

Attachment 13

Representative Flag Assessments: Cultural Diversity
Flag and Global Cultures Flag.

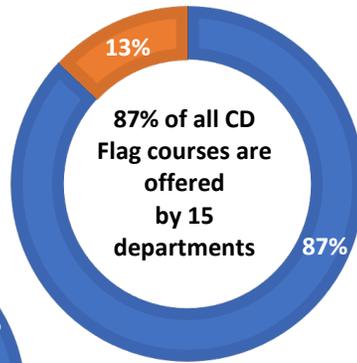
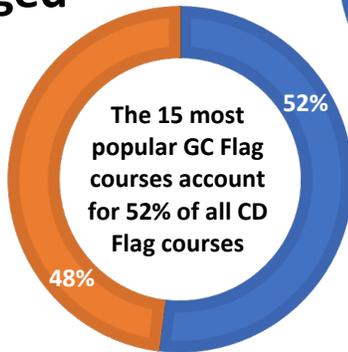
UGS Program Review
Fall 2019





CD FLAG COURSES

25,286 seats taken
in CD-flagged
courses in
2017-18



FLAG REQUIREMENTS

1/3 of the course grade is based on content dealing with the culture, perspectives, and history of one or more underrepresented cultural groups in the U.S.

As of 2016, **100%** of UT undergrads must take at least one CD-flagged course.

On average, **85%** of spring '17 graduates fulfilled ≥ 1 CD Flag, even if they weren't required.

STUDENTS ARE SAYING...

98% reported that they learned about the culture, perspectives and history of non-U.S. group(s)

94% reported that they studied the factors that lead to the persistent marginalization of a cultural group in the U.S.

85% felt that they improved their understanding of the impact of privilege in the U.S.

86% felt they critically reflected about how their own cultural experiences informed their views

84% examined assumptions they might have had about other cultures

88% developed a deeper understanding of cultural perspectives different from their own

"The ethics essay helped gain an understanding of different opposing cultural viewpoints. Lecture and readings on African American's fight for equality and Native American's fight to preserve their culture helped broaden my cultural perspectives. Debates and discussion in seminar sessions were helpful in learning about perspectives from our classmates in smaller groups."

"I personally don't feel that a literature course can push students to reflect on their own privilege, especially when the readings are not from modern literature."

"We learned a lot about the jazz culture, but I didn't extend what I learned to my own cultural perspectives. What we did in class was more of a closed case study of jazz culture."

Top 15 CD Flag Courses (by Enrollment)

Course		15- 16	16- 17	17- 18	Total
1	HIS 315L The United States since 1865	2,238	2,111	2,123	6,472
2	HIS 315K The United States, 1492- 1865	1,746	1,616	2,781	6,143
3	E 316M American Literature	2,241	1,748	1,684	5,673
4	TD 301 Intro to Theatre	2,305	1,656	911	4,872
5	ANT 302 Cultural Anthropology	785	917	939	2,641
6	MUS 307 Jazz Appreciation	341	705	400	1,957
7	MUS 307 History of Rock Music	444	537	437	1,381
8	HIS 315G Intro to American Studies	409	422	424	1,268
9	HIS 317L The Black Power Movement	412	412	283	1,248
10	AMS 310 Intro to American Studies	298	375	0	956
11	UGS 303 Race in the Age of Obama	0	713	219	713
12	ALD 327 Sociocultural Influences on Learning	259	210	251	688
13	HED 329K Child & Adolescent Health	0	393	246	644
14	CMS 314L Language, Communication & Culture	165	228	377	639
15	ALD 322 Individual Differences	0	193	11,986	570
Top 15 Courses Subtotal		11,643	12,236	11,986	35,865
All Cultural Diversity Flag Courses		21,580	23,800	23,769	69,149

Top 15 Departments Offering CD Flag Courses (by Enrollment)

Department (# Courses in Top 15)		15- 16	16- 17	17- 18	Total
1	History (4)	6,576	6,256	7,400	53,715
2	English (1)	2,915	2,553	2,728	8,196
3	Theatre and Dance (1)	2,464	1,817	1,060	5,341
4	Butler School of Music (2)	902	1,620	1,709	4,231
5	Undergraduate Studies (1)	906	1,483	1,426	3,815
6	Anthropology (1)	970	1,411	1,390	3,771
7	African & African Diaspora Studies	972	1,009	961	2,942
8	Sociology	478	814	927	2,219
9	American Studies (1)	606	692	690	1,988
10	Center for Mexican American Studies	595	600	681	1,876
11	Communication Studies (1)	447	730	679	1,856
12	Applied Learning and Development (2)	375	535	843	1,753
13	Kinesiology & Health Education (1)	494	426	276	1,196
14	Government	249	355	511	1,115
15	Women's and Gender Studies	257	354	305	916
Top 15 Departments Subtotal		19,206	20,655	21,586	61,447
All Cultural Diversity Flag Courses		21,580	23,800	25,286	70,666

CULTURAL DIVERSITY FLAG

LEARNING OBJECTIVES

Students will:

- Demonstrate an understanding of the complexity of the perspectives of at least one underrepresented cultural group in the U.S.
- Develop a historical understanding of at least one underrepresented cultural group in the U.S.
- Examine the forces that led to and maintain the underrepresented cultural group's experience of persistent marginalization, and will identify systemic barriers to equality and inclusiveness
 - Examine the impact of privilege and power differentials in the U.S.
 - Identify appropriate roles and responsibilities as members of society and informed decision-makers to minimize marginalization in the U.S.
- Critically reflect on their respective cultural experiences and how they inform their worldview, and will recognize different perspectives and worldviews from underrepresented cultural group(s) in the U.S., including those to which students may belong
 - Recognize areas of implicit bias in their respective perspectives
 - Practice methods of communicating mutual understanding and respect across cultural groups
 - Apply diverse cultural perspectives in evaluating complex problems

**Cultural Diversity in the U.S. Flag End-of-Semester Survey
2017- 2018 Campus-wide Results**

Response Rates

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
<i>Total</i>	1529	898	2427
<i>Response Rate*</i>	14%	9%	12%

Q1. Did you know that this course carried the CD Flag?

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
<i>Yes</i>	80%	76%	78%
<i>No</i>	20%	24%	22%

Q2. Do you understand the goals and purpose of the CD Flag?

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
<i>Yes</i>	76%	76%	76%
<i>No</i>	24%	24%	24%

Q3. Which of the following reasons prompted you to take this course? Check all that apply.

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
To learn about underrepresented cultural groups in the US	21%	18%	20%
The course topic	37%	34%	36%
To fulfill the CD Flag requirement	39%	34%	37%
To fulfill a Core requirement	54%	56%	55%
To fulfill a requirement other than the CD Flag or a Core requirement	17%	18%	18%
Other (please specify)	7%	3%	5%

Q4- Q5. Think about your experience in ____ course. How often did you have the opportunity to...

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
Q4. Learn about the culture, perspectives, and history of at least one marginalized cultural group in the U.S. (Marginalization is the persistent treatment of a group as insignificant or unimportant.)	97%	98%	98%
Q5. Study the factors that lead to the persistent marginalization of a cultural group in the U.S.	94%	94%	94%

Q5- Q7. Because of this course, do you feel you have...

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
Q6. Improved your understanding of the impact of privilege in the U.S.?	85%	84%	85%
Q7. Critically reflected about how your own cultural experiences inform your point of view?	86%	85%	86%
Q8. Examined assumptions you might have had about other cultures?	84%	83%	84%
Q9. Developed a deeper understanding of cultural perspectives different from your own?	86%	89%	88%

Q10. Briefly explain your responses to the questions above. What kinds of assignments, activities, or exercises helped you gain understanding about your own cultural perspectives? Alternatively, what assignments would you have liked to see instead?

Fall 2017	<p>1002 comments total (65% response rate). Our team took a random sample of student responses (n=518) to analyze themes.</p> <ul style="list-style-type: none"> • 46% of comments said that course content broadened their understanding of privilege, marginalized communities, racism, and other contextual factors related to these issues. • 27% suggested that their courses were instrumental in exposing them to new perspectives. • 18% reported that their courses promoted and supported an examination of personal perspectives, biases, and unchecked assumptions. <p>On specific assignments:</p> <ul style="list-style-type: none"> • 34% gained understanding through analysis of texts (course readings, documentaries, plays, songs, etc.) • 23% mentioned interactive class activities and engaging lectures. • 17% reported that class discussions were particularly effective learning experiences. • 17% valued writing assignments as opportunities for critical thinking, personal growth, and understanding. • 11% suggested other activities including service learning, interactive class activities, personally relevant/creative assignments, and group projects.
Spring 2018	<p>535 comments total (60% response rate). Our team analyzed responses to find themes.</p> <ul style="list-style-type: none"> • 22% of students shared that assignments involving deeper exploration of primary sources (art, architecture, literature, film, music, etc) were helpful for understanding their own cultural perspectives. • 21% indicated that in-class discussion were helpful, especially in engaging with other students and different cultural backgrounds. • 15% noted that reading secondary sources (textbooks or documentaries) were helpful.

- 13% found journaling or written reflections helpful for examining their own cultural perspectives. These students also indicated that they wanted more opportunities to think deeply about cultural perspectives, marginalization, and privilege.

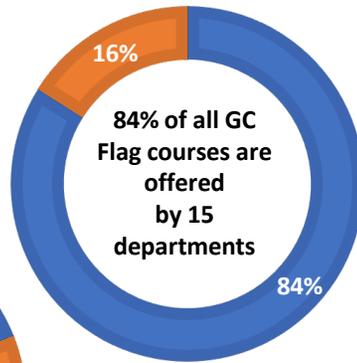
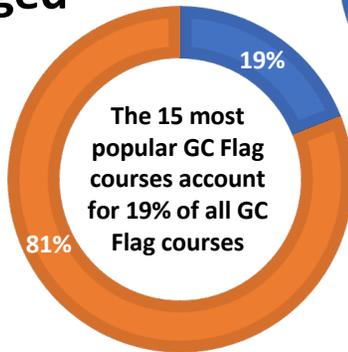
Q11. Please share any other comments about the Cultural Diversity Flag.

Fall 2017	<p>323 (21% response rate) comments total.</p> <ul style="list-style-type: none"> • 28% showed support for the continuation of the CD Flag and appreciation for their experiences in their individual CD courses. • 26% left general, positive comments about their course and professors. • 13% felt their course broadened their understanding and awareness of important issues, perspectives, and topics. • 10% were dissatisfied with course content, assignments, or interactions with professors. • 8% expressed frustration with the entire Flag system.
Spring 2018	<p>154 (17% response rate) comments total.</p> <ul style="list-style-type: none"> • 75% of students responded that they liked the CD-flagged course they had taken. • 10% of students indicated that they did not like the CD flag requirement or CD flag coursework. • 16% of students commented on various other themes, such as to ask why language courses do not count for the flag, wanting more flag options, or more scheduling options.



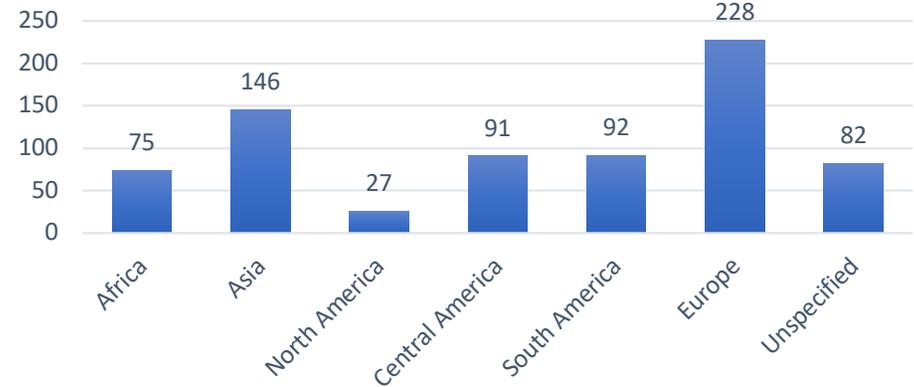
GC FLAG COURSES

27,547 seats taken
in GC-flagged
courses in
2017-18



Courses that carry the Global Cultures Flag study cultural groups across time and place. Some courses focus on a comparison between two or more cultures, or on a cultural diaspora.

2017-18 GC Flag Courses by Region



FLAG REQUIREMENTS

1/3 of the course grade is based on an **in-depth examination of the broader cultural context and perspectives of one or more non-U.S. communities**, countries, or coherent regional groupings of countries, past or present.

As of 2016, **100%** of UT undergrads must take at least one GC-flagged course.

On average, **83%** of fall '16 graduates fulfilled ≥ 1 GC Flag, even if they weren't required.

STUDENTS ARE SAYING...

- 98%** reported that they learned about the culture, perspectives and history of non-U.S. group(s)
- 84%** felt they critically reflected about how their own cultural experiences informed their views
- 83%** examined assumptions they might have had about other cultures
- 89%** developed a deeper understanding of cultural perspectives different from their own

"The Global Cultures Flag is an interesting flag to obtain because you get to **explore the different views** the world has on a certain topic and how they take action towards that topic compared to how you yourself perceive it."

"The stories that we learned in [class] helped to **gain perspective on the different values** [that] society valued over our values today. It emphasized the different kinds of relationships that were normalized there and how the best way to enjoy another culture is to not inflict our own bias onto them, but **rather try to learn with an open mind.**"

"I think this is a great requirement to have. Too often we get wrapped up in what we have going on and don't take the time to understand someone else's lives... **People really live completely different lives than you, and that can be amazing.**"

Top 15 GC Flag Courses (by Enrollment)

Course		15- 16	16- 17	17- 18	Total
1	E 316L British Literature	2,133	2,383	1,994	6,510
2	CC 306M Intro to Medical and Scientific Terms	1,175	1,164	1,121	3,460
3	CC 303 Intro to Classical Mythology	917	1,008	845	2,770
4	ARH 301 Intro to Visual Arts	773	814	1,065	2,652
5	ARC 308 Architecture and Society	650	763	801	2,202
6	E 316N World Literature	664	471	822	1,957
7	ANT 304 Intro to Archaeological Studies	638	700	558	1,866
8	CC 302 Intro to Ancient Rome- Web	650	570	465	1,685
9	SPN 611D Intermediate Spanish II for Heritage Speakers	555	556	476	1,570
10	ARH 303 Survey of Art, Renaissance through Modern	608	572	426	1,553
11	GRG 305 This Human World: Intro to Geography	485	424	431	1,340
12	ARH 302 Survey of Art, Ancient through Medieval	477	408	401	1,286
13	CC 301 Intro to Ancient Greece	401	430	303	1,134
14	CC 302 Intro to Ancient Rome	379	374	318	1,071
15	CC 303 Intro to Classical Mythology- Web	0	486	414	900
Top 15 Courses Subtotal		12,396	13,210	12,550	38,156
All Global Cultures Flag Courses		27,031	27,547	26,505	166,615

Top 15 Departments Offering GC Flag Courses (by Enrollment)

Department (# Courses in Top 15)		15- 16	16- 17	17- 18	Total
1	Classics (6)	4,074	4,616	4,144	26,809
2	English (2)	3,786	3,749	3,591	23,450
3	History	2,596	2,120	2,137	17,665
4	Art & Art History (3)	2,302	2,414	2,557	16,002
5	Spanish and Portuguese (1)	1,658	1,632	1,395	8,919
6	Undergraduate Studies	1,557	1,512	1,377	8,179
7	Asian Studies	925	818	876	6,597
8	Architecture (1)	894	1,021	1,066	5,850
9	Anthropology (1)	1,004	1,001	887	4,811
10	Geography & the Environment (1)	730	695	698	4,636
11	Government	757	633	683	4,400
12	Religious Studies	651	719	751	3,449
13	Long Institute of Latin American Studies	512	402	458	3,091
14	African & African Diaspora Studies	528	452	648	3,084
15	Sociology	563	853	631	3,064
Top 15 Departments Subtotal		22,537	22,637	21,899	140,006
All Global Cultures Flag Courses		27,031	27,547	26,505	166,615

GLOBAL CULTURES FLAG

LEARNING OBJECTIVES

Students will:

- Demonstrate an understanding of the complexity of the perspectives of at least one non-U.S. community
- Develop a historical understanding of at least one non-U.S. community
- Critically reflect on their respective cultural experiences and how they inform their worldview, and will recognize different perspectives and worldviews from non-U.S. cultural groups
 - Recognize areas of implicit bias in their respective perspectives
 - Practice methods of communicating mutual understanding and respect across cultural groups
 - Apply diverse cultural perspectives in evaluating complex problems

CHALLENGES

- Ensuring instructors are aware of the GC Flag and meet Flag learning objectives
- Demonstrate value of GC Flag to campus community
- Students expect GC Flag credit for inappropriate coursework

Region in 17-18 Course Offerings	# Courses	% Total
Africa	75	14%
Maghreb/North Africa	20	4%
Asia	146	27%
East Asia (China, Japan, Korea, etc.)	32	6%
Middle East	72	14%
South Asia (India, "Himalayas," etc.)	23	6%
Southeast Asia	4	1%
North America	27	5%
Mexico	12	2%
Caribbean	15	3%
Central America	91	17%
South America	92	17%
Europe	228	43%
Unspecified, "International," "Global"	82	15%

**Global Cultures Flag End-of-Semester Survey
2017- 2018 Campus-wide Results**

Response Rates

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
<i>Total</i>	1688	1086	2774
<i>Response Rate</i>	15%	10%	13%

Q1. Did you know that this course carried the GC Flag?

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
<i>Yes</i>	82%	82%	82%
<i>No</i>	18%	18%	18%

Q2. Do you understand the goals and purpose of the GC Flag?

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
<i>Yes</i>	76%	79%	78%
<i>No</i>	24%	21%	22%

Q3. Which of the following reasons prompted you to take this course? Check all that apply.

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
To learn about cultural groups outside the US	19%	20%	20%
The course topic	41%	43%	42%
To fulfill the GC Flag requirement	39%	32%	36%
To fulfill a Core requirement	45%	43%	44%
To fulfill a requirement other than the GC Flag or a Core requirement	22%	26%	24%
Other (please specify)	7%	6%	7%

Q4. Think about your experience in ___ course. How often did you have the opportunity to...

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
Q4. Learn about the culture, perspectives, and history of at least one non-U.S. cultural group, past or present	98%	98%	98%

Q5- Q7. Because of this course, do you feel you have...

	<i>Fall 2017</i>	<i>Spring 2018</i>	<i>2017-2018</i>
Q5. Critically reflected about how your own cultural experiences inform your point of view?	84%	83%	84%
Q6. Examined assumptions you might have had about other cultures?	83%	83%	83%
Q7. Developed a deeper understanding of cultural perspectives different from your own?	89%	89%	89%

Q8. Briefly explain your responses to the questions above. What kinds of assignments, activities, or exercises helped you gain understanding about your own cultural perspectives? Alternatively, what assignments would you have liked to see instead?

Fall 2017	<p>1095 comments total (65% response rate).</p> <ul style="list-style-type: none"> • “The Art History class taught everything from a global perspective so that we learned the cross-cultural interactions of art and society from a broader lens. This allowed us to examine how different cultures interacted without having the bias of learning from the United States.” • “His lectures always tied back to why this matters to us today. We learned about Ancient Greece and all, but he put emphasis on its significance.” • “The open-perspective teaching style my teacher provided me a more in-depth understanding of other cultures than I would have had in a traditionally run class.” • “It was the combination of this flag and ethics that allowed me to see different perspectives of society and choices people make and their impacts.”
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Spring
2018

654 comments total (60% response rate).

- “The stories that we learned in Greek mythology helped to gain perspective on the different values Greek society valued over our values today. It emphasized the different kinds of relationships that were normalized there and how the best way to enjoy another culture is to not inflict our own bias onto them, but rather try to learn with an open mind.”
- “The literature was analyzed from the perspectives of the respective structures. This helped me understand the literature better and be able to assimilate more meaning to it. Different from simply assuming that comparing it to Western literature might be a good analysis.”
- “I really enjoyed that this course had us watch films from Spanish-speaking countries and had us complete TalkAbroads with people from Latin America. It was a wonderful way to be immersed in the language and understand more about the cultures of Latin America”
- “Mostly, the lecture is what got me to think deeply about a different culture. The reading assignments we received also allowed us to think about what the author had written and why they had written it in a context to their culture.”

Q9. Please share any other comments about the Global Cultures Flag.

Fall
2017

217 comments total (13% response rate).

- “Intro to Classical Mythology was my favorite class this semester. I liked how I could relate what I learned in class to my everyday life.”
- “The Global Cultures Flag is an interesting flag to obtain because you get to explore the different views the world has on a certain topic and how they take action towards that topic compared how you yourself perceive it.”
- “We should be able to get it waived if we have visited a few other countries or studied abroad.”

Spring
2018

150 comments total (14% response rate).

- “Learning about other cultures is incredibly important for understanding other people in life. People come from different backgrounds and if we are living in this ethnocentric point of view, it will cause divisiveness like what we see in our nation today.”

- “I think this should be a highly necessary requirement for all majors at UT. Gaining perspectives on cultures different than your own is a something that can benefit all students.”
- “I think it should be emphasized during these classes what the point of learning about other cultures is. And students should be directed to thinking about their views during the process”