

# ILO 3: DIVERSITY AWARENESS AND CULTURAL AWARENESS

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## Definition

Diversity and Cultural Awareness recognizes the lives, contributions, struggles, and lived experiences of people of African descent throughout history in addition to the cultural contributions of people from all backgrounds, including but not limited to those of different ages, ethnicities, races, national origins, abilities, genders, language preferences, religions, political beliefs, and sexual identities.

**Outcomes:** Students will:

- Demonstrate an open-minded and inclusive worldview
- Explain how social and cultural differences shape lived experience
- Develop skills necessary for collaboration across culturally diverse groups

## Guidelines for General Education Assessment

1. This rubric should be used for **assessment**. It is not meant to be used for grading.
2. You will be asked to report your assessment data in the **Level 1-4** format. Any other reporting format (0-100, for example) will create an inconsistency in scoring and render the data invalid.
3. When using this rubric, it is **not** always expected that all categories on the rubric are assessed in a single assignment. Only report on the categories actually assessed.
4. Set expectations **before** you give an assignment. The expectations for how many students achieve at each level will depend on the level of the course. For example, 100-level courses may rarely have students in the Level 4 category, while higher-level courses will likely have more students achieving Level 4.
5. Ideally, General Education courses that have more than one section should use the same signature assignments and rubrics to assess an ILO in all the sections.
6. Collect data from as many sections as possible. For courses that have multiple sections, it is ideal to have a departmental assessment coordinator. The coordinator can then collate all assessment data.
7. It is the responsibility of the chair of the department (who may delegate to the assessment coordinator) to ensure that all adjuncts who teach General Education courses use agreed-upon signature assignments and collect assessment data.
8. For courses that offer multiple sections, submit data from as many sections as possible. However, if data is missing from one or two sections, simply state this in the narrative and give information for only the sections for which data exists.
9. Remember to collect artifacts (completed student assignments) for each level represented in your course. Artifacts should NOT have any student identifying information (remove names).

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	Level 4	Level 3	Level 2	Level 1
<b>Cultural self- awareness</b>	Articulates insights into own cultural rules, biases and contributions (e.g. seeking complexity; aware of how own 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 rules, biases, and contributions (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules, biases, and contributions (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules, biases, or contributions (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
<b>Knowledge of cultural worldview frameworks</b>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Integration of Cultural Self-Awareness with Worldview Frameworks</b>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others through own cultural worldview.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Cultural and Diversity Curiosity</b>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Embraces, welcomes, and promotes diversity.	Asks deeper questions about other cultures and diverse people and seeks out answers to these questions.	Asks simple or surface questions about other cultures and diverse people.	States minimal interest in learning more about other cultures or diverse people
<b>Openness to Diversity</b>	Initiates and develops interactions with diverse groups of people. Suspends judgment in valuing interactions with people from diverse groups.	Begins to initiate and develop interactions with diverse groups of people. Begins to suspend judgment in valuing interactions with people from diverse groups.	Expresses openness to most, if not all, interactions with diverse groups of people. Has difficulty suspending judgment in interactions with diverse groups, is aware of own judgment and expresses a willingness to change.	Receptive to interacting with diverse people. Has difficulty suspending judgment in interactions with diverse groups, but is unaware of own judgment.