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# ASSESSING THE IMPACT OF GENERAL EDUCATION DIVERSITY COURSES

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CARROLL COMMUNITY COLLEGE, WESTMINSTER, MD



## SESSION LEARNING OUTCOMES

Participants will:

- Identify measures by which to assess student learning in college-level diversity courses.
- Discuss ways to leverage faculty development to improve student learning in diversity courses.
- Relate Carroll Community College's process for defining and assessing diversity courses to their home institution.

# POLL

- Does your institution offer designated diversity courses?
- If yes, are these courses required?



<https://www.surveymonkey.com/r/DiversityCourses1>

## ABOUT CARROLL COMMUNITY COLLEGE

- 2 Year Public, Rural-Suburban
- Credit Student Population, Fall 2020: 3,060 full- and part-time
- 81% white, 5% Black, 6% Hispanic/Latinx, 3% Asian, 3% Multiracial
- 78% of credit students are 24 and under

# ABOUT CARROLL COMMUNITY COLLEGE

## College Mission

*Empowering learners. Changing lives. Building community.*

*Carroll Community College provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve.*

- **Mission Goal #5:** Through effective teaching, engaged learning and a caring, student-centered environment, Carroll Community College:
  - Fosters campus and civic engagement and a sense of belonging, by providing a safe learning environment that models respect, acceptance, inclusion, and empathy towards diverse ways of thinking and being

## Strategic Priorities (2020-2025)

- **Strategic Priority #3: Diversity and Global Citizenship** - Prepare students for diverse work environments and a dynamic, connected global community

# GENERAL EDUCATION PROGRAM/DIVERSITY COURSE REVISIONS

Fall 2017-Spring 2018

Revised General Education Goals and Requirements

Selected signature assignments as General Education assessment tool

Adopted/adapted AAC&U VALUE rubrics to assess learning goals

Developed Diversity Course Checklist

Fall 2018-Spring 2019

All General Education courses, including Diversity courses, reconfirmed

Signature assignment developed for every General Education course

Signature Assignment pilot

Fall 2019-Spring 2020

Launch of new General Education learning goals and requirements

Full launch of signature assignments in General Education

Ongoing review of Signature assignment scoring results

Fall 2020-Fall 2021

Revised processes for proposing, approving, and re-approving Diversity courses

Developed Diversity Course Application

Offered targeted professional development to faculty teaching Diversity courses

Expanded review of Signature Assignment scoring results and associated data

# REVISED GENERAL EDUCATION LEARNING GOALS (EFFECTIVE 2019)

Through the General Education Program at Carroll Community College, students will:

1. Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.
2. Apply quantitative and scientific reasoning skills relevant to a field of study.
3. Employ various thinking strategies to develop well-reasoned judgments.
4. Evaluate sources of information for accuracy, relevance, and reliability.
5. Use technology tools to manage, integrate, and evaluate digital information.
6. Explore issues through creative, interdisciplinary, and innovative approaches.
7. Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.
8. Identify their roles as global citizens in a multicultural country and world.

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# ASSESSING DIVERSITY COURSES

- All Diversity courses required to assess General Education Goal 8
- When developing the rubric for assessing GE Goal 8, the General Education Committee (GEC) adapted three criteria from the AAC&U Global Learning and Intercultural Knowledge and Competence
- Goal 8: Identify their roles as global citizens in a multicultural country and world.
  - **Cultural Self-awareness:** Identify own cultural rules and biases
  - **Perspective taking:** Identify and explain multiple perspectives outside of own culture
  - **Applying knowledge in contemporary global contexts:** Analyze the impact of one's own and others' specific local actions within a global context

## RESULTS FROM PILOT YEAR (2018-2019)

<b>Goal 8: Identify their roles as global citizens in a multicultural country and world.</b>	<b>Number of Artifacts Scored</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>
Cultural self-awareness: Identifies own cultural rules, biases, and values.	75	46	61.3%
Perspective taking: Identifies and explains multiple perspectives outside of own cultural rules, biases, and values.	75	51	68%
Applying knowledge to contemporary global contexts: Analyzes the impact of one's own and others' specific local actions within a global context.	75	35	46.7%

## RESULTS FROM YEAR I (2019-2020)

<b>Goal 8: Identify their roles as global citizens in a multicultural country and world.</b>	<b>Number of Artifacts Scored</b>	<b>Number Proficient</b>	<b>Percent Proficient</b>
Cultural self-awareness: Identifies own cultural rules, biases, and values.	59	39	66.1%
Perspective taking: Identifies and explains multiple perspectives outside of own cultural rules, biases, and values.	59	39	66.1%
Applying knowledge to contemporary global contexts: Analyzes the impact of one's own and others' specific local actions within a global context.	59	28	47.5%

## DISCUSSION VIA JAMBOARD

If your institution offers diversity courses, how are they developed, reviewed, and/or approved at your institution?

How are they assessed?

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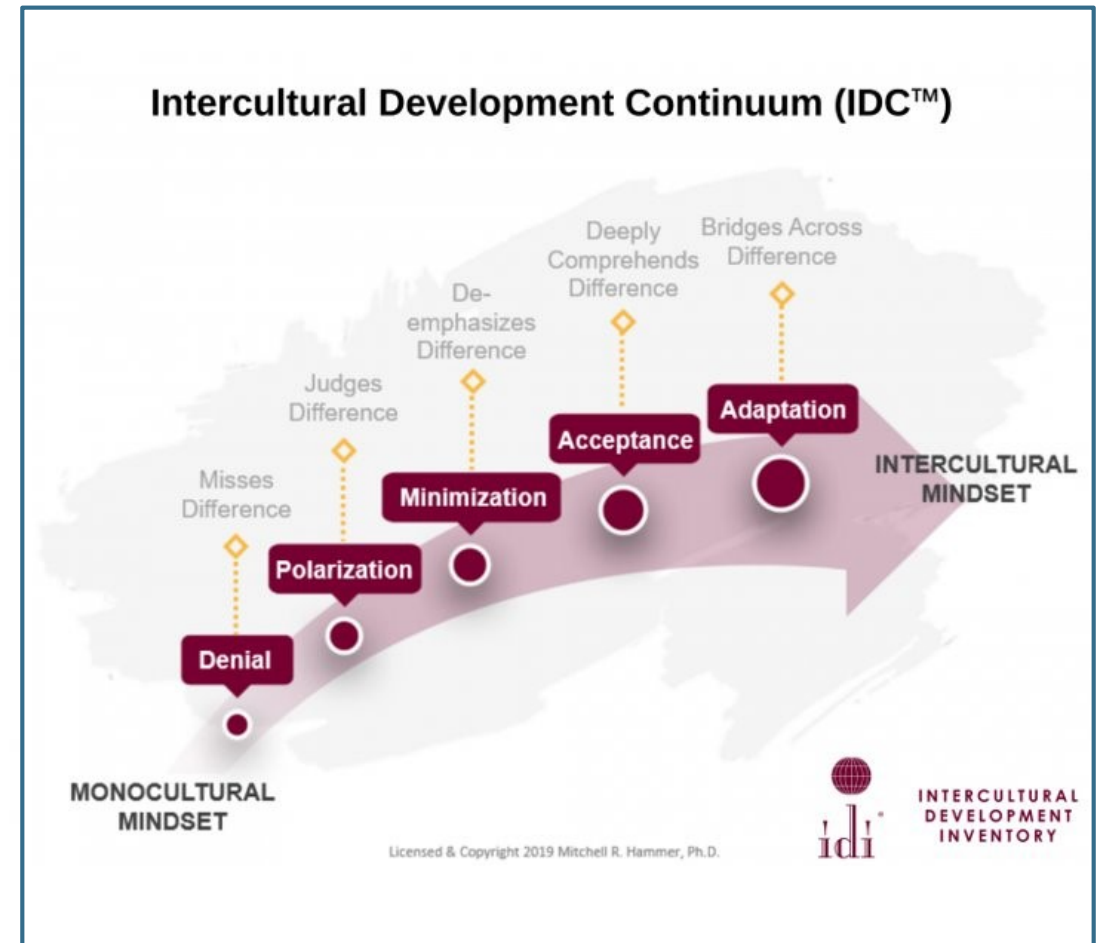
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# PROFESSIONAL DEVELOPMENT (2020-2021)

“DEVELOPING INTERCULTURAL COMPETENCE IS A CORE CAPABILITY IN THE 21ST CENTURY THAT INVOLVES **CULTURAL SELF-AWARENESS** AND **CULTURE-OTHER UNDERSTANDING** ALONG WITH THE ABILITY TO ADAPT ONE’S MINDSET AND BEHAVIOR TO **BRIDGE ACROSS DIFFERENCES**.” - MITCHELL HAMMER

- Working with a subset of the Diversity and Inclusion Committee, the GEC planned a professional development experience for all faculty teaching Diversity courses focused on the Intercultural Development Inventory. Members of the GEC were also invited to participate.
- Levels of AAC&U Intercultural Knowledge and Competence VALUE Rubric based in part by Milton Bennett’s Developmental Model of Intercultural Sensitivity, which also influenced the Intercultural Development Continuum
- Supports faculty self-awareness and understanding of the criteria supporting General Education Goal 8 so they may design and scaffold learning experiences and activities for students



## DISCUSSION VIA PADLET

Please share if your institution has offered professional development specifically focused on culturally responsive teaching or diversity, equity, and inclusion content. Can you briefly identify the topic of the professional development?

Who was the intended audience for this professional development?

What were the reasons you developed and offered this professional development?

<https://padlet.com/mkloss3/l3cu7zmy27e1udmd>



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## Person of Color

 Select all 0 1

## Sexual Minority

 Select all 1 2 3

## Gender

 Select all 1 2 3 4

## Person of Color

0=Not POC

1=POC

## Sexual Minority

1=Yes

2=No

3=Prefer not to answer

## Gender

1=Male

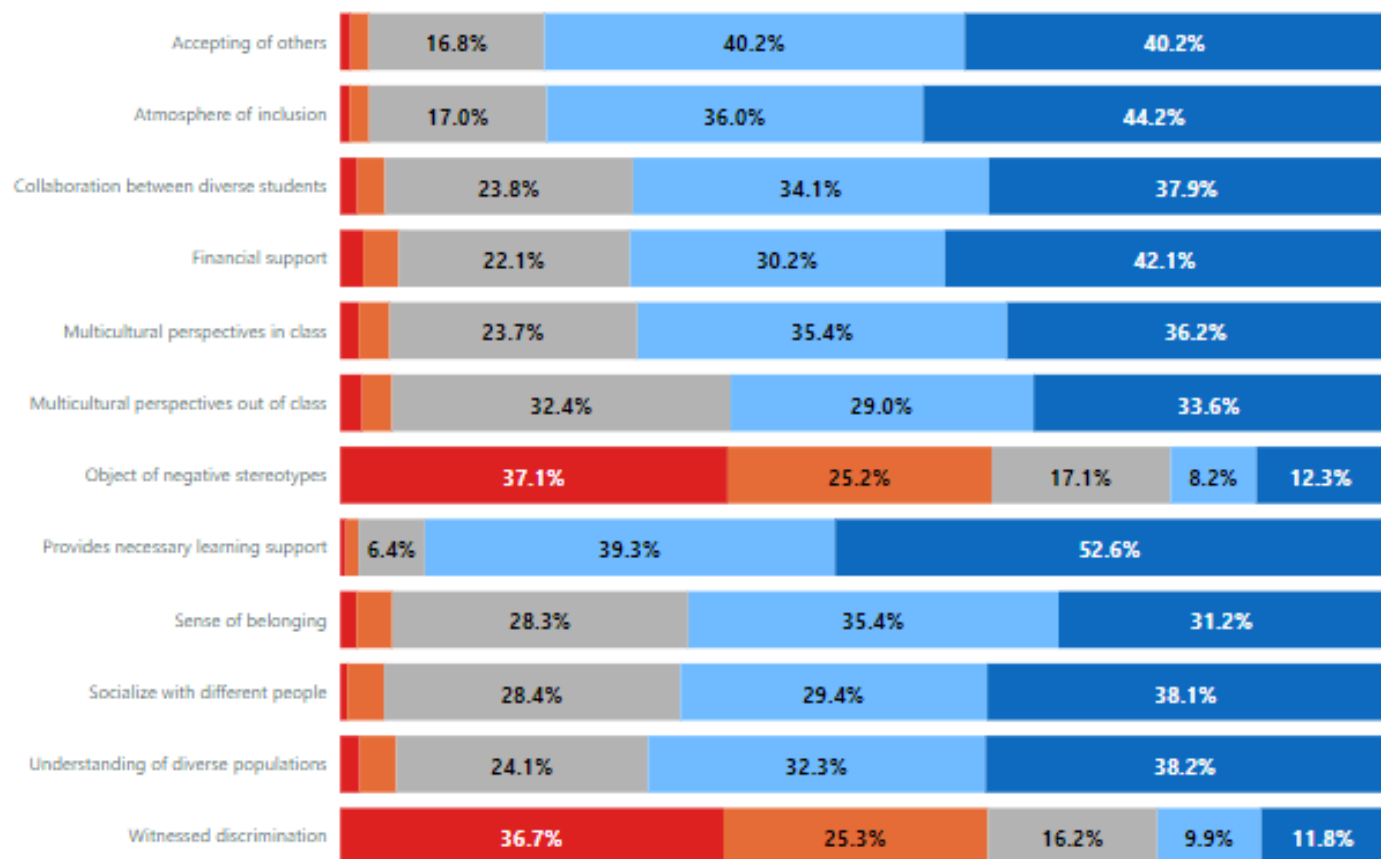
2=Female

3=Nonbinary/Gender Fluid

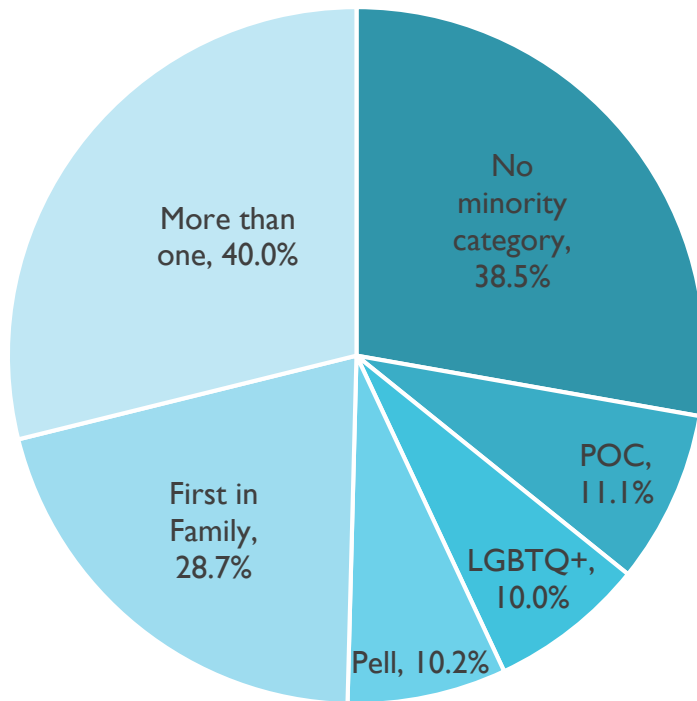


## Responses to DEI Questions

● Strongly Disagree ● Disagree ● Neither Agree nor Disagree ● Agree ● Strongly Agree

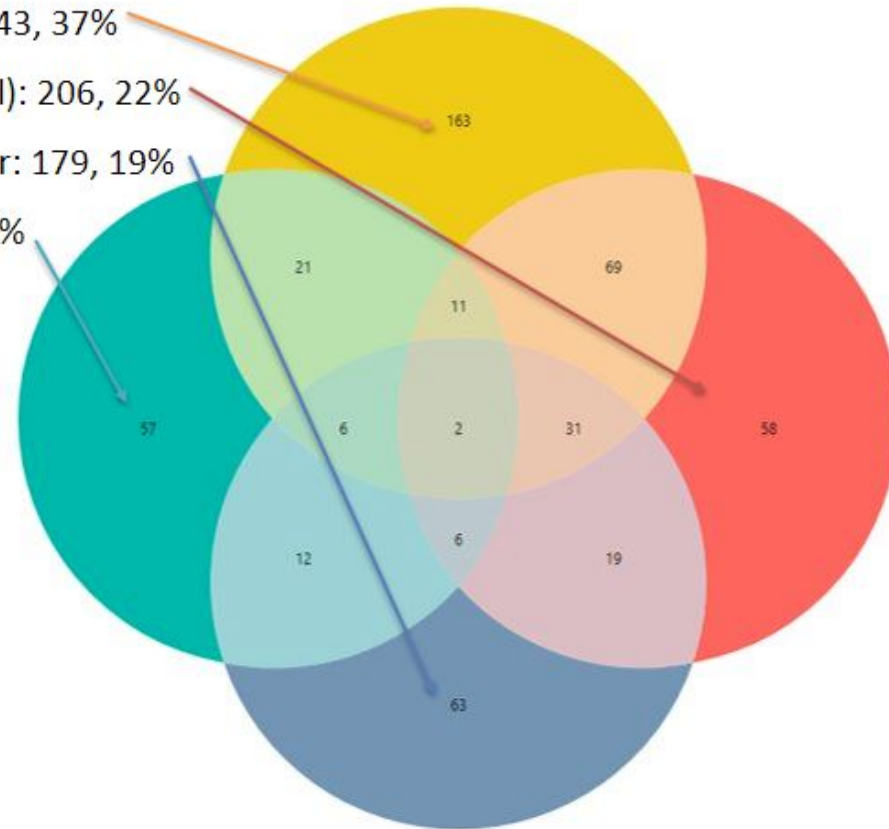


# Student Populations



# Intersecting Identities

- First in Family: 343, 37%
- Low Income (Pell): 206, 22%
- Students of Color: 179, 19%
- LGBTQ+: 124, 14%



## NEXT STEPS

### Continue to expand data collection and define additional metrics

- General Education Learning Goal 8
- Course objectives for Diversity courses
- Outcome data
- Student and faculty feedback

### Ongoing Professional Development

- IDI
- Culturally Responsive Teaching and Learning Series
- Implicit Bias in the Classroom
- Creating an Equitable Syllabus

## WRAPPING IT UP – CHAT

Have any ideas been shared today that might be applicable or relevant to your institution?

## RESOURCES

Bennett, Milton, J. (1998). Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.

Cultural Competence and Cultural Humility: <https://ready.web.unc.edu/section-1-foundations/module-8/>.

Intercultural Development Inventory: <https://idiinventory.com/>

McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. E. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in Higher Education*. Jossey-Bass, a Wiley Brand.

VALUE Rubrics. Association of American Colleges & Universities: <https://www.aacu.org/value-rubrics>

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# QUESTIONS?

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*Thank you!*





### ***General Education Learning Goals with Associated Criteria***

#### **Goal 1: Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.**

**Central Message:** Central message and audience are clear.

**Supporting Material:** Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) reference information or analysis that supports the presentation or establishes the presenter's credibility/authority on the topic.

**Organization:** Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly observable and makes the content of the presentation cohesive.

**Clarity of Expression:** Uses language that is appropriate for the audience and that clearly conveys meaning.

#### **Goal 2: Apply quantitative and scientific reasoning skills relevant to a field of study.**

**Calculation:** Calculations attempted are essentially successful and lead to comprehensively solving the problem.

**Representation:** Displays relevant information in proper mathematical or scientific format(s).

**Interpretation and Analysis:** Organizes evidence to reveal important patterns, differences, or similarities. Arrives at conclusions based on reasoning and evidence.

#### **Goal 3: Employ various thinking strategies to develop well-reasoned judgments.**

**Defines issues or problem:** Issue/problem to be considered critically is expressed and defined.

**Identifies strategies or perspectives:** Considers alternate perspectives on the issue or problem and examines multiple approaches for addressing it.

**Develops an informed perspective or position:** Develops/adopts a specific position (perspective, thesis/hypothesis) that takes into account the complexities of an issue.

**Conclusions and outcomes:** Conclusion is logically tied to a range of evidence, including, if appropriate, opposing viewpoints.

#### **Goal 4: Evaluate sources of information for accuracy, relevance, and reliability.**

**Evaluates Information and its Sources Critically:** Selects sources using appropriate criteria (such as relevance to the research question and currency).

**Makes meanings with texts in their contexts:** Uses sources to develop knowledge and to explore important questions.

**Uses Information:** Uses information in ways that demonstrate respect for the rights and obligations of using and sharing intellectual property.

**Goal 5: Use technology tools to manage, integrate, and evaluate digital information.**

**Knowledge and Skill Acquisition:** Uses relevant digital tools to acquire knowledge or skills.

**Presentation:** Uses appropriate digital tools to present original work.

**Goal 6: Explore issues through creative, interdisciplinary, and innovative approaches.**

**Evidencing Competencies:** Produces an appropriate exemplar that builds on foundational and discipline-specific skills and knowledge.

**Taking Risks:** Considers new directions or approaches without going beyond the guidelines of the assignment.

**Connecting to Discipline:** Independently connects examples, facts, or theories from more than one perspective or field of study.

**Embracing Contradictions:** Reflects on alternate, divergent, or contradictory perspectives or ideas.

**Connecting, Synthesizing, Transforming:** Coherently synthesizes ideas in novel ways.

**Goal 7: Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.**

**Ethical Issue Recognition:** Student can recognize basic ethical issues and identifies interrelationships among issues.

**Self-Awareness:** Student states both core beliefs and the origins of the core beliefs.

**Reflection:** Articulates the strengths and challenges of the learning experience with some depth.

**Goal 8: Identify their roles as global citizens in a multicultural country and world.**

**Cultural self-awareness:** Identifies own cultural rules, biases, and values.

**Perspective taking:** Identifies and explains multiple perspectives outside of own cultural rules, biases, and values.

**Applying knowledge to contemporary global contexts:** Analyzes the impact of one's own and others' specific local actions within a global context.





# Diversity Course Checklist

GENERAL EDUCATION COMMITTEE

## FOR PROPOSED COURSES SEEKING THE DESIGNATION OF DIVERSITY COURSE

**Part I. Please indicate by checking the boxes below that the proposed course meets the following criteria:**

- Is a General Education course
- Assesses at least 4 General Education goals, including #4 and #8, through a signature assignment

**Part II. In the spaces provided below, please share how the proposed course meets the following criteria in its content, assignments, activities, and/or approach.**

In what way(s) is one or more of the following themes or topics explored throughout the course?

- Differences across nations and world cultures, especially those outside the Western tradition
- The study of one or more groups that has been historically marginalized on the basis of culture, race, ethnicity, gender, sexual orientation, class, disability, religion, age, immigration, or geopolitical power
- Intellectual movements that address diversity and systems of injustice

**Response:**

In what way(s) are students asked to do one or more of the following in instructional activities and/or assignments throughout the course?

- Students describe, explain, and evaluate the sources of his/her own perspective on selected issues in a given field of study, and compare that perspective with other views
- Students describe how knowledge from different cultural perspectives affects interpretation of prominent problems in a given field of study

**Response:**



## **DIVERSITY COURSE APPLICATION PROCESS**

### **GENERAL EDUCATION COMMITTEE**

Faculty may propose a new course or seek reapproval for an existing diversity-designated course using the processes and application below. While all courses at Carroll may include some degree of diversity-related content, General Education diversity-designated courses must be marked by diversity-related content that is sustained, in-depth, and inescapable. Diversity courses should investigate at least one of the following:

Diversity Category 1 – Courses will examine histories, perspectives, values, and contributions of non-dominant cultures and marginalized groups that contribute to the multi-faceted character of the United States and Western Europe.

Diversity Category 2 – Courses will explore the unique histories, perspectives, and values of non-Western societies and cultures and their contributions to the global community.

Diversity Category 3 – Courses will identify historic and contemporary injustices through an exploration of the ways in which social, political, and economic systems and institutions can oppress, disenfranchise, and undermine the dignity of various groups of people, obstructing their basic needs and rights.

Those proposing a new General Education diversity-designated course should follow the steps outlined in the Guide to Designing and Proposing New General Education Courses. To request the diversity designation, an Application for Diversity Designation should be completed as part of required documentation. Applications to approve or reapprove are reviewed first by the Diversity Subcommittee of the General Education Committee, then move to the General Education Committee. New courses also must be approved by Academic Council. Applications should be submitted by the first of each month to be considered by the Diversity Subcommittee and General Education Committee that month.

Approval of diversity-designated courses will be based on the degree to which course content aligns with General Education goals (especially goal 8) along with a focus on at least one diversity course category. The application, course proposal form, and signature assignment proposal should reflect this alignment. Diversity content should be present through more than one-half of the course as reflected in the course description, assignments, readings, and topics of all sections of the course. Proposers should provide evidence that the course requires students to reflect on and demonstrate understanding of issues related to at least one of the diversity course categories.

All diversity designated courses must be reapproved every five years. Reapproval will be based, in part, on a review of data collected about the course.

**APPLICATION FOR DIVERSITY COURSE DESIGNATION  
(NEW COURSE OR REAPPROVAL)**

FACULTY NAME: Click or tap here to enter text.

DIVISION: Click or tap here to enter text.

COURSE NUMBER AND NAME: Click or tap here to enter text.

In which category of diversity-designated courses does this course fall? Choose an item.

**New Application**

Draft a one-page narrative that explains how the course helps students meet General Education Goal 8 and associated criteria (listed below), and fulfills the intention of the diversity course category (indicated above), through course topics, readings, methods, assignments, and evaluation materials. Be specific. Attach the new course proposal, signature assignment proposal, and sample syllabus (if available), along with any other supporting materials, such as assignments, that demonstrate the focus on diversity throughout more than half of the course topics and materials. Highlight or otherwise mark documents to point out diversity content.

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**Application for Reapproval**

Attach a current course syllabus and signature assignment directions (including General Education goals assessed by the assignment) and provide a one-page reflection about how, based on your experience as a faculty member and a review of existing course data (including assessment of course objectives and General Education Goal 8), past offerings of the course have or have not met diversity learning goals. Briefly discuss what, if any, modifications you have made/are making to the course and supporting materials to achieve student proficiency in course objectives and General Education goals. Describe any diversity-related professional development completed by faculty teaching this course during the past five years.

What was the overall enrollment for this course when it was offered over the past 5 years? Click or tap here to enter text.

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Faculty Member Signature and Date

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Division Chair Signature and Date



## SIGNATURE ASSIGNMENT DATA REVIEW AND INTERVENTIONS JUNE 2021 (FOR SPRING 2021 ARTIFACTS)

**COURSE:**

**FACULTY NAME:**

**DATE:**

1. *DATA REVIEW: What general observations can you make about the data (overall, by division, and by course)?*
  - a. What were the course-level results for each criteria/General Education goal assessed by the signature assignment?
  - b. How do course-level results for assessed goals compare to results for the division and overall?
  - c. What does the "Cumulative Snapshot" spreadsheet suggest about students' proficiencies in certain goals year-over-year? How do these trends relate to the course-level results?
  - d. Are there any general topics/themes to the comments in the course-level results?
  
2. *NARRATIVE: What story does the data tell?*
  - a. Where did students succeed? Why do you think that was?
  - b. Where did students struggle? Why do you think that was?
  - c. Based on what you can glean from overall results and the course results and comments, what factors may have contributed to the results (e.g., misalignment of assignment directions and rubric criteria, wording of assignment directions, assignment preparation or execution, number of artifacts scored)?
  
3. *INTERVENTIONS: What interventions or changes will be put into place as a result of the scoring data?*

Please list 2-3 interventions to be put into place for the course and the timeline for doing so. Email a copy of this document for each course assessed to the Associate Provost, Assessment and Institutional Research by June 15, 2021.