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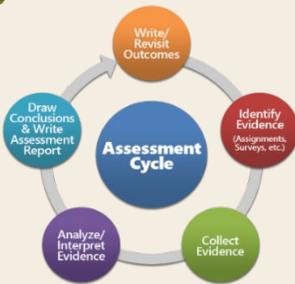
Vol. 4 Issue

Quincy University

Assessment

Insight into Quincy University’s Culture of Assessment October 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? Send Dr. Rowland your requests for uploading rubrics into LiveText.



Notes from the Director

The Fall 2021 semester is underway, and it is time to start thinking about assessment! We are in year two of our two-year focus on assessing the following Bonaventure Program Learning Outcomes (BPOs): Knowledge of Diversity, Critical Reasoning, and Information Literacy. We are continuing our campaign to collect a solid sample of student artifacts for each one of these BPOs to produce three quality assessment reports that will meet HLC requirements. The AAC is currently examining data collected from our Summer Assessment Institute where nine QU faculty members assessed artifacts submitted during the 2020-2021 school year. We will be revealing the findings in the coming months.

We are making progress in obtaining student artifacts. Last year our submission rates increased! Let’s build on that progress by focusing on the quality of the submissions. Part of the difficulty of obtaining student artifacts is understanding what types of class activities will qualify for the BPOs we are assessing. This issue of *Assessment* will break down the criteria in the Knowledge of Diversity value rubric and provide detailed information about what types of assignments would be an appropriate Knowledge of Diversity artifact.

If you do not teach a “D” course but do include a diversity assignment in your course, please email me so that I can upload the assignment rubric into your LiveText course. If you want to include a diversity assignment, but aren’t sure how to go about it, reach out to me via email and we can get together to discuss some ideas.

I know there are some amazing and innovative diversity activities happening in your classes. ☺



Knowledge of Diversity>>>> >>>

Courses with a “D” designation are automatically uploaded into LiveText each semester. These courses should have an assignment that will meet the Bonaventure Program Learning Outcome, Knowledge of Diversity. Courses without a “D” designation may also have an assignment that will work. Please review the following criteria for a “D” designated course. “D” designated courses must have a major focus on at least one of the following criteria:

1. Study the ideas, beliefs, and contributions of various underrepresented or marginalized social groups in shaping the history and culture of the U. S.



2. Study and analyze multiple forms of discrimination including individual and institutional forms based on factors such as race, ethnicity, gender, religion, sexual orientation, class etc.
3. Explore the perspectives of groups and individuals affected by discrimination, poverty, and/or other inequities.
4. Explore how the student’s personal life experiences and choices relate to a multicultural society

(within the United States and/or global society).

What activity do you assign that will meet one or more of these criteria? If you are not sure if your assignment meets the Knowledge of Diversity criteria, email me and we can work through the assignment together.

Also, if you do not teach a “D” course but have a diversity activity that meets Knowledge of Diversity, email me so that I may upload the appropriate assignment rubric to your LiveText course.

Intercultural Knowledge and Diversity Value Rubric Link:

[Knowledge of Diversity Rubric](#)



Diversity Learning Resources

Los Angeles City College:
Diversity, Equity, and Inclusion in Pedagogy

<https://lacitycollege.libguides.com/.php?g=1056614&p=7743123>

San Jose State University: Diversity Toolkit

https://www.sjsu.edu/cfd/docs/integrated_faculty_toolkit.pdf

University of Houston: Center for Diversity and Inclusion

https://www.uh.edu/cdi/diversity_education/resources/activities/

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 that 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, to 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...

Ideas for Teaching Diversity

Here are some ideas to think about when it comes to creating diversity activities and assignments. While you don't have to create an entirely new assignment (although that is not discouraged), it is likely that you can tweak an existing assignment to include a diversity component. The following list of ideas comes from Los Angeles City College's website on Diversity, Equity & Inclusion in Pedagogy. I am including the weblink for this site as it has many other interesting resources that will help you to implement a Diversity assignment in one or more of your courses.

- Using US Census Data to Help New Communicators Create Inclusive Communication Strategies
- Calling out stereotypes: Using media literacy to deconstruct media racial/ethnic stereotypes
- Gaining understanding and respect: How case studies on real-world public relations campaigns help students learn about diversity in the U.S. and worldwide
- The Framing of Sexual Orientation Through "Gay-Vague" Ads

[LA City College Diversity Website](#)



More Resources >>>>>

Spring 2020 Faculty Assessment Workshop Materials

https://drive.google.com/file/d/1Uwsirp71xiG_HOg3p2udaKqs7ZJ6Oy63/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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