**INCLUSION & DIVERSITY STUDENT LEARNING ASSESSMENT PLAN**Contact: Jen Macken | [jen.macken@rrcc.edu](mailto:jen.macken@rrcc.edu) | 303.914.6309

**Mission:** The Center for Inclusion and Diversity strives to create a climate of inclusion where students, faculty, and staff are supported and empowered in their personal journeys. Through equity in access, developmental opportunities, and holistic education, we will prepare all members of the RRCC community to actively engage in an increasingly diverse and global society.

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| Student Learning Goal 1: Students will develop a deeper understanding of their own cultures as well as those of others; they will develop skills in communicating across cultural differences. | | | | | | |
| Student Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
| After attending one I&D program, students will be able to identify a characteristic or experience of another culture that they do not experience in their own culture. | One question on the program evaluation will ask them to identify such an experience or characteristic. | At least 80% of participants will be able to  Identify some connections between their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures. | Data will be collected from two programs in fall 17 and two in spring 18. | Jen Macken or Diversity Council proxy |  |  |
| After attending the Microaggressions Workshop, students will be able to modify statements to demonstrate more respectful interaction between cultures. | One exercise in the workshop will ask students to re-write statements to remove the microaggression and restate the key message in a more respectful way. | Participants will be able to re-write 66% of statements in a more respectful manner. | We will offer one workshop in the fall 17 and one in spring 2018. This data will be collected at each one. | Jen Macken |  |  |

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| Student Learning Goal 2: Students will gain knowledge in the ways that power and privilege affect the lived experiences of people from a variety of backgrounds. | | | | | | |
| Student Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
| After attending the Microaggressions Workshop, students will be able to identify what privilege, power, and oppression mean. | Post-test will include a matching section of key vocabulary to include privilege, power, and oppression. | At least 90% of workshop participants will correctly identify these terms. | We will offer one workshop in the fall 17 and one in spring 2018. Pre-test and post-test data will be collected at each one. | Jen Macken |  |  |
| After attending the LGBTQ 101 workshop, students will be able to identify ways in which LGBTQ people are affected by structural oppression | Post-test will include at least one question that asks participants to identify ways in which LGBTQ people are affected by structural oppression. | At least 90% of participants will be able to identify at least 2 ways LGBTQ people are affected by structural oppression. | We will offer one workshop in fall 17 and one in spring 18 and collect post-test data at both. | Jen Macken |  |  |

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| Student Learning Goal 3: Students will be exposed to opportunities and resources that will support them as successful students and lifelong learners. | | | | | | |
| Student Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
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| RRCC Common Learning Competency 1: An RRCC graduate is Globally Aware and understands and respects Diversity. Students consider the interconnectedness of our community and world; they demonstrate how cultural differences, both locally and globally, including diverse beliefs, traditions, customs, religions, ethnicity, sexuality and gender, impact personal and community participation; they can identify and compare diverse social practices and civic structures; they are aware of the social, environmental and economic impacts of their actions, both on an individual level and globally; they consider multiple perspectives in decision making. | | | | | | |
| Common Learning Outcome | Measurement Tool | Benchmark | Timeframe | Responsible Party | Results | Comparative Results |
| Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures. | One question on each program evaluation (speakers, movies, etc.) will ask them to identify an experience or characteristic they learned about another individual or group that they have not experienced in their own culture. | At least 80% of participants will be able to  Identify some connections between their own attitudes, behaviors, or beliefs and compares or relates to those of other individuals, groups, communities, or cultures. | Data will be collected from two programs in fall 17 and two in spring 18. | Jen Macken or Diversity Council proxy |  |  |
| Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. | Post-tests from the Microaggressions Workshop will have questions that ask participants to identify the meanings of power, privilege, and oppression.  Another question will ask them to write in narrative form why their speech matters when it comes to how they interact with those from marginalized or oppressed cultures or backgrounds. | At least 90% of workshop participants will correctly identify these terms.  At least 80% of participants will be able articulate why respectful speech is important in historical and social contexts. | We will offer one workshop in the fall 17 and one in spring 2018. Pre-test and post-test data will be collected at each one. | Jen Macken |  |  |
| Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts. | Post-test from the LGBTQ 101 workshop will include at least one question that asks participants to identify ways in which LGBTQ people are affected by structural oppression.  Another question will ask them to identify one way they can demonstrate support of the LGBTQ community through their own actions. | At least 90% of participants will be able to identify at least 2 ways LGBTQ people are affected by structural oppression.  At least 90% of participants will identify a way they can demonstrate support for the LGBTQ community. | We will offer one workshop in fall 17 and one in spring 18 and collect post-test data at both. | Jen Macken |  |  |

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| Assessment Narrative: As a result of the baseline data, describe the action plan and implementation strategies for improvement. Then summarize comparative results. |
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| Professional Development / Projected Cost | Focus | Timeframe | Estimated Cost | Responsible Party |
| Diversity Council members will be responsible for collecting evaluation/survey data at various programs. They will need to understand the importance of collecting this feedback and why it is appropriate. They will also review the collected data to determine where improvement is needed. | For the data review, DC members will need to understand the rubric for evaluating responses in order to determine the level of learning. | Initial training on administering evaluations will take place in May 2017. Review of data training and evaluation will take place in February and May 2018. | $0 | Jen Macken |