

College-Wide Learning Outcome Assessment: Diversity

- *Students can engage with diverse and global perspectives, histories, and values, including the cultural relevance of larger systems of power and privilege.*

Student ID# (required): []

Student reviewed is in: Diversity Seminar Diversity Studio

Directions: Please circle the box in each row that best describes the diversity learning outcome demonstrated in the project reviewed.

[Frequently Asked Questions](#)

DIVERSITY	Introductory 1	Developing 2	Advancing 3	Capstone 4
Knowledge of cultural worldview frameworks	Begins to identify some aspects of the histories, values, politics, communication styles, economy, or beliefs and practices of underrepresented cultures; unclear or unconvincing on how these may inform that culture's perspective/outlook.	Begins to identify some <u>key</u> aspects of the histories, values, politics, communication styles, economy, or beliefs and practices of underrepresented cultures <u>and</u> begins to explain how these may inform that culture's perspective/outlook.	Identifies <u>key</u> aspects of the histories, values, politics, communication styles, economy, or beliefs and practices of underrepresented cultures, and relates how some of these elements inform that culture's perspective/outlook.	Demonstrates understanding of the complexity of the histories, values, politics, communication styles, economy, or beliefs and practices of underrepresented cultures and relates how these inform that culture's perspective/outlook.
Power & Privilege	Demonstrates a surface-level engagement with considering the relationship between political, economic, aesthetic, and/or social dimensions of race/ethnicity and how those dimensions relate to systems of power.	Demonstrates a partial understanding of the relationship between political, economic, aesthetic, and/or social dimensions of race/ethnicity and how those dimensions relate to systems of power.	Demonstrates a sound understanding of the relationship between political, economic, aesthetic, and/or social dimensions of race/ethnicity and how those dimensions relate to systems of power.	Demonstrates a sophisticated understanding of the relationship between political, economic, aesthetic, and/or social dimensions of race/ethnicity and how those dimensions relate to systems of power.

Notes:

Completed rubrics will be anonymous and will not be shared with students.

Scores of 3 would be the closest approximation to minimum expectations of a CCA graduates.