

**General Education Council
Curriculum Mapping Project**

**Perspectives on Diversity Element
Multiple Frameworks ILO**

**2011-2012 Academic Year
July 2012**

Introduction

The General Education Council has determined an assessment plan that focuses on one aspect of the General Education Elements in tandem with appropriate Integrative Learning Objectives each year (see attached plan). The aim is to gather layers of data, thus able to consider the on-going complexity of the General Education Curriculum and the Integrative Learning Objectives.

During the 2011-2012 academic year, the General Education Council focused on reviewing and gathering data on the fulfillment of the Perspectives on Diversity GenEd element. See attached document for the criteria and objectives for the Perspectives on Diversity element.

Background on Course Offerings

The Perspectives on Diversity element can be double-dipped with another GenEd or major/minor requirement. Over the 2011-12 academic year, courses were offered to provide either an Alternative Perspectives (A) or Cross-cultural (C) designation in this configuration:

	Fall 2011	J-term 2012	Spring 2012
Cross-Cultural	21	1 on-campus 4 study away	20
Languages	24 (C)	4 study away (C)	22 (C) 1 (A)
Alternative	22	11 on-campus 3 study away	30

Departments and programs that offer a Perspectives on Diversity course include: Anthropology, Communication, , Education/Special Education, English, History, International Honors Program, Languages and Literatures (Chinese, French, German, Hispanic Studies, Norwegian), Music, Nursing, Philosophy, Physical Education, Political Science, Religion, Scandinavian Area Studies, Sociology, Social Work, Women's and Gender Studies. Generally speaking, 55-60 faculty participate in offering a Perspectives on Diversity course within a yearly curricular cycle.

Objectives of the Perspectives on Diversity Element

The Perspectives on Diversity element is the only cross-disciplinary stand-alone course element. While departments and programs will most likely provide programmatic objectives, there are General Education objectives for both the Cross-cultural and Alternative requirements. These are available on the Provost/General Education website.

In an attempt to understand how different curricular aspects are aligned, a chart showing the relationships between the Multiple Frameworks ILO and the Perspectives on Diversity objectives was created. Included in this alignment chart is the relationship to the LEAP VALUE Rubric for Intercultural Knowledge and Competence (AAC&U, 20XX). These elements/objectives are provided as a way to compare across college and university curricula at the benchmark (initial), milestone (mid-curricular), and capstone (final) stages in areas of knowledge, skills, and attitudes. See attachments for the LEAP VALUE Rubrics, the Perspectives on Diversity objectives, and the alignment chart.

Curriculum Mapping Project Questions

The Curriculum Mapping Project addressed two aspects of the Perspectives on Diversity GenEd element: 1) How does the syllabus for a course acknowledge the course meets a GenEd requirement for Perspectives on Diversity? and, 2) How are the multiple frameworks ILO outcomes represented (introduced, practiced, assessed) in this course?

Faculty were asked to send along a syllabus for their course, and, as well, to fill out a grid in alignment with the multiple frameworks ILO:

- a) In a few short sentences, describe how you provide opportunities for students to engage in each of these elements as relevant to your course (for example, lecture and discussion, readings and reflection, role playing, etc.)
- b) Examples of assignments and ways in which students are evaluated where students demonstrate a grasp of these elements.
- c) Describe a typical student response. Provide an example if possible.

Curriculum Mapping Project Data Collection

General Education Council members worked in teams to analyze syllabi and grid completion by Division/School (Humanities/Interdisciplinary, School of the Arts and Communication, Social Sciences, School of Education and Movement Studies). Twenty-four faculty responded, approximately 50% of the faculty who taught a Perspectives on Diversity course during the 2011-12 academic year. Thirty-four courses were analyzed.

Teams used a Review Rubric that asked for documentation of the following:

- The syllabus acknowledges that the course meets the Perspectives on Diversity element of the General Education Program.
- The syllabus gives an overview of the General Education curriculum, and how this course fits into the program.

- The syllabus provides the objectives for the Perspectives on Diversity element (in conjunction with other programmatic objectives).
- The syllabus includes discussion of the Integrative Learning Objectives and how this course will help students to meet them.

They also filled out a grid by School/Division on how the Multiple Frameworks ILOs were introduced, practiced, and assessed within each course.

Summary of Results

1. Indication of Fulfillment of Perspectives on Diversity Requirement

Two course syllabi indicated that the course fulfilled the General Education requirement for the Perspectives on Diversity requirement, one by including the GenEd attribute code with the title, another with a narrative. The others reviewed made no mention of the Perspectives on Diversity element.

No course syllabi gave an overview of the General Education curriculum, and how the course fit into the curriculum. The 190 courses (two) did include a paragraph describing the First-year Experience Program requirements.

Many of the course syllabi used parallel language to the objectives of the Perspective on Diversity element and multiple frameworks ILO, but did not make an explicit connection to the element objectives/element outcomes. In particular cases, learning objectives for particular programs/degrees were aligned and mentioned. Again, it is important to make these objectives clear to students, and to assess them intentionally.

2. Curriculum Map of Introduction, Practice, and Assessment of Outcomes

In reviewing syllabi, it is clear that the Diversity/Multiple Frameworks outcomes, as defined within the alignment chart, were consistently introduced and practiced. In most cases, final projects and papers provided ways for students to demonstrate their attainment of these outcomes.

Further triangulation of this finding is apparent in the student survey and interview data—students are able to articulate an understanding of culture and its impact on their thinking. See attachments.

Recommendations

1. Provide “boilerplate” language for the interdisciplinary elements—Perspectives on Diversity and First-Year Experience Program, in particular—for faculty to include in their syllabi.
2. Find ways to communicate to faculty teaching interdisciplinary courses to encourage language in syllabi that helps students to understand the requirements this course covers and the objectives of the course to meet those requirements.
3. Provide “boilerplate” language for General Education at PLU for faculty to include in their syllabi to help students understand the broad sense of General Education at PLU.
4. Create a General Education Faculty Guide to be posted on the website that includes the above information in one place.

5. Discuss: Is there a way to include evaluation of General Education in Program Review?
6. Consider ways to “message” the Integrative Learning Objectives. Including language in syllabi does not seem to be the most productive strategy. Consider posters in classrooms, Westminster College-type banners and displays.