

## Diversity Assessment (DIV13) Pilot Fall 2016

Here is the description of the “Human Diversity: Culture and Communication” requirement, where students are required to complete the following:

1. *one course approved for diversity credit (DIV) and one course in a foreign language (LANG); or*
2. *two courses approved for diversity credit (DIV); or*
3. *one course approved for diversity credit (DIV) and an experience on an off-campus program approved for diversity credit by the Academic Affairs committee.*

Our curriculum further states that courses approved for diversity credit “*include primary learning goals in which students develop:*

- a. *a capacity for critical self-reflection on social location designed to locate their multiple identities as active members of the United States and/or global community and to recognize that differential perspectives on knowledge and power derive from particular social locations;*
- b. *a recognition of diversity within and among groups and an awareness that these differences affect individuals’ life chances, behavior, and ways of knowing; and*
- c. *an understanding of the dynamics of power and justice within and/or among groups or societies and an ability to reflect on their responsibilities toward others as citizens at the local, national, and global scales.*

Seven faculty members teaching courses approved for diversity credit participated in an assessment pilot in the Fall 2016 and applied the diversity rubric previously developed by the Teagle Grant to a written assignment of their students at the end of the semester. A total of 147 students were scored.

Findings showed no significant difference by class year, suggesting that the learning goals are met in the courses, regardless what class year that students are enrolled in. Ratings also indicated no gender differences for students’ ability to evaluate power relations and social justice (LG c). However, there were significant gender differences for positionality (LG a) and evaluating and understanding the role of difference (LG b).

The next steps are to expand this assessment to a greater scale, achieving representation across all programs and departments offering courses for diversity credit (because of volunteering, the current sample was overrepresented by faculty from History), and achieving greater representation across class level (five of the seven courses who participated in the assessment were 100-level courses; thus first-year students and sophomores were overrepresented). In addition, the Center for International Intercultural Studies (CIIS) department has begun to use the rubric for assessing diversity learning as part of the study-abroad experience.

A prior step will be revising the diversity rubric. Feedback from raters suggests the rubric is too comprehensive in order to point to improvements; we will work with a committee to revise the rubric and break the overarching learning goals down into more detailed learning objectives (similar to our Oral Communications and Writing and Research rubrics).

## Div13 Assessment Pilot Fall 2016

### Critical Thinking about Diversity Rubric

	4	3	2	1
Student's Position (perspective/thesis) and Critical Self-Reflection on Social Location	Describes multiple viewpoints and analyzes how these attributes of position may have shaped evidence and arguments. Identifies the limits of own and others' position (perspective, thesis/hypothesis). Others' points of view are synthesized within position. Ability to assess own multicultural skills, comfort level, growth, and development.	Specific position(perspective or thesis) takes into account the complexities of the issue, acknowledging own and others' points of view as shaped by differences in identity and background. Recognizes that personal experiences and beliefs are starting point for understanding others.	Specific position or thesis explicitly acknowledges different sides of an issue and shows some awareness of own multiple identities and how those may condition one's perspective.	Unlikely to question own beliefs. Specific position is stated but is simplistic and unquestioning. Bases judgments on ethnocentrism. Does not articulate own multiple identities or show awareness of how identity and experience construct perspectives.
Explanation of Issues and Use of Evidence: Identifying and Understanding the Role of Difference	Analyzes how intersecting differences such as race, gender, sexuality, class and so forth shape perceptions, experience, and expression without using stereotypes or uncritical relativism. Brings this complex understanding of diversity to bear on the explanation and analysis of evidence, showing critical evaluation of sources.	Acknowledges the role of differences such as race, gender, sexuality, class and so forth as they bear on the issue to be considered. Describes the issues clearly. Draws on and cites appropriate sources and subjects them to questioning.	Issue to be considered is stated but description leaves some points undefined, and contradictions unrecognized. Differences of culture, class, gender, race, sexuality, and so forth may be mentioned but their role in the issue or problem is left unexplored or may be analyzed along only one dimension. There is some interpretation and evaluation of information taken from source(s) but insufficient for coherent analysis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as facts and responded to in a binary mode (agree or disagree), stating opinion without evidence. If issues of diversity are not explicitly mentioned then there is no analysis of their influence. If differences are recognized, opposing views may be dismissed without questioning.
Influence of Context and Assumptions: Evaluating Power Relations	Systematically analyzes own and others' assumptions in relation to historical shaping of present inequalities and takes into account the complexities of unearned privilege. Is able to analyze ambiguous or unstated power relations as they affect the evidence under consideration.	Identifies own and others' assumptions, especially regarding group differences and social inequalities as they affect the position taken by the writer. Notes the role of historical and social contexts as they affect the evidence, issues, and conclusions.Has some recognition of unearned privilege.	Questions some assumptions and identifies some of the relevant contexts in analyzing an issue or problem. May be more aware of others' unearned privilege, assumptions and power than of own. Has a simplistic understanding of how power affects assumptions.	May show no awareness of context and power relations if they are not explicitly presented. When context is described it is simple and there is superficial connection between context and text or issue under consideration. There is no recognition of own privilege or how unearned privilege functions in society.
Conclusions and Related Outcomes: Questions of Social Justice	Conclusions and recommendations have a clear logical connection to the analysis of the text or problem and reflect informed evaluation of evidence in relation to goals of equity and social justice which are explained and defined by the student.	Conclusion is logically tied to a range of information, including opposing viewpoints. Related outcomes are identified clearly in relation to values of equity and social justice	Conclusion is logically tied to information, but the information is selected to fit the student's biases. Some related outcomes are identified but the application to equity and social justice is superficial or absent.	Conclusion is oversimplified and inconsistently tied to some of the information discussed. Issues of equity and social justice are missing from conclusions or oversimplified.

### Overall Results

	4	3	2	1	Mean	#
Positionality	20%	39%	30%	12%	<b>2.7</b>	n=135
Difference	20%	32%	43%	5%	<b>2.7</b>	n=147
Power Relations	9%	38%	27%	27%	<b>2.3</b>	n=147
Social Justice	14%	29%	31%	27%	<b>2.3</b>	n=147

### Detailed Summary of Rubric Scores for DIV13 Assessment

Rubric Score	All	Male	Female	1-FY	2-SO	3-JR	4-SR
<b>Positionality</b>							
4	20%	12%	26%	18%	27%	9%	16%
3	39%	33%	43%	36%	44%	32%	37%
2	30%	33%	27%	28%	22%	45%	37%
1	12%	22%	4%	18%	7%	14%	11%
Total	135	58	77	39	55	22	19
Mean	<b>2.7</b>	<b>2.3</b>	<b>2.9</b>	<b>2.5</b>	<b>2.9</b>	<b>2.4</b>	<b>2.6</b>

#### Evaluating and Understanding Role of Difference

4	20%	11%	27%	23%	22%	13%	15%
3	32%	34%	30%	36%	33%	13%	45%
2	43%	45%	41%	38%	39%	67%	35%
1	5%	9%	2%	3%	6%	8%	5%
Total	147	64	83	39	64	24	20
Mean	<b>2.7</b>	<b>2.5</b>	<b>2.8</b>	<b>2.8</b>	<b>2.7</b>	<b>2.3</b>	<b>2.7</b>

#### Evaluating Power Relations

4	9%	6%	11%	8%	11%	4%	10%
3	38%	31%	43%	49%	32%	39%	35%
2	27%	44%	13%	33%	20%	30%	30%
1	27%	19%	33%	10%	37%	26%	25%
Total	147	64	83	39	65	23	20
Mean	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>	<b>2.5</b>	<b>2.2</b>	<b>2.2</b>	<b>2.3</b>

#### Social Justice

4	14%	9%	18%	21%	17%	4%	5%
3	29%	36%	23%	34%	23%	29%	35%
2	31%	31%	30%	29%	31%	38%	25%
1	27%	23%	29%	16%	29%	29%	35%
Total	147	64	83	38	65	24	20
Mean	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>	<b>2.6</b>	<b>2.3</b>	<b>2.1</b>	<b>2.1</b>

### Mean Rubric Scores by Class and Gender

	Mean Score			Students	
	M	F	Diff	M	F
<b>GNDR 103</b>					
Positionality	4.0	3.5	.5	2	13
Difference	3.5	3.5	-	2	13
PowerRelations	3.5	3.5	-	2	13
SocialJustice	4.0	3.3	.7	2	13
<b>GOV105W</b>					
Positionality					
Difference	1.9	1.8	.1	7	6
PowerRelations	1.4	1.7	-.3	7	6
SocialJustice	1.7	1.3	.4	7	6
<b>HIST 105/ASIA 125</b>					
Positionality	2.8	2.7	.1	15	7
Difference	3.1	3.0	.1	14	7
PowerRelations	2.5	2.6	-.1	15	7
SocialJustice	2.6	2.6	-	14	7
<b>HIST 109-01</b>					
Positionality	1.8	2.8	-1.0	15	10
Difference	2.5	2.8	-.3	15	10
PowerRelations	2.1	2.6	-.5	15	10
SocialJustice	2.2	2.9	-.7	15	10
<b>HIST 115/CLAS 104</b>					
Positionality	2.5	2.7	-.2	13	11
Difference	2.2	2.5	-.3	13	11
PowerRelations	2.5	2.7	-.2	13	11
SocialJustice	2.5	2.6	-.1	13	11
<b>HIST 256/CLAS 256</b>					
Positionality	2.0	2.3	-.3	9	9
Difference	2.3	2.6	-.3	9	9
PowerRelations	2.5	2.8	-.3	8	9
SocialJustice	2.6	2.7	-.1	9	9
<b>PSYC 215</b>					
Positionality	2.0	3.0	-1.0	4	27
Difference	2.0	2.9	-.9	4	27
PowerRelations	1.0	1.4	-.4	4	27
SocialJustice	1.0	1.5	-.5	4	27

## Characteristics of Pilot Study

<b>Total Papers Scored</b>	148			
<b>Courses Included</b>				
GNDR 103	15	10%		
GOV105W	13	9%		
HIST 105/ASIA 125	22	15%		
HIST 109	25	17%		
HIST 115/CLAS 104	24	16%		
HIST 256/CLAS 256	18	12%		
PSYC 215	31	21%		
<b>Gender Distribution</b>				
M	83	56%		
F	65	44%		
<b>Class Year Distribution</b>				
1-FY	39	26%		
2-SO	65	44%		
3-JR	24	16%		
4-SR	20	14%		
<b>Distribution by Class Year and Course</b>	<b>1-FY</b>	<b>2-SO</b>	<b>3-JR</b>	<b>4-SR</b>
GNDR 103	6	8		1
HIST 105/ASIA 125	8	8	1	5
HIST 115/CLAS 104	8	10	5	1
HIST 109-01	15	6	4	-
GOV105W	-	10	2	1
HIST 256/CLAS 256	2	3	6	7
PSYC 215	-	20	6	5