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Deepening Students' Appreciation for Diversity Through University Studies Courses

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Deepening Students' Appreciation for Diversity Through University Studies Courses

Rowanna Carpenter, Assessment Coordinator
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EXECUTIVE SUMMARY

Diversity is one of University Studies' four learning goals. University Studies takes its responsibility for addressing its goals and ensuring student learning seriously. University Studies courses are developed through a course approval process that requires faculty to describe how diversity will be addressed in their courses. After courses are offered, the student learning experience is assessed through student surveys and course evaluations and review of student work samples. Assessment information is shared with faculty and used for program improvement. To explore the coverage of diversity in University Studies courses, this report presents University Studies' diversity learning outcomes for each program level, explains the course proposal and approval process, compiles data from student surveys and work sample reviews and excerpts parts of previously produced University Studies annual assessment reports.

Summary of Assessment Data:

- According to end-of-term course evaluations **in Freshman Inquiry (FRINQ), Sophomore Inquiry (SINQ), and Capstone courses**, over the last four years, **over 70% of students** enrolled in University Studies courses **agreed that they addressed issues of diversity in their courses**.

- **Freshman Inquiry student ePortfolios** are assessed using a faculty-developed rubric to gauge student learning related to diversity. Following a dip in scores in 2004, **the mean score** for freshmen for the diversity rubric **has increased in the last three years** that we assessed this learning outcome, **and is now higher than at any point in the last eight years.**

- Beyond the end-of-term survey, there was no additional data with which to evaluate diversity coverage in Sophomore Inquiry (SINQ) courses. However, as a part of the **SINQ/Cluster** reorganization process, **assessment plans are being developed**.

- At the **Capstone** level, the program has developed an assessment procedure that reviews student work samples, course final products, course materials such as syllabi and assignments, and faculty reflection. This assessment effort has resulted in a rich set of course ePortfolios through which we have a much deeper understanding of student learning and pedagogical approaches related to diversity.
  - In 2009, **83% of courses reviewed provided adequate or exemplary evidence that students meet our learning goals for diversity.**
  - A review of the **faculty reflections** provides **best practices and models** that have been shared with other faculty.
    - The best courses included content about diversity AND opportunities for students to make sense of new populations and perspectives for themselves.
    - A combination of intentional classroom culture, a strong theoretical framework, and targeted teaching strategies enhanced student learning related to the "diversity of the human experience." Student learning was further enhanced by faculty members' ability to integrate these components into the course in a seamless and sustained manner.
  - Based on the results of the assessment of Capstone course ePortfolios:
    - In 2009, the **Capstone program partnered with** the (then) **Office of Diversity and Equity to work with individual faculty** and
    - Has **hosted a faculty training with a local diversity trainer** related to teaching to our diversity goal.

LEARNING OUTCOMES

University Studies Diversity Goal

Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.

FRINQ Outcomes
- Identify the contributions of diverse groups to social, cultural, and scientific knowledge.
- Collaborate effectively with people from a variety of backgrounds.

SINQ Outcomes
- Explain interrelationships among the concepts of power, bias, prejudice, and discrimination.
- Identify and analyze examples of discrimination at personal, societal, and institutional levels.

Capstone Outcomes
- Reflect on personal experiences interacting with diverse populations (e.g. mentoring, tutoring, interaction with senior citizens, oral histories) or indirectly serving and learning from a diverse population (e.g. grant writing for Camp Starlight which serves kids infected and affected by HIV and AIDS, creating marketing plans for international women's cooperatives)
- Analyze new insights developed as a result of working with and/or learning about diverse populations (this may include addressing previously held stereotypes, new sensitivities, new awareness of self and others, new relationships).
- Document new insights about the root causes of specific social issues and how social and environmental issues impact specific populations
- Write reflections on how they come to understand their own values and self identity on a personal level and how these values and identities shape their relationships with "others"
- Demonstrate an understanding and valuing of multiple perspectives

UNST CURRICULUM – Course Proposal Process

Before a course can be offered through University Studies, it must go through a course approval process including a proposal outlining how the course will address all University Studies Learning Goals, including diversity, a review by the University Studies Council, and approval by the University Curriculum Committee and faculty senate. A summary of the course approval process for each level is included below.

Freshman Inquiry: When new Freshman Inquiry courses are proposed, the participating faculty group indicates how the course will address diversity in a number of ways. Through this narrative, the program assures that all goals are being covered in the learning outcomes, assignments and assessments for the course. The proposal includes:
- An articulation of learning outcomes specific to the theme, but representing the UNST goals
- A list of representative assignments for the course that address each University Studies goal
- An assessment plan for those assignments.

Sophomore Inquiry/Cluster: The process of reconfiguring the Sophomore Inquiry/Cluster part of the University Studies program involves a proposal that addresses both SINQ and Cluster courses and includes:
- An articulation of learning outcomes for the SINQ/Cluster that represent UNST goals.
- A proposed assessment plan developed in consultation with the UNST Assessment Coordinator

Capstone: The Capstone course proposal process requires faculty to meet with faculty development consultant(s) to be sure they are covering all UNST goals and in particular are able to address and explore community partner issues and needs competently. Capstone proposals require:
- An articulation of learning outcomes for the course that represent all UNST goals
- A narrative explaining how their course will address each UNST goal.
- Most faculty at the proposal stage are directed to *Learning Through Serving* which includes a chapter, "Creating Cultural Connections: Navigating Difference, Investigating Power, and Unpacking Privilege," in order to help them plan for the ways in which they will embed diversity in their courses.
- If it is not clear how the course addresses diversity faculty ae asked to provide specific examples of readings, assignments and activities which address diversity.

ASSESSMENT

FRINQ/SINQ/CAPSTONE

Data Source: At the end of every term, all students enrolled in FRINQ, SINQ and Capstone courses are asked to complete a course evaluation that includes questions related to each of the University Studies goals. See http://www.pdx.edu/unst/university-studies-assessment-tools for copies of our surveys. Appendix A includes the diversity-related questions from each evaluation. On each survey, students are asked whether they have had an opportunity to explore issues of diversity in the course.

Finding: In 2010-2011, more than 75% of the students who completed end-of-term surveys in a FRINQ, SINQ or Capstone course agreed that through the course they had an opportunity to explore issues of diversity. FRINQ and Capstone students responded slightly more positively than SINQ students, although the rate of agreement in SINQ courses has increased over the last four years.

FRINQ/SINQ/Capstone End-of-Term Surveys

Question: In this course I had an opportunity to explore issues of diversity such as race; class; gender; sexual orientation; ethnicity

Responses are given on a scale of 1 = strongly disagree to 5 = strongly agree

	2007-2008			2008-2009			2009-2010			2010-2011		
	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/ agree
FRINQ	741	4.13	81.20%	841	4.11	80.80%	1030	4.12	80.10%	902	4.13	80.40%
SINQ	2875	3.95	71.60%	2896	3.93	72.20%	3332	4.09	77.40%	3542	4.09	77.70%
Capstone	2258	4.23	81.40%	2315	4.12	82.00%	2652	4.17	83.80%	3566	4.15	83.50%

Note: Mean scores represent the mean for all respondents in that academic year.

FRINQ

FRINQ survey re: Faculty and Mentor Inclusive Practice

Data Source: At the end of Spring term, all students enrolled in FRINQ courses are asked to complete a course evaluation that includes questions related to whether they were encouraged to interact with students whose backgrounds differed from their own.

Finding: In 2010-2011, almost 80% of the students who completed the end-of-year survey in a FRINQ course agreed that their faculty had encouraged interaction among students from different backgrounds. Almost 90% agreed that their mentors had encouraged this type of interaction. In each of the last four years, at least 75% of FRINQ students agreed with this statement about their faculty and at least 85% agreed with the statement about their mentor.

Data:

Question: My Faculty/Mentor asked me to share ideas and experiences with students whose background and viewpoints were different than my own.

Responses are given on a scale of 1 = strongly disagree to 5 = strongly agree

	2007-2008			2008-2009			2009-2010			2010-2011		
	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree
FRINQ Faculty	740	4.01	77.90%	841	3.99	75.00%	1030	4.19	84.80%	902	4.11	79.50%
FRINQ Mentor	740	4.31	87.10%	841	4.31	85.70%	1030	4.45	90.80%	902	4.35	89.40%

Note: Mean scores represent the mean for all respondents in that academic year.

FRINQ Portfolio Review (excerpt from 10-11 University Studies Annual Assessment Report)

Data Source: During their year-long FRINQ courses, students develop electronic portfolios representing their work and reflection relating to the four University Studies goals. For each goal, students provide two forms of evidence showing their learning related to the goal. For examples of student ePortfolios see https://sites.google.com/a/pdx.edu/ eportresources/Home/ePortfolio-Showcase.

During Spring 2011, students were asked for permission to evaluate their portfolios as part of program assessment for University Studies. 760 (67.7%) students returned consent forms and 528 (69%) of those returning forms gave consent. Of these, 197 student portfolios were randomly selected for review. When electronic portfolios with bad URLs were excluded, we ended up reviewing 191 portfolios. This year, the portfolio review process focused on the Communication (Writing and Quantitative Literacy) and Diversity goals. Each goal was assessed using a 6-point rubric, where 6 is a score expected of a graduating senior. Rubrics are available at http://www.pdx.edu/unst/university-studies-goals. The Diversity rubric is included in Appendix B

Portfolio review takes place in June, after Spring grades have been posted. Forty portfolio reviewers, representing faculty and graduate students representing a broad array of departments across Portland State University, spend one day per goal assessing student portfolios. The morning of each day is spent orienting reviewers to the rubric, assessing practice portfolios, and calibrating reviewers so that they are reviewing portfolio similarly. After reviewers are calibrated, each portfolio is read by two reviewers. When reviewers' scores are the same or one point apart, the portfolio receives a score that is the average of the two ratings. If the reviewers' scores differ by more than 1 point, a third reviewer looks at the portfolio and scores it. If the third score differs from the first two, a conference is called among the reviewers to determine a final score. Inter-rater reliability for the rubrics was: Writing, 86%; Diversity, 72%; and Quantitative Literacy, 83%. In addition to using the rubrics, each portfolio was assessed against a checklist developed to provide information about the types of assignments included in student portfolios.

Finding:

Rubric
The mean Diversity score has increased over the last three reviews and 2011 represents the highest mean diversity score over the last five reviews.

Checklist
In the Diversity Sections of their portfolios the number of students who included personal definitions of diversity remained stable from 2007 through 2011. Across all other types of evidence, the number of portfolios including the evidence dropped between 2009 and 2011.

Data:

Mean Portfolio Scores

	Academic Year									
	2002-2003		2004-2005		2006-2007		2008-2009		2010-2011	
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*
University Studies Goal										
Diversity	2.48	0.80	2.03	0.79	2.39	0.94	2.56	1.10	2.62	1.03

Percentage of portfolios that included:

	2006-2007		*2008-2009*		*2010-2011*	
	N	*Percent*	*N*	*Percent*	*N*	*Percent*
Evidence Related to Diversity						
Personal definition of diversity	109	53.7	94	47	98	49.2
Reference to multiple facets of diversity	115	56.7	122	61	94	49.2
Personal narrative related to diversity	107	52.7	109	54.7	65	34.0
Reflection related to diversity	133	65.5	145	72.5	113	59.2
Outside scholarship related to diversity	109	53.7	107	53.5	59	30.1

CAPSTONE

Capstone Student Experience Questionnaire

Data Source: The Capstone Student Experience Survey asked about students' experiences in UNST Capstone courses as well as instructor pedagogical approaches and coverage of issues related to race and gender. The survey results provide information to individual faculty about their courses and to the program about the overall student experience in Capstones. Students enrolled in Capstone courses complete paper-based course evaluations in class at the end of their course.

Finding: Over the last four years, Capstone students who completed the Capstone Student Experience Questionnaire overwhelmingly agreed (more than 82% each year) that their Capstone helped them understand others who were different than them. When asked about the teaching strategies used in the course, between 52 and 54% of students reported that their faculty used readings related to race or ethnic issues and 38-40% reported their course included readings on issues related to gender.

Data:

Question: This course has helped me understand others who are different from me.
Responses are given on a scale of 1 = strongly disagree to 5 = strongly agree

	2007-2008			2008-2009			2009-2010			2010-2011		
	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree	n	Mean	% strongly agree/agree
Capstone	2258	4.29	84.30%	2315	4.26	82.00%	2652	4.28	83.80%	3566	4.27	83.50%

Note: Mean scores represent the mean for all respondents in that academic year.

Percent of students identifying the following diversity related readings in their Capstone course.

Within your Capstone, what forms of learning did the instructor use?	07-08	08-09	09-10	10-11
Readings on racial and ethnic issues	53.9%	54.6%	52.7%	54.9%
Readings on women and gender issues	40.2%	40.8%	38.6%	38.7%

Capstone Course Portfolio Review (excerpt from 08-09 University Studies Assessment Report)

Data Source: Capstone course portfolios were developed as a method to assess student learning at the Senior Capstone level of the University Studies program. In the past, we have assessed common reflection assignments, course-specific reflection assignments and Capstone final products for evidence of student learning in Capstone courses. None of these approaches was able to capture and display the complexity of student learning in a community-based group-focused course. This year we developed course-based portfolios for Capstones which include syllabi, assignment instructions, examples of student work produced in the course, and faculty reflection.

All Capstone instructors were invited to create course portfolios during Spring Term 2009. The group that was coordinating this project chose to focus on the University Studies diversity goal. Capstone instructors were offered a $250 stipend to provide the materials needed for the portfolios as well as complete a reflection about how they incorporate diversity into their courses.   Eighteen course portfolios were constructed for assessment. These represent 71 sections of Capstone during the 2008-2009 academic year, which enrolled 957 students (approximately 27% of the courses and students in the Capstone program during the school year).

To assess the course portfolios a group consisting of the Capstone Director, the Assessment Coordinator and a Capstone faculty member constructed a framework for evaluating diversity in these course portfolios. This framework included a list of the types of learning related to diversity that occur in Capstone courses and a scoring guide that included information on scoring portfolios as inadequate, adequate, or exemplary. On the portfolio review day, four Capstone faculty members reviewed the 18 portfolios, with each portfolio being scored twice. Inter-rater reliability was 80%. The Capstone Portfolio Scoring Instructions are included in Appendix C.

Portfolio Examples: The Capstone Website is: http://capstone.unst.pdx.edu. A few of the many examples of faculty video reflections representing the array of topics related to diversity (best viewed in Firefox)

LGBTQ History in the Northwest: http://capstone.unst.pdx.edu/courses/lgbtq-history
Juvenile Justice: http://capstone.unst.pdx.edu/courses/juvenile-justice
Immigration in the Workforce: http://capstone.unst.pdx.edu/courses/immigration-workforce
Tutoring and Mentoring Native American Youth: http://capstone.unst.pdx.edu/courses/tutoring-mentoring-native-american-youth

Findings:
- The course portfolios demonstrated that by and large students are given opportunities to engage in and demonstrate learning related to diversity. Fifteen out of 18 courses were assessed as adequately meeting expectations for addressing diversity or as exemplary courses, incorporating many aspects of diversity throughout the course.
- For courses that were judged to be exemplary, the syllabus clearly stated diversity as a goal and then showed that it was woven throughout the course. Students were able to demonstrate multiple types of learning related to diversity. The faculty reflection clearly discussed how the examples of assignment instructions and student work samples supported student learning related to diversity.
- For courses that were assessed as inadequate, the materials compiled in the portfolio did not reflect the type of learning opportunities listed above. Diversity may have been addressed in the course, but that wasn't evident in the portfolio. These courses tended to provide opportunities for only one type of learning related to diversity and did not clearly state diversity as a learning goal in the syllabus or provide specific assignment instructions related to diversity.

We want to emphasize that while Capstone courses should incorporate all four UNST goals, it is difficult to focus on all of the goals equally in one course. The courses that did not provide adequate learning opportunities related to diversity likely focus more heavily on other UNST goals.

- The University Studies definition of diversity does not include age, which was problematic when assessing courses that dealt specifically with the elderly or with youth.

Data:

Portfolio Rating	Number of Portfolio
Inadequate (the portfolio did not show that the course provided students with clear opportunities to demonstrate their learning related to diversity)	3
Adequate (the portfolio showed that the course provided opportunities for students to demonstrate their learning related to diversity)	11
Exemplary (the course syllabi, assignments, and activities consistently and clearly provided opportunities for students to demonstrate learning related to diversity. This course is an example for others)	4

Types of Learning represented in course portfolios	Number of Portfolios
Reflect on their personal experiences interacting with diverse populations (e.g. mentoring, tutoring, interaction with senior citizens, oral histories) <u>or indirectly serving and learning from a diverse population</u> (e.g. grant writing for Camp Starlight which serves kids infected and affected by HIV and AIDS, creating marketing plans for international women's cooperatives)	9
Analyze new insights developed as a result of working with and/or learning about diverse populations (this may include addressing previously held stereotypes, new sensitivities, new awareness of self and others, new relationships).	10
Document new insights about the root causes of specific social issues and how social and environmental issues impact specific populations	11
Write reflections on how they come to understand their own <u>values</u> and self identity on a personal level and how these values and identities shape their relationships with "others"	10
Demonstrate an understanding and valuing of multiple perspectives	13

Reflection: As we have engaged in this process, we have learned a great deal about how students learn about diversity in Capstone courses. The conversation among the reviewers following the portfolio review process revealed a number of issues for further consideration. The findings and observations can help shape the way diversity is approached in Capstones. The best courses included content about diversity AND opportunities for students to make sense of new populations and perspectives for themselves. We found examples where course content seemed to be very related to diversity, but assignments did not encourage students to reflect about diversity. In other courses, diversity was not the primary content of the course, but there were very well-developed assignments that brought the topics in and encouraged reflection and processing. There seem to be opportunities here for improvement in assignment design and syllabus construction.

A second area that came up as we reviewed the courses is that there was a clear distinction between courses where students are interacting directly with the target population of the course (e.g., tutoring, interviewing, assisting) and courses that provide indirect service to a population (e.g., grantwriting, web-site building, marketing). In cases where students were not interacting directly with a target population, there was a sense among reviewers that there needed to be more effort to include content about the population. Based on this assessment, direct vs. indirect service seems to be an important distinction related to diversity and could be a fruitful topic for future faculty development efforts.

Finally, we noted that the University Studies definition of diversity as it currently stands leaves out some identity groups including age. In order to truly reflect the diverse populations that the Capstone program serves, this definition may need to be revisited.

Capstone Faculty Reflection Analysis: Diversity (excerpt from 09-10 University Studies Assessment Report)

Data Source: The "faculty reflection" component of the e-portfolio was introduced to help us better understand how and in what ways student learn about diversity in the context of a capstone course. Year after year over 75% of capstone students reported that they explored issues of diversity in their capstone. However, we didn't know how the course was structured to facilitate this exploration. Furthermore, over 75% of students reported that they better understand others who are different from themselves as a result of their capstone experience. Again, we didn't know how the capstone contributed to that understanding. For many years we analyzed student work samples to gain this knowledge. Recently, we shifted our focus to faculty reflections so that we could learn more about the pedagogy that helps to facilitate student learning. Ultimately, we wanted to study faculty written reflections to identify best practices in teaching students about diversity. The Capstone Office collaborated with the University's Office of Institutional Research to recruit 20 capstone faculty to submit a written response to the following question. Of the 20 recruits, 19 submitted written reflections. Three researches from the Capstone Office (one administrator and two faculty) analyzed the data using the qualitative analysis methods out lined by Creswell (1994). The researchers read through the faculty reflections, coded them individually, and recoded them collaboratively to determine the final themes in accordance with Creswell's methodology.

Findings: The researchers found that the faculty reflections illuminated many best practices for fostering an appreciation for "the diversity of the human experience" among capstone students. Faculty insights about the pedagogy in their courses fell into three broad categories: theoretical principles that served as a foundation for diversity education, classroom culture, and specific teaching strategies to enhance students' appreciation of diversity.

The first category focused on the **theoretic principles** which served as an **intellectual framework** for the diversity education they chose to implement in their course. The five main themes found in this category were:

1. Oppression Theory (an examination of underlying social causes at the root of the social issue)
2. Social Justice Education (similar as above, but addressing justice issues as well)
3. Diverse Learning Perspectives (using learning inventories and learning styles to explore the diversity of the human experience)
4. "Whole Student" Development Approach (reflection for the purpose of learning about oneself, one's own history, one's social location, identity wheel).
5. Constructivist Philosophy of Education: knowledge is constructed and the course helped students make meaning of experiences.

The second category focused on the conscious development of a **"classroom culture"** to support diversity learning in the capstone. Faculty described a variety of elements that must be in place in order for the course to address diversity in deep and meaningful ways. These included:

1. A small class size (The average enrollment for a PSU capstone is 15 students.)
2. Some form of a "group charter" developed early in the term and kept visible throughout the course which focused on issues such as confidentiality, respect for diverse perspectives, and equal time during class discussions.
3. The development of a "Community of Learners" where students knew each other by name and engaged with and learn from their peers in the classroom setting.
4. A shared commitment to the work of the community partner, the community-based learning experience, and the final group project.

The third category focused on **concrete teaching strategies** that faculty used in the course to enhance student appreciation for the diversity of the human experience:

1. Making diversity an explicit learning goal in the syllabus, assignments, and final project
2. Reflective Assignments (writing assignments, journals, etc.) that a) challenge previously held beliefs, b) encourage new insights, and c) reflect on the service-learning experience.
3. Create safe learning environment: Opportunities for students to process painful information (how remain agents of change, how to stay committed. Space and place to process emotions
4. Class Discussions on Diversity
    a. in person
    b. on blackboard
    c. in groups
5. Films focused on diversity themes
6. Guest Speakers (those in the trenches, those effecting change, clients served by community partner agencies)
7. Examination of a "text" (books and articles) related to diversity
8. Student Presentations on diversity topics (to peers or community groups)
9. Case Studies/Role Play
10. Faculty/Mentor /Site Supervisor (faculty and community partner) modeled appreciation of human diversity in the ways they treated other students, colleagues, clients
11. Faculty framed diversity education in terms of a life-long career development skill-interacting with diverse populations over the lifespan
12. Embed in actual course content: not a separate topic but as an essential element of the course content
13. Opportunities for students to stay involved after course is over to remain engaged with diverse populations

Reflection: Our review team gained some new insights through their analysis of the faculty reflections. In short, a combination of intentional classroom culture, a strong theoretical framework, and targeted teaching strategies enhanced student learning related to the "diversity of the human experience." Student learning was further enhanced by faculty members' ability to integrate these components into the course in a seamless and sustained manner.

Our review efforts made clear that faculty varied in their ability to facilitate each of these course components. However, the combined lessons from these reflections will contribute greatly to ongoing faculty development related to the diversity goal.

APPENDIX A:

University Studies' End-of-term Course Evaluation Questions

These excerpts represent the questions most closely related to diversity in the curriculum. For full copies of all surveys used, please see: http://www.pdx.edu/unst/university-studies-assessment-tools

Freshman Inquiry

In this course I have had opportunities to:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Explore issues of diversity such as race; class; gender; sexual orientation; ethnicity	❍	❍	❍	❍	❍

The instructor:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.	❍	❍	❍	❍	❍

The mentor:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own. (M)	❍	❍	❍	❍	❍

Sophomore Inquiry

Please indicate how strongly you agree or disagree with the following statements about your learning experience in this course.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The course provided opportunities to explore issues of diversity such as race; class; gender; sexual orientation; ethnicity or ability.	❍	❍	❍	❍	❍

Capstone

Capstone Experience:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course helped me understand those who are different from me.	○	○	○	○	○
This course explored issues of diversity (such as race, class, gender, sexual orientation ability)	○	○	○	○	○

Which of these topics were covered in this course? Please mark all that apply.

○   Racial and ethnic issues
○   Women and gender issues

Diversity 6-point Rubric

THE DIVERSITY OF HUMAN EXPERIENCE

<u>Note</u>: In this scoring guide, "diversity" refers to differences in ethnic, religious, and cultural perspectives, class, race, gender, age, sexual orientation and ability.

6 (highest)	Portfolio creatively and comprehensively demonstrates an understanding of personal, institutional and ideological issues surrounding diversity in a scholarly fashion, using concrete examples. The work reflects an ability to view issues from multiple perspectives, to question what is being taught, and to construct independent meaning and interpretations. OR Demonstrates broad awareness of how the self appears from the greater perspective of human experience, questions own views in light of this awareness, and contemplates its implications for life choices in the personal and public spheres.
5	Portfolio presents persuasive arguments about, and insights into, prominent issues surrounding diversity, and discusses ways in which personal and cultural experiences influence lives, ideas, and events. OR Reflects on personal experiences within the broader context of human experience, demonstrating a sophisticated awareness of the limitations of subjective experience and an informed view of the role difference plays in societies and institutions.
4	Discusses personal experience within the broader context of human experience, demonstrating a working knowledge of features of diverse peoples, societies and institutions, and analyzes these features in some way.
3	In addition to demonstrating a basic comprehension of some issues surrounding diversity, demonstrates some attempt to meaningfully locate oneself within the broader context of diverse culture.
2	Portfolio demonstrates a basic comprehension of some issues surrounding diversity. OR Relates personal experiences within the context of broader human experiences, but does not locate self within that context in a thoughtful manner.
1 (lowest)	Portfolio uses some terminology surrounding diversity, but fails to demonstrate meaningful comprehension of those concepts. OR Tells of personal experiences but does not connect, compare or contrast those with the experiences of others.

X = No Basis for Scoring (use only for missing or malfunctioning portfolios)

Capstone Course Portfolio Scoring Instructions: Diversity

The purpose of evaluating course portfolios is to determine whether students have had the opportunity to meet University Studies learning goals in their Capstone course.   We are looking at one aspect of these courses related to diversity. We expect that the portfolios will represent a range of approaches to diversity and some will be more explicit about that than others. As you read the portfolio, it may seem that another area of the course is stronger than diversity, but we are reading for and evaluating only diversity at this time. We will address other goals in future assessment efforts.

We are *not* evaluating teaching or the success of any particular class or instructor. We are not re-evaluating the work of individual students.

We are assessing courses to determine whether students have experiences that allow them to reach our learning outcomes. We will use this review to identify areas of strength related to diversity and areas for improvement in the Capstone program.

University Studies Diversity Goal: Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.

Expectations for student learning in Capstones: Capstone courses allow students to apply the expertise learned in the classroom to address real issues in the community (consistent with our motto to "Let Knowledge Serve the City"). Through this process students are expected to deepen their appreciation for diverse communities and become more aware of issues facing their communities, themselves and other various populations. Through these community interactions students encounter "the other". The purpose of this assessment is to capture the wide variety of ways that students come to learn about diverse populations through direct interactions and indirect service to a variety of populations.

Capstone courses allow students the opportunity to demonstrate one or more of the following types of learning:
1. Reflect on their personal experiences interacting with diverse populations (e.g. mentoring, tutoring, interaction with senior citizens, oral histories) or indirectly serving and learning from a diverse population (e.g. grant writing for Camp Starlight which serves kids infected and affected by HIV and AIDS, creating marketing plans for international women's cooperatives)
2. Analyze new insights developed as a result of working with and/or learning about diverse populations (this may include addressing previously held stereotypes, new sensitivities, new awareness of self and others, new relationships).
3. Document new insights about the root causes of specific social issues and how social and environmental issues impact specific populations
4. Write reflections on how they come to understand their own values and self identity on a personal level and how these values and identities shape their relationships with "others"
5. Demonstrate an understanding and valuing of multiple perspectives

Scoring Instructions:

Rate the extent to which the portfolio demonstrates that course experiences result in the types of learning listed above (points 1 – 5 on the list). Indicate a rating for the overall portfolio based on the categories below. Please also list the types of learning you found evidence for in the portfolio, referring to the list above) and add any notes about the syllabus, assignment, student work and faculty reflection that you believe will be helpful to interpret your score.

Rating categories: We expect Capstones to address at least one of the points listed above

Not enough information: portfolio is missing component(s) and/or evidence provided is insufficient for the rater to determine if course experiences address expectations and students learn what the faculty expects them to learn in a Capstone course

Inadequate: portfolio suggests that students did not really have experiences in the course that led to the type of learning described above. Student work, course material, and faculty reflection indicate that the expectation for student learning was met only minimally, if at all.

Adequate: portfolio suggests that students had experiences in the course that led to at least one area of learning described above. Student work and course material indicate that the expectation for student learning was addressed or emphasized in the course.

Exemplary: portfolio suggests that students had experiences in the course that led to the type of learning expected. Student work and course material indicate that the expectation for student learning was emphasized consistently in this course. This course provides a good example of how to address diversity in a Capstone.