

Diversity Outcomes Work Group:  
Recommendations to the Students First Academic & Student Affairs Consolidation Committee  
5/10/2022

### **Work Group Charge & Final Recommendation**

The Diversity Outcomes work group was charged by Provost Rooke on 12/1/21 to “develop course outcomes to meet the embedded diversity requirement in the CT State Community College General Education core (approved by the BOR in May 2020). The outcomes should be assessable, informed by the approved definition of a diversity course, and consistent with the philosophy, guiding principles, and program outcomes for the approved General Education core. The work group is responsible for circulating an initial draft of the outcomes to campuses for feedback and then revising the outcomes as needed for approval by the Students First Academic & Student Affairs Consolidation Committee (SF ASA CC), College Consolidation Implementation Committee (CCIC), and CT State Community College and CSCU Provosts.” The work group submitted its initial recommendations on April 30, 2021; and was asked to consider the feedback received from the campuses and, revise its recommendation as needed, in order to submit its final recommendations of the diversity outcomes for general education courses to the SF ASA CC no later by May 2022.

### **Summary of Meetings**

The group met six times from February 2022 through April 2022. During these meetings, the group members:

- Reviewed the charge of the group (see above) and discussed the proposed timeline for completion of the work
- Reviewed the General Education Policy and the definition of an embedded diversity course
  - o <https://www.ct.edu/files/policies/1.21%20Policy%20on%20General%20Education%20Core.pdf>
  - o “Diversity courses have substantial content that addresses racial, ethnic, gender, socioeconomic, sexual orientation, religious or other types of diversity.... Diversity courses are intended to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead.” ~ UCLA Definition from Registrar’s page
- Reviewed feedback received from the campuses in 2021
  - o A committee representative also met with CCS 101 Advisory Council

- Revised the criteria to be addressed by courses to receive the diversity designation
- Revised the rubric for course review

The content should...

- o provide for at least an introduction to issues of diversity, equity, and inclusion
- o provide meaningful academic experiences related to issues of diversity, equity, privilege, marginalization, oppression, social justice, and/or non-western perspectives
- o encourage the examination of the above issues through a critical lens
- o promote the development of perspective-taking and empathy for the experiences of others
- Developed guidelines and recommendations for student learning outcomes to meet the embedded diversity requirement. Outcomes should...
  - o be clear and assessable
  - o use inclusive language
  - o be consistent with definition of diversity course
  - o be broad enough to allow flexibility in the type of diversity courses may address
  - o be appropriate for an introductory or foundational course
  - o avoid language that dictates specific assignments/assessments must be used
- Discussed the benefits of a specific SLO based approach versus the course-outcome based approach employed by Three Rivers Community College in their Liberal Arts & Science degree

### **Final Recommendation**

This model provides objectives that the course must meet and allows faculty to individually determine, in ways consistent with their disciplines, the specific student learning outcomes that meet the course objectives. The work group recommends the following with regard to diversity outcomes for CT State Community College courses:

- Establish a faculty-led committee to oversee the vetting of courses as “embedded diversity” courses as well as the ongoing assessment of any such designated courses.
  - o The committee should report to the Curriculum Congress.
  - o The committee should establish a set of standard operating procedures, including a standard schedule for submission and review of proposals, that will allow both new and existing courses to apply for the embedded diversity designation in a timely manner.

- o The committee should further establish procedures for ongoing assessment of diversity courses assuring that the diversity component of the course is part of the data collected along with the general education and discipline-specific assessments each semester.
- Provide ongoing professional learning opportunities to assist faculty in (1) incorporating the course objectives below into their courses and (2) providing equitable educational experiences for students.
- The rubric below should be used to vet courses according to the following guidelines:
  - o As an embedded requirement, diversity may, but need not be, the primary focus of the course. However, the course should provide content and assessments that meet two of the three criteria listed below. The relevant criteria should be reflected in the student learning outcomes for the course.
  - o Courses that meet at least two course diversity outcomes on the rubric, out of the three course diversity outcomes listed may be designated as meeting the embedded diversity requirement.
  - o Courses scoring below this threshold should be returned to faculty with the understanding that faculty may revise their courses and resubmit.

<b>Course Diversity Outcomes</b>	<b>Scale</b>	<b>Description</b>	<b>Below are some examples of assignments. These are only examples to provide context.</b>
Cultural Self-Awareness Course promotes awareness of one's own cultural identities, assumptions, perspectives, biases, and/or behaviors that may affect one's world view.	Meets	Course promotes an understanding and analysis of Cultural Self Awareness outcomes.	Writing intensive courses: Student paper on self-reflection as it pertains to cultural self-awareness, Oral intensive: Student presentation on self-reflection as it pertains to cultural self-awareness, Art Project: Self drawing, Science Class: DNA heritage check
	Does not meet	Course provides little to no coverage of Cultural Self Awareness outcomes.	

<p>Diversity Knowledge Course creates an understanding of contemporary and/or historical beliefs and systems that created and perpetuates marginalized and/or oppressed groups in society.</p>	<p>Meets</p>	<p>Course promotes an understanding and analysis of Diversity Knowledge outcomes.</p>	<p>Student paper on historical beliefs and systems, such as Voting Rights, DACA, Jim Crow, etc. Courses that discuss artwork of the oppressed, protest art, etc. Historical literary reading through a diversity knowledge lens. Student paper on the role of science as it relates oppression/marginalization. Project on the impact of environmental racism.</p>
	<p>Does not meet</p>	<p>Course provides little to no coverage of Diversity Knowledge outcomes.</p>	
<p>Impact of Diversity Course provides an awareness of how and why systemic discrimination, prejudice, and stereotyping faced by marginalized and/or oppressed groups affects all members of a society.</p>	<p>Meets</p>	<p>Course promotes an understanding and analysis of Impact of Diversity outcomes.</p>	<p>Student paper on food deserts and impact of the pandemic on diverse groups. Project on affordable housing. Study of access to education for oppressed groups. Analysis of income across all groups. A study on generational wealth.</p>
	<p>Does not meet</p>	<p>Course provides little to no coverage of Impact of Diversity outcomes.</p>	

Respectfully submitted  
The Diversity Outcomes Work Group