Summary of Diversity Rubric Progress Development

2013-14 Rubric Developed
• Developed by Faculty Learning Community
• Criteria:
  – **Cultural Self- Awareness**: possessing knowledge of self and others and recognizing one's position in, and among groups
  – **Openness to personal growth and cultural humility**: process of self-reflection, self-critique, and commitment to understanding and respecting different points of view, and engaging with others;
  – **Worldview**: obtaining knowledge of self and others
  – **Skills**: using knowledge of self and others to improve relationships between diverse individuals and groups
  – **Advocacy & Engagement**: integrating & translating knowledge & skills into action

2014-15 Rubric Development Continued
• Feedback from faculty that rubric was too advanced/complex for senior level work at undergraduate level for a single assignment
• Faculty continued development of rubric removing one criteria: advocacy and engagement and simplifying language for all criteria and levels of achievement
Summary of Diversity Rubric Progress Application

2015-16 Rubric Applied to Assignments
• 9 faculty representing all colleges applied rubric to assignment
• ILO Subcommittee members (10 members)
  – Completed standard setting (modified norming) for student work
  – Assessed 89% (134) of 152 scheduled work from 9 courses (76 assignments unique assignments)
  – Based on difficulty interpreting some of the terms, difficulties with low assignment –rubric alignment, committee recommended specific additional refinements to rubric for faculty group to modify

2016-17 Rubric to be Applied to Assignments
• Rubric to be applied to selected assignments in fall
• ILO Subcommittee to assess and make final rubric changes
# Diversity and Social Justice Rubric

### 2013-14 Faculty Learning Community

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Fully -4</th>
<th>Adequately -3</th>
<th>Minimally -2</th>
<th>Inadequately 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural self-awareness (acknowledging one's own assumptions and recognizing one's position in society)</td>
<td>Fully demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases about self and diverse individuals and groups. Demonstrates ability to assess the impact of assumptions, judgments, and/or biases during interactions with diverse individuals and groups.</td>
<td>Adequately demonstrates awareness of the influence of one's own assumptions, judgments, stereotypes, and/or biases during interactions with diverse individuals and groups.</td>
<td>Minimally demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases about self and diverse individuals and groups.</td>
<td>Inadequately demonstrates awareness of one's own assumptions, judgments, stereotypes, and/or biases about self and diverse individuals and groups.</td>
</tr>
<tr>
<td>Openness to personal growth and navel ability, a lifelong process of self-reflection, analysis, and commitment to understanding and respecting different points of view, and engaging with others</td>
<td>Fully seeks opportunities to learn and integrate experiences that enhance understanding of diverse individuals and groups. Initiates, engage, develops, and values interactions with individuals and diverse groups.</td>
<td>Adequately seeks opportunities to learn more about diverse individuals and groups.</td>
<td>Minimally seeks opportunities to learn more about diverse individuals and groups.</td>
<td>Inadequately seeks opportunities to learn more about diverse individuals and groups.</td>
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<tr>
<td>Worldview, obtaining knowledge of self and others</td>
<td>Fully demonstrates and articulates understanding of social, relational, and other phenomena of one's own worldview. Demonstrates understanding of the impact of assumptions, judgments, stereotypes, and/or biases related to one's own worldview, and the worldview of diverse individuals and groups. Can identify intercultural experience from one's own viewpoint and that of diverse individuals and groups.</td>
<td>Adequately articulates understanding of social, relational, and other phenomena related to one's own worldview, and the worldview of diverse individuals and groups.</td>
<td>Minimally demonstrates awareness of social, relational, and other dynamic related to one's own worldview, and the worldview of diverse individuals and groups.</td>
<td>Inadequately demonstrates understanding of social, relational, and other dynamic related to one's own worldview, and the worldview of diverse individuals and groups.</td>
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<tr>
<td>Skills using knowledge of self and others to improve relationships between diverse individuals and groups</td>
<td>Fully demonstrates understanding of the differences in verbal and nonverbal communication when working with diverse individuals and groups. Skillfully negotiates a shared understanding of differences and assesses the influence of incorporating multiple and diverse perspectives.</td>
<td>Adequately demonstrates understanding of the differences in verbal and nonverbal communication when working with diverse individuals and groups. Identifies the multiple dimensions of others' perspectives and begins to negotiate a shared understanding based on those differences.</td>
<td>Minimally demonstrates limited understanding of the differences in verbal and nonverbal communication when working with diverse individuals and groups. Is aware that misunderstandings can occur based on those differences, but is still unable to negotiate a shared understanding.</td>
<td>Inadequately demonstrates understanding of the differences in verbal and nonverbal communication when working with diverse individuals and groups. Struggles to negotiate an understanding of the perspective of others.</td>
</tr>
<tr>
<td>Advocacy &amp; engagement (initiating &amp; relationship knowledge &amp; skill integration)</td>
<td>Fully demonstrates behaviors and takes part in activities that support diverse individuals and groups, and that encourage positive change. Can identify injustices, develop strategies, and take action that challenge injustices and inequality.</td>
<td>Adequately demonstrates behaviors and takes part in activities that support diverse individuals and groups. Can identify injustices and inequality.</td>
<td>Minimally demonstrates behaviors or takes part in activities that support diverse individuals and groups.</td>
<td>Inadequately demonstrates behaviors or takes part in activities that support diverse individuals and groups. Is unaware of or ignores injustice and inequality.</td>
</tr>
</tbody>
</table>
**Diversity and Social Justice**  
**2013-14 Rubric Glossary**

**Definition:** Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health (Rubric).

**Framing Language:** Our students come from rich diverse backgrounds and will graduate into an increasing diverse society. It is important for our students to gain self-awareness, knowledge, skill, and the ability to apply what they learn to enhancing diverse communities. This rubric was designed to be multidisciplinary, as culture affects all aspects of education and student experience. Criteria in this rubric were inspired by the Intercultural Knowledge and Competence VALUE Rubric from the Association of American Colleges and Universities (cite).

**Glossary of Terms and Artifacts added**
Diversity and Social Justice Rubric 2014-15 Faculty Assessment Project

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Cultural self-awareness</strong></td>
<td>Sophisticated ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Sophisticated awareness of one's assumptions, stereotypes, judgments, and biases about self and others.</td>
<td>Adequate ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Adequate awareness of one's assumptions, stereotypes, judgments, and biases about self and others.</td>
<td>Limited ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Limited awareness of one's assumptions, stereotypes, judgments, and biases about self and others.</td>
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<tr>
<td><strong>Attitude / Disposition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respect for and Interest in Diverse Perspectives</strong></td>
<td>Sophisticated understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
<td>Adequate understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
<td>Limited understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
<td>Little to no understanding and respect for different points of view, and engaging with people of diverse identities and positions.</td>
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<td><strong>Attitude / Disposition</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Diverse Worldviews</strong></td>
<td>Sophisticated knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
<td>Adequate knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
<td>Limited knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.</td>
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<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication with Diverse Individuals and Groups</strong></td>
<td>Sophisticated understanding of working through differences with diverse individuals and groups.</td>
<td>Adequate understanding of working through differences with diverse individuals and groups.</td>
<td>Limited understanding of working through differences with diverse individuals and groups.</td>
<td>Little to no understanding of working through differences with diverse individuals and groups.</td>
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<tr>
<td><strong>Application</strong></td>
<td></td>
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</tbody>
</table>
• Assignments were selected from 9 courses
• 73 unique assignments
• 59 assignments received
  2 reviews
Diversity Assessment Results
Winter, 2016

- Cultural self-awareness – Attitude / Disposition:
  Possible: 4.00
  Actual: 2.31

- Respect for and Interest in Diverse Perspectives – Attitude:
  Possible: 4.00
  Actual: 2.44

- Knowledge of Diverse Worldviews – Knowledge:
  Possible: 4.00
  Actual: 2.28

- Communication with Diverse Individuals and Groups – Application:
  Possible: 4.00
  Actual: 1.38
Range of Scores Given (n=134 reviews)

- Cultural Self-Awareness
  - No Score: 21
  - Rating 1: 56
  - Rating 2: 50
  - Rating 3: 6

- Respect for and Interest in Diverse Perspectives
  - No Score: 13
  - Rating 1: 55
  - Rating 2: 58
  - Rating 3: 7

- Knowledge of Diverse Worldviews
  - No Score: 20
  - Rating 1: 61
  - Rating 2: 47
  - Rating 3: 5

- Communication with Diverse Individuals and Groups
  - No Score: 89
  - Rating 1: 36
  - Rating 2: 7
Analysis Options

Unit of Analysis

• **Two Perspectives: Individual Reviews or By Student**

<table>
<thead>
<tr>
<th></th>
<th>Individual Scores (134 reviews)</th>
<th>Averages (listwise) (59 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness</td>
<td>2.31</td>
<td>2.38</td>
</tr>
<tr>
<td>Respect for and Interest in Diverse Perspectives</td>
<td>2.44</td>
<td>2.52</td>
</tr>
<tr>
<td>Knowledge of Diverse Worldviews</td>
<td>2.38</td>
<td>2.35</td>
</tr>
<tr>
<td>Communication with Diverse Individuals &amp; Groups</td>
<td>1.38</td>
<td>1.59</td>
</tr>
</tbody>
</table>
Cultural Self-Awareness (n=59)

Course 1 (n=7)  Course 2 (n=17)  Course 3 (n=7)  Course 4 (n=8)  Course 5 (n=8)  Course 6 (n=9)  Course 7 (n=8)  Course 8 (n=9)

Course Mean: 2.5, 2.08, 1.92, 2.33, 2.21, 2.79, 3.00, 2.44

Institutional Mean: 2.38

Competent Rubric Score: 3
Respect for & Interest in Diverse Perspectives (n=59)

<table>
<thead>
<tr>
<th>Course</th>
<th>Mean</th>
<th>Institutional Mean</th>
<th>Competent Rubric Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>2.67</td>
<td>2.52</td>
<td>3</td>
</tr>
<tr>
<td>Course 2</td>
<td>2.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 3</td>
<td>2.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 4</td>
<td>2.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 5</td>
<td>2.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 6</td>
<td>2.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 7</td>
<td>3.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 8</td>
<td>2.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Knowledge of Diverse Worldviews (n=59)

Course 1 (n=7): 2.33
Course 2 (n=17): 2.04
Course 3 (n=7): 1.83
Course 4 (n=8): 2.08
Course 5 (n=8): 2.43
Course 6 (n=9): 2.64
Course 7 (n=8): 2.92
Course 8 (n=9): 2.61

Course Mean: 2.35
Institutional Mean (2.35)
Competent Rubric Score (3)
Communication with Diverse Individuals and Groups (n=59)

- Course 1 (n=7): 1.08
- Course 2 (n=17): 1.25
- Course 3 (n=7): 1.33
- Course 4 (n=8): 1.33
- Course 5 (n=8): 1.21
- Course 6 (n=9): 1.71
- Course 7 (n=8): 3.50
- Course 8 (n=9): 1.63

Course Mean

Institutional Mean (1.59)

Competent Rubric Score (3)
Diversity ILO: Rater Consistency across Domains

- Cultural Awareness: 32, 23, 4
- Respect for and Interest in Diverse Perspectives: 29, 25, 4, 1
- Knowledge of Diverse Worldviews: 33, 20, 6
- Communication with Diverse Individuals: 39, 18, 1

Legend:
- 0 point difference
- 1 point difference
- 2 point difference
- 3 point difference
Diversity Rubric

ILO Subcommittee Questions

**What is meant by self awareness?**

**What is meant by world view?** If use views instead, is meaning lost?

**What is student working through?** What is student doing?

**What is meant by differences (e.g. relating to ways others are different versus conflict?**

**What is meant by engagement?** How do you know? Is it linked to communication? What is the difference between engage, respect, and communication?

General question: How do you assess evidence of willingness?

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<table>
<thead>
<tr>
<th><strong>CSEB ILO Diversity and Social Justice Rubric May 2015</strong></th>
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<tr>
<td><strong>Description:</strong> Socio-cultural diversity competencies are characterized by the ability to recognize and understand the rich and complex ways that group and individual differences and interactions influence self and society. Students will develop the capacity to interact openly and respectfully with individuals, particularly marginalized individuals, across the full range of human diversity including, but not limited to race, ethnicity, religion, gender, sexual orientation, age, ability, socioeconomic status, health, and mental health.</td>
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</table>

| **Table:** |
|------------|------------|------------|------------|------------|
| **Cultural self-awareness** | **Attitude / Disposition** | **CSEB Rubric** | **CSEB Rubric** | **CSEB Rubric** |
| **4** | **3** | **2** | **1** |
| **Sophisticated ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Sophisticated awareness of one's assumptions, stereotypes, judgments, and biases about self and others.** | **Adequate ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Adequate awareness of one's assumptions, stereotypes, judgments, and biases about self and others.** | **Limited ability to recognize one's positions and identities, in and among diverse groups, both locally and globally. Limited awareness of one's assumptions, stereotypes, judgments, and biases about self and others.** | **Little to no recognition of one's positions and identities, in and among diverse groups, both locally and globally. Little to no awareness of one's assumptions, stereotypes, judgments, and biases about self and others.** |
| **Respect for and Interest in Diverse Perspectives** | **Attitude / Disposition** | **CSEB Rubric** | **CSEB Rubric** | **CSEB Rubric** |
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| **Knowledge of Diverse Worldviews** | **Knowledge** | **CSEB Rubric** | **CSEB Rubric** | **CSEB Rubric** |
| **Sophisticated knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.** | **Adequate knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.** | **Limited knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.** | **Little to no knowledge of diverse worldviews by exploring elements of other groups such as history, art, values, communication styles, practices, and more.** |
| **Communication with Diverse Individuals and Groups** | **Application** | **CSEB Rubric** | **CSEB Rubric** | **CSEB Rubric** |
| **Sophisticated understanding of working through differences with diverse individuals and groups.** | **Adequate understanding of working through differences with diverse individuals and groups.** | **Limited understanding of working through differences with diverse individuals and groups.** | **Little to no understanding of working through differences with diverse individuals and groups.** |

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As social justice language removed in prior edits, should this be a diversity only rubric?
Future Considerations

• Possible refinement of communication domain?
• What is the appropriate benchmark for the institution?
• How uniform are assignment instructions and structure?
• Unit of analysis- Per Review or Per Student?
University Diversity Assessment Project

2013-14  I  2014-15  I  2015-16

Questions?