Cal State LA Written Diversity General Education Assessment Rubric

*Fall 2021, Based on the AAC&U Intercultural Knowledge and Competence VALUE Rubric*

**Definitions**

**Diversity** refers to the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and/or political beliefs.

**Criteria:**

* **Cultural Self-Awareness:** *Cultural self-awareness involves the capacity to identify our own cultural group’s patterns and how they shape one’s values/beleifs, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being Insights gained into the variability that exists between cultures.*
* **Understanding of theoretical and practical factors:** *Disciplinary/interdisciplinary/trans-disciplinary/multi-disciplinary theories represent a systematic way of understanding phenomenon of interest; they typically consist of constructs/concepts and statements about the relationships between the constructs. Understanding theoretical factors refers to understanding of theoretical formulations/propositions about race, ethnicity, gender, SES, disability, sexuality, religion, and/or age that may impact the phenomenon/topic covered in the course. This refers to practical everyday implications of race, ethnicity, gender, SES, disability, sexuality, religion, and/or age with regard to the phenomenon/topic covered in the course. Application of theory/concepts to lived experiences, and examples of access, opportunities and experiences that exacerbate privilege for specific populations.*
* **Understanding the diversity of intercultural and intracultural relationships:** *Cultural patterns are norms, values, beliefs, and social practices shared by groups; understanding the diversity of cultural relationships involves awareness of the ways in which cultural patterns differ amongst groups (inter), as well as the ways in which cultural patterns can vary amongst individuals within groups (intra). Illustrate the varied experiences shaped by social norms, history, events and immigrants and generational status. Diversity within groups is acknowledged.*
* **Understanding of Intersectionality:** *Intersectionality, grounded in feminist theory, recognizes that our lives and experiences are rooted in, and shaped by, multiple social locations/social statuses/social identities/social constructs that yield differential levels of power and privilege. Whereas early scholarship focused primarily on the interactions and relationality between race, class and, gender, more contemporary renditions also acknowledge multiple social locations/statuses/identities (e.g., ability, sexuality, nationality, migration status, etc.). Intersectionality acknowledges each separate identity/category has its own experiences that are different, yet result in simultaneous disadvantages/advantages.*
* **Civic-literacy:** *Civic literacy is the knowledge and skills to actively participate and initiate change in your community and the greater society through knowing how to stay informed, understanding governmental processes, and knowing how to exercise the rights and obligations of citizenship at local, state, national, and global levels. Understanding how to respectfully work for/with communities by leveraging one’s education/skills for the needs and benefit of the larger community. Problem-solving collaboration tht is community-based and responsive.*
* **Social Justice Awareness:** *Social justice awareness is recognizing the importance of organized efforts aimed at influencing public attitudes, policies, and laws to create a more socially just society guided by the vision of human rights that may include awareness of socio-economic inequities, protection of social rights as well as racial identity, experiences of oppression, and spirituality. Knowledge of the social construction of terms/practices/processes used to provide or limit access to information or resources.*

**Cal State LA General Education Student Learning Outcomes for Diversity**

Students successfully completing a diversity course will be able to:

1. Demonstrate understanding of theoretical and practical factors of race, ethnicity, gender, gender identity, socioeconomic class, disability, sexuality, religion or age.
2. Demonstrate understanding of the intersectionality of these factors, with particular attention paid to race, ethnicity, gender, and socioeconomic class.
3. Demonstrate understanding of the diversity of intercultural and intracultural relationships.
4. Demonstrate civic literacy and an awareness of social justice that would enable effective participation in a diverse society.

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|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 | **No Evidence**  0 |
| **Cultural self- awareness** | **Articulates insights into own cultural norms and biases** (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, **resulting in a shift in self-description**.) | **Recognizes new perspectives about own cultural norms and biases** (e.g., not looking for sameness; self-critical; comfortable **with the complexities that new perspectives offer**). | Identifies own cultural rules and biases (e.g., with a strong **preference for those rules shared with own cultural** group and seeks the same in others.) **There is at least some description of their own values or framework.** | Shows **minimal awareness of own cultural rules and biases** (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.) **Does not describe their own values or framework.** | **No references to own cultural rules and biases.** |
| **Understanding of theoretical and practical factors** | **Analyzes the** **complexity of theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is compelling and insightful.** | **Integrates several theoretical and practical factors** concerning race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is accurate, specific, and addresses complexities.** | **Describes some theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is surface-level or may have some inaccuracies.** | **Begins to describe theoretical and practical factors** relating to race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, and/or age. **Information provided is flawed, inaccurate, or biased.** | **No references to theoretical or practical factors.** |
| **Understanding of the diversity of intercultural and intracultural relationships** | **Analyzes the** **complexities of intercultural and intracultural relationships.** **Identifies and elaborates** on the ways in which relationships are **diverse with regard to experiences both between cultures and within** cultures. | **Articulates diverse features of intercultural and intracultural relationships**. Devotes attention to diversity in relationshipsand experiences **between cultures or within** **cultures**, but may not adequately describe both. | **Describes some diverse features** of intercultural and intracultural relationships. **Begins to describe** diversity in relationships and experiences between cultures or within cultures, but information may not be detailed**.** | Provides **very little description** of diversity in intercultural and intracultural relationships and/or information provided is flawed, inaccurate, or biased. | **No references to diversity in intercultural or intracultural relationships.** |
| **Understanding of Intersectionality** | **Analyzes the intersectionality of issues relating to two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.). **Information provided is compelling and insightful.** | **Identifies the intersectionality of issues relating to** **two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.). **Information provided is accurate and addresses complexities.** | **Describes issues relating to** **two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.), but **does not address how these issues intersect**. **Information provided is mainly surface-level.** | **Begins to describes issues relating to** **two or more social constructs** (e.g., race, ethnicity, gender, socioeconomic class, disability, sexuality, religion, age etc.), without **addressing intersectionality**. **Information provided may be flawed or biased.** | **No references intersectionality of issues.** |
| **Civic Literacy and Awareness of Social Justice** | **Connects and extends knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation in civic life, politics, and government. **Shows depth in connection of knowledge to civic participation and demonstrates attention to the advancement of social justice.** | **Connects knowledge** (theoretical and empirical) from an academic discipline to civic engagement and/or participation in civic life, politics, and government. **Expresses some awareness of issues relating to social justice.** | **Begins to connect knowledge** (theoretical and empirical)from an academic discipline to civic engagement and/or participation in civic life, politics, and government. **May not explicitly address issues relating to social justice.** | **Begins to identify knowledge** (theoretical and empirical)from an academic discipline that is relevant to civic engagement and/or participation in civic life, politics, and government. **Does not address issues of social justice.** | **No references to issues relating to civic participation or social justice.** |