

ASSESSMENT CRITERIA FOR GENERAL EDUCATION COURSES—DIVERSITY, EQUITY, INCLUSION AND BELONGING

Targeted Student Learning Outcomes:

~Students can analyze how socially constructed identities, statuses, traditions, and histories of equity, inequity and power shape experiences in the United States or globally.

~Students can compare social equity and diversity in the United States or globally through multiple perspectives on power and identity.

~Students can demonstrate how aesthetic and cultural expressions mediate identities, statuses, places, institutions, and/or historical contexts in the United States or globally.

~Students can identify the intersectionality between place, space, identity formation, and sense of community in the United States or globally.

These outcomes may be measured by global performance indicators such as the following:

-Students demonstrate openness to new perspectives and diverse others.

-Students show critical awareness of their own culture and biases.

-Students apply communication skills that enable intercultural communication, including effective listening skills.

-Students collaborate productively and creatively, showing a capacity to work inclusively in an environment that invites contribution from multiple perspectives.

-Students can evaluate structures of power and institutions from the standpoint of cultural inheritance.

Sample Rubric for Evaluation of Performance Indicators:

Specific Skill or Knowledge Area Related to the Goal			
	below competent	competent	above competent
-Openness to new perspectives and critical self-awareness	Student states individual beliefs or opinions without interrogating difference or absorbing complicating concepts/evidence.	Student can identify the intersections of belief and culture and is able to explore differences through evidence and reasoning.	Student demonstrates a self-aware, nuanced, and evidence-based understanding of their own cultural positionality as one among many diverse possible positions and worldviews.
-Communications and collaboration skills	Student encounters new ideas and perspectives without seeking to understand or incorporate them.	Student asks questions about other viewpoints, cultures, and structures, and seeks out answers to these questions.	Student seeks out multiple other perspectives and shows a willingness to incorporate new ideas into their arguments, worldviews, or projects.
Evaluate structures of power	Student can state individual beliefs regarding power dynamics in culture.	Student understands multiple perspectives on power, culture, and identity.	Student can produce an evidence-based analysis or evaluation of power dynamics, identity, culture, and multiple perspectives on how they interact.