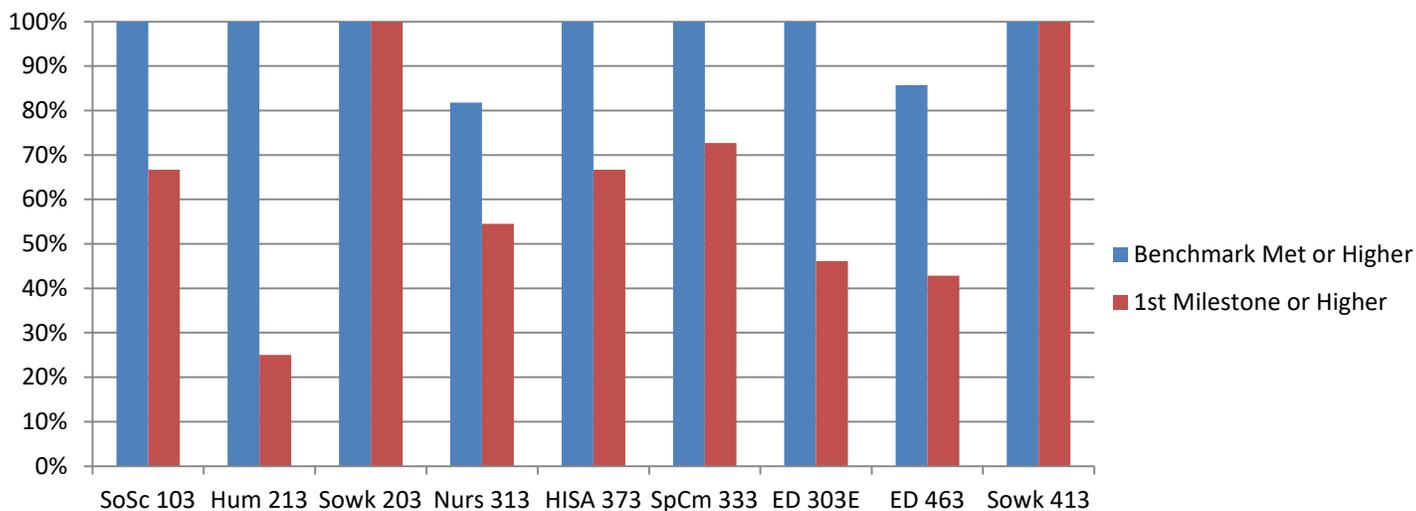


Figure 11: Awareness of Others: Percentage of artifacts scored at Benchmark Met or higher and at 1st Milestone or higher by course.

Skills

The percentage of artifacts receiving a Skills score of Benchmark Met or higher or 1st Milestone and higher is similar to the distribution of Self-Awareness scores. A little more than a third of artifacts collected in introductory and mastery courses were scored at least at the 1st Milestone (Figure 12). Interestingly, the percentage of scores at the 2nd Milestone or higher is higher among introductory (12%) than mastery (5%) artifacts. Artifacts were scored at the 1st Milestone or higher most often in Sowk 203 (92%) and SpCm 333 (82%) and the least often in Hum 213 (25%) and ED 463 (14%) (Figure 13).

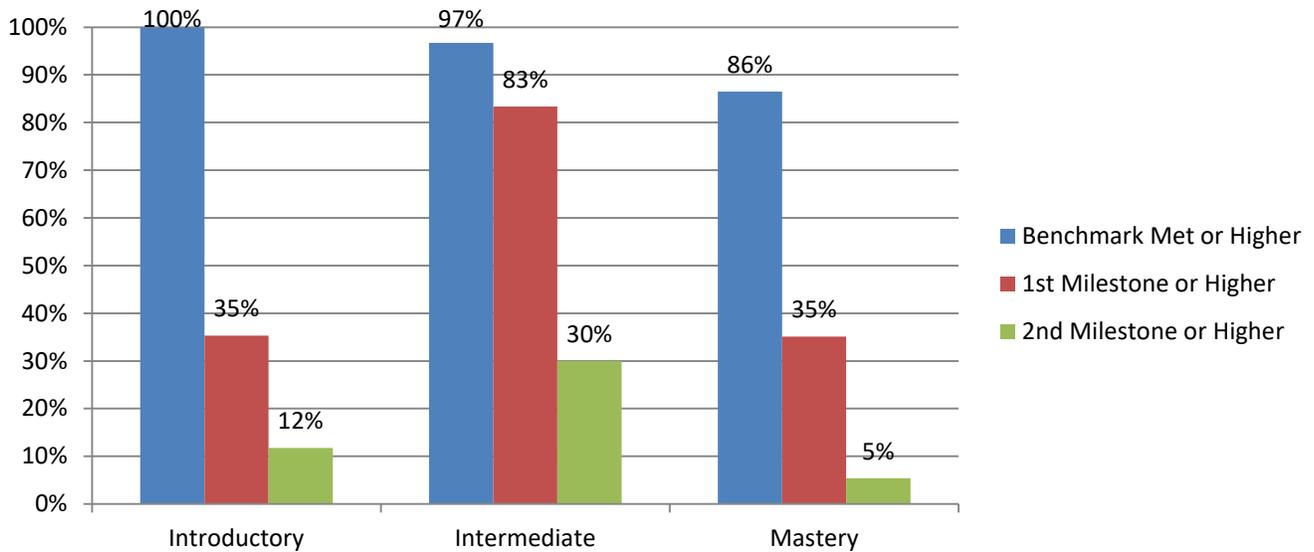


Figure 12: Skills: Percentage of artifacts scored at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher by expected accomplishment stage.

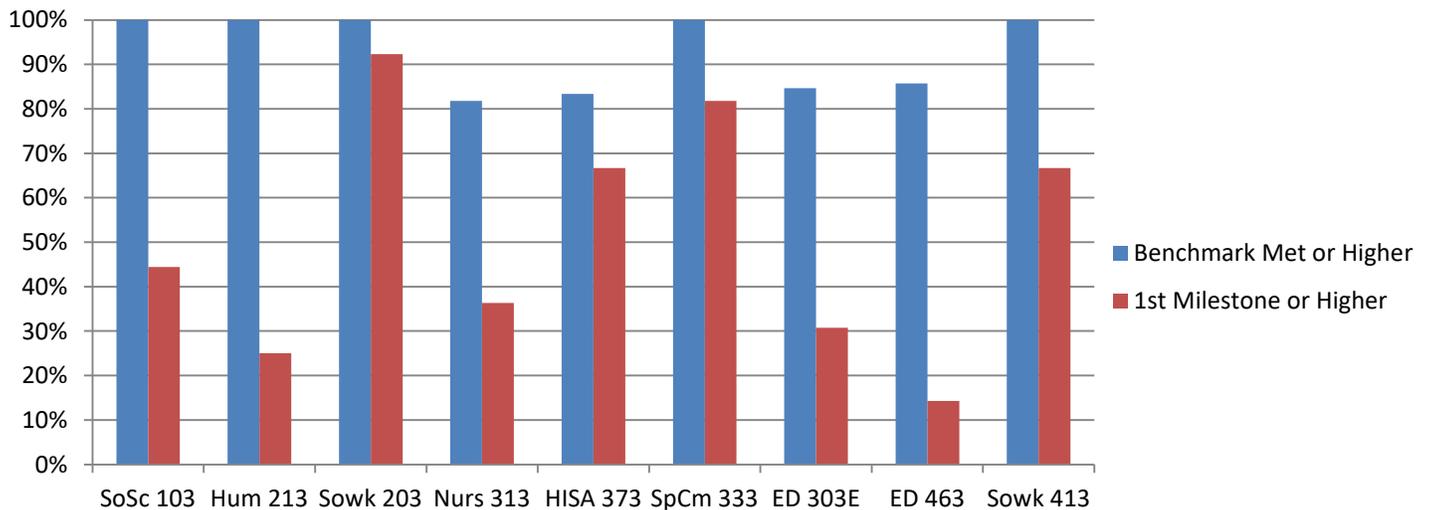


Figure 13: Skills: Percentage of artifacts scored at Benchmark Met or higher and at 1st Milestone or higher by course.

Openness

Distribution of scores appears to be similar for Openness as for Self-Awareness and Skills (Figure 14). However, the scorers who reviewed the introductory artifacts determined that this element could not be measured with the artifacts provided by these courses. The percentage of artifacts scored at the 1st Milestone or higher was largest for Sowk 203 (92%) and lowest for ED 463 (14%) (Figure 15).

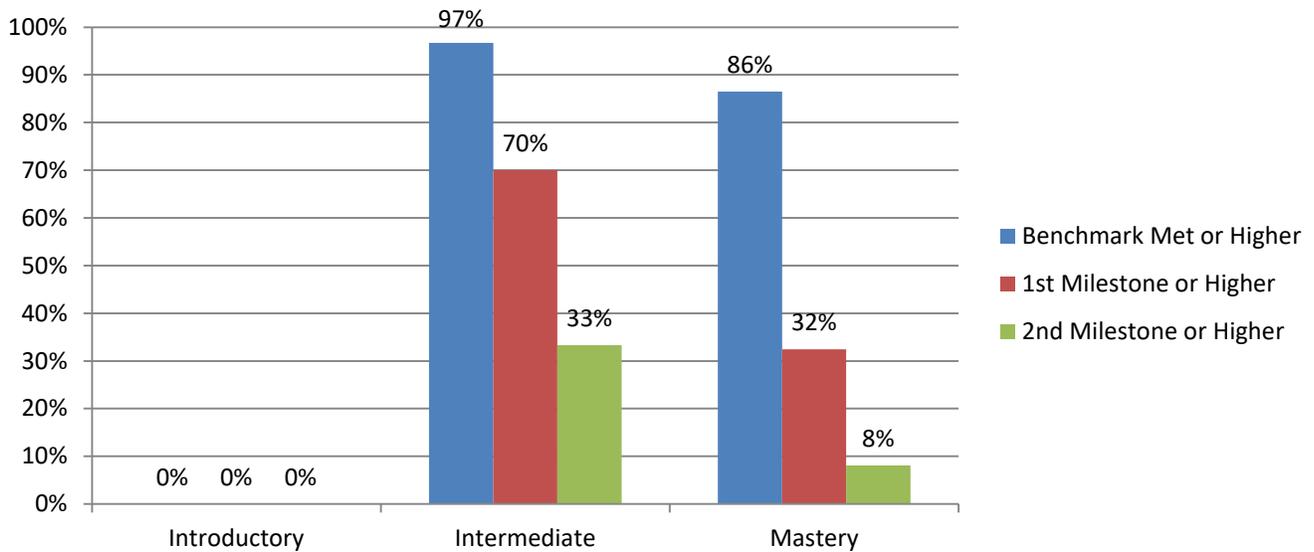


Figure 14: Openness: Percentage of artifacts scored at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher by expected accomplishment stage.

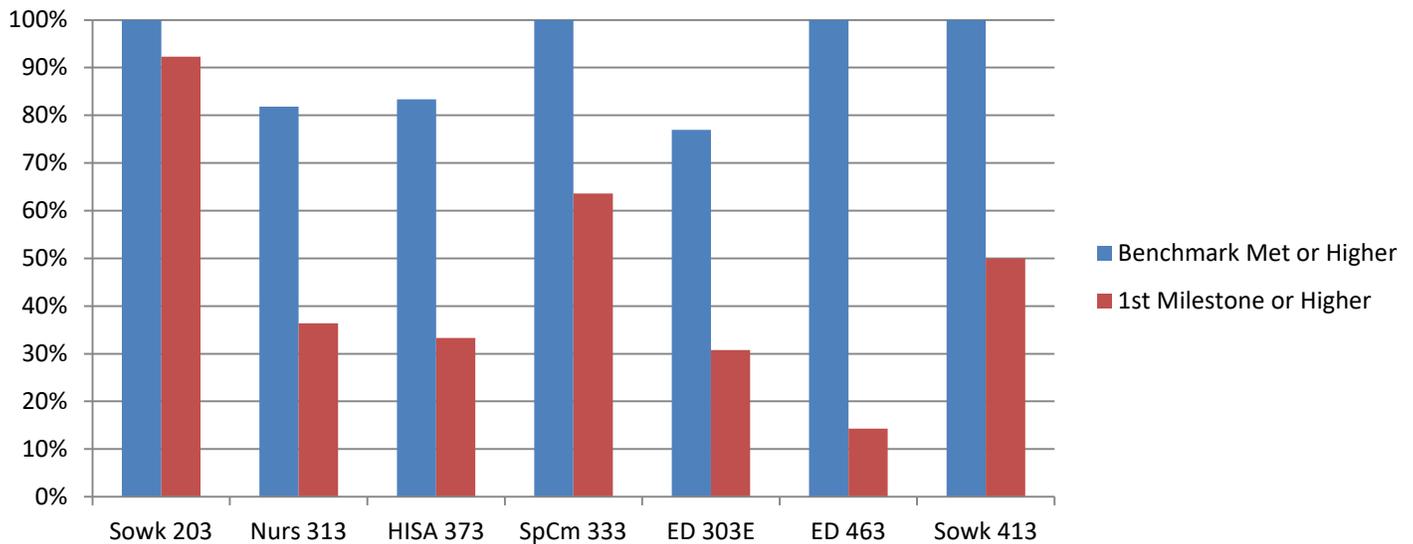


Figure 15: Openness: Percentage of artifacts scored at Benchmark Met or higher and at 1st Milestone or higher by course.

Course-Specific Strengths and Weaknesses

Humanities and Social Science Department

The Humanities and Social Science Department submitted artifacts from four courses, SoSc 103 Introduction to Social Science, Hum 213 Music and Culture, HISA 373 World History, and SpCm 333 Interpersonal Communication. Two thirds of the SoSc 103 artifacts were scored at the 1st Milestone or higher in Awareness of Others but only a third of Self-Awareness scores were at these levels (Figure 16). The

percentages of artifacts at the 1st Milestone or higher was lower among Hum 213 artifacts in comparison with SoSc 103 in all elements. The lowest Hum 213 percentage regarded the Self-Awareness element (Figure 17).

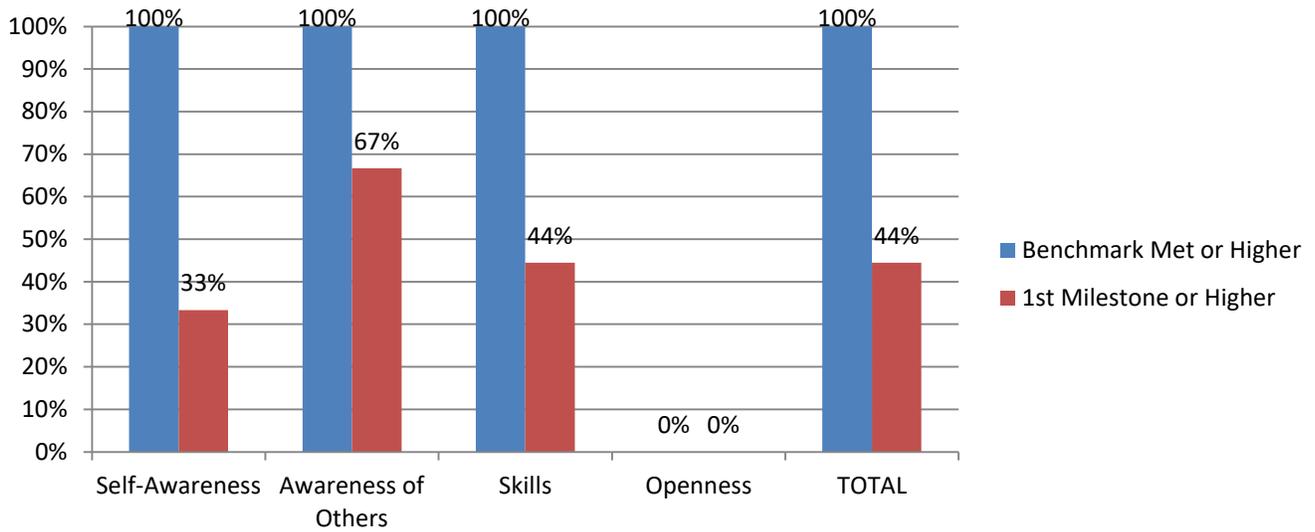


Figure 16: SoSc 103: Percentage of artifacts scored at Benchmark Met or higher and at 1st Milestone or higher.

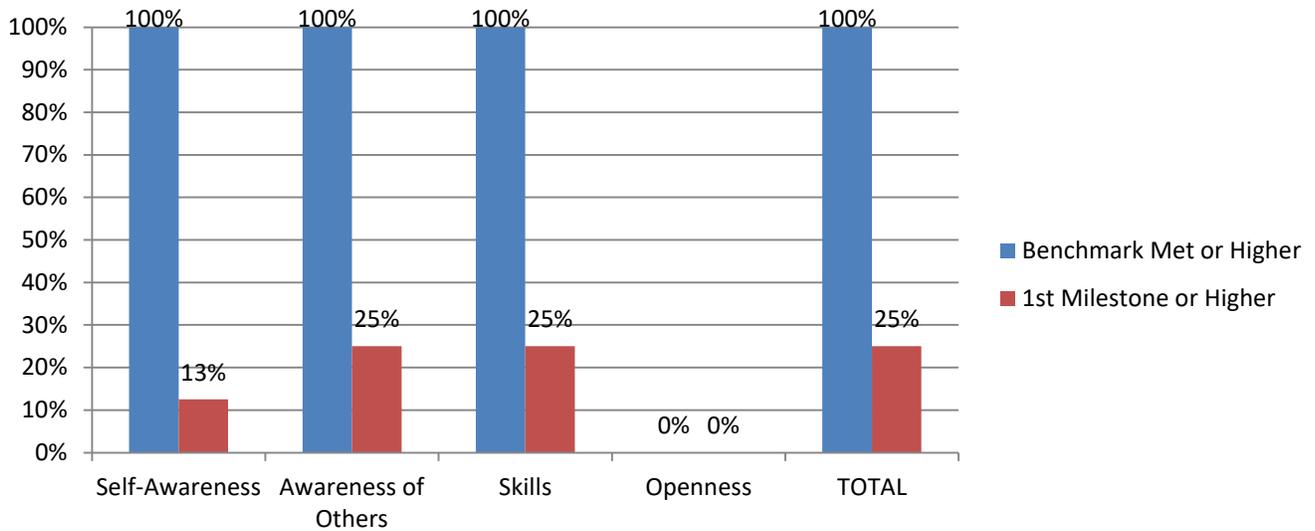


Figure 17: Hum 213: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

SoSc 103 and Hum 213 are both categorized as introductory courses with regard to GEO 10. HISA 373 and SpCm 333, on the other hand, are intermediate courses. This is reflected in both courses having a much higher proportion of artifacts receiving a score at the 1st Milestone or higher. Two thirds of the HISA 373 artifacts were scored at the 1st Milestone or higher for the elements Awareness of Others and Skills (Figure 18). Only one third received this score for Openness and fewer students for Self-Awareness. SpCm 333, on the other hand, was one of only courses from which artifacts were scored higher in Self-Awareness (82%) than Awareness of Others (73%) (Figure 19). The lowest percentage of SpCm 333 scores at the 1st Milestone or higher can be found for Openness, though still almost two thirds of artifacts received this score.

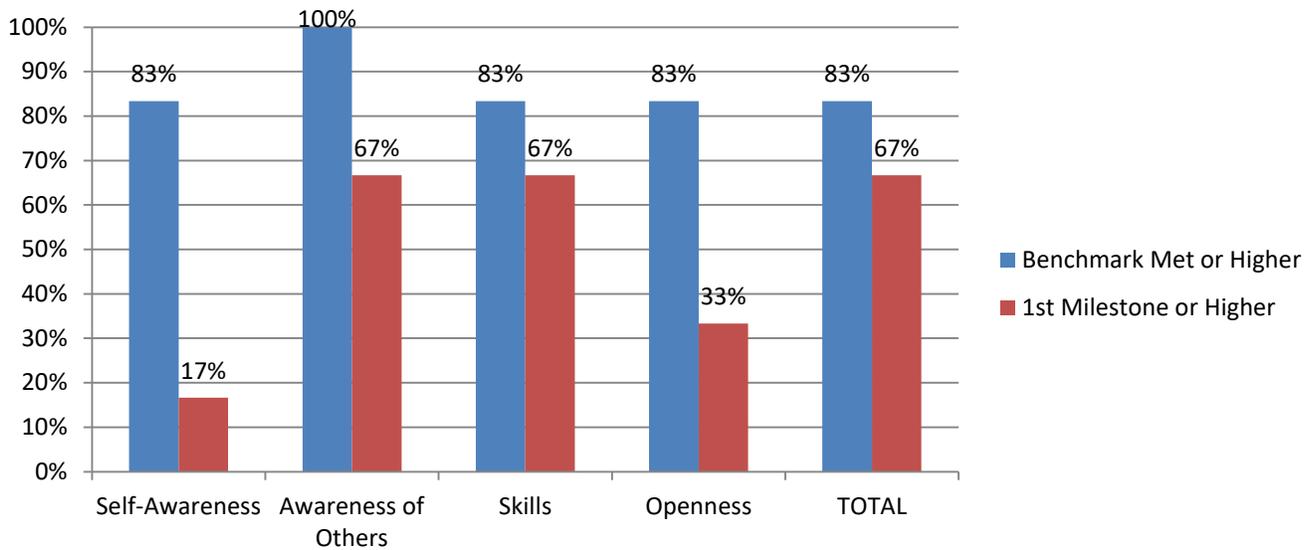


Figure 18: HISA 373: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

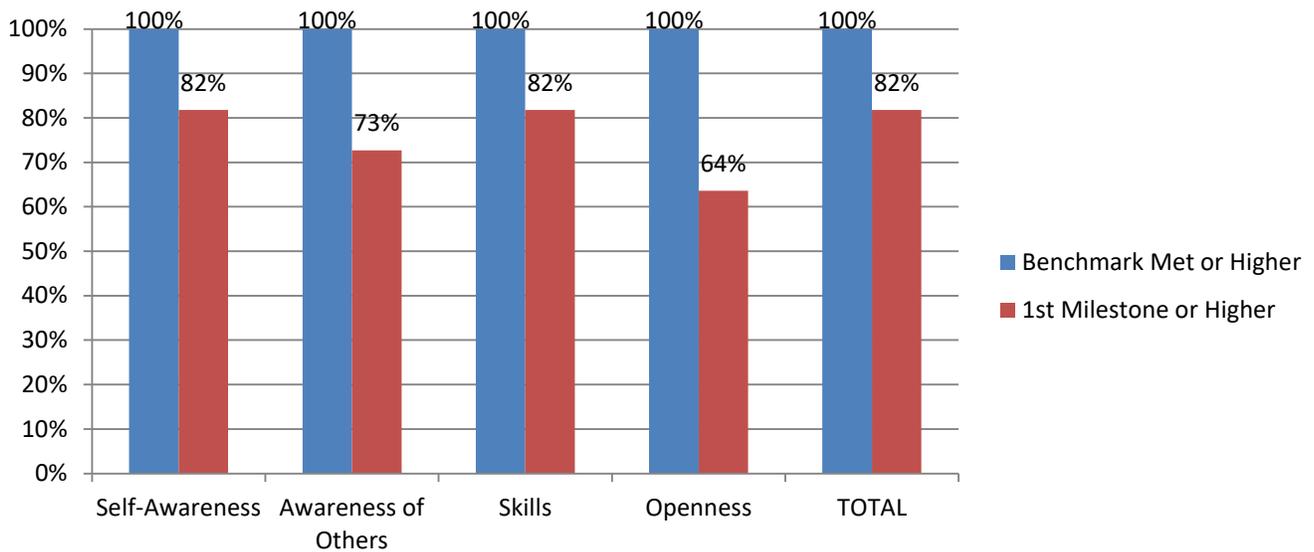


Figure 19: SpCm 333: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

Nursing Department

The Nursing Department submitted artifacts from one course, Nurs 313 Professional and Transcultural Nursing with Lakota Emphasis. This course was categorized as mastery level with regard to GEO 10. A little more than half the artifacts received an Awareness of Others score at the 1st Milestone or higher but none of them were scored that high for Self-Awareness (Figure 20). Almost a fifth of artifacts did not meet the benchmark for Awareness of Others, Skills, and Openness, and almost half the artifacts didn't meet the benchmark for Self-Awareness.

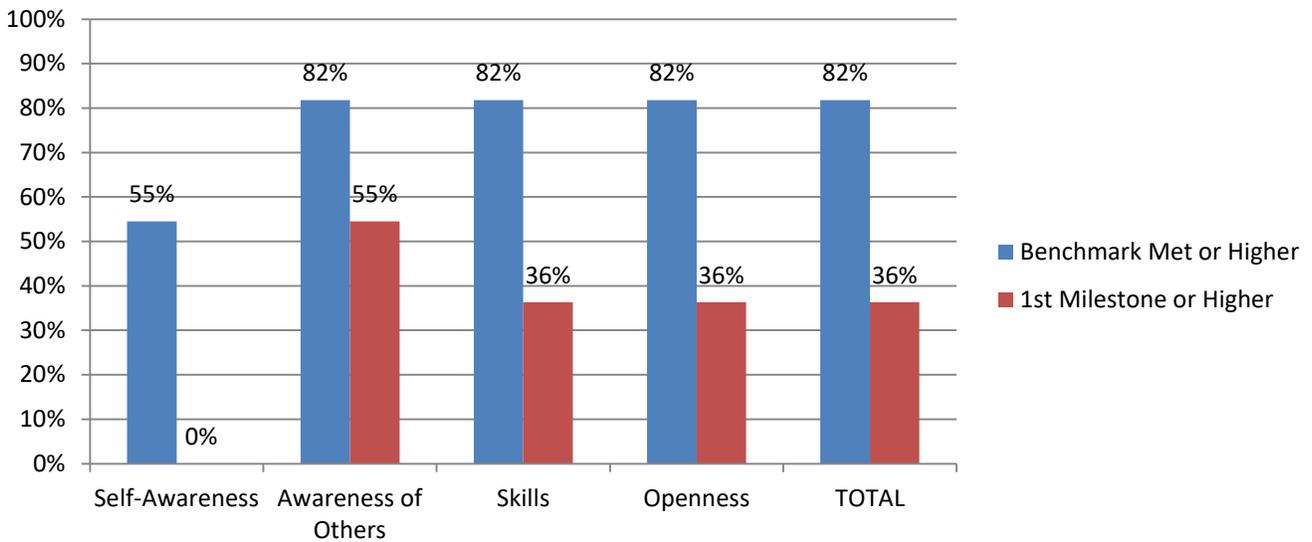


Figure 20: Nurs 313: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

Social Work Department

The Social Work Department submitted artifacts from Sowk 413 Methods III in the Fall 2016 and from Sowk 203 Foundations of Social Work in the Spring 2017. The Sowk 203 artifacts were consistently scored the highest of all artifacts, with all students receiving a 1st Milestone or higher score for Self-Awareness and Awareness of Others, and almost all students scoring at least at 1st Milestone in Skills and Openness (Figure 21). Two thirds of the Sowk 413 artifacts were scored at the 1st Milestone or higher in Self-Awareness and Skills (Figure 22). Students performed at lower levels in Openness and at a higher level in Awareness of Others.

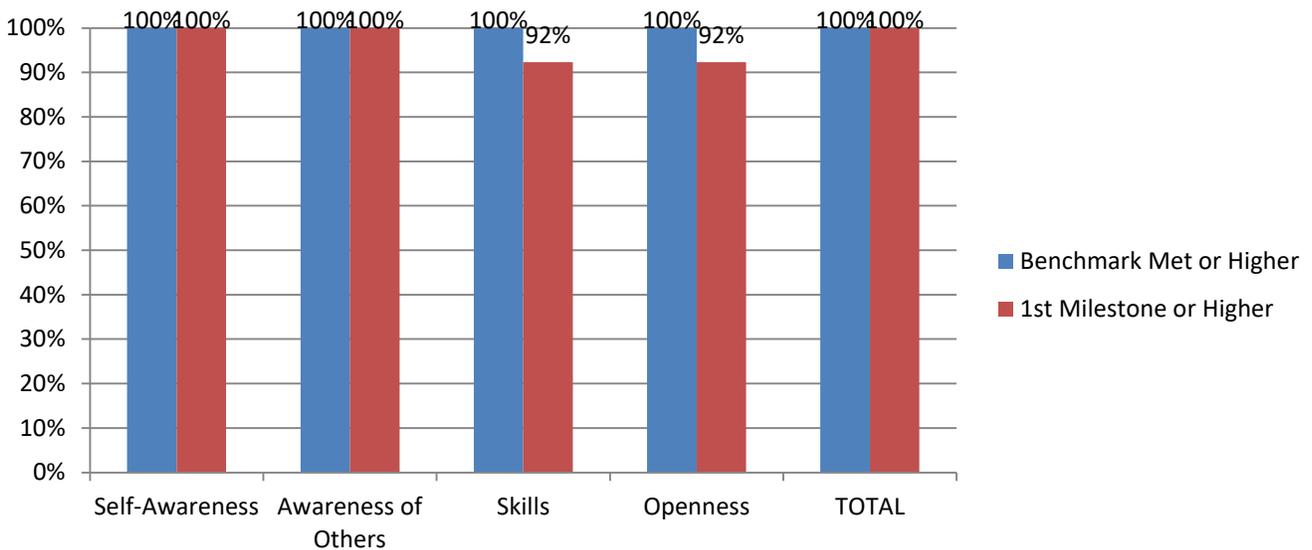


Figure 21: Sowk 203: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

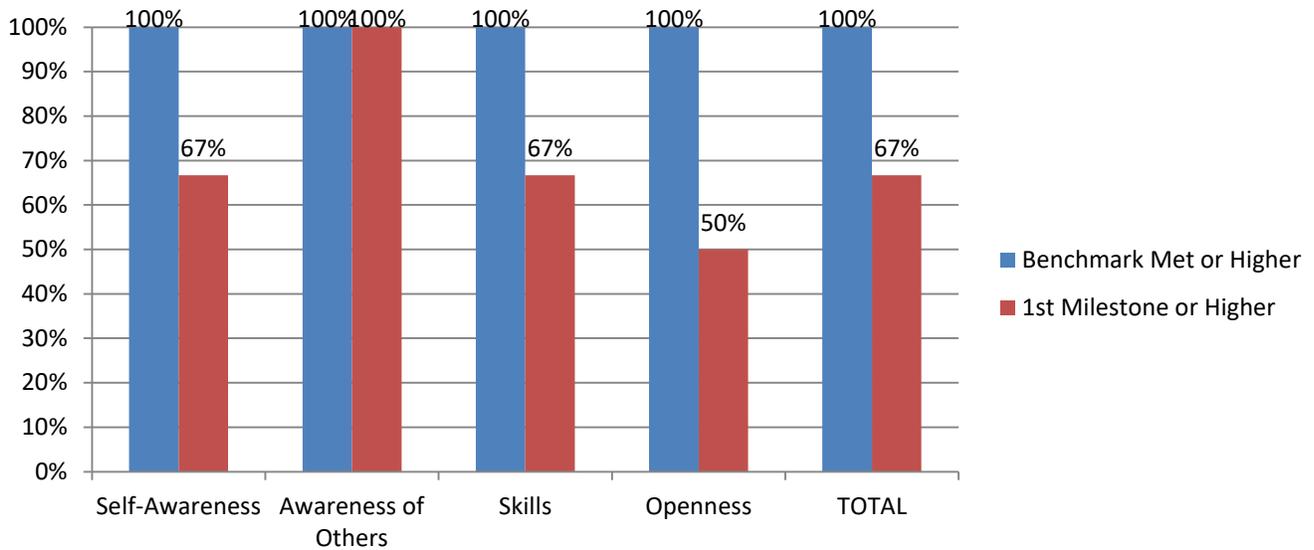


Figure 22: SOWK 413: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

Education Department

The Education Department originally intended to submit artifacts from ED 463 Human Relations but once the rubric was finalized, the Department decided to also collect artifacts from ED 303E Indian Studies for Education as that assignment was expected to be a better fit. This expectation appears to have been correct, as students' accomplishments with regard to GEO 10 were rated higher in ED 303E than ED 463. The largest percentage of 1st Milestone or higher scores in the ED 303E course can be found in Self-Awareness, whereas Skills and Openness received these scores least often (Figure 23). ED 463 students also scored lowest in the areas of Skills and Openness but their highest score was in Awareness of Others (Figure 24).

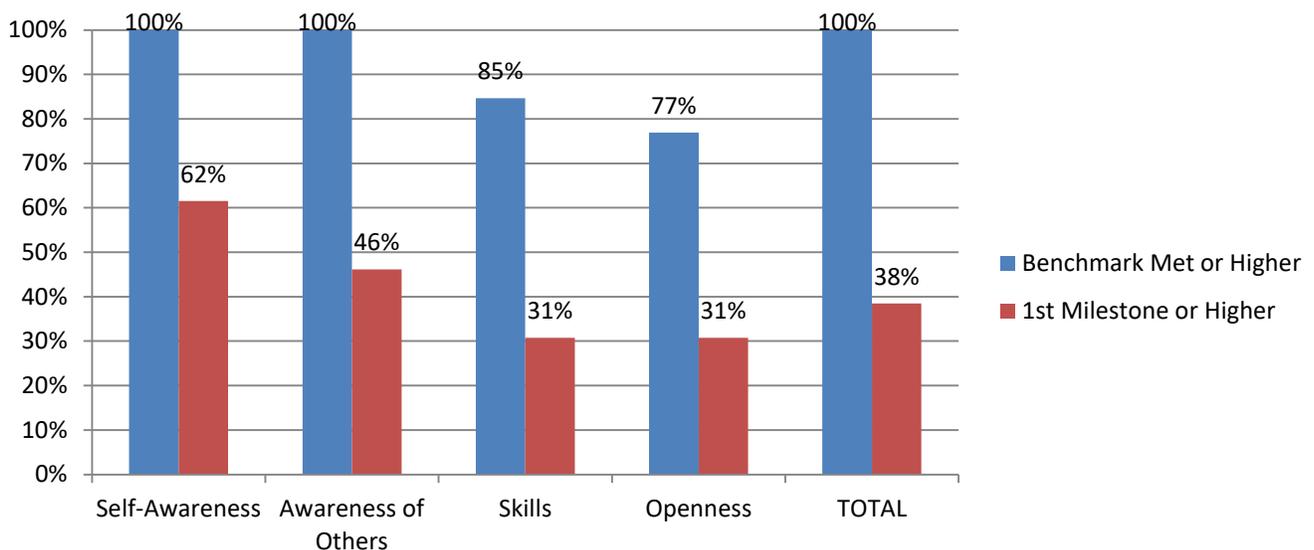


Figure 23: ED 303E: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

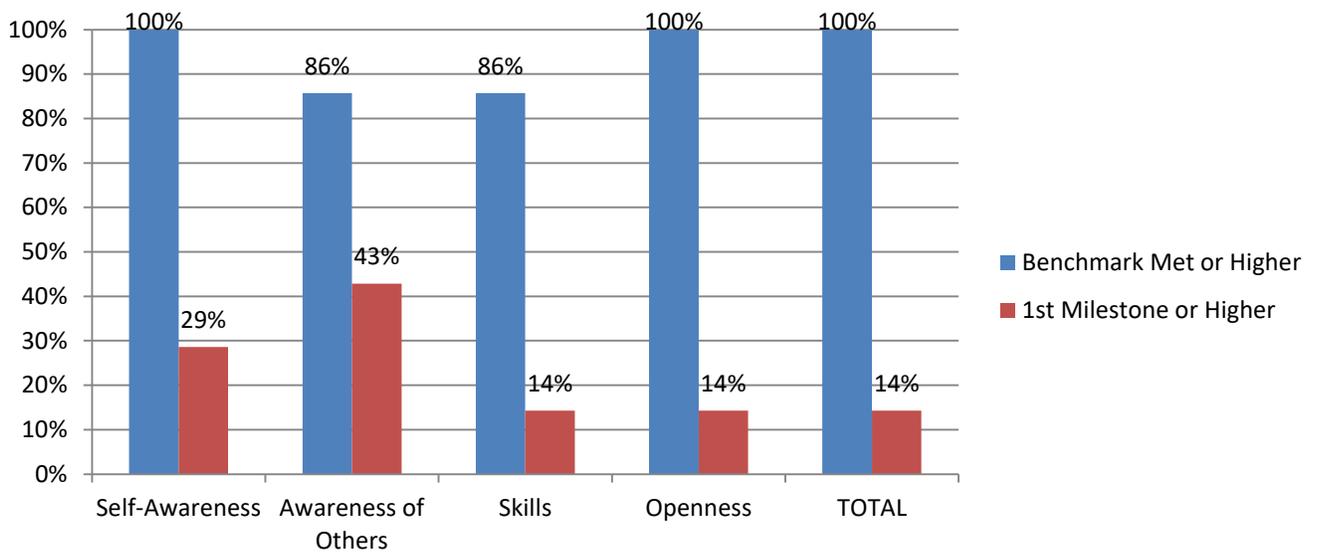


Figure 24: ED 463: Percentage of Artifacts at Benchmark Met or higher and at 1st Milestone or higher.

Discussion

Departmental involvement: Only two departments submitted artifacts for GEO assessment in the Spring 2016 but in 2016-17, this increased to five. This stark improvement is largely the result of the General Education/Assessment Director collaborating closely with the departments. It is particularly encouraging that two departments who previously were not involved in GEO assessment (Vocational Education and Social Work) collected artifacts in this year.

Definitions: This semester was the first time that the academic departments were asked to define what diversity means in their department. This was an effective way to get the departments to reflect on the matter, and it helped with the development of the GEO 10.

Validity: Did we measure what we intended to measure? One of the challenges in GEO assessment is how to deal with the fact that not all assignments used as artifacts require all the skills included in the GEO rubric. For example, the HISA 373 artifact did not require students to demonstrate self-awareness. If this rubric is nonetheless scored, the students are bound to receive low ratings. Therefore a low element score can be the result of a student not being advanced enough to show that skill at a higher level, or caused by the artifact not being suitable to demonstrate that skill.

Inter-rater reliability: Prior to scoring the Fall 2016 artifacts, the scorers were divided into three groups and each group was responsible for scoring of the artifacts at one accomplishment stage (introductory, intermediate, mastery). Each of the groups then discussed how to score one or two artifacts to strengthen inter-rater reliability. However, since this was only done within a group scoring one stage, scorers rating the introductory artifacts may have had a different understanding of the scoring rubric as the scorers who reviewed the intermediate artifacts. In addition, Sowk 203 artifacts were the only artifacts scored in May 2017, with different scorers. The Sowk 203 artifacts were consistently scored the highest. It is not known if these artifacts would have been scored similarly if they would have been scored together with the Fall 2016 artifacts.

Scoring of spring artifacts: The scoring of fall semester artifacts has been taking place early in the spring semester. This allows a large faculty participation in the scoring as it does not coincide with their most stressful times of the semester, departmental activities, or off-contract time. This is much more challenging for spring semester assessment if the assessment report needs to be completed before the fall. The scoring either has to occur when faculty is already off contract or during the departmental assessment days when faculty are likely not available, or they are already mentally exhausted from finishing the semester. In the three previous years, faculty received an extra duty contract to participate in the general education scoring a

week after the end of their contract. Unfortunately, this was not a possibility in the Spring 2017 due to lack of funds. The Faculty General Education Director should therefore discuss with College administration whether the scoring can consistently be completed during the following semester.

Wolakolkiciyapi: Previous GEO rubrics included an element asking about demonstration of Wolakolkiciyapi (general education goal) above the elements specific to the GEO. This was not included on the GEO 10 rubric but it also was not consistently used in previous years. How to demonstrate and measure Wolakolkiciyapi will need further discussion in the future.

Scope of Rubric: The GEO 10 rubric heavily focused on cultural diversity without much consideration for other forms of diversity, such as sexuality, age, political views, and gender. This likely did not impact the results because the artifacts aimed at cultural diversity as well. Nonetheless, a more diverse view of diversity should be targeted in the future.

Strengthening understanding of diversity: OLC's students are widely exposed to cultural diversity throughout their life but this predominantly occurs in the context of "mainstream American culture" and Lakota ways. Exposure to other groups that are different from their own tends to be limited outside the classroom. The General Education Committee believes that co-curricular activities may play a vital role in exposing students to diverse experiences.

Plagiarism: As in previous semesters, at least one of the submitted artifacts was plagiarized. It is not known if the instructor caught the plagiarism or not. This shows that plagiarism is not wide-spread but it does occur regularly.

GEO 10 was the sixth general education that was assessed. Frequency distributions of the levels at which the different GEO artifacts were scored are compared in Figure 25 below. The distribution of GEO 10 artifacts is similar to GEOs 2, 4, and 6, though there is a higher percentage of GEO 10 artifacts scored at the 2nd Milestone. GEO 3 and 9 results were at a much higher level. Now that we have data on six GEOs, we can deduce that the GEO 3 and 9 results were outliers, largely caused by weaknesses in the assessment process.

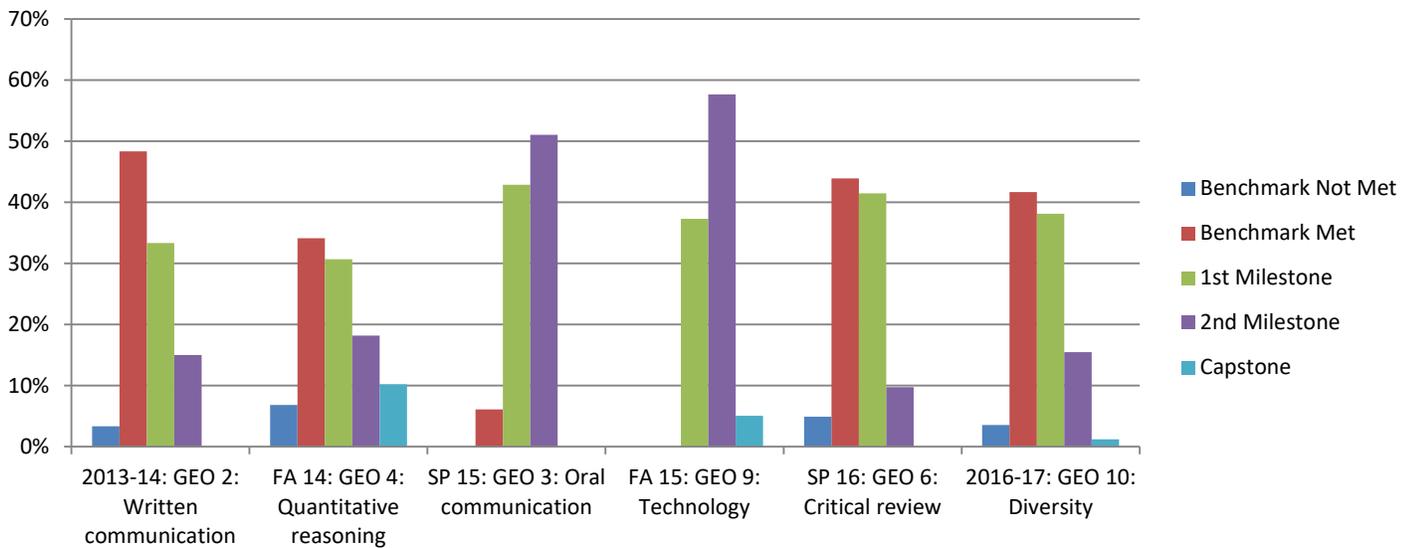


Figure 25: Frequency distributions GEO-assessment 2013-2017.

Figure 26 below shows the percentage of artifacts that were scored at least at the Benchmark Met level, at the 1st Milestone or higher, and at the 2nd Milestone or higher. Encouragingly, in all GEO assessments conducted so far, well over 90% of the students scored at least at the Benchmark Met level. In addition, about half of the artifacts were scored at the 1st Milestone or higher in all but the outlier assessments. This suggests that all in all, Oglala Lakota College General Education is on the right track. Students receive the foundation in the core values in the general education courses and the program-level courses effectively strengthen student accomplishments with regard to the general education core values and outcomes.

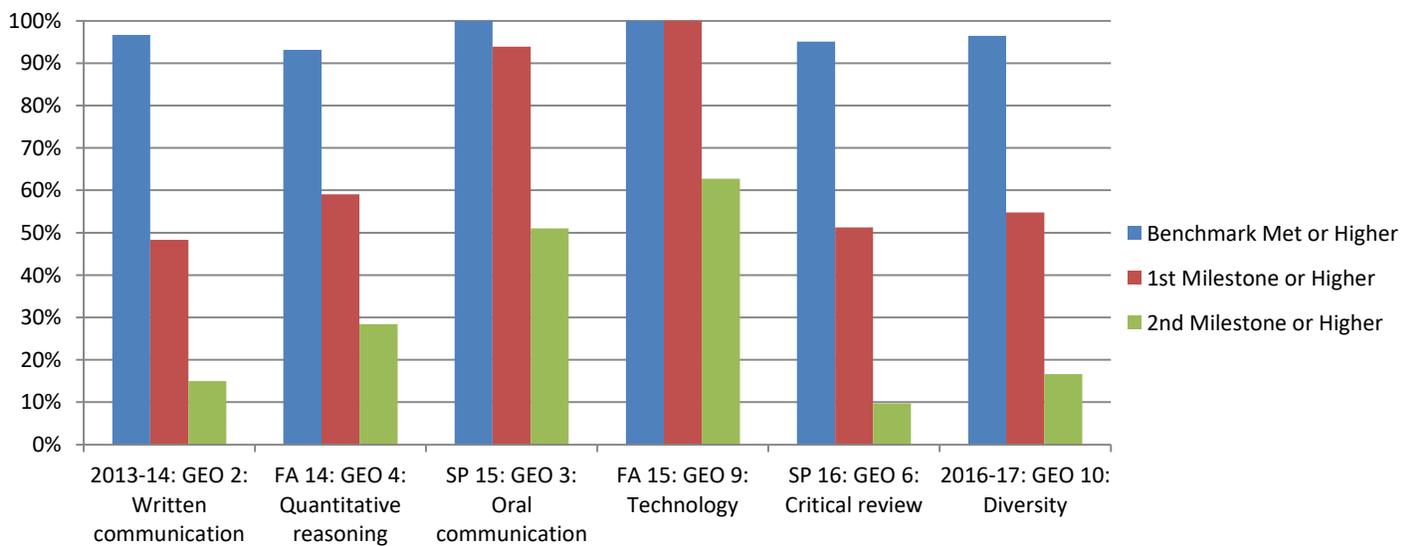


Figure 26: Comparisons of GEO assessments 2013-17: Percentage of total scores at Benchmark Met or higher, at 1st Milestone or higher, and at 2nd Milestone or higher.

Summary of Recommendations

Suggestions for Improvement of the Assessment Process

Faculty General Education Director:

- Present which GEO is to be assessed and a rubric at least as a draft to the department chairs prior to the beginning the semester.
- Give guidance to departments in selection of assignments for artifact collection.
- Assist departments with aligning courses to general education outcomes.
- Facilitate workshop for faculty to discuss how Wolakolkiciyapi can be demonstrated in a variety of assignments across departments.
- Revise GEO assessment schedule and consider scheduling two GEOs per semester. Some GEOs, e.g. GEO 2 Written Communication, should be assessed more often than others.
- Consider organizing professional development opportunities for instructors about teaching strategies in general and about teaching diversity in particular.
- Draft a revision of the academic dishonesty policy and procedure (76-300).
- Discuss the possibility to push the scoring of Spring artifacts to the beginning of the Fall semester.
- Encourage centers and departments to provide co-curricular activities with emphasis on diversity.

Rubric(s):

- The rubric should include a 0-column for artifacts that do not meet the benchmark. Some raters used 0 as the lowest possible score whereas others minimally rated an artifact at 1.
- Prior to the scoring, the group should review the instructions that students were given for the assignment used as artifact. Based on the instructions, the team should determine for each assignment which rubric elements are applicable.
- Consider increasing the scope of the GEO 10 rubric to extend beyond cultural diversity.

Other:

- It needs to be emphasized that ALL departments are expected to participate in the general education assessment.
- At the beginning of each scoring session, the scorers should score several artifacts together to gain a common understanding of the rubric.

- It is recommended to continue the practice of having the general education committee consist of a) a core group of individuals who are familiar with the process and b) several individuals who are stakeholders in the specific GEO that is assessed and who might be new to general education assessment.
- When GEO 10 is assessed again, it should be discussed using a survey on students' experience with diversity in addition to scoring student papers.

Recommendations to the Academic Departments

Humanities and Social Science Department (SoSc 103, Hum 213, HISA 373, SpCm 333):

- Increase emphasis on self-awareness of students' own cultural norms and biases.
- Continue strong involvement in general education assessment.

Nursing Department (Nurs 313):

- Increase emphasis on self-awareness of students' own cultural norms and biases.

Social Work (Sowk 203, Sowk 413):

- Increase emphasis on openness (initiating and developing interactions with culturally different others and suspending judgement in valuing interactions with culturally different groups).
- Strengthen focus on skills (interpreting intercultural experiences and adjusting in a supportive manner that recognizes feelings and needs of another cultural group).

Education Department (ED 303E, ED 463):

- Increase emphasis on openness (initiating and developing interactions with culturally different others and suspending judgement in valuing interactions with culturally different groups).
- Strengthen focus on skills (interpreting intercultural experiences and adjusting in a supportive manner that recognizes feelings and needs of another cultural group).

Vocational Education (CS 103):

- Use a different assignment as artifact when GEO 10 is assessed again.

All academic departments:

- Participate in general education assessment in most semesters.
- Participate in a workshop to discuss how students can exemplify Wolakolkiciyapi in a variety of assignments.
- Revise alignment of general education and upper-level courses with general education outcomes.

Appendix A: GEO 10 Rubric

OLC Diversity Statement	OLC graduates will be competent in the skills and behaviors of their own culture while exhibiting respect for and skill in interacting and providing service to people who are different from themselves. They will be conscious of the current and historical context of other people and endeavor to respect others in a manner which is not oppressive.
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	Capstone	Milestone		Benchmark
	4	3	2	1
Self-Awareness	Accepts and acknowledges own cultural norms and biases. Embraces and voices the complexity of their own culture.	Demonstrates an understanding of their own cultural norms and biases and how they are perceived by others.	Identifies own cultural norms and biases.	Minimally aware of own cultural norms and biases.
Awareness of Others	Demonstrates a sophisticated understanding of the complexity of elements important to members of another culture or community in relation to history, values, communication styles, beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture.	Demonstrates partial understanding of the complexity of elements important to members of another culture.	Demonstrates a surface understanding of the complexity of the elements important to members of another culture.
Skills	Interprets intercultural experience and adjusts in a supportive manner that recognizes feelings and needs of another cultural group.	Recognizes differences in more than one world view and sometimes adjusts behavior to meet the needs of another person or cultural group.	Identifies other cultural world views but responds in all situations with own world view	Views experience of others but only through their own world view.
Openess	Initiates and develops interactions with culturally different others. Suspends judgement in valuing interactions with culturally different others.	Begins to Initiates and develops interactions with culturally different others. Suspends judgement in valuing interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgement in her/his interactions with others. Is aware of judgement and expreses willingness to change.	Receptive to interacting with others. Has difficulty suspending any judgement in her/his interactions with culturally different others, but is unaware of own judgement.

This rubric was taken in large part from the Association of American Colleges and University Intercultural Knowledge and Competence Value Rubric. <https://www.aacu.org/value/rubrics>

Editor's Note	The rubric above references surface and deep culture. It may be necessary for us to explore the meaning of this. It may be appropriate to revisit Edward T Halls 1976 iceberg model of understanding culture.
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Appendix B: GEO 10 Scoring Sheet With Instructions

	Self-Awareness	Awareness of Others	Skills	Openness	Average
Reader 1					
Reader 2					
Reader 3					
Reader 4					
Average					

Each rater received the following instructions on process:

Good Afternoon

Thank you for taking the time to help us score artifacts for the General Education Assessment process. Today we are considering a number of artifacts that have been divided into three categories: Benchmark, Milestone and Capstone. These categories can be thought of as introduction to the concept, intermediate understanding of the concept and mastery of the content.

The group today will be divided into three sub-groups. Each sub-group will be given a folder with artifacts in each folder. You will also find a rating sheet for each artifact. Please have each member of your group read each artifact and score that artifact. Once everyone in the group has read the artifact, average the scores among your group and return all artifacts to the initial folder.

To assure people in your group are scoring in a relatively close fashion, take the initial artifact, read it, score it and talk about your scores and what they mean to your group. Repeat this step for the next artifact and continue doing so until your scores are similar. (They don't have to be the same, you are not seeking consensus on the score, you are seeking to assure that everyone understands what is being sought in a similar manner).

Once you are done with you packet, please make sure that all artifacts are scored and rater scores are averaged. We (Elena and I) will then compile all the scores and we will then report back the results.

Appendix C: Sample Assignments of Artifacts

- SoSc 103 Introduction to Social Science: Diversity Paper
- HISA 373 World History: Research Paper

SoSc 103 Introduction to Social Science – Fall 2016

Research Assignment 3 Library Databases Exercise &

Research Assignment 4 Diversity Paper

The last two research assignments are connected: Research Assignment 3 Library Databases Exercise provides the foundation for Research Assignment 4 Diversity Paper.

General Description of Tasks

Select any group that differs from your own with regard to customs, religion/spirituality, or way of thinking. It will be easier for you if this cultural difference is drastic. Some possibilities would be to pick another country e.g. China, Japan, Russia, but you can also pick e.g. another indigenous group such as the Ainu, Sami, or Maori.

Once you have your topic selected, you need to look for at least two so-called scholarly articles about your topic using the library databases. You are then required to submit a list of these two articles with a brief description of the content of each for the Research Assignment 3 Library Databases Exercise (due week 12).

The next step is writing Research Assignment 4 Diversity Paper using the two articles: First, describe this other group in general, then compare (=show similarities) and contrast (=show differences) between the other group and your own, and then analyze how your own background (=growing up in your own group) influences your perception of this group. The Diversity Paper is due in Week 14.

Research Assignment 3 Library Databases Exercise

Scholarly journals are periodicals that are used by experts to publish their most recent research findings. These findings are published as so-called “articles.” Scholarly journal articles have little to do with articles in newspapers. Whereas a newspaper article is written by a journalist and very briefly summarizes e.g. an event, scholarly articles are written by experts and they are detailed descriptions of studies. Furthermore, articles are “peer-reviewed” before being approved for publication, which means that other experts in the field review the article and only let it be published if scientific guidelines are met.

The easiest way to access scholarly journal articles is through databases to which we have access through OLC’s library. Through this assignment, you will be able to practice using these databases and locating scholarly articles.

In addition to giving you practice using the library databases, the purpose of the third research assignment is to get scholarly sources for your diversity paper: Search for articles about the customs/traditions, etc. of the group that you have selected (using that group's name and the word "traditions" or "customs" will direct you to the right type of information). Select two (2) articles that you think will provide you the information you need for the Diversity Paper. IMPORTANT: You HAVE to select scholarly journal articles AND you have to use one of the library databases that are listed below. Your assignment will not be accepted if one of these conditions is not met! Here is how you get to the right type of text:

- a) Go to <http://library.olc.edu> (or go to www.olc.edu and select "Services" and then "Woksape Tipi (Library)")
- b) Click on "Databases"
- c) For this assignment, pick one of the following databases: ProQuest or EBSCOHost
- d) At most college centers, you are able to access these databases without username and password. If you want to access them from your home, you are able to do so as long as you have a library card (barcode = number on the back of your card; password = your last name, all lower case). If this combination between barcode and last name does not work, please immediately call the library at 605-455-6069. They'll be able to give you access!
- e) Once you have accessed the database, you can search for articles on your topic but it is recommended that you first limit your search results because not everything that is saved in those databases are scholarly articles and because in some cases the full articles are not available. You can set the limitations on ProQuest as follows (the other search engine has similar options):
 - Select "Advanced Search"
 - Enter your search term in the top section (enter the group name and the characteristic you want to focus on, e.g. customs or religion)
 - Set search options as follows:
 - o Limit to: full text and peer-reviewed
 - o Source type: Scholarly Journals
 - o Document type: Article
 - Search
- f) Look through the search results by reading through the titles. If a title sounds interesting, click on it to find out more about it.
- g) Select two articles that you think will help you for your Diversity Paper and access the full text as pdf. You should download them to your jump drive as pdf-files or print them out. You also need to copy the link of where you have found the article (for ProQuest, it will say something like <http://search.proquest.com/docview/> followed by a series of numbers).

Now that you have your two articles, you need to list them in a Word document in APA format (6th edition). You will need to include the following information:

- Author(s) last name(s) and initials first/middle names
- Publication year
- Title of the article (that's the heading that is on the first page of your article in the largest font)
- Title of the journal in which it was published. This will be something like Canadian Journal of Experimental Psychology, American Anthropologist, etc. This information can typically be found in the footer or header of the page(s)
- Volume in which this article was published: This is based on the publication year: the first year in which a journal is published is Volume 1.
- Issue in which this article was published: Many journals are published more than once a year so whereas the volume number is the same whether an article is published in January or August of a year, the issue number will tell us when in the year it was published (e.g. 3rd issue in volume 43)
- Page numbers: on which page of the journal does the article start, where does it end?
- Link to the article on ProQuest or EBSCO databases

This is what it needs to look like:

Author1 last name, initials first/middle names, Author2 last name, initials first/middle names, & Author3 last name, initials first/middle names. (publication year). Title of the article. *Title of the Journal*, Volume Number(Issue Number), starting page-end page. Retrieved from link to article

Here is an example (please pay close attention to punctuation, use of italics and punctuation):

Ruchkin, D. S., Grafman, J., Cameron, K., & Berndt, R. S. (2003). Working memory retention systems: A state of activated long-term memory. *Behavioral and Brain Sciences*, 26(6), 709-728. Retrieved from <http://search.proquest.com/docview/212205201/57680B264B1D4E6CPQ/2?accountid=44882>

List both articles in the format described above and sort them alphabetically by last name of first author. **Underneath each of the articles, you need to add an annotation: Describe IN YOUR OWN WORDS in 2-3 sentences a) what the article is about, and b) how you can use it for the Diversity Paper.**

Research Assignment 3 Library Databases Exercise is due in week 12. Your grade is reduced by 10% if you submit it late but within one week. Your grade is reduced by 30% if you submit it more than one week late.

Research Assignment 4 Diversity Paper

The two articles that you used for the Library Databases Exercise will build the basis for your Diversity Paper (you may switch articles between the assignments though and/or add additional articles). This paper is basically a mini research paper in which you describe the group that you selected, examine how that group differs from your own and analyze how your own cultural background influences your perception of this group (=bias).

Below is a list of characteristics that may be different between your group and the other group (there are many additional possibilities). You don't need to write about all of these characteristics but pick one or two areas.

- foods
- body language (kinesics, proxemics)
- understanding of time (chronemics)
- ceremonies
- spirituality
- clothing
- gender roles
- individualism vs. collectivism

As you have learned when we were talking about ethnocentrism and cultural relativism, the group in which we grow up influences how we perceive others. While growing up, we develop standards of what is right and wrong, beautiful and ugly, normal and abnormal, etc. These standards are predominantly based on our own society but we are tempted to apply the same standards to other groups as well, and we might therefore perceive a certain tradition that a different group practices as wrong. In your paper you need to elaborate on how a certain characteristic of the other group differs from your own standards and how your own upbringing / socialization may lead you to misunderstand the other group (bias).

You need to include at least four concepts discussed in the SoSc 103 course in your description and analysis of biases. Simply listing a word will not be sufficient but you need to explain what is meant by it and actually use it. For instance, if you talk about differences regarding how (physically) close people get to each other, you can briefly describe what proxemics is.

Your paper needs to be typed and at least 800 words long (not counting title page or references). You can check the number of words in your paper at the bottom left of the Microsoft Word window (other programs have a similar word count function): select your text with exception of the title page and references and look at the number of words shown for that selection.

Two of the purposes of this assignment are for you to practice an awareness of your own biases and to get to know a different group. Another important purpose is for you to practice APA format which is the paper format that you will likely have to master once you get to the upper-level courses in your major. At this point, it is not expected that you master the format but you get the opportunity to become more

familiar with it through this assignment. Using APA format for this assignment means that for full credit, you need to have a title page in APA format (see sample page), use the correct header, and cite your sources in APA format both within the text as well as under a “References” list at the end of the paper. You don’t need to include an abstract, however, because your paper will be short (if you decide to include an abstract, it will not count toward the required minimum length of the paper).

APA title page and running head (a sample title page is attached): In APA format, the title page is not fancy but rather dry. Centered in the middle of the title page, you first list the title of your paper that describes what your paper is about. Below the title, you list your first and last name and, on new lines, the course code and title (SoSc 103 Introduction to Social Science), and the date when you submit the paper.

In addition, there needs to be a so-called running head in the header section of all pages (ask your instructor or classmates if you don’t know what a header is!). On the title page, the header on the left side should read “Running head: SHORT TITLE OF YOUR PAPER” (yes, the words “Running head” need to be there, though not all capitalized). On the following pages, the words “Running head” are not included anymore, so it’s just “SHORT TITLE OF YOUR PAPER.” It takes some time to set up the header correctly but you can just follow the step-by-step instructions provided in the separate handout.

Main part of paper: Centered at the top of the second page, you need to repeat the full title of your paper (the same as what you write in the middle of the title page). Right underneath the title you write your actual paper (start with a brief introduction to the topic, then describe how the other group differs from your own and analyze how your biases influence you, and close with a conclusion in which you summarize your paper). Write the paper so that someone who is not part of the class and who has not read our textbook nor “your” articles understands your paper!

Your whole paper should be double-spaced: Select your whole paper and then click on the “Line and Paragraph Spacing” symbol on the “Home” tab and select “2.0”:



Citation of sources: Whenever you write a paper, you need to include the source of your information right within the paper (=in-text citation) and then in more detail at the end of the paper (=references). Think of citations like this: When you are telling your friends a story that your grandpa told you, you will not just tell the story without reference to your grandpa: You will most likely start out with saying “My grandpa told me...” That’s the same thing as in-text citation. In-text citation is needed whether you copy what someone else wrote word-by-word or if you describe the information in your own words. To avoid disrupting the text too much, in-text citations are not very detailed. They only include the author(s) last name(s) and the year in which that specific source was published (and the page number if the quotation is word-by-word). This information is not sufficient, though, for someone else to find your source to read more about it. It is therefore necessary to include more detailed information at the end of the paper. This is done in a list titled “References” on the very last page of the paper (put this on a new page). The following is a description of how exactly you need to format the in-text citations and the references (the latter is a repetition of what you did for the library databases exercise).

Format citations within the text

Direct quotations:

If you cite someone else's work word-by-word, you need to put that quotation in quotation marks ("), and after the quotation, you include information on the author, the publication year as well as the page number (only available in the pdf-version of the articles).

Example 1: "Talk about how to demand respect and deference occurs in many places, most often within homes and schools but also around pickup basketball courts" (Jimerson & Oware, 2006, p. 27).

Alternatively, the name(s) of the author(s) can also be included in the text outside the quotation:

Example 2: Jimerson and Oware (2006) concluded "talk about how to demand respect and deference occurs in many places, most often within homes and school but also around pickup basketball courts" (p. 27).

Paraphrasing

You should keep direct quotations to a minimum in this particular paper. Instead, you paraphrase the information from other sources: you describe it in your own words. This means that you shouldn't just switch a few words around. One trick is to put the original away and write down what you remember. The example below is not ideal because it focuses on the same information from one sentence. It's better to look at whole paragraphs, pages, etc. Even when you paraphrase, you still need to cite the source of your information, but you don't put any text in quotation marks!

Example 3: The question of how to make others show respect is frequently discussed at places like the home, school and basketball courts (Jimerson & Oware, 2006).

Or

Example 4: As Jimerson and Oware (2006) describe, the question of how to make others show respect is frequently discussed at places like the home, school and basketball court.

Indirect sources

Authors of journal articles frequently refer to the work of others. If you would like to cite this information, you need to specify that it's an indirect source. For larger papers, you should try to get the original source whenever possible, for this particular paper, you can show that you are referring to an indirect source in the following way:

Example 5: Wieder (as cited in Jimerson & Oware, 2006, p. 28) studied what happened to halfway house residents who invoked "the convict code."

Format references

As mentioned above, you need to include more detailed information on your sources in References on the last page of the paper. You will need to include the following information (in this order):

- a) Author(s) last name(s) and initials first/middle names
- b) Publication year
- c) Title of the article (that's the heading that is on the first page of your article in the largest font)
- d) Title of the journal in which it was published. This will be something like Canadian Journal of Experimental Psychology, etc. This information can typically be found in the footer or header of the page(s)
- e) Volume in which this article was published: This is based on the publication year: the first year in which a journal is published is Volume 1.
- f) Issue in which this article was published: Many journals are published more than once a year so whereas the volume number is the same whether an article is published in January or August of a year, the issue number will tell us when in the year it was published (e.g. 3rd issue in volume 43)
- g) Page numbers: on which page of the journal does the article start, where does it end?

This is what it needs to look like:

Author1 last name, initials first/middle names, Author2 last name, initials first/middle names, & Author3 last name, initials first/middle names. (publication year). Title of the article. *Title of the Journal*, Volume Number(Issue Number), starting page-end page.

Here is an example (please pay close attention to punctuation, use of italics and punctuation):

Ruchkin, D. S., Grafman, J., Cameron, K., & Berndt, R. S. (2003). Working memory retention systems: A state of activated long-term memory. *Behavioral and Brain Sciences*, 26(6), 709-728.

The Diversity Paper is due in week 14 and it makes up 8% of your final grade so make sure you complete the assignment! If you turn it in in week 15 instead, your grade will be reduced by 10%. Review the grading rubric for specific information on how your assignment will be graded!

Library Databases Exercise – Grading Rubric

	Exemplary	Pts.	Acceptable	Pts.	Unacceptable	Pts.
Article Selection:	Two scholarly articles are selected	2	One scholarly article is selected	1	No scholarly article is selected	Paper will not be accepted
Database Usage:	Two articles are from ProQuest or EBSCOHost	2	One article is from ProQuest or EBSCOHost	1	Neither article is from ProQuest or EBSCOHost	Paper will not be accepted
Topic:	Both articles are suitable for the diversity paper	2	Only one article is suitable for the diversity paper	1	Neither article is suitable for the diversity paper	0
Information provided:	The article listing includes all required information	5-6	The listing includes much of the required information	3-4	The listing includes only little of the required information	0-2
APA format:	APA format is used mostly correctly in article listing	5-6	APA format is used correctly intermittently	3-4	Article listing is not in APA format	0-2
Annotation: Summary of content	Good concise description of article in students' own voice	5-6	Insufficient description or not in student's words	3-4	No description of the content is given	0-2
Annotation: Use for Diversity Paper	Specific description of how both articles can be used for the Diversity Paper	5-6	Non-specific description of how the articles can be used for the Diversity Paper	3-4	No description of how the articles can be used for the Diversity Paper	0-2
On-Time Submission	Assignment is submitted on time	Full points	Assignment is submitted within 1 week of when it's due	-10%	Assignment is submitted more than 1 week late	-30%

TOTAL: 30points

3% of final grade AND extra credit

Diversity Paper – Grading Rubric

<u>ELEMENT</u>	<u>EXEMPLARY</u>	<u>PTS</u>	<u>ACCEPTABLE</u>	<u>PTS</u>	<u>UNACCEPTABLE</u>	<u>PTS</u>
TITLE PAGE	APA-style: running head, title, your name, date	5	Evidence of 3-4 (but wrong format)	3-4	Evidence of 2 or less	0-2
GRAMMAR, SYNTAX, AND SPELLING	Paper flows well and is clear and easy to read due to use of proper syntax, grammar, spelling, and punctuation. The writing is almost error free.	5	The paper is unclear or hard to read because syntax, grammar, spelling, or punctuation is poor.	3-4	The writer's intentions are unclear because paper's syntax, grammar, spelling and/or punctuation are poor.	0-2
SOURCE OF INFORMATION	Student incorporates information from two scholarly journal articles	4-5	Student incorporates information from one scholarly article	2-3	Student does not incorporate information from a scholarly article	0-1
DESCRIPTION OF GROUP	Student includes a general description of the group that he/she selected	9-10	The student includes a description of the other group but it's either too brief or too detailed	6-8	Student does not incorporate a general description of the group that he/she selected	0-5
DESCRIPTION OF DIFFERENCES	Student includes a detailed description of differences between the selected group and his/her own.	17-20	Student includes a description of differences between the selected group and his/her own but it is not detailed enough.	12-16	Student vaguely describes the group without describing differences to his/her own group.	0-11
ANALYSIS OF BIASES	Student includes a thorough analysis of how his/her own background influences his/her perception of the chosen group.	17-20	Student attempts to analyze how his/her own background influences his/her perception of the group.	12-16	Student does not include any analysis of how his/her own background influences his/her perception of the group.	0-11
INCORPORATION OF CONCEPTS FROM THE COURSE	Student uses at least 4 concepts from the course to describe differences or analyze biases (e.g. cultural relativism, ethnocentrism, proxemics, kinesics, culture, kinship, ethnicity). The student explains what is meant by each of the concepts and applies it correctly.	9-10	Student uses 2 or 3 concepts from the course to describe differences or analyze biases and explains what each of the concepts means and applies them correctly. OR: Student uses 4 concepts from the course but does not explain what is meant by the concepts and/or does not apply them correctly.	6-8	Student uses 0 or 1 concepts from the course to describe differences or analyze biases. OR: The student uses 2 or 3 concepts from the course but does not explain what is meant by the concepts.	0-5
OVERALL CLARITY	Student uses APA format.	4-5	Student fails to use more than one of	2-3	The paper is generally hard to	0-1

AND FORM	Sentences and paragraphs follow each other in a logical order. The material is presented so that the reader does not have to stop and back up to comprehend it.		the elements of the APA format OR the paper is difficult to follow in some places.		follow due to problems with format and/or the way material is presented.	
TONE	The tone is consistently professional and appropriate for an academic essay/paper.	4-5	The tone is generally professional for the most part.	2-3	The tone is not consistently professional or appropriate for and academic essay/paper.	0-1
LENGTH	Paper is the assigned length when margins, spacing, and font size are considered. Only information relevant to the assigned topic is included. Required length: 800 words NOT counting title page and references	Full points	Paper is shorter than assigned.	Points for Description and Analysis elements reduced	Paper is substantially shorter than the assigned.	Points for Description and Analysis elements reduced
ACCURACY	Information from sources is reported accurately.	4-5	Some information is reported inaccurately or out of context.	2-3	Information is included without regard for accuracy.	0-1
REFERENCES	All information is clearly linked to its source. References are provided in the correct format (APA).	9-10	Sources of information are included, but other information sources are not mentioned. References are not in the proper form.	6-8	The sources of the information in the paper are not identified.	Paper is returned to the student.
PRESENTATION	Paper is submitted in week 14	-	Paper is turned in during week 15	Minus 10%	Paper is turned in after the end of week 15	Paper is not accepted

Total: 100 points

8% of final grade AND extra credit

HISA 373 – Fall 2016 – Research Project: Research Paper

In the second half of the semester, you are required to use knowledge and skills acquired in the readings and discussions to conduct a research project. You are asked to choose a specific historical event that is covered in the textbook or class AND THAT OCCURRED OUTSIDE OF THE UNITED STATES and then read and research more about this event using scholarly resources. You will need to focus your research on how this specific event has been interpreted throughout history. You can find detailed information on the required content in the “Form and Content” section.

Before you start working on your research paper, you need to complete the annotated bibliography. That assignment will help you get ready for the research paper so once you have it completed, you will already have six library sources identified and read and know how you can use them for your research paper.

Form and Content

In general, you are required to use APA format and the basic structure should be as follows:

- Title page in APA format (running head, title, your name, date, overall layout according to APA)
- Abstract: This belongs on the second page and consists of a concise and comprehensive summary of the contents of the paper. As such, it should NOT be in future tense and introduce the reader to what you will write about. Rather, you need to summarize what topic you have looked at AND what your findings were. You therefore need to write the abstract after you have written the rest of the paper!
- Main part of paper: This starts on page three and at the top of the page, you need to repeat the title of your paper. The main part of the paper needs to include the following content (you don't necessarily use these as headings):
 - o Description of the event: Describe the event you selected in detail
 - o Two viewpoints: Describe two different viewpoints on the same event
 - o Your opinion: Describe your opinion of how this event has been interpreted throughout history
- References:
 - o This needs to go on a new page with the heading “References”
 - o List all sources that you have used for your paper AND that you are citing in the text (= if you have read a book about the matter but you are not actually using any content from that book, don't list it)
 - o Sort the entries by last name of author

You do have flexibility, however, with regard to the structure of the main body: You need to cover all the topics listed but how exactly you proceed is up to you. It is good practice, though, to keep your interpretation and views separate from the description of what you found in your (literature) research.

Length: For full credit, your paper needs to be at least 2000 words (not counting title page, abstract, references). Use the word count function in Microsoft Word to check how long your paper is (bottom left).

Your whole paper should be double-spaced: Select your whole paper and then click on the “Line and Paragraph Spacing” symbol on the “Home” tab and select “2.0”:



In addition, there needs to be a so-called running head in the header section of all pages (ask your instructor or classmates if you don’t know what a header is!). On the title page, the header on the left side should read “Running head: SHORT TITLE OF YOUR PAPER” (yes, the words “Running head” need to be there, though not all capitalized). On the following pages, the words “Running head” are not included anymore, so it’s just “SHORT TITLE OF YOUR PAPER.” The page number needs to be included on all pages on the right side of the header (at the same level as the running head). It takes some time to set up the header correctly. You can find step-by-step instructions on how to do that in the “APA Format Help” folder in the Beginning Course Materials section.

Citation of sources – How to avoid plagiarism

Whenever you write a paper, you need to include the source of your information right within the paper (=in-text citation) and then in more detail at the end of the paper (=references). Think of citations like this: When you are telling your friends a story that your grandpa told you, you will not just tell the story without reference to your grandpa: You will most likely start out with saying “My grandpa told me...” That’s the same thing as in-text citation. In-text citation is needed whether you copy what someone else wrote word-by-word or if you describe the information in your own words. To avoid disrupting the text too much, in-text citations are not very detailed. They only include the author(s) last name(s) and the year in which that specific source was published (and the page number if the quotation is word-by-word). This information is not sufficient, though, for someone else to find your source to read more about it. It is therefore necessary to include more detailed information at the end of the paper. This is done in a list titled “References” on the very last page of the paper (put this on a new page). The following is a description of how exactly you need to format the in-text citations. You can find the information on how to cite the information under References in the annotated bibliography instructions (see Week 11).

Citations within the text

Direct quotations:

If you cite someone else’s work word-by-word, you need to put that quotation in quotation marks (“”), and after the quotation, you include information on the author, the publication year as well as the page number (only available in the pdf-version of the articles).

Example 1: “Talk about how to demand respect and deference occurs in many places, most often within homes and schools but also around pickup basketball courts” (Jimerson & Oware, 2006, p. 27).

Alternatively, the name(s) of the author(s) can also be included in the text outside the quotation:

Example 2: Jimerson and Oware (2006) concluded “talk about how to demand respect and deference occurs in many places, most often within homes and school but also around pickup basketball courts” (p. 27).

Paraphrasing

Only use direct quotes if the original wording is important to understand the information you are quoting. Instead, you paraphrase the information from other sources: you describe it in your own words. This means that you shouldn't just switch a few words around. One trick is to put the original away and write down what you remember. The example below is not ideal because it focuses on the same information from one sentence. It's better to look at whole paragraphs, pages, etc. Even when you paraphrase, you still need to cite the source of your information, but you don't put any text in quotation marks!

Example 3: The question of how to make others show respect is frequently discussed at places like the home, school and basketball courts (Jimerson & Oware, 2006).

Or

Example 4: As Jimerson and Oware (2006) describe, the question of how to make others show respect is frequently discussed at places like the home, school and basketball court.

Review the additional handouts regarding APA format in the Beginning Course Materials section if you still have questions about APA format.

Research Project: Research Paper (18% of final grade)

	<u>EXEMPLARY</u>	<u>PTS</u>	<u>ACCEPTABLE</u>	<u>PTS</u>	<u>UNACCEPTABLE</u>	<u>PTS</u>
Title page, paper format	Evidence of 7-8 of the following elements in APA format: <ul style="list-style-type: none"> Title page: running head, title, your name, date, overall layout according to APA format Paper format: running head, double-spaced, page numbers 	5	Evidence of 5-6	3-4	Evidence of 4 or less	0-2
Abstract	Abstract is concise and comprehensive summary of the contents of the paper	5	Abstract summarizes paper but is somewhat incomplete or contains errors	3-4	Abstract does not summarize paper (e.g., it is an introduction)	0-2
Grammar, syntax, spelling, and tone	Paper flows well and is clear and easy to read due to use of proper syntax, grammar, spelling, and punctuation. The writing is almost error free. The tone is consistently professional and appropriate for an academic research paper.	5	The paper is unclear or hard to read because syntax, grammar, spelling, or punctuation is poor. The tone is generally professional for the most part.	3-4	The writer's intentions are unclear because paper's syntax, grammar, spelling and/or punctuation are poor. The tone is not consistently professional or appropriate for an academic research paper.	0-2
General content	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument. The space given to each topic is appropriate, given the number of topics included in the paper.	13-15	Information supports a central purpose or argument. The amount of space given to some topics is out of proportion to the number of topics included in the paper.	9-12	Central purpose or argument is not clearly identified	0-8
General analysis	Student clearly comprehends the material and links it to course topics. Student has thought critically about the material and its sources. Information is combined to draw conclusions. Inferences are explored, and the paper includes good insight.	18-20	Student understands the material, but demonstrates little critical thinking. Insight is minimal or missing.	12-17	The student shows less than full understanding of the material. Critical thinking is not present or is barely present.	0-11
Analysis of interpretations	Student explains how the interpretation of the event varied/varies based on when and where it occurs/occurred and by whom.	9-10	Student attempts to explain how the interpretation of the event varied/varies based on when and where it occurs/occurred and by whom.	6-8	Student does not consider multiple interpretations of the event.	0-5
Sources of information	Information comes from at least six (6) scholarly articles or books.	9-10	Information comes from 4-5 scholarly articles or books	6-8	Information comes from 0-3 scholarly articles or books.	0-5

Accuracy	Information from sources is reported accurately.	9-10	Some information is reported inaccurately or out of context.	6-8	Information is included without regard for accuracy.	0-5
References	All information is clearly linked to its source. References are provided in the correct format (APA).	13-15	Sources of information are included, but other information sources are not mentioned. References are not in the proper form (APA).	9-12	Many sources of the information in the paper are not identified.	0-8 Paper not accepted if no sources are identified.
Improvement compared to bibliography	Student improved the quality of sources and/or the format of the references compared to the annotated bibliography, if improvement was needed.	5	Most of the problems seen in the annotated bibliography have been improved (if necessary).	3-4	Student did not improve most of the problems identified in the annotated bibliography (if necessary). If student did not submit annotated bibliography assignment prior to the research paper = 0	0-2
Length	<i>Required length: 2000 words NOT counting title page, abstract, references</i>	Full points	Paper is shorter than the assigned length.	Content/analysis scores are reduced	Paper is substantially shorter than the assigned length:	Content/analysis scores are reduced
Timeliness	Paper is turned in on the assigned date.	-	Paper is turned in late but before the end of the semester	Minus 10%	Paper is turned in after the end of week 15	Paper is not accepted

Total: 100