

Assessment of Diversity Outcomes Across GE Pathways at CSUC, Fall 2014¹

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In 2013-14, a faculty learning community was convened to deliberate over how best to assess the Diversity SLO. The FLC began by analyzing the SLO into ten constituent proficiencies (see appendix 2). On that basis, they then created a two-part survey that aimed to measure performance in nine of the ten proficiencies. (The FLC decided not to include proficiency #2, “understanding of the internal diversity of groups,” presumably because it does not lend itself to generic assessment across all courses.) This survey was housed on a subscription-based survey website, QuestionPro.com, at <http://questionpro.com/t/AKltbZRA0d>, and it was this which LaDona and I inherited in August, 2014 when we were constituted as the new assessment subcommittee for the Diversity SLO, an honor which we cherished.

The first part of the survey consists of five multiple choice questions (Q1-Q5), each having many distinct items. Here students are asked to report on or rate their own knowledge, attitudes, and behaviors concerning diversity. In the second part, students are presented with a scenario involving an African-American flight attendant who finds herself in conflict with her employer because she wishes to wear religious attire on the job. The student are then asked to state their views about the scenario in three multiple-choice questions (Q11-Q13) of several item each and two short-answer questions (Q14-Q15). (Note that there are no questions numbered “Q6” through “Q10.”)

The survey was designed to be given twice during a given semester, in “pre-test/post-test” fashion.

The Data-Gathering Process

We distributed links to the survey to all instructors teaching the Diversity SLO on August 26, the day after receiving our assignment, and requested they encourage or incentivize students to complete the survey by September 5. At the end of the semester we asked instructors to repeat the process between December 1 and 19.

Despite the suddenness of our request, instructors responded graciously and effectively. We received 1288 valid (i.e. timely and complete) pre-tests and 724 post-tests. Of the students who submitted complete surveys, which were intended to take 20 minutes, the average one spent 14.54 minutes on the pre-test and 11.96 minutes on the post-test period.

¹ I am particularly grateful for the advice of Kate McCarthy and LaDona Knigge, as well as of Bill Loker, Kent Sandoe, Jodi Shepherd, and Vince Ornelas. If any flaws remain in this report, I will attempt to foist the blame onto them.

The Analysis Process

The answers to the short-answer questions (Q14 and Q15) were graded by Vince Ornelas and Jodi Shepherd, thanks to a generous grant from CELT. With them, LaDona and I devised a rubric (see appendix 4) with which to score the responses. Jodi and Vince drew a stratified random sample of 125 pre-test and 125 post-test responses, taking care that no more than four responses came from the same class section. Both of them then examined all 250 responses, scoring each as 0 (“below basic”), 1 (“basic”), 2 (“proficient”), or 3 (“advanced”). They scored blank answers (null responses) as 0 but kept a tally of them. Of the respondents chosen for the sample, 12 gave blank answers in August/September and 26 in December.

I now join those findings to the data from Q1-Q5 and Q11-Q13, which did not have to be sampled, and subject them to my fearsome powers of quantitative analysis.

Tea Test and Statistical Analysis

My principal qualifications for writing this report are a shaky knowledge of Sanskrit and some modest talent as a karaoke singer in Chinese. Consistent with my training, I first conducted a “tea test” by looking at the data over a hot cup of really excellent Keemun with just a splash of milk. The results of the tea test can be summarized in technical language as follows:

“这些数据大半儿是纯粹的垃圾。”

This conclusion is irreducibly complex, but in the pages which follow I will attempt to make it accessible to the layperson.

Then, overcoming huge psychological resistance, I performed an independent t-test for all multiple choice and true/false items to assay statistical significance. Results are noted in the Summary of Results and appendix 5.

Summary of Results

Given the large number of items in the survey (forty-six), proficiencies measured (nine), and value scales used to measure them (six), an overview of the results is best gained using the following tables. (This table is available in a slightly less ugly form in appendix 5, together with a fuller analysis of each of the forty-six items.)

PROFICIENCY 1		Understands what diversity means within specific disciplinary contexts: biological diversity, racial/ethnic diversity, religious diversity, gender/sexual diversity, etc.			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	Please rate your knowledge of the history and experience of the following groups of people :
Q1b	8.6%	3.48	3.78	7.0711	I can explain the basic process which diverse life forms evolve.
Q1h	4.6%	3.69	3.86	3.6142	I believe that race is a social construct, not a scientific fact.
Q4a	0.6%	2.60	2.61	0.4728	African Americans/Blacks
Q4b	5.0%	2.08	2.19	3.0724	American Indians/Alaskans/Aleuts
Q4c	2.3%	1.96	2.01	1.2522	Asians/Pacific Islanders
Q4d	3.6%	2.46	2.55	2.2369	Chicanos/Latinos/Hispanics
Q4e	5.1%	2.35	2.48	3.1324	Sexual minorities (gay/lesbian/bisexual/transgender/queer)
Q5a	0.7%	2.79	2.81	0.5013	Christians
Q5b	2.2%	2.16	2.21	1.2568	Jews
Q5c	5.6%	1.82	1.93	2.9240	Muslims
Q5d	5.4%	1.74	1.84	2.7613	Buddhists
Q5e	7.8%	1.55	1.68	3.8363	Hindus
Q5f	7.7%	1.38	1.49	3.6932	Sikhs

PROFICIENCY 3		Understands how various forms of diversity interact with social and political power—both how difference has served to disempower certain groups and how it animates resistance to and reform of existing power structures and dynamics—in historical and contemporary contexts			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q1d	1.8%	3.89	3.96	1.5809	I believe there are policies and practices in place that negatively impact people outside the majority culture.
Q1e	3.2%	3.97	4.10	3.0499	I can explain in some detail at least one historical or contemporary movement to reform society toward greater justice and inclusion (relating to race/ethnicity, gender, disability, sexuality, etc.).

PROFICIENCY 4		Understands his or her own cultural values and biases and can articulate awareness of the self as part of larger systems			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q1c	0.7%	4.12	4.14	0.7237	I am aware of my own cultural values and biases and how they affect my thinking.
Q1f	-2.4%	4.33	4.22	-2.5460	I understand that I'm a product of my upbringing and recognize that there are valid beliefs that differ from my own.
Q3c	1.9%	2.57	2.62	1.2088	I reflect on how the place I am from and my economic background affect my thinking.

PROFICIENCY 5		Is curious about and initiates meaningful interaction with those who are different			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q1k	0.9%	3.67	3.70	0.7135	I actively seek opportunities to connect with people who are different from me and seek to build rapport.
Q2b	45.3%	47.9	68.09	-8.7849	In the past month, I have attended at least one lecture, film, performance, or other cultural event related to a group of people who are different from me.

PROFICIENCY 6		Is empathetic and non-judgmental in interaction with those who are different			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q1i	-0.6%	4.20	4.18	-0.5887	I try to understand others' feelings regarding diversity-related issues (e.g., how it feels to be discriminated against) and try to assume best intentions of others who may not share my experiences and perspectives.
Q15a		50.0%	decline in scores >1		Based on what you know now, what recommendation would you make to the HR Director, and why?

PROFICIENCY 7		Can apply knowledge of specific forms of diversity in broader contexts			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q1g	5.1%	3.82	4.02	4.4556	My learning about diversity in one course has led me think differently about diversity issues in another class and/or in a real world situation.

PROFICIENCY 8		Can negotiate shared understanding with those who are different through verbal and non-verbal communication			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q1a	2.1%	4.00	4.08	1.9942	I am good at working with people whose ideas and experiences are different from mine and coming to shared understanding.
Q1j	-0.5%	4.03	4.01	-0.4471	I connect easily with people who do not look like me and am able to communicate easily.

PROFICIENCY 9		Can evaluate and apply diverse perspectives to complex subjects in the face of multiple and even conflicting positions			
Question					
Q14	38.9%	decline in scores >1 (i.e above "basic" rating)			How does your own background, experience, and belief system influence how you think about this situation?
Q15b	56.5%	decline in scores >1			

PROFICIENCY 10		Can take informed and responsible action to address diversity-related			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
Q2a	42.2%	47.9	68.09	-10.1922	In the past two months, I have participated in an event aimed at advancing social change on a diversity-related issue (on campus or in the community).
Q3a	2.2%	1.81	1.77	-1.3225	I participate in jokes that are derogatory to any racial/ethnic/religious/sexual minority individual or group.
Q3b	2.8%	2.1	2.16	1.9264	I challenge others when they make racial/ethnic/religious/sexually offensive comments or jokes.
Q15b	56.5%	decline in scores >1			Based on what you know now, what recommendation would you make to the HR Director, and why?

PROFICIENCY UNSPECIFIED

Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	
					In order to advise the Director, you will want to inform yourself more about the issue at hand. However, you have a limited amount of time and so will want to limit the resources you access and investigate. Given the following list of possible resources, which will be of value to you, based on their credibility and relevance? (Mark all those sources that you believe are both highly relevant and highly credible.)
Q11a	-2.0%	1.76	1.72	-1.6859	a travel journal entry on headscarves written by a person on her first visit to a Muslim region
Q11b	-1.1%	1.10	1.11	0.8657	a chapter on the meaning of the headscarf as part of the Muslim female identity written by a noted scholar specializing in the field
Q11c	-1.9%	1.30	1.33	1.1628	an interview with a well-known Muslim feminist who talks about her own experiences
Q11d	0.1%	1.43	1.42	-0.0557	the employee manual for Transatlantic Airways
Q11e	-2.3%	1.62	1.58	-1.6000	the results of a recent survey on American attitudes toward Islam
Q11f	-1.3%	1.51	1.53	0.8360	an article on the history of the Black Muslim community in the United States
Q11g	-2.7%	1.76	1.71	-2.3303	a biography of Malcolm X
Q11h	-2.3%	1.80	1.76	-2.1650	a website comparing Christianity and Islam
Q11i	-1.7%	1.86	1.83	-1.8574	a People Magazine article about global women's fashion
Q11j	-3.6%	1.51	1.45	-2.3440	a copy of the Qu'ran
	-1.9%	Average			

Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	Which of the following facts should be taken into account when determining what your recommendation should be?
Q12a	-0.7%	1.46	1.45	-0.4421	The majority of passengers traveling with this airline being white
Q12b	-1.7%	1.75	1.72	-1.4295	The availability of another position in the company that does not involve customer contact
Q12c	4.0%	1.40	1.34	-2.4811	The possibility that the flight attendant's clothing might limit her mobility
Q12d	3.8%	1.18	1.23	2.4210	The employee's prior claim of race-based discrimination
Q12e	-2.2%	1.77	1.73	-1.8853	The majority of the United States population being Christian
Q12f	-1.2%	1.80	1.78	-1.1816	The majority of women in this country not wearing head scarves
	0.3%	Average			
Question	% Change in Desired Direction	Pre-test mean	Post-test mean	t-value	Are the following statements true or false?
Q13a	1.4%	1.13	1.12	-0.9824	Wearing religious attire at work generally is protected by the 1st Amendment to the Constitution of the United States.
Q13b	-1.1%	1.68	1.66	-0.8721	All practicing Muslim women wear some form of a head scarf.
Q13c	-1.1%	1.92	1.90	-1.5934	African Americans aren't real Muslims, so legally are not covered by protection of religious freedom in this situation.
	-0.3%	Average			

Remarks

Terminological confusion

Before even discussing the numbers, I should relate that in my initial contacts with instructors who are not members of CAB, I found overwhelming terminological confusion. Many conflate the Diversity SLO with the Diversity pathway, and also with the U.S. Diversity (USD) requirement, and they are also apt to confuse the Global Engagement and Global Cultures (GC) SLOs. I do *not* view this as the instructors' failing; our scheme is complicated enough that it is intrinsically puzzling to anyone not steeped in CAB lore. (Indeed I myself, who ought to know better, did not understand that there is a Global Engagement SLO distinct from the Global Cultures SLO until beginning this assignment.) Thus when we update GE system in two years' time, if not before, we would be wise to revise these terms.

Assistance by instructors

As related above, we received energetic support from many instructors of Diversity courses. However, some faculty had misgivings about offering the survey to students for extra credit, since we could offer them no solid proof that students who claimed to have taken the survey had really done so. I have thoughts about how to solve this problem below, in the section on "Recommendations."

Relative performance among various proficiencies

Proficiency 1 was the best studied of the ten, being the subject of thirteen items, and the results are the most encouraging. Proficiency 7 also showed pleasing results, but it was measured by only a single item.

With respect to Proficiency 1, it would appear that students feel less assurance that they increased their knowledge of African-Americans and Christians. I also note that although students reported only a middling increase (2.3%) in their knowledge of "Asians/Pacific Islanders," they reported great increases (between 5.4% and 7.8%) where "Buddhists," "Muslims," "Hindus," and "Sikhs" are concerned, even those groups collectively account for the lion's share of Asians and Pacific Islanders. Maybe this only means that students feel much more knowledgeable about Asian people's *religious* identities than about Asian history, culture, and social structure generally; but it may also be an indication that much depends on the survey's wording. As in other matters, I defer to the social science professionals among us.

If my grasp of statistics is sound (which is unlikely), many of the findings concerning other proficiencies are of only spotty significance. I would think that we would hope for a p value of not more than 0.05, which in this case would mean a t value of at least 2.6; but there is no great plenitude of such numbers here. However, I await instruction by more learned colleagues.

At least superficially, results for Proficiencies 6, 9, and 10 would appear particularly wretched, showing substantial *increase* in “basic” or “below basic” ratings. However, that appearance rests almost entirely on the data from the short-response questions, which I will argue below are flawed and unsound.

Methodological shortcomings in the survey instrument

Most of items (coming from Q1 and Q3-5) are self-assessments of students’ knowledge and attitudes. Mostly these numbers show modest increases in the desired direction, but they are subject to a criticism made against the pre/post method in general, namely that of “response shift bias.” That is, when people fill out a pre-test and assess their knowledge and attitudes, they have a different (and less informed) frame of reference than they do later, at the time that they fill out the post-test. So for example, in August a student may judge herself “very knowledgeable” about Latinos because she has not yet discovered how little she knows; in December she may give herself the same rating, after learning a great deal. Superficially it will appear that the student thinks she learned nothing, when in fact what has happened is that she has tacitly recanted her self-assessment from August. Likewise, a student may learn so much that he *downgrades* his self-assessment. For example, in August he may strongly agree that he “connects easily with people who do not look like him and is able to communicate easily.” However, a course may open his eyes and cause him to decide that he naively overestimated himself—that on closer examination he is more parochial and less facile with people unlike himself than he previously supposed—and give himself a lower rating in December. Such a case might very well count as a significant victory for the GE program, but our pre/post method will make it appear as a failure.

Q2 is self-reporting (the students report factually about matters that do not involve subtle interpretation); but it asks students about diversity-enhancing events that they attended during the summer and compared those with ones they attended during the semester, when they were on campus. Naturally these numbers rose stratospherically (over 40%), but I doubt whether they tell us anything substantial about the GE program.

Q12-13 relies on subject matter knowledge of employment law (Q12) and information literacy skills (Q13) which are beyond the scope of the Diversity SLO—they were added in haste at the end of the 2013-14 FLC’s work and significantly were never linked to any of the ten Diversity proficiencies. As such, they are largely irrelevant to the SLO and not surprisingly showed little change.

The data generated by the short answer questions (Q14-15) should be viewed with deep suspicion. These questions were skipped by a sizable minority of respondents. Of those who met the sampling criteria (namely who reached the last screen and supplied their section numbers), a little over 10% skipped the questions on the pre-test, and on the post-test the number double to almost 21%. Many respondents *did* enter text in the boxes, but not the sort that constituted a serious, useful answer. For example, when asked in August/September, “What recommendation would you make to the HR Director, and why?” respondent 9098049 recommended, “Spread Peace!” This is a praiseworthy recommendation but does not lend itself well to assessment. Respondent 10023842 offered this advice: “equal rights suggestions. Even when traveling, things will flow if you let people freely practice what they want. Or you will have unhappy customers and fliers.” Though not (obviously) jocular, this response needs a great deal of hermeneutics before it can be construed as an assessable statement.

Moreover, as unedifying as many of these pre-test results were, people put markedly less effort into them on the post-test. Respondents spent an average of 18% less time on the post-test as a whole than on the pre-test—indeed I wonder if this vitiates our data from Part I as well—and the doubling in the number of blank or null responses suggests that much of that rushing happened here, on the short answer questions. Since scoring these questions is sensitive to the effort the respondents exerted in composing their responses, we can only make a meaningful comparison between the pre-test and post-test scores if the respondents applied an *equal amount* of care and attention to both, which they did not. (Furthermore, to me it seems intrinsically problematic that these questions do not distinguish answers that betray a genuinely poor appreciation of diversity from those that simply reflected a lack of effort.)

Thus I suspect that what declined most in December was simply students’ patience for taking the survey.

Recommendations

First, I suggest that we help the faculty to understand what SLOs they serve by adjusting our terminology. (See “Remarks: Terminological Confusion” above.)

Second, since some instructors requested an automated and certain way of knowing which students had earned extra credit by filling out the survey (“Remarks: Assistance by Faculty”), in the future we might consider moving the survey to Google Forms. Prof. Stephanie Hamel (CMST) reports great success in using Google Forms for a similar purpose and has offered her advice if we wish it. The cost of using Google Forms would be losing access to the more sophisticated analytical tools available through QuestionPro, but this might not be a problem if our survey instrument sheds some of its florid complexity.

Third, the survey instrument is unsatisfactory for the reasons detailed above (“Remarks: Methodological Shortcomings”). I suggest replacing it with a “retrospective pre-test,” a method designed to solve well-known problems with the traditional pre/post method, including both the response shift bias noted above and the time burden of administering the same survey twice that saw our respondents rushing through the post-test at cost to the usefulness of the results. A very brief overview of the method and of the literature on its uses and limitations accompanies this report (appendix 6). Prof. Susan Roll (SWRK) has settled on this method to assess the Poverty Simulation that she conducts annually with Prof. Laurie Browne (RECR) and has become well versed in how to use it rigorously and effectively. Future subcommittees might ply Prof. Roll with expensive coffee and wheedle her secrets from her.

Fourth, if it is necessary to use case-based questions such as those in Part II, I recommend omitting short-answer questions to avoid the problems described above (as well as the time and expense of scoring them by hand). We would also need to hit upon a scenario that does not depend so much on the respondents possessing a special (and thus *un-general*) fund of knowledge.

Appendix 1: RECOMMENDATION OF DIVERSITY ASSESSMENT FLC THINK TANK

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DEFINING DIVERSITY PROFICIENCY

In consultation with GE faculty and drawing on research at other institutions, the members of this FLC established 10 diversity proficiencies that we believe students in the Pathways program should achieve:

Knowledge:

1. Understands what diversity means within specific disciplinary contexts: biological diversity, racial/ethnic diversity, religious diversity, gender/sexual diversity, etc.
2. Understands the internal diversity of groups Understands how various forms of diversity interact with social and political power—both how difference has served to dis-empower certain groups and how it animates resistance to and reform of existing power structures and dynamics—in historical and contemporary contexts.

Self-Awareness/Attitude

4. Understands his or her own cultural values and biases and can articulate awareness of the self as part of larger systems
5. Is curious about and initiates meaningful interaction with those who are different
6. Is empathetic and non-judgmental in interaction with those who are different

Skills

7. Can apply knowledge of specific forms of diversity in broader contexts
8. Can negotiate shared understanding with those who are different through verbal and non-verbal communication
9. Can evaluate and apply diverse perspectives to complex subjects in the face of multiple and even conflicting positions (not addressed in the survey)

10. Can take informed and responsible action to address diversity-related challenges

ASSESSING PROFICIENCIES

Instrument: We recommend that these proficiencies be assessed using an instrument we developed that is linked here: <http://questionpro.com/t/AKltbZRA0d>

This questionnaire addresses all 10 proficiencies through a series of scaled and binary questions. Each question is keyed to a particular proficiency. The survey includes questions based on a real-world scenario that aims to simulate a performance task. We estimate the entire questionnaire would take between 20 and 30 minutes to complete.

The real-world scenario and related questions were the hardest part of the instrument to develop, and could benefit from additional work. We recommend approaching the instructor of the senior seminar in Multicultural and Gender Studies about having students in that class research and write additional performance task scenarios and questions as class projects that could be used in subsequent versions of the questionnaire.

Implementation: We recommend administering this instrument to a selection of entry-level (100), mid-level (200-300) and capstone-level (400) courses. Faculty would probably need to offer course-based incentive to complete the assignment. Ideally courses sampled would come from all 10 Pathways, although currently only 7 Pathways have designated capstone courses that address the diversity SLO. Other 300- or 400-level courses could be sampled as well. Student identification should be obtained with the surveys so that some comparisons from entry level to capstone might be captured over time.

Rubric: We developed a rubric for assessing the two-open-ended questions, which are linked to 4 of the specific diversity proficiencies. See attached.

Pilot: We obtained permission to implement the pilot version of the questionnaire in two courses that target the Diversity SLO this spring: PSYC 151 and BIOL 323. Results from this administration should help CAB members fine tune the questions for full implementation in fall 2014.

Resources: The Think Tank also solicited and received resources from pathway faculty on readings, assignments and activities related to diversity. We agreed that these could most effectively be housed on the Office of Diversity and Inclusion website, under its "Diversity and Inclusive Teaching" link. Director of University Diversity programs Tray Robinson has agreed to incorporate these materials.

Appendix 2: DIVERSITY SLO PROFICIENCIES as identified by the 2013-14 FLC

Knowledge:

1. Understands what diversity means within specific disciplinary contexts: biological diversity, racial/ethnic diversity, religious diversity, gender/sexual diversity, etc.
2. Understands the internal diversity of groups (not addressed in this survey)
3. Understands how various forms of diversity interact with social and political power—both how difference has served to disempower certain groups and how it animates resistance to and reform of existing power structures and dynamics—in historical and contemporary contexts

Self-Awareness/Attitude

4. Understands his or her own cultural values and biases and can articulate awareness of the self as part of larger systems
5. Is curious about and initiates meaningful interaction with those who are different
6. Is empathetic and non-judgmental in interaction with those who are different

Skills

7. Can apply knowledge of specific forms of diversity in broader contexts
8. Can negotiate shared understanding with those who are different through verbal and non-verbal communication
9. Can evaluate and apply diverse perspectives to complex subjects in the face of multiple and even conflicting positions
10. Can take informed and responsible action to address diversity-related challenges

Appendix 3: Diversity SLO Survey Questions Keyed to Proficiencies²

PART I

Q1: Strongly Agree, Agree, Neither Agree Nor Disagree, Disagree, Strongly Disagree

- a. I am good at working with people whose ideas and experiences are different from mine and coming to shared understanding. **(#8)**
- b. I can explain the basic process which diverse life forms evolve. **(#1)**
- c. I am aware of my own cultural values and biases and how they affect my thinking. **(#4)**
- d. I believe there are policies and practices in place that negatively impact people outside the majority culture. **(#3)**
- e. I can explain in some detail at least one historical or contemporary movement to reform society toward greater justice and inclusion (relating to race/ethnicity, gender, disability, sexuality, etc.). **(#3)**
- f. I understand that I'm a product of my upbringing and recognize that there are valid beliefs that differ from my own. **(#4)**
- g. My learning about diversity in one course has led me think differently about diversity issues in another class and/or in a real world situation. **(#7)**
- h. I believe that race is a social construct, not a scientific fact. **(#1)**
- i. I try to understand others' feelings regarding diversity-related issues (e.g., how it feels to be discriminated against) and try to assume best intentions of others who may not share my experiences and perspectives. **(#6)**
- j. I connect easily with people who do not look like me and am able to communicate easily. **(#8)**
- k. I actively seek opportunities to connect with people who are different from me and seek to build rapport. **(#5)**

Q2: Yes/No

- a. In the past two months, I have participated in an event aimed at advancing social change on a diversity-related issue (on campus or in the community). **(#10)**
- b. In the past month, I have attended at least one lecture, film, performance, or other cultural event related to a group of people who are different from me. **(#5)**

² The 2013-14 FLC added Part II in some haste, and no proficiency was assigned to Questions 11-15. In 2014-15, the subcommittee retroactively linked Questions 14-15 to proficiencies but not Questions 11-13, for which there are not clear correlates.

Q3: Never, Sometimes, Frequently, Always

- a. I participate in jokes that are derogatory to any racial/ethnic/religious/sexual minority individual or group. **(#10)**
- b. I challenge others when they make racial/ethnic/religious/sexually offensive comments or jokes. **(#10)**
- c. I reflect on how the place I am from and my economic background affect my thinking. **(#4)**

Q4: Below Basic, Basic, Proficient, Advanced

Please rate your knowledge of the history and experience of the following groups of people **(#1)**

- a. African Americans/Blacks
- b. American Indians/Alaskans/Aleuts
- c. Asians/Pacific Islanders
- d. Chicanos/Latinos/Hispanics
- e. Sexual minorities (gay/lesbian/bisexual/transgender/queer)

Q5: Below Basic, Basic, Proficient, Advanced

Please rate your knowledge of the history and beliefs of the following religious groups **(#1)**

- a. Christians
- b. Jews
- b. Muslims
- c. Buddhists
- d. Hindus
- e. Sikhs

PART II

Scenario: An African-American flight attendant for Trans-Atlantic Airways has been told by her supervisor that her headscarf is not consistent with the airline's uniform policy, and that their customer service center has recently received a complaint saying that her headscarf made the traveler feel uncomfortable. The flight attendant insists that the headscarf, which covers her hair and ties under her chin, is an important part of her religious observance as a Muslim woman, and that the airline is infringing on her freedom of religious expression. The Director of Human Resources is reviewing the situation. You are an assistant to the HR Director. How will you advise her?

Q11: Highly relevant and credible; Not highly relevant and credible

In order to advise the Director, you will want to inform yourself more about the issue at hand. However, you have a limited amount of time and so will want to limit the resources you access and investigate. Given the following list of possible resources, which will be of value to you, based on their credibility and relevance? (Mark all those sources that you believe are both highly relevant and highly credible.) **(proficiency not assigned)**

- a. a travel journal entry on headscarves written by a person on her first visit to a Muslim region
- b. a chapter on the meaning of the headscarf as part of the Muslim female identity written by a noted scholar specializing in the field
- c. an interview with a well-known Muslim feminist who talks about her own experiences
- d. the employee manual for Transatlantic Airways
- e. the results of a recent survey on American attitudes toward Islam
- f. an article on the history of the Black Muslim community in the United States
- g. a biography of Malcolm X
- h. a website comparing Christianity and Islam
- i. a People Magazine article about global women's fashion
- j. a copy of the Qu'ran

Q12: Yes, should be taken into account; No, should not be taken into account

Which of the following facts should be taken into account when determining what your recommendation should be? **(proficiency not assigned)**

- a. The majority of passengers traveling with this airline being white
- b. The availability of another position in the company that does not involve customer contact
- c. The possibility that the flight attendant's clothing might limit her mobility
- d. The employee's prior claim of race-based discrimination
- e. The majority of the United States population being Christian
- f. The majority of women in this country not wearing head scarves

Q13: True, False

Are the following statements true or false? **(proficiency not assigned)**

- a. Wearing religious attire at work generally is protected by the 1st Amendment to the Constitution of the United States.
- b. All practicing Muslim women wear some form of a head scarf.
- c. African Americans aren't real Muslims, so legally are not covered by protection of religious freedom in this situation.

Q14: How does your own background, experience, and belief system influence how you think about this situation? (#9)

Q15: Based on what you know now, what recommendation would you make to the HR Director, and why? (#10)

Proficiency	Advanced 3	Proficient 2	Basic 1	Null – no answer Below basic 0
<p>Q 14. Understands his or her own cultural values and biases and can articulate awareness of the self as part of larger systems (Proficiency #9)</p>	<p>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</p>	<p>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</p>	<p>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</p>	<p>Not able to identify culturally and demonstrates bias</p>
<p>Q 15a. Is empathetic and non-judgmental in interaction with those who are different (Proficiency #6)</p>	<p>Interprets experience from the perspectives of more than one worldview and demonstrates ability to act in a supportive manner that recognizes the perspectives of another group. Suspends judgment in valuing one's interactions with those who are different from oneself.</p>	<p>Recognizes and partially responds to intellectual and emotional dimensions of more than one worldview. Begins to suspend judgment in valuing one's interactions with those who are different from oneself.</p>	<p>Views the experience of others but does so through own cultural worldview. Has difficulty suspending any judgment in one's interactions with those who are different from oneself, but is unaware of own judgment.</p>	<p>Non-empathetic and judgmental in interaction with those who are different</p>
<p>Q 15b. Can evaluate and apply diverse perspectives to complex subjects in the face of multiple and even conflicting positions (Proficiency #9, #10)</p>	<p>Understands and evaluates diverse perspectives in order to address complex issues skillfully; recognizes when a diversity-related challenge exists (e.g. work-place discrimination, bullying, harassment, etc.).</p>	<p>Recognizes diverse perspectives and understands how they can complicate an issue, but is unable to respond to this complexity; recognizes when a diversity-related challenge exists, but demonstrates uncertainty in how to respond (e.g. work-place discrimination, bullying, harassment, etc.).</p>	<p>Recognizes but does not value that a diversity-related challenge exists (e.g. work-place discrimination, bullying, harassment, etc)</p>	<p>Unable to recognize diverse perspectives.</p>

Appendix 5: Please see Excel spreadsheet accompanying this document (available upon request)

Appendix 6: Please see the PDF accompanying this document, or read it at
<http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet27.pdf>.