US Diversity Graduation Requirement

Assessment Reporting Form -- 2016-2017

The United States has always been and remains a place of diversity, contest and inequality.  The U.S. diversity course explores the ways in which diversity has enriched and complicated our lives. The course examines the intersections of two or more of the following categories of identity in the United States: race, ethnicity, gender, class, religion, sexual orientation, and/or disability.  By considering peoples’ lived experiences as members of dominant and subordinated groups, this course equips students to engage a complex, diverse United States. Students fulfilling the U.S. Diversity graduation requirement will (as approved by faculty April 2014):

* Gain a solid grasp of the course content
* Become more knowledgeable about a complex and diverse United States
* Enhance critical thinking about issues of position, power and privilege
* Recognize the multiple identities that shape our interactions with one another
* Develop skills to engage in respectful and civil dialogue with others who have different perspectives

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**All faculty teaching a US Diversity courses gather data to address this question:**

*Can students apply a range of critical and/or historical perspectives to analyze how power, position, privilege affect the lived experiences of groups and individuals in the United States?*

**Rationale:** By choosing this more holistic question (rather than faculty members choosing one of the learning outcomes to assess), the working group seeks to gather data that will help inform our conversation next year about a potential revision of these learning outcomes to better reflect the rigorous work of these classes.

1. What method did you use to gather information to answer the question?
2. Results:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Were able to | | Were not able to | | Did Not Attempt | |
| # | % | # | % | # | % |
|  |  |  |  |  |  |

1. What was your criteria to determine “Were able to”?
2. Please include any details that the faculty working group (meeting 2017-18) who will analyze these results might find useful as they analyze the data (e.g., demographics of the students by graduation year, previous coursework the students might have had, where the assignment fits in with the sequence of other assignments, etc).