

# McKendree University

## Assessment 2.1

### Learning Outcome: DIVERSE PERSPECTIVES

*Students will understand human and cultural differences and acknowledge variety in viewpoints in order to foster empathy and interpersonal understanding.*

#### **Objective 1: Students will understand human and cultural differences and acknowledge a variety of viewpoints in order to foster empathy and interpersonal understanding.**

**Assessment Instrument:** Diverse Perspectives rubric (Revised: 2019)  
**Participants:** Students enrolled in general education courses fulfilling the diverse perspectives requirement  
**Data Collected:** Every semester  
**Data Aggregated:** By academic year  
**Instrument Scale:** 1 = Beginning, 2 = Low Intermediate, 3 = High Intermediate, 4 = Advanced  
**Target Goal:** Mean score of 2.00 or higher in lower-level courses and 3.00 or higher in upper-level courses  
**Assessment Results:**

Indicator	2019-2020						2020-2021	2021-2022					
	Lower Level		Upper Level		Total			Lower Level		Upper Level		Total	
	n	M	n	M	n	M		n	M	n	M	n	M
Analyzes relationships between diversity and systemic inequality	455	2.88	75	2.92	531	2.88	System improvements resulted in lack of data being obtained.	602	2.78	76	3.13	678	2.82
Values contributions made by individuals from diverse and/or underrepresented groups and responds with empathy	487	3.07	118	3.10	605	3.07		602	2.76	61	3.16	663	2.79
Understands different cultural and/or theoretical perspectives and their roots	284	2.93	150	2.90	434	2.90		511	2.85	52	3.19	563	2.88
Exhibits language awareness (Various means of communication by diverse groups)	126	3.04	46	2.98	172	2.98		465	2.71	52	3.02	517	2.74
Understands the history and evolution of language	124	2.87	29	2.88	153	2.88		443	2.73	52	2.94	495	2.75
<b>Total</b>	498	2.92	170	2.93	668	2.92		629	2.74	76	3.09	705	2.78

## Objective 2: Students will engage with diverse individuals

**Assessment Instrument:** Graduation Exit Survey - “My McKendree experience has helped me value others from these backgrounds:

- Social class
- Race/ethnicity
- Gender
- Sexual orientation
- Physical disabilities
- Language
- Religion”

**Participants:** Seniors

**Data Collected:** April - May each year

**Data Aggregated:** By academic year

**Instrument Scale:** 1-5 where 1 = “strongly disagree” and 5 = “strongly agree”

**Target Goal:** Mean score of 4.00 or higher

**Assessment Results:**

	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
Indicator	n	M	n	M	n	M	n	M	n	M
Value others, social class	146	4.21	204	4.08	267	4.07	220	4.17	165	4.04
Value others, race/ethnicity	146	4.25	204	4.12	267	4.12	219	4.13	165	4.08
Value others, gender	148	4.26	204	4.12	266	4.03	220	4.13	164	3.97
Value others, sexual orientation	143	4.22	204	4.03	266	4.02	220	4.12	165	3.94
Value others, physical disabilities	144	4.17	204	3.94	266	3.90	220	4.14	165	3.92
Value others, language	145	4.17	204	3.97	265	4.03	220	4.14	164	3.97
Value others, religion	145	4.16	203	3.96	264	3.95	219	4.05	165	3.86

## **Significant Changes**

- 2013-2014: Hired one new international faculty member.
- 2014-2015: Hired three new international faculty members.
- 2014-2015: Enhanced Global Awareness Week.
- 2014-2015: President established Social Justice and Equity Committee.
- 2015-2016: Launched “connection groups” to promote dialogue about diversity.
- 2015-2016: Developed a new mission statement for Brown Bag series.
- 2015-2016: Made promotion of study abroad program the responsibility of Faculty Student Affairs Committee.
- 2016-2017: Provided Safe Zone training to interested faculty, staff, and students.
- 2017-2018: Launched SJEC Conversations series (weekly dialogue on diversity issues).
- 2018-2019: Created a diversity advocate position on faculty search committees.
- 2018-2019: Revised the Diverse Perspectives rubric.
- 2021-2022: Implemented mandatory implicit bias training.
- 2021-2022: Approved a Black Studies Minor.
- 2021-2022: Integrated the Diversity General Education rubric into Brightspace D2L.