**General Education Diversity Outcome: FORM A: faculty report**

LSSU graduates will be able to view the world from cultural\* perspectives other than their own.

This assessment maps to LSSU’s Institutional Learning Outcomes by addressing ILO 5: Intercultural Competence.

**Target Outcome:**80% of students will achieve or exceed Level 2 competency.

**Bloom’s Taxonomy Level for Assessment:** *Analyze*

**EXPECTED**

**OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3 - Meets** | **2 – Partially Meets** | **1 – Not Yet Met** |
| **Global Understanding** | Student effectively describes or responds to a scenario from the perspective of a culture**\***other than their own. | Student describes or responds to a scenario as an outside perspective describing another culture.  ***or*** | Student is unable to describe or respond to a scenario relating to a perspective other than their own.  ***or*** |
| The perspective is culturally appropriate and values the uniqueness of the individual. | Student describes or responds to a scenario from a different perspective but comes from a position of common stereotypes. | Student responds in a derogatory way. |

\*For the purposes of this rubric, culture references any characteristic of a person or group that would represent diversity. For instance, it includes variation based on race, ethnicity, sex, gender, sexual orientation, religion, nationality, age, disability, or other related categorizations.

**Assessment Results**

**Course: Semester:**

**Number of Course Sections Assessed: Instructor:**

**Total number of students completing the assessment**:

**Assessment Method** (*i.e., exam questions, presentation, research paper, etc*.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Indicate the number of students who met or exceeded the expected outcome:**

(*Note:* Recording data for those who scored below the expected outcome may also be useful for assessment).

**EXPECTED**

**OUTCOME:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessed at Bloom’s Taxonomy Level: *Analyze*** | **3** | **2** | **1** |
| **Global Understanding** |  |  |  |

**Summarize the students’ strengths related to the outcome as evidenced in their work.**

**Summarize the students’ weaknesses related to the outcome as evidenced in their work.**

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

(*Examples of Diversity Outcome assessment reporting follow*)

**Diversity Outcome Reporting Examples**

*OUTCOME:* LSSU graduates will be able to view the world from cultural\* perspectives other than their own.

**Summarize the students’ strengths related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Exam Questions | 93.4% (n=85) of students were able to frame and process scenarios from various perspectives that differ from their own at level 2 or above. Many (n=66, 72.5%) were able to do this while demonstrating mastery of supportive evidence at the highest level.  A continued strength was that most students were able to recognize instances of institutional and structural level discrimination. |
| Scenario Response | A majority of the students were able to see the diverse student in the scenario as a whole person and respond from the perspective of that student. Responses showed depth and insight connecting what they’ve learned about diverse experiences. |
| Written work: reflections & essays | Ninety percent of the students demonstrated improvement and an increased awareness regarding cultural perspectives other than their own. In their final reflection at the end of the semester, all students indicated a sense of increased awareness and knowledge. |

**Summarize the students’ weaknesses related to the outcome as evidenced in their work.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Exam Questions | A small but consistent number of students (n=6, 6.6%) were unable to recall supportive evidence or were unwilling to take the time to make a complete argument in viewing the world from a cultural perspective other than their own.  The most common student weakness was an inability to recognize the intersectionality of race, gender, class and cultural issues using appropriate theoretical perspectives. |
| Scenario Response | None noted, students were able demonstrate how they would view the world from a cultural perspective other than their own. One student didn’t follow the directions, but it is a student who has struggled throughout the course. I believe this not part of a larger pattern. |
| Written work: reflections & essays | Any apparent weaknesses seem to stem largely from limited life experience in being to view cultures from perspectives outside their own. |

**Summarize the strengths and weaknesses of how your assessment method measured this General Education outcome.**

|  |  |
| --- | --- |
| **Assessment Method** | **Example Summary** |
| Exam Questions | The assessment was comprehensive and addressed core learning outcomes of the cultural diversity course.  It included numerous indicators for a variety of different groups ranging from cultures with third and fourth sexes to resident African American and Native American populations.  As such, it serves as a well-rounded assessment of the topical areas, the breadth of diversity and the intersectionality of inequality.  I see no weaknesses with the methodology at this time but will continue to monitor and evaluate going forward. |
| Scenario Response | This assessment seems to be aligned to the outcome. Giving students a choice of three scenarios ensures that they can choose an experience different from their own. |
| Written work: reflections & essays | The amount of writing throughout the semester allows for a sustained engagement with the literature and the diverse cultural perspectives. |