

Statement of Learning Outcome: “Graduates will understand and respect diversity in people, beliefs and societies.”

Skill		Level of Achievement				
		1	2*	3	4**	5
A	Conceptual understanding	Understands diversity to mean differences among people. The lowest level of achievement is one that recognizes difference in a superficial and one-dimensional manner (catalogues differences). Can only evaluate others in comparison to herself and in an implied hierarchical manner (exhibits ethnocentrism).		Understands diversity as knowledge of differences in cultural practices, attitudes, and beliefs. Moderate appreciation for the value of any of this understanding in application or in navigating the social and cultural environment. Goes beyond “cataloguing” differences		Understands diversity as multidimensional in nature. Strong appreciation for the value of knowledge and understanding in application and in navigating the social and cultural environment.
B	Values diversity	Demonstrates minimal tendency to try to understand and to value multiple perspectives. Is unable to draw on diverse opinion when making decisions.		Demonstrates moderate tendency to try to understand and to value multiple perspectives. Demonstrates ability to examine more than one opinion and consider relevant cultural differences when making decisions.		Demonstrates a strong perspective of inclusion. Demonstrates strong tendency to try to understand and to value multiple perspectives.
C	Knowledge of historical context	Student’s work demonstrates minimal knowledge of history of racial, ethnic or other relevant groups. Lacks perspective on the issue.		Student’s work demonstrates moderate knowledge of historical context and how that historical context is important to the issue.		Student’s work demonstrates substantial knowledge of historical context and how that history applies to present-day situations relating to inter-group relations.
D	Sources of understanding, value, and knowledge.	Student’s understanding and values regarding diversity are based primarily on limited factual knowledge and personal observation; little apparent influence of personal experience outside own immediate environment.		Student’s understanding and values regarding diversity are based primarily on moderate factual knowledge and personal observation; some apparent influence of personal experience outside own immediate environment.		Student’s understanding and values regarding diversity are based on reflection and integration of substantial factual knowledge and personal observation; strong apparent influence of personal experience outside own immediate environment.

* Exhibits most characteristics of ‘1’ and some of ‘3’

** Exhibits most characteristics of ‘3’ and some of ‘5’

One of the six stated Core Values of OSU is Diversity. An important consideration for the development of the rubric was the statement from institutional documents describing this core value: “We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.” To operationalize this core value in the assessment criteria of the rubric, the committee provided the following interpretation of that statement:

- Respecting others includes demonstrating an interest in increasing one’s knowledge of others as well as applying that knowledge in interaction.
- To value diversity of opinion is to consider all opinions in decision-making and problem-solving.
- Freedom of expression occurs in a social and cultural environment that is supportive of the same. One should be aware of factors that lead to the suppression of ideas of inclusion (such as “hate speech”) as well as factors that encourage positive contributions to public discourse.
- To value other ethnic and cultural backgrounds, one must appreciate the complexities of the same and understand that our interactions with, and perceptions of, others are informed by our conceptions of a wide variety of differences (such as notions of race, gender, ethnicity, religion, veteran status, nationality, religion, age, ability status, sexual orientation, etc.)