

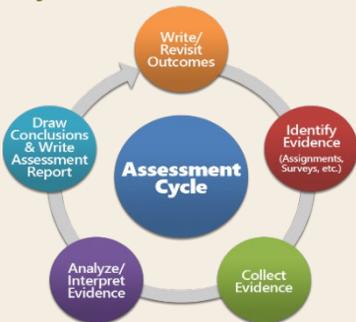


- BP Learning Outcome-Knowledge of Diversity
- Faculty Assessment Workshop Resources
- Knowledge of Diversity Rubric
- Knowledge of Diversity Sample Assignment

Assessment

Insight into Quincy University's Culture of Assessment March 2021

Cycle of Assessment



The following BP Learning Outcomes will be assessed during the 2020-2021 Academic Year:

1. Knowledge of Diversity
2. Critical Reasoning
3. Information Literacy

These BP Learning Outcomes will be the focus of our assessment efforts this year; however, we will continue to assess Written Communication, Global Perspective, and Ethical Reasoning (G, E, and W courses). In the meantime, please start thinking about how you achieve these outcomes in your classes (What assignments do you give that will meet these learning outcomes) and send Dr. Rowland your requests for uploading assignment rubrics into LiveText.



Notes from the Director

It is hard to believe that we are at the half-way point of the semester and COVID-19 has officially been an ever-present force in our lives for over a year! While it seems like 2020 would never end, 2021 is flying right by.

Now is the time to start thinking about which Bonaventure Program Learning Outcomes (BPLOs) BPLOs you highlight in your classes. Time is running out and we need to have artifacts uploaded each semester to meet our requirements for the HLC Assurance Argument which will most likely need to be submitted in early Fall of 2023. That means all our assessments will need to be completed at the end of Fall 2022 so that our assessment reports can be finished by the end of Spring 2023. We have nowhere near the number of artifacts necessary to complete our three assessment reports. Please email me indicating the BPLOs your students are working with this semester.

This year we are assessing the following BPLOs: Knowledge of Diversity, Critical Reasoning, and Information Literacy. Please review the information about these outcomes in the resources provided in this edition of *Assessment*. Determine the class activities you already assign that meet one or more of these BPLOs. If you teach a D designated course, you should have an activity that will meet Knowledge of Diversity. I have already uploaded the Diversity assignment rubric into all D designated courses within LiveText. If you do not teach a D designated course but engage students in this learning outcome, let me know and I will make sure the assignment rubric is uploaded into your LiveText course(s). Similarly, if you teach a class that engages students in Information Literacy and/or Critical Reasoning, you will need to let me know so that the appropriate assignment rubric can be uploaded.

I am available to come to your classes (face-to-face or virtually) and walk students through the process of uploading their assignments into LiveText. All you must do is make the assignment then identify which of the BPLOs it meets so I can upload the appropriate rubric. I will help students do the rest!

Barb



BPLO Knowledge of Diversity>>

What does it mean to have Knowledge of Diversity?

According to the AAC&U (2009) knowledge of diversity involves effective and appropriate interaction in a variety of cultural contexts.

- Understanding, accepting, and valuing diverse backgrounds

Topics that promote Knowledge of Diversity

- Gender
- Race



- Ethnicity
- Age
- Physical and mental ability
- Marital status
- Parental status
- Education
- Income
- Occupation
- Geographic location

Reach out to Dr. Rowland to have the Knowledge of Diversity Assignment Rubric uploaded into your classes in LiveText.

To assess this learning outcome, we will use the Intercultural Knowledge and Competence Value Rubric presented by the AAC&U (2009). It is important to remember that the language in the rubric is quite dense. Do not get caught up in the formalities of language.

Here is a link to the AAC&U Intercultural Knowledge and Competence Value Rubric.

<https://drive.google.com/file/d/1tGqk5ViflYSzW4GDKvIFGPfV7jMG4TkV/view?usp=sharing>



Faculty Assessment Workshop Spring 2021

Here are the resources provided in the Assessment workshop - January 22, 2021.

Workshop Presentation

<https://drive.google.com/file/d/17UI95sHWg0raXtRG6bLM7NkAtWns97uw/view?usp=sharing>

Critical Reasoning Value Rubric

https://drive.google.com/file/d/1b8SSIHS9GQxkZaj6qyvsB_X4c2V0i4Td/view?usp=sharing

Critical Reasoning Student Sample Artifact

<https://drive.google.com/file/d/18JbEppJPMBqzQnQNICsZVxF5tAYaihn-/view?usp=sharing>

Knowledge of Diversity Value Rubric

<https://drive.google.com/file/d/1tGqk5ViflYSzW4GDKvIFGPfV7jMG4TkV/view?usp=sharing>

Knowledge of Diversity Student Sample Artifact

https://drive.google.com/file/d/1HQqUza21GqGY2_6m6_V1tkpYEh4323b-/view?usp=sharing

Knowledge of Diversity>>>>>> Demystifying the Rubric



The criteria below are the characteristics represented in the AAC&U Value Rubric. Each characteristic supports effective and appropriate interaction in a variety of cultural contexts. Your class activity may not be an EXACT match for each criterion in the rubric. It is okay to be “close.” Think about class activities you already assign in your classes that engage students in these characteristics.

Cultural Self-Awareness: Students understand how one’s own cultural values and beliefs can affect behavior. Students demonstrate the ability to take themselves outside of their own cultural frame and begin to see things how others might see them.

Knowledge of Cultural Worldview Frameworks: Students understand that each culture has a distinctive way of thinking that it passes on through generations. Students understand various elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and practices.

Empathy: Students can identify various cultural views and move beyond their own perspectives and recognize feelings of other cultural groups. Students will demonstrate the ability to be supportive of these feelings.

Verbal and Nonverbal Communication: Students identify cultural differences in verbal and nonverbal communication and become aware that misunderstandings occur based on those differences. Students skillfully negotiate a shared understanding of those differences.

Curiosity: Students ask questions about other cultures, seek out and articulate answers to the questions, and reflect on multiple cultural perspectives.

Openness: Students express an openness to interact with culturally different others and can suspend judgment.

ideas to Contemplate...

Knowledge of Diversity Assignment Ideas



Knowledge of Diversity Assignments may require students to:

- Identify their own cultural rules and biases.
- Understand cultural complexities.
- Identify various cultural views and move beyond one's own perspective.
- Ask questions about other cultures.
- Express an openness to interact within different cultures.

Knowledge of Diversity Skills Involve

- Confronting bias
- Mitigating microaggressions
- Cross-cultural communication
- Multicultural and multi-ethnic understanding
- Combatting stereotypes
- Cultural awareness and belonging

Here is a link to a Knowledge of Diversity Sample Assignment

https://drive.google.com/file/d/1HQqUza21GqGY2_6m6_V1tkpYEh4323b-/view?usp=sharing

More Resources >>>>>

Faculty LiveText Course Assessments:

https://drive.google.com/file/d/1ajTWRa9gQpSBc5h_mA1r_s9V7jLXYhnQ/view?usp=sharing

Checking Student Uploads in LiveText:

https://drive.google.com/file/d/1PdsbBI21UPIIwm7RSbBpwQ4_57PADuHd/view?usp=sharing

Resource for students: Uploading Artifacts to a Class in LiveText

https://drive.google.com/file/d/1fCSGco1Y_NxRjDOjS2h41YUwiZmRBSkj/view?usp=sharing



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