Assessment of Diversity Learning Outcomes:
A Look at the Core Diversity Learning Assessment and Student Perspectives on the Core Requirement, and Responses from Student Surveys

Office of Assessment[1]
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Overview:

This report looks at SCU students' learning and experiences related to diversity from three data sources:

- An assessment of student work in Core courses meeting the diversity requirement,
- Students' contributions to the assessment process and their reflections on this Core area, and
- Student responses on diversity-related measures gathered from national surveys from 2015.

Taken together, these data offer a view of student learning and appreciation of diverse others, the mechanisms by which inequities are perpetuated, and the impact of intersectionality, as well as the ways in which diverse perspectives are manifested in student work and interpersonally on campus.

Summary of findings:

- Findings show that although over half of SCU students value a diverse learning environment and have some understanding of diverse human experiences, fewer can examine diversity as constituted through intersections of social categories and have a deep understanding of some of the paradigms that lead to and perpetuate inequity and justice. SCU students have many suggestions for ways to enhance Core outcomes and promote deeper and more meaningful discussions of diversity.

- Similarly, most SCU students tend to fall into the mid-range of scales that measure pluralistic orientation, critical thinking and judging what is important to know and value through a cultural lens, and understanding and awareness of various cultures and their impact on our global society.

- While students make gains in these dispositions from first to senior year, interactions with diverse others do not increase across the four years and first year students think the institution does more to emphasize diversity than do seniors. Moreover, although many students report they include diverse perspectives in class discussions or assignments, one-third do this only occasionally or not at all.

- Students of color experience the interpersonal climate around race and ethnicity on campus differently from white students—they report more frequent negative cross-racial interactions and Hispanic and black students are less satisfied with the racial and ethnic diversity of the campus compared to white and Asian students. The findings point to workshops on diversity as a way to enhance the pluralistic orientations for white students and to promote more positive cross-racial interactions for students of all races and ethnicities.

[1] For questions or more information about this report, please contact Chris Bachen, Director of Assessment or Megan France, Assistant Director of Assessment.

Background on Diversity Core requirement

According to the Proposal for the Core Curriculum (2007), the diversity requirement seeks to deepen students'" knowledge of diverse human experiences, identities, and cultures." In addition, diversity courses "analyze the relations between peoples or social categories that are associated with differences in power and privilege, such as race, gender, ethnicity, nationality, citizenship, religion, class, sexual orientation, physical ability, and so on." The requirement also includes comparative and intersectional analysis of diversity across categories such as race and gender, and an emphasis on populations and cultures within the US.

Assessment of student work from Diversity Core courses

In 2015-16, the Office of Assessment worked with faculty teaching Core Diversity courses to gather student work related to the four learning objectives. Student work was drawn from a random sample of students from diversity courses taught during winter quarter, 2016. Of the 684 students who took a diversity course, 15% were sampled. Of those sampled, 56% were female, 21% identified as Asian, 2% were Black, 12% were Hispanic, 18% were multi-ethnic, and 46% were White. Although it is recommended to students to complete the diversity core requirement in their first two years, only 50% of those sampled were first or second year students.

Faculty teaching the courses identified assignments or exam questions that would provide the clearest evidence for student learning with respect to diversity learning objectives that include:

Each learning objective was scored using a rubric partially adapted from AAC&U's Intercultural Knowledge & Competence VALUE rubric (see Appendix A). Student learning for each objective was scored on a four-point proficiency scale.

Nine faculty participated in a scoring session in the summer of 2016, evaluating work from a total of 98 students from 18 different Diversity core classes. Two raters evaluated the work from each student in order to check for consistency in applying the rubrics. Approximately 51 percent of all scores were in complete agreement and 34 percent of others varied by just one point. In the remaining 15 percent of cases, two raters either differed by two points or more (e.g., one evaluator rated a given learning objective a "1," while another gave it a "4,") or one rater thought the student work did not address the learning objective at all (giving a score of 0), but another gave the same work an actual rating. In these cases, a third rater independently scored the work to reconcile the differences. Inter-rater reliability (IRR) was calculated using AgreeStat®, using simple ordinal weights and Gwet's AC2 agreement coefficient (see Table 1). Landis-Koch benchmark was used to interpret the coefficient. Overall, agreement was moderate, indicating raters scored student work and used the rubric somewhat consistently, but there is room for improvement. The weakest agreement among raters was on LO3, the objective focusing on intersectionality.

Table 1. Agreement Coefficients

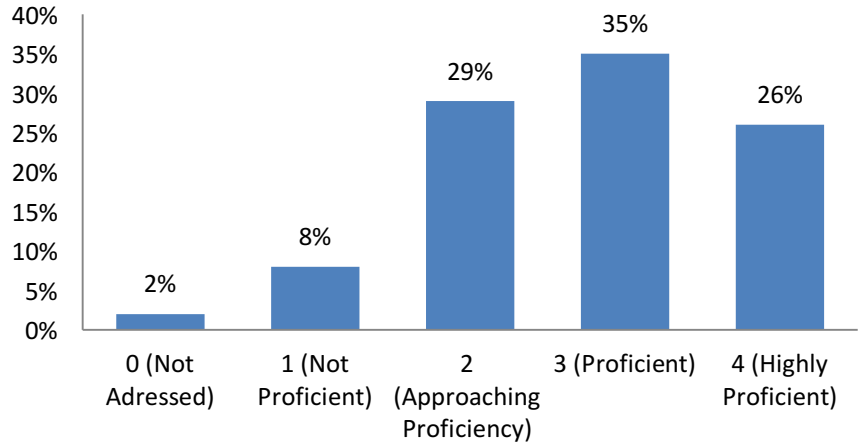
Learning Objective	Gwet's AC2	Benchmark
LO1	0.75	Moderate
LO2	0.78	Moderate
LO3	0.65	Fair
LO4	0.74	Moderate

What we learned from analyzing the student work

LO1: *Describe examples of diverse human experiences, identities, and cultures in the United States.* (Core Goals: Diversity, Perspective)

Student work was generally judged as proficient or highly proficient in this learning objective (combined 61 percent), which addresses the goals of students developing knowledge of diverse experiences, identities, and cultures (see Figure 1). Another 29% of the work was rated as approaching proficiency. Deeper analysis of these diverse experiences, including structures that limit equity, can build on these understandings.

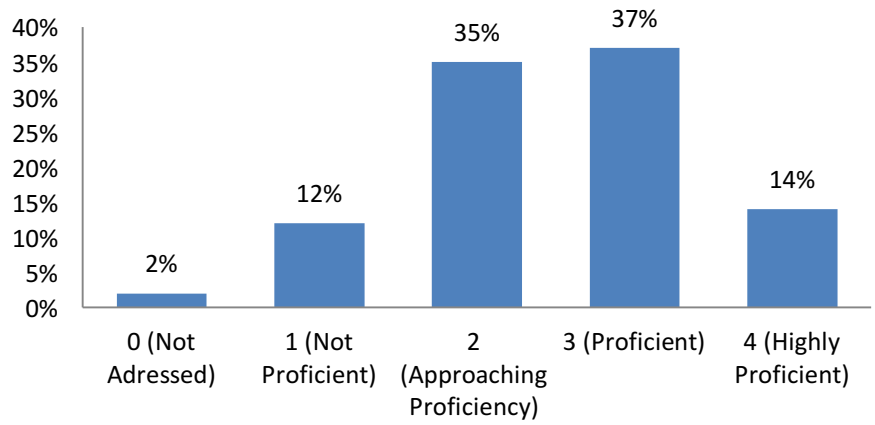
Figure 1: Percent of Rubric Scores for Learning Objective 1



LO 2: *Identify and discuss paradigms that lead to inequity and injustice.* (Core Goals: Perspective, Social Justice)

A critical learning outcome involves students' developing knowledge of the structures and paradigms that lead to inequity and injustice. Just over half (51 percent) of the student work was rated as proficient or highly proficient in this regard, with another third of the work (35 percent) approaching proficiency. The raters found that two percent of the student work submitted did not address this issue at all (see Figure 2).

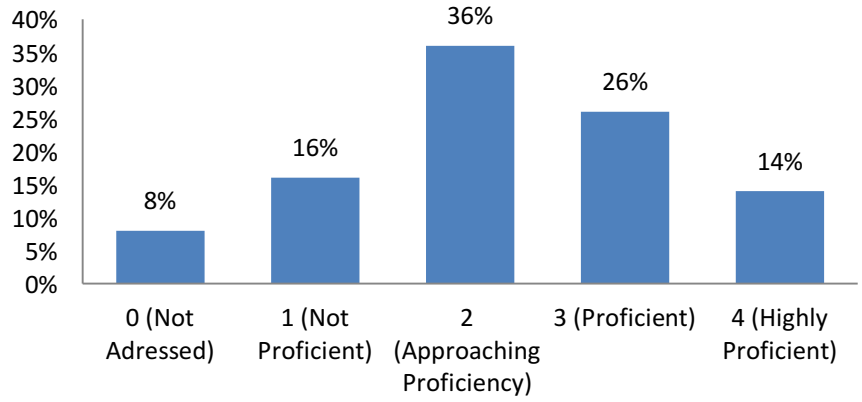
Figure 2: Percent of Rubric Scores for Learning Objective 2



LO3: *Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.* (Core Goals: Diversity, Complexity)

Of all the learning objectives, LO3 had the greatest percentage (8 percent) of student work submitted that was judged as not addressing the learning objective dealing with intersectionality (see Figure 3) and 16 percent of the work was rated as not proficient. In addition, less student work (40 percent) was judged as proficient or exceeding proficiency than any of the other learning objectives.

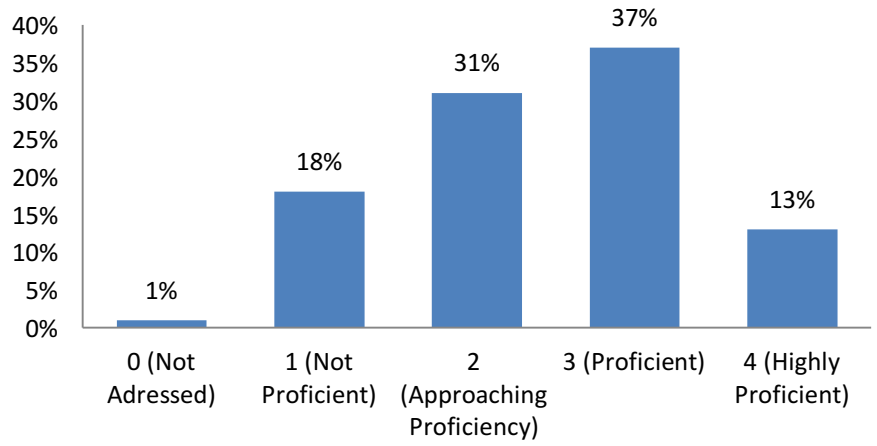
Figure 3: Percent of Rubric Scores for Learning Objective 3



LO 4: *Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.* (Core Goals: Diversity, Social Justice)

Half of the students (50 percent) provided evidence that they were able to analyze differences in power and privilege at a proficient or highly proficient level, and just under one-third (31 percent) approached proficiency (see Figure 4). On the other hand, 18 percent of the work was given a rating of "not proficient."

Figure 4: Percent of Rubric Scores for Learning Objective 4



Group Differences

In addition to looking at the scores overall, the assessment data was investigated to see if there were difference in scores by gender, race/ethnicity and class level. No statistically significant differences were found for these three groups.

Conclusions from the assessment of student work in diversity core courses

The rubric scores indicate that in three of the four objectives, about half of the student work is evaluated as proficient or higher. Another sizable percentage (a quarter to a third) of the work is judged as approaching proficiency. A fairly high number of students are not addressing intersectionality or issues of power and privilege—or are doing so in a way that does not meet the minimum expectations set by the Diversity Faculty Core Committee. These learning objectives are more complex and require a deeper level of analysis and faculty discussions during norming revealed somewhat different understandings of the meaning of the two learning objectives. The raters concur that additional faculty discussion of the meaning of the learning objectives, the type of student learning faculty would like to see demonstrated, and assignments, readings, and discussions that stimulate that type of learning would be a valuable follow up to the assessment.

Students' evaluation of the diversity Core requirement

In 2015-16, students in Unity 4 requested a review of the Core diversity requirement along with a review of other programs and initiatives. Since we were conducting a core assessment of diversity during this same time frame we were able to include students in the process.

The Office of Assessment hosted two three-hour meetings in which students participated in a discussion and review of the objectives of the Diversity Core requirement and in an assessment of student work. We also asked for general feedback from the students about the diversity requirement.

The meetings were attended by 10 students in all, along with Chris Bachen and Megan France from the Office of Assessment, and Ray Plaza from the Office of Diversity and Inclusion.

We invited students to participate in the process of assessment of student learning we use at SCU, although this process was abbreviated because of time limitations. After a review of the learning goals and objectives, we reviewed the assessment rubric and then applied it to two different anonymized student papers for the norming. After reviewing the rubric, students scored the two papers and shared their scores. Students provided feedback on the rubric and assessment process, and on the core requirement more generally.

<u>Feedback on rubric/assessment process:</u>

- The students provided useful feedback on the rubric. Specifically, they noted the discrepancy between learning objective 1.2 which refers to structures that led to inequities and the rubric that anticipates the now revised objective 1.2 that refers to explaining factors that led to *and perpetuate* inequities.
- Students noted that their interpretation of the rubric was affected by their knowledge of the subject matter of the paper/assignment and by their own personal experience.
- The particular challenge of demonstrating a nuanced understanding of intersectionality (e.g., race, ethnicity, social class, gender, nationality, etc.) was noted.

<u>The following issues were noted by the students in discussion of the requirement:</u>

1. The timing of completion of the Diversity core course
    - Students also noted that many students do not take the diversity requirement until later in their academic career. Some then select introductory-level courses because they think they will be easier. This is problematic for two reasons: 1) students taking the requirement later have less time to incorporate what they learn about diversity in their education and 2) these students can have a dampening effect on first or second-year students as they may bring a negative or indifferent attitude. Students thought that the diversity core should be taken at the end of the first-year or beginning of the second-year. They also endorsed the idea of a diversity module during orientation.

2. A need to augment the Core requirement course
    - One student suggested that as part of the diversity core requirement, students should have to attend a certain number of diversity events on campus (or off-campus). This could include Difficult Dialogues or other events sponsored by the MCC.

3. A problem with Diversity Core double-dippers
    - Students noted that some diversity courses in the disciplines may give less attention to diversity issues and prioritize learning more germane to the discipline. This weakens the requirement.

4. The need to integrate a focus diversity in all disciplines
    - A number of students from one of the sessions noted that they didn't actually like that the diversity requirement was part of the core. They felt this made it something other students try to "check off" their list of required classes and they don't see it as something that permeates their life. They feel that by having diversity separated from discipline-specific curriculum, it is not seen as a rigorous course or as important. They would like diversity topics to be part of various majors' curricula and made the point that in life, diversity isn't something we can separate as it crosses all fields, professions, and careers. They also suggested tying diversity topics into advanced core classes like Advanced Writing, making it part of the content but not necessarily the main focus to teach diversity. Students in STEM noted that there were many missed opportunities to integrate diversity into STEM, even by highlighting female engineers or scientists and engineers of color.

5. Identification of class environments or teaching methods that benefit Diversity core courses
    - Class assignments that required perspective-taking were seen as valuable. For example, a U.S. Foreign Policy course required students to first write a foreign policy brief from the U.S. perspective, and then write a policy brief with the perspective of another country responding to the U.S. This was a powerful and challenging assignment for students to take the perspective of another country.
    - Promotion of discussion and debate
    - Smaller classes where the students get to know their classmates better and develop empathy for one another
    - Encouragement of self-reflection. Students need to be challenged to discuss why diversity matters and explore where they are with respect to their understanding/experience with diversity
    - Helpful when professors share personal stories/struggles
    - Important that students feel they are in a safe environment to ask questions/discuss
    - Provide part of the class (for example, the last 20 minutes) for questions and allows students to drive the conversation.
    - Bringing in current events (even in courses that are more historical) and visuals/media to engage students
    - Faculty need to hold students accountable for things they say that are factually untrue
    - Faculty must build diversity into their courses and not just rely on students to do this through presentations or discussions.
    - Faculty might consider developing two key assignments: one that could be earlier in the quarter that addresses LO 1.1 and 1.2, and one that aligns with 1.3 and 1.4 later in the quarter

We observed that many students focused on race and ethnicity in their analysis of the Diversity Core requirement. This was very likely due to the fact that many of the participating students were part of Unity 4, and deeply concerned the campus climate surrounding race and ethnicity.

Diversity-Related Survey Data

To complement the direct assessment of the diversity Core requirement, we also examined survey data, including data from the National Survey of Student Engagement (NSSE) and data from the HERI College Survey (CIRP), national surveys in which Santa Clara University takes part. The data reported below come from questions that are either framed quite broadly about cultural experiences or focus on race or ethnicity. The national surveys contain relatively few questions that deal specifically with gender or other social categories.

NSSE and CIRP-CSS

Every three years, SCU participates in NSSE, gathering information from students about their experiences and engagement in various educational activities. The NSSE was last administered to both first-year students and seniors in Spring 2015. Students were emailed a link to the survey and completed it online. In addition to the general survey, the Global Perspective Inventory (GPI), an add-on module, was also administered with the NSSE. The GPI measures how students think, view the culture, and relate to others from other cultures, backgrounds, and values. SCU also participates in the CIRP survey. This survey focuses on a slightly different set of questions about students' experiences in their academic and co-curricular activities, as well as their attitudes and behaviors. The CIRP was last administered to students just prior to entering SCU and to seniors in Spring 2015. Students completed both the NSSE and CIRP online.

Participants

About 35% of first-year students and graduating seniors (N=395 and 393, respectively) completed the NSSE. The demographics of survey completers are generally representative of the student population at SCU, with the exception of gender (fewer males completed the survey than females). About 40% (N=481) of graduating seniors completed the CIRP-CSS. Of those, 64% were female. Unlike the NSSE, we did not have CIRP data from first-year students for the items used in this analysis. (See Appendix B for demographic breakdown of students who completed the 2015 NSSE and CIRP surveys.)

Students' responses to perspective taking and knowledge of diversity

We first examined the GPI module of the NSSE with its two cognitive subscales: Cognitive Knowing and Cognitive Knowledge—both of which align well with the Diversity Core learning objectives. Cognitive Knowing is defined as critical thinking and judging what is important to know and value through a cultural lens, including items such as, "I consider different cultural perspectives when evaluating global problems." Cognitive knowledge encompasses understanding and awareness of various cultures and their impact on our global society (Braskamp, Braskamp & Engberg., 2014[2]), including such items as, "I know how to analyze the basic characteristics of a culture."

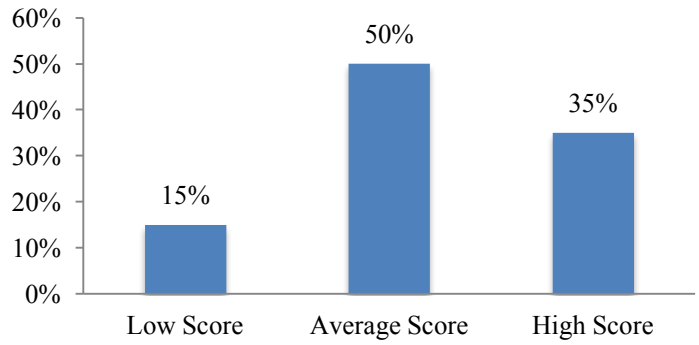
We were interested in students' overall scores on these scales, as well as possible differences between first years and seniors. The Cognitive Knowing scale ranges from 16 to 35, while possible scores on Cognitive Knowledge range from 7 to 25. An independent samples *t*-test was used to test for significant

[2] Braskamp, L., Braskamp, D. C., & Engberg, M. E. (August, 2014). Global Perspective Institute Inc. Chicago, IL 6061. Accessed at https://gpi.central.edu/supportDocs/manual.pdf

mean differences on the two subscales. Results showed that seniors (M = 26.0, SD = 3.6) scored statistically significantly higher than first-years (M = 25.0, SD =3.1) on Cognitive Knowing; $t(713)=3.88$, $p < .001$. Similarly, seniors (M = 18.7, SD = 2.9) scored statistically significantly higher than first year students (M = 17.8, SD = 3.2) on Cognitive Knowledge ($t(712)=3.63$, $p < .001$). Although it is encouraging to know students report higher levels of cognitive knowing and cognitive knowledge as seniors than as first-years, it is expected students to grow in this area as they move through the college experience. Still, the average for students—on both scales—is close to the midpoint inviting the question whether we are satisfied with that result.

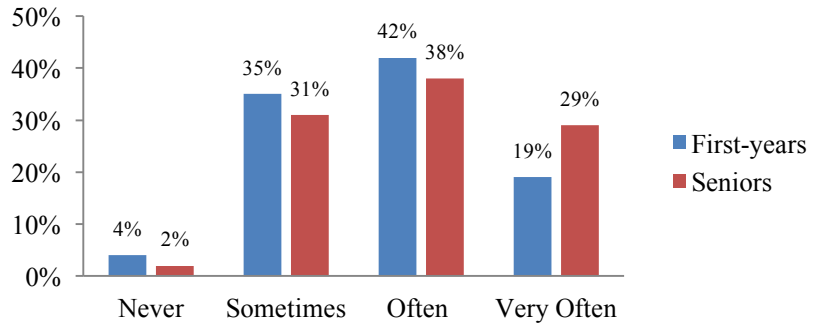
The CIRP-CSS includes a set of items for seniors that form the construct of Pluralistic Orientation. These include skills and dispositions students need to work effectively with diverse individuals and include items like, "Rate yourself on your tolerance of others with different beliefs compared with the average person your age." Using national data, CIRP groups students into three levels of Pluralistic Orientation: low, average, and high. Fifteen percent of SCU seniors fall in the low score category, 50% receive an average score, and 35% obtain a high score (see Figure 5).

Figure 5: Distribution of Senior Students' Scores on Pluralistic Orientation



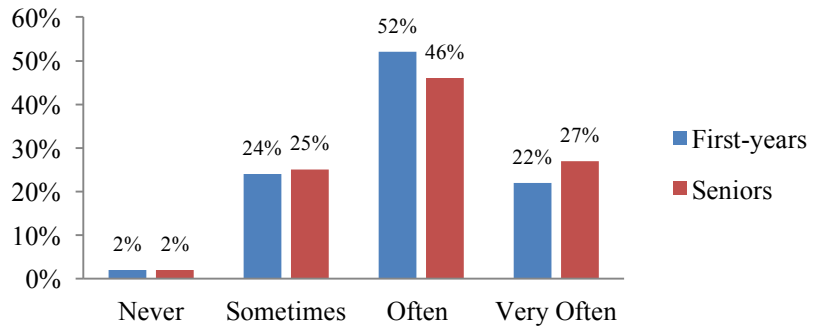
NSSE asks students how frequently they incorporate diverse perspectives in course discussions or assignments. Both first years and seniors say they do this often or very often, but seniors reported a statistically significant greater frequency of incorporating diverse perspectives in their course discussions or assignments compared to first year students ($\chi^2(3) = 9.86$, $p < .05$) (see Figure 6).

Figure 6: Inclusion of Diverse Perspectives in Course Discussions or Assignments by Year



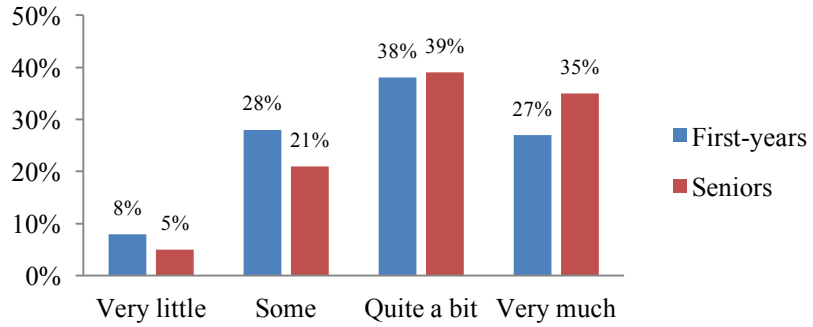
Students were also asked how often they try to understand someone else by taking their perspective. First year students and seniors are about equal in this ($\chi^2(3) = 3.30$, $p = .35$), with most students saying they do this "often." (see Figure 7).

Figure 7: Self-Reported Perspective-taking by Year



The NSSE also asks students about their perceived gains in understanding people of other backgrounds during their time in college. Seniors reported significantly higher gains than first year students ($\chi^2(3) = 9.29$, $p < .05$) (see Figure 8).

Figure 8: Gains in Understanding People of Other Backgrounds by Year

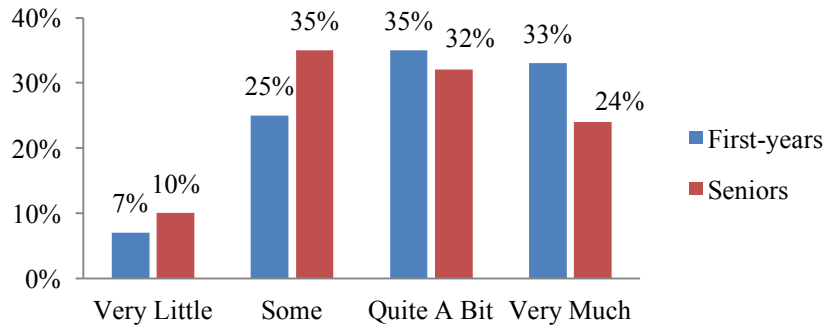


Students' interactions with diverse others

It is interesting to examine students' reports of interactions and engagement with diverse others throughout their educational experience. Four items ask students how often they have had discussions with someone of a different race or ethnicity, of a different economic background, with different religious beliefs, or with different political beliefs, using a 4-point frequency scale. A single measure ranging from 4 to 16 was created from these items. All students reported having conversations with diverse students quite frequently, with no statistically significant difference by year (First year students M = 12.9, SD = 2.67; Seniors M =12.6, SD = 2.71) ($t(747) = -1.47$, $p = 0.14$).

The NSSE also asks students to report how much they perceive their institution encourages contact among students from different backgrounds. First year students felt this was emphasized more than seniors ($\chi^2(3) = 15.11$, $p < .01$). This may be due to the types of programming and courses aimed at first-year students in orientation and residential learning communities (see Figure 9).

Figure 9: Institutional Emphasis on Encouraging Contact Among Students from Different Backgrounds, by Year

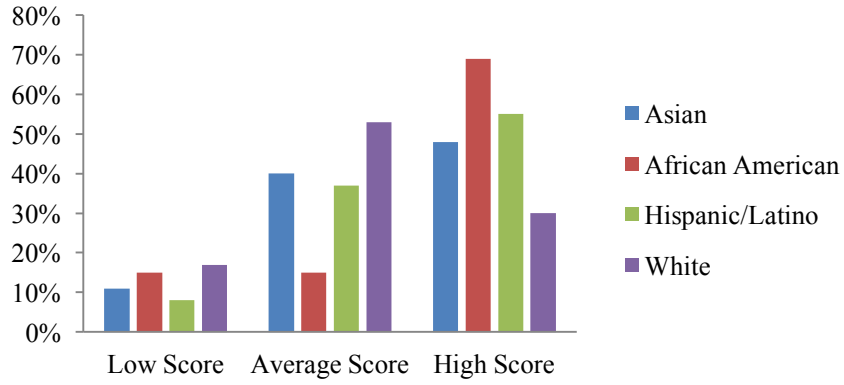


The CIRP survey also includes two constructs that relate to either positive or negative interactions students have with racially diverse others: Positive Cross-Racial Interaction and Negative Cross-Racial Interaction. A sample item from Positive Cross-Racial Interaction asks, "To what extent have you shared personal feelings and problems with students from a racial/ethnic group other than your own?", while a sample item from Negative Cross-Racial Interaction asks, "To what extent have you had tense, somewhat hostile interactions with students from a racial/ethnic group other than your own?" Thus, like the NSSE diverse discussion items, these CIRP constructs also measure students' interactions and behaviors with diverse others, but these constructs provide information about the nature of those interactions—positive or negative.

About half (51%) of SCU seniors score "high" in positive cross-racial interaction, while 41% fall into the "average" range. Nine percent score as "low." There were no differences among students of different race and ethnic group in their frequency of positive cross-racial interaction ($\chi^2(6) = 7.66$, $p = .26$).

In addition to positive interactions, students may also experience negative cross-racial interactions. A substantial number of SCU seniors (39%) were classified as "high" on the negative cross-racial interaction construct, meaning they had experienced more negative cross-racial interactions. An additional 47% score in the "average" range, while 14% score "low." As Figure 10 shows, more students of color were in the high category of negative cross-racial interactions than white students: 48% of Asian students, 69% of Black students, 55% of Hispanic students, whereas 30% of White students were classified as high, and this difference in distributions was statistically significant, ($\chi2(6) = 26.82$, $p < .001$).

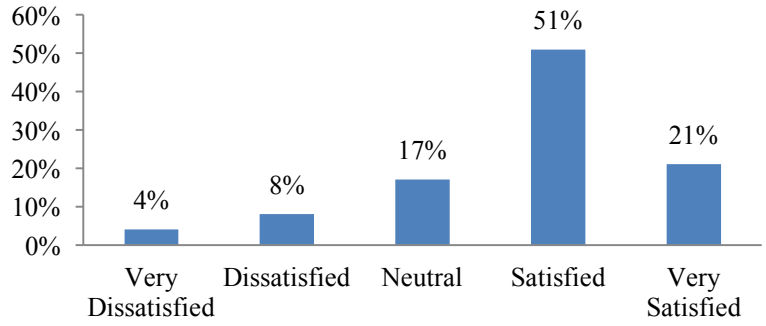
Figure 10. Scores on Negative Cross-Racial Interaction by Race and Ethnicity



Perceptions of diversity at the campus level

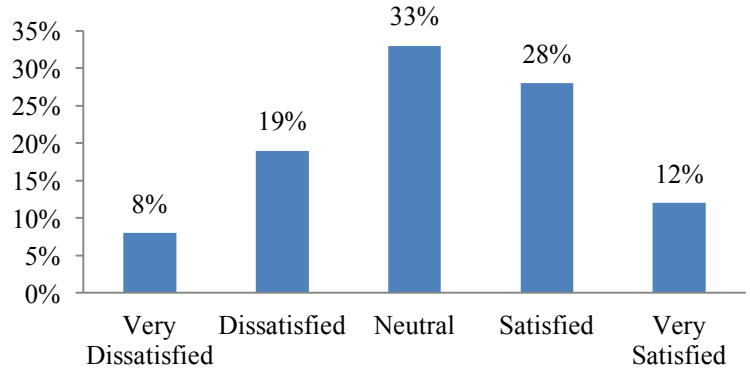
The CIRP included two overarching measures about campus-level perceptions of diversity. The majority of seniors (72%) were satisfied or very satisfied with the respect given to the expression of diverse beliefs on campus (see Figure 11).

Figure 11: Satisfaction with Respect for Expression of Diverse Beliefs



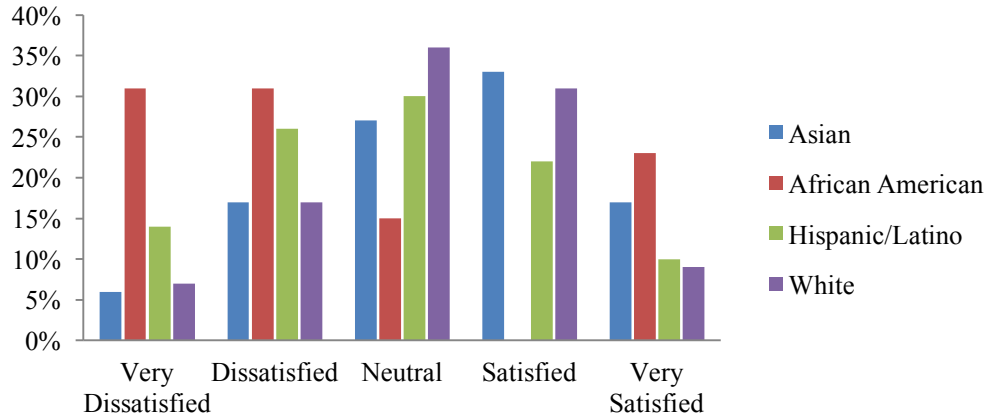
When asked about their satisfaction with the diversity of the student body, however, only 40% of seniors were satisfied or very satisfied (see Figure 12).

Figure 12: Satisfaction with the Racial and Ethnic Diversity of the Student Body



Would students of different races and ethnicities experience different levels of satisfaction with respect for the expression of diverse beliefs or with their satisfaction with the racial and ethnic diversity of the student body? While there was not a difference on satisfaction levels for the expression of opinions by students' race or ethnicity ($\chi2(3) = 7.519$, $p = .06$), there was a difference with how satisfied different groups were with the diversity of the student body ($\chi2(3) = 12.87$, $p < .01$) (see Figure 13). Asian and White students were more satisfied than dissatisfied with the diversity of the student body, but Hispanic/Latino and African American students were more dissatisfied than satisfied with the diversity of the student body.

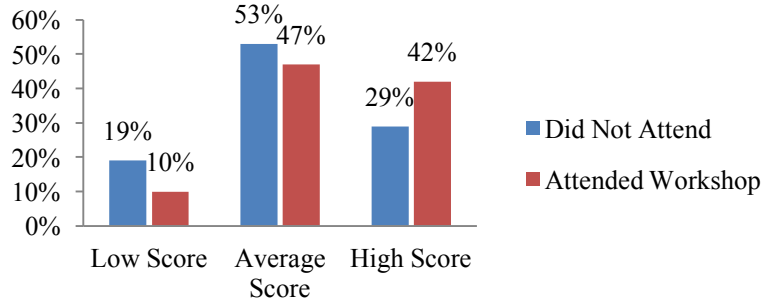
Figure 13. Satisfaction with the Racial and Ethnic Diversity of the Student Body by Race and Ethnicity



Co-Curricular Experiences related to Diversity Outcomes

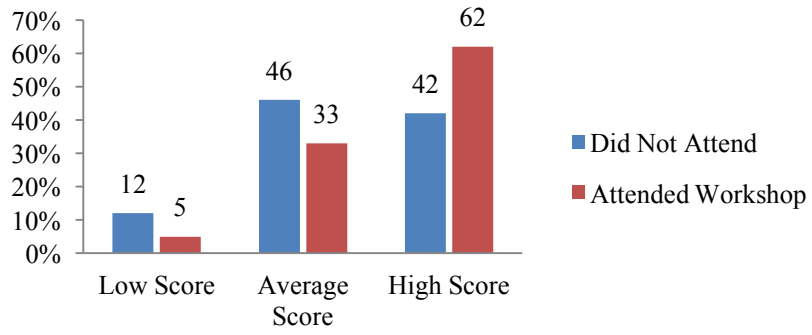
In addition to academics, there are also co-curricular experiences available to students that are focused on diversity. The 2015 CIRP data show that 44% percent of SCU seniors have attended a racial/cultural awareness workshop. This experience is associated with positive diversity outcomes. For example, we see that seniors who attended diversity workshops rate themselves more highly on pluralistic orientation and the difference is statistically significant, $\chi^2(2) = 12.39$, $p < .01$ (see Figure 14). This was not the case however, across students of all races and ethnicities. Due to the small sample sizes in some racial or ethnic groups, we decided to investigate the data dichotomously, breaking students into two categories: white or non-white. When looking at the relationship between workshop attendance and Pluralistic Orientation, White students who attended a workshop scored higher on Pluralistic Orientation than white students who did not attend a workshop (($\chi^2(2) = 6.74$, $p < .05$). However, workshop attendance was not associated with Pluralistic Orientation scores for non-white students, (($\chi^2(2) = 0.95$, $p = .62$).

Figure 14: Pluralistic Orientation Scores by Racial/Ethnic Workshop Attendance



Similarly, students who attended a diversity workshop report statistically significantly more frequent *positive* cross-racial interactions than students who didn't have this experience $\chi^2(2) = 20.62$, $p < .001$. (See Figure 15). This is the case for both white and non-white students: a three-way cross-tabulation was significant for white ($\chi^2(2) = 7.17$, $p < .05$) and non-white ($\chi^2(2) = 8.47$, $p < .05$) students.

Figure 15: Positive Cross-Racial Interaction by Racial/Ethnic Workshop Attendance



Conclusion

The two key purposes of conducting assessments of student learning is to discover more about how well students are meeting the goals we set for them in the Core and as a university more generally and to develop strategies for improving student learning if the evidence points in that direction. Across the various sources of data, we conclude that students are making progress on the learning goals we have set for diversity, but that there is room for improvement.

The findings of the Core diversity assessment show that the four learning objectives for the Core are being met or exceeded in about 50 percent of the student work samples reviewed. Most of the remainder of the students' work is rated as approaching proficiency with a relatively small percent of the work judged as not meeting the learning objectives. One of the areas in which student learning is weakest is in their demonstrated understanding of intersectionality—this was an important new outcome for the 2009 Core and one that will benefit from faculty discussion. From the scoring sessions, it was clear that faculty were interpreting this objective in different ways.

The two student groups who participated in the diversity assessment helped identify a number of ways for the Core requirement to be more successfully implemented. They shared successful strategies faculty had used to advance learning in this area, especially when thinking about race and ethnicity. The students also identified classroom practices that were not helpful, such as not challenging inaccurate perceptions about race. They recommended that students complete the diversity core requirement in their first year or early in their second year and that additional curricular or co-curricular attention be given to diversity learning outcomes.

In sum, the findings from the Core assessment suggest that Core goals for diversity are being partially met and that there is room for improvement. Faculty teaching Core Diversity courses can follow up by discussing strategies for developing assignments and other learning experiences that will deepen and advance student learning in this area, especially in raising awareness of intersectionality and its impact on privilege or marginalization.

The student survey data shows that students generally perceive themselves making gains in perspective taking and pluralistic orientation, that they are engaged in diverse interactions quite often, and perceive the campus to be quite encouraging of diverse perspectives and contact. Still there is room for continued development in this area. SCU students fall in the mid-point of scales that measure a more

critical thinking about culture, race and ethnicity, tolerance, and understanding of global others. It is important to note that students of color generally are less satisfied with the campus environment in this regard. During the 2016-2017 academic year--for the first time, all incoming SCU first-years are taking part in a three-part program of diversity trainings and workshops. This programming, along with the Core courses, may strengthen diversity learning especially for white students and lead to fewer negative cross-racial interactions for students of color. We will also want to focus on the outcomes of this programming for other outcomes related to gender, nationality, socioeconomic status, physical or cognitive ability, and other social categories.

SCU prioritizes diversity learning goals and outcomes; these contextualized in terms of the social justice mission of the university. Yet we find that we can do more to achieve the goals we have set. The findings show that in addition to educating for diversity in Core courses, diversity learning should be encouraged across the curriculum and in students' activities outside of class, as well. The findings invite us to think in new ways about how we can foster an integrated educational experience in which students learn about diversity and the systems that undermine equity and inclusion, and develop the dispositions and skills that allow them to interact with diverse others sensitively, empathetically, and effectively.

Appendix A: Core Diversity Assessment Rubric

Objective	Highly proficient - 4	Proficient - 3	Approaching proficiency - 2	Not proficient - 1
l.1 Describe examples of diverse human experiences, identities, and cultures in the United States.	Significant elements of the cultural experience are described clearly and comprehensively.	Significant elements of the cultural experience are described clearly.	Significant elements of the cultural experience are provided, but description leaves some components undefined, ambiguous, or unexplored.	Elements of the cultural experience are identified, but with little elaboration or may include serious gaps.
1.2 Identify and discuss paradigms that lead to inequity and injustice.	Provides a developed and insightful analysis of relevant structures and/or processes that lead to inequity and injustices for relevant groups.	Identifies and provides some analysis of relevant structures and/or processes that lead to inequity and injustices for relevant groups. *Coding note: Analysis is reasonable, but may not extensively developed.*	Identifies but provides minimal analysis of relevant structures and/or processes that lead to inequity and injustices for relevant groups. *Coding note: Analysis could be very limited or inconsistently applied.*	Names structures and/or processes that lead to inequity and injustice. The response does not indicate an understanding of structural conditions/processes and their impact. *Coding note: also use a "1" if the structure or process does not seem relevant to the diversity learning objectives*.
1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.	Demonstrates a nuanced understanding of intersections between social categories; can explain the relevance of and implications resulting from this intersectionality.	Demonstrates a basic, but well-grounded, understanding of intersections between social categories; can identify reasonable implications resulting from this intersectionality.	Demonstrates a limited understanding of the intersections between social categories that may rely too heavily on broad generalizations or not describe the importance or implications of the intersectionality.	May identify an intersection between social categories, but does not elaborate on the meaning or implications or of this, or explanations may have fundamental inaccuracies.
1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.	Provides a meaningful and insightful analysis of differences in access to social, economic, political, or other resources associated with power and can explain how these are aligned with listed social categories.	Provides a coherent analysis of differences in access to social, economic, political, or other resources associated with power and can explain how these are aligned with listed social categories.	Provides a partial or superficial analysis of differences in access to social, economic, political, or other resources associated with power aligned with listed social categories.	Can identify a difference in access to social, economic, political, or other resources associated with power aligned with listed social categories, but does not provide an analysis of this or the explanation given contains significant inaccuracies or limitations.

Please use a score of "0" if the student does not address the content of the learning objective in her or his work.

Appendix B

Table 1. NSSE Participant Demographics

	First-years	Seniors
Gender		
Female	62%	65%
Race/Ethnicity		
Asian	28%	14%
African American	4%	3%
Hispanic/Latino	17%	19%
White	46%	46%
Not specified	5%	18%
Major Cluster		
Business	24%	29%
Engineering	23%	12%
Arts and Humanities	8%	14%
Math and Natural Sciences	23%	18%
Social Sciences	10%	27%
Undeclared	12%	0%

Table 2. CIRP Participant Demographics

	Seniors
Gender	
Female	64%
Race/Ethnicity	
Asian	19%
African American	3%
Hispanic/Latino	15%
White	51%
Not specified	12%
Major Cluster	
Business	26%
Engineering	11%
Arts and Humanities	17%
Math and Natural Sciences	19%
Social Sciences	25%