

**U.S. & GLOBAL DIVERSITY & INCLUSION**  
**UNM UNDERGRADUATE STUDENT LEARNING OUTCOME ASSESSMENT RUBRIC**

Course Prefix & No./Semester & Year	Course Title/total number of students enrolled	Instructor Name & Title	Email

Date: \_\_\_\_\_

The primary emphasis of this class (more than half of content/activities) is focused on one or more of the following areas (Mark an X for all that apply):  
 \_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_ other marginalized group(s) - specify group: \_\_\_\_\_

Student Learning Outcome (SLO)	No Evidence (0)	Introductory Evidence (1)	Proficient Evidence (2)	Exemplary Evidence (3)
<b>(1) Apply Concepts and Theory to Critical Self-Reflection About One's History and Position:</b> Ability to <u>apply issues</u> from multiple <u>perspectives to one's own history and position</u> in contemporary US society and/or in a global context	No evidence of <u>self-reflection using theories</u> and concepts to analyze inequality	Partial evidence of <u>self-reflection using one theory</u> or one concept to analyze inequality	Adequate evidence of <u>self-reflection using theories (1 or 2)</u> and/or concepts to analyze inequality	Comprehensive, complex and insightful evidence of <u>self-reflection using several theories (3 or more)</u> and/or concepts to analyze inequality
<b>(2) Understand Impact of Historic and Contemporary Inequality:</b> <u>Understand the dynamics of historic and contemporary inequality</u> , oppression, and resistance for marginalized groups in	No evidence of <u>understanding current and historic impact of inequality</u> , oppression and resistance	Partial <u>understanding current and historic impact of inequality</u> , oppression and resistance	Adequate <u>understanding current and historic impact of inequality</u> , oppression and resistance	Comprehensive, complex and insightful illustration of <u>understanding current and historic impact of inequality</u> , oppression and resistance

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local and / or global societies and how these dynamics <u>shape individual and community power and experiences</u> (e.g., sexism, institutional racism, homophobia, xenophobia, etc.)				
<b>(3) <i>Demonstrate Ethical and Critical Awareness of Diversity &amp; Inclusion:</i></b> <u>Demonstrate critical literacy and ethics</u> pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. or global context	No evidence of <u>understanding ethical principles with critical awareness</u> of diversity and inclusion	Partial <u>understanding of ethical principles with critical awareness</u> of diversity and inclusion	Adequate <u>understanding of ethical principles with critical awareness</u> of diversity and inclusion	Comprehensive, complex and insightful <u>understanding of ethical principles with critical awareness</u> of diversity and inclusion
<b>(4) <i>Communicate an Understanding of Systemic and Political Structures and</i></b>	No evidence of <u>understanding of the systemic and political</u>	Partial <u>understanding of the systemic and political</u>	Adequate <u>understanding of the systemic and political</u>	Comprehensive, complex and insightful <u>understanding of the systemic and political</u>

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 \_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_ other marginalized group(s) - specify group: \_\_\_\_\_

<b><i>Inequality Maintenance:</i></b> <u>Communicate an understanding of the ways in which inequitable treatment of groups by race, ethnicity, disability, religion, sexual orientation or gender inequality is socially constructed and politically implemented and maintained</u>	<u>structures and dynamics that maintain inequality</u>	<u>structures and dynamics that maintain inequality</u>	<u>structures and dynamics that maintain inequality</u>	<u>structures and dynamics that maintain inequality</u>

**INVITATION TO INSTRUCTORS, DEPARTMENT CHAIRS, PROGRAM DIRECTORS & DEANS**

The Diversity Council at the University of New Mexico (UNM) would like to invite you to participate in the pilot assessment of the “U.S. & Global Diversity & Inclusion” Undergraduate Requirement established at the University of New Mexico (UNM) Fall of 2014. For the 2019-2020 pilot, we hope to assess student learning outcomes for a minimum 10% sample of the approved undergraduate courses during the 2019-2020 academic year (about 17-20 courses of 177-200 approved courses). During the 2020-2021 will assess at least 70% of approved courses (over 130 courses). It is important to emphasize that our focus is on student learning outcomes. You do not need to create a specific assignment for assessment. This rubric can be applied to any assignment (e.g., reflection essay, short answers, midterm, final exam, community based project, etc.) that you have already included in your class. This is not an evaluation of any particular instructor or class; it is an evaluation of student learning outcomes related to the “U.S. and Global Diversity & Inclusion” across the university. Our hope is that your assessment will be contextualized across the disciplines and that it will provide instructors, departments, academic program review committees and the Diversity Council an opportunity to reflect on the student learning outcomes that advance curriculum and pedagogy on U.S. & Global Diversity and

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 \_\_\_ gender; \_\_\_ race; \_\_\_ class; \_\_\_ ethnicity; \_\_\_ sexual orientation; \_\_\_ disability; \_\_\_ religion; and/or \_\_\_ other marginalized group(s) - specify group: \_\_\_\_\_

Inclusion across the disciplines. We also hope that these assessments will be shared with your community of practice to enhance student learning success across departments, disciplines and colleges. Members of the Diversity Council Curriculum Committee welcome the opportunity to answer any questions at your upcoming department/program faculty meetings as well as Chairs Councils, Deans Council, Provost and Academic Affairs meetings. Please consult with your chair/program director before volunteering your class. If you and your department would like to volunteer to participate in the pilot please email: Dr. Nancy López, Assessment Coordinator, Curriculum Committee, Diversity Council, Professor, Sociology; Director and co-founder, Institute for the Study of "Race" & Social Justice; Email: [nlopez@unm.edu](mailto:nlopez@unm.edu).

In order to be eligible for the "U.S. and Global Diversity & Inclusion" Undergraduate Requirement courses must meet a minimum of two of the four student learning outcomes listed in the rubric above. You may use one or more assignment(s) to assess the two learning outcomes. Please indicate the primary emphasis of this assignment and which specific student learning outcome you are assessing. For more information on approved courses and syllabi checklist listing student learning outcomes visit the website for the Division of Equity and Inclusion (DEI), [diverse.unm.edu](http://diverse.unm.edu), and click "U.S. & Global Diversity & Inclusion" Requirement.

**ASSIGNMENT/ACTIVITY FOR STUDENT LEARNING OUTCOME**

***(Which student learning outcome are you assessing? See rubric and mark one: # 1 ; #2; #3; #4)***

Class assignment name:
Class assignment type (e.g., oral, written, etc....):
Assignment due date:
Total Number of students enrolled in class: _____ • Of these, how many participated in the assignment: _____ • Of these, how many students did you included in your assessment evaluation: _____ (Note: In large classes you may want to assess a smaller random sample.)
Assignment description:

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Date: \_\_\_\_\_

The primary emphasis of this class (more than half of content/activities) is focused on one or more of the following areas (Mark an X for all that apply):  
\_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_other marginalized group(s) - specify group: \_\_\_\_\_

a.) The primary emphasis of this assignment is (mark an X for all that apply): \_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_other marginalized group(s)- specify group: \_\_\_\_\_

b.) Which specific student learning outcome are you assessing in assignment #1? Please refer to the rubric on the first page for a more detailed explanation (Mark only one).

- \_\_\_ (1) Apply Concepts and Theory to Critical Self-Reflection About One’s History and Position
- \_\_\_ (2) Understand Impact of Historic and Contemporary Inequality
- \_\_\_ (3) Demonstrate Ethical and Critical Awareness of Diversity & Inclusion
- \_\_\_ (4) Communicate an Understanding of Systemic and Political Structures and Inequality Maintenance

Please complete the quantitative table and qualitative open-ended questions below. For the table please provide a numerical account of how many students participated in the assessment. For example if your class consists of a total of 59 students and the day of your assessment only 50 students participated in your assessment you may report that of the students you evaluated for the assessment 5/50 were at the proficient level, 30/50 were at the Adequate Level, 10/50 were at the Partial Level and 5/50 were at the No Evidence level. If you have a very large class and do not want to do the entire class, please feel free to choose a random sample of the assignment for assessment purposes. For example if you have a 100 students in a class you can randomly choose a 25% sample or 25 students for assessing a given student learning outcome. Just explain the subset of students selected for the assessment in your class. Again, the purpose of using this rubric is to obtain a direct measure of the U.S. & Global Diversity and Inclusion Student Learning Outcomes and improve the program with the reported results. This is not an assessment of your teaching or your grading process.

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 \_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_ other marginalized group(s) - specify  
 group: \_\_\_\_\_

***QUANTITATIVE ASSESSMENT OF STUDENT LEARNING OUTCOME # 1***

Student Learning Outcome (SLO)	No Evidence (0)	Introductory Evidence (1)	Proficient Evidence (2)	Exemplary Evidence (3)
<b><i>(A) Apply Concepts and Theory to Critical Self-Reflection About One's History and Position:</i></b> Ability to apply issues from multiple perspectives to one's own history and position in contemporary US society and/or in a global context				
<b><i>(B) Understand Impact of Historic and Contemporary Inequality:</i></b> Understand the dynamics of historic and contemporary inequality, oppression, and resistance for marginalized groups in local and / or global societies and how these				

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The primary emphasis of this class (more than half of content/activities) is focused on one or more of the following areas (Mark an X for all that apply):  
\_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_other marginalized group(s) - specify group: \_\_\_\_\_

dynamics shape individual and community power and experiences (e.g., sexism, institutional racism, homophobia, xenophobia, etc.)				
<b>(C) Demonstrate Ethical and Critical Awareness of Diversity &amp; Inclusion:</b> Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. or global context				
<b>(D) Communicate an Understanding of Systemic and Political Structures and Inequality Maintenance:</b> Communicate an understanding of the ways in which inequitable treatment of groups by race, ethnicity, disability, religion, sexual				

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 \_\_\_ gender; \_\_\_ race; \_\_\_ class; \_\_\_ ethnicity; \_\_\_ sexual orientation; \_\_\_ disability; \_\_\_ religion; and/or \_\_\_ other marginalized group(s) - specify group: \_\_\_\_\_

orientation or gender inequality is socially constructed and politically implemented and maintained				
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**QUALITATIVE ASSESSMENT OF STUDENT LEARNING OUTCOME #1:**

1. What patterns or themes emerge from your rating process? Based on some of these patterns do you have any suggestions for how this assignment or other class activity can be enhanced to help meet the learning outcome (e.g.. pedagogy, course design, curriculum, etc.)?
2. In what ways can you share some of this information with your colleagues/program/curriculum/department/academic program review committees or community of practice?
3. What support do you need?
4. Do you have any suggestions/questions for the Diversity Curriculum Subcommittee of the Diversity Council, Division of Equity and Inclusion?

**ASSIGNMENT/ACTIVITY FOR STUDENT LEARNING OUTCOME # 2**

***(Which student learning outcome are you assessing? See rubric and mark one: # 1 ; #2; #3; #4)***

(QUESTION: Is this the same assignment as assignment Number #1. Yes No If this is the same assignment used in the assessment of student learning outcome #1, you do not need to fill out the questions below).
Class assignment name:
Class assignment type (e.g., oral, written, etc....):
Assignment due date:
Total Number of students enrolled in class: _____ • Of these, how many participated in the assignment: _____ • Of these, how many students did you included in your assessment evaluation: _____



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The primary emphasis of this class (more than half of content/activities) is focused on one or more of the following areas (Mark an X for all that apply):  
\_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_other marginalized group(s) - specify group: \_\_\_\_\_

(Note: In large classes you may want to assess a smaller random sample.)
Assignment description:

a.) The primary emphasis of this assignment is (mark an X for all that apply): \_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_other marginalized group(s)- specify group: \_\_\_\_\_

b.) Which specific student learning outcome are you assessing in assignment # 2? Please refer to the rubric on the first page for a more detailed explanation (Mark only one). You can use the same assignment; however the learning outcome must be different than the one assessed in learning activity #1.

- \_\_\_ (1) Apply Concepts and Theory to Critical Self-Reflection About One’s History and Position
- \_\_\_ (2) Understand Impact of Historic and Contemporary Inequality
- \_\_\_ (3) Demonstrate Ethical and Critical Awareness of Diversity & Inclusion
- \_\_\_ (4) Communicate an Understanding of Systemic and Political Structures and Inequality Maintenance

Please complete the quantitative table and qualitative open-ended questions below. For the table please provide a numerical account of how many students participated in the assessment. For example if your class consists of a total of 59 students and the day of your assessment only 50 students participated in your assessment you may report that of the students you evaluated for the assessment 5/50 were at the proficient level, 30/50 were at the Adequate Level, 10/50 were at the Partial Level and 5/50 were at the No Evidence level. If you have a very large class and do not want to do the entire class, please feel free to choose a random sample of the assignment for assessment purposes. For example if you have a 100 students in a class you can randomly choose a 25% sample or 25 students for assessing a given student learning outcome. Just explain the subset of students

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 \_\_\_ gender; \_\_\_ race; \_\_\_ class; \_\_\_ ethnicity; \_\_\_ sexual orientation; \_\_\_ disability; \_\_\_ religion; and/or \_\_\_ other marginalized group(s) - specify group: \_\_\_\_\_

selected for the assessment in your class. Again, the purpose of using this rubric is to obtain a direct measure of the U.S. & Global Diversity and Inclusion Student Learning Outcomes and improve the program with the reported results. This is not an assessment of your teaching or your grading process.

**QUANTITATIVE ASSESSMENT OF STUDENT LEARNING OUTCOME #2:**

Student Learning Outcome (SLO)	No Evidence (0)	Introductory Evidence (1)	Proficient Evidence (2)	Exemplary Evidence (3)
<b><i>(1) Apply Concepts and Theory to Critical Self-Reflection About One's History and Position:</i></b> Ability to <u>apply issues from multiple perspectives to one's own history and position</u> in contemporary US society and/or in a global context				
<b><i>(2) Understand Impact of Historic and Contemporary Inequality:</i></b>				

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\_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_other marginalized group(s) - specify group: \_\_\_\_\_

Understand the dynamics of historic and contemporary inequality, oppression, and resistance for marginalized groups in local and / or global societies and how these dynamics shape individual and community power and experiences (e.g., sexism, institutional racism, homophobia, etc.)				
(3) <i>Demonstrate Ethical and Critical Awareness of Diversity &amp; Inclusion:</i> Demonstrate critical literacy and ethics pertaining to the dynamics of diversity and inclusion by race, gender, class, sexual orientation, ethnicity, religion and disability in the U.S. or global context				
(4) <i>Communicate an Understanding of Systemic and Political Structures and</i>				

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 group: \_\_\_\_\_

<b><i>Inequality Maintenance:</i></b> Communicate an understanding of the ways in which inequitable treatment of groups by race, ethnicity, disability, religion, sexual orientation or gender inequality is socially constructed and politically implemented and maintained				
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**QUALITATIVE ASSESSMENT OF STUDENT LEARNING OUTCOME #2:**

1. What patterns or themes emerge from your rating process? Based on some of these patterns do you have any suggestions for how this assignment or other class activity can be enhanced to help meet the learning outcome (e.g., pedagogy, course design, curriculum, etc.)?
2. In what ways can you share some of this information with your colleagues/program/curriculum/departments/academic program review committees or community of practice?
3. What support do you need?
4. Do you have any suggestions/questions for the Diversity Curriculum Subcommittee of the Diversity Council, Division of Equity and Inclusion?

**Optional:**

1. We welcome the voluntary inclusion of student work as part of our archive of assessment. This will be used in our portfolio of student work for accreditation. It is important that the work submitted is de-identified and ungraded (e.g., names of individual student are blocked out and no instructor markings are made on work submitted). Please indicate if you have attached a PDF of student work used in this assignment as part of this assessment.

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**\_\_ gender; \_\_ race; \_\_ class; \_\_ ethnicity; \_\_ sexual orientation; \_\_ disability; \_\_ religion; and/or \_\_ other marginalized group(s) - specify group: \_\_\_\_\_**

- a. \_\_\_\_\_ Yes, I would like to voluntarily include a scanned copy (PDF) of ungraded, de-identified student work as part of this assessment.
- b. \_\_\_\_\_ No, I would not like to include a scanned copy (PDF) of ungraded, de-identified student work at this time.
2. We also welcome your assessment of more than two learning outcomes for a given class. Just add a third and/or forth student learning outcomes and replicate the aforementioned measures for each additional student learning outcomes that you want to assess. Again, it is possible to use the same assignment for assessing the same student learning outcomes.
3. Please provide any suggestions for improving the Assessment Rubric below. Thank you for your contributions to this effort!

Thank you for participating in the outcomes assessment for the “U.S. & Global Diversity & Inclusion” university wide undergraduate requirement. We appreciate your commitment and dedication to equity and inclusion curriculum, pedagogy and student success. We encourage you to include this service toward this goal as part of your annual review reporting under contributions to teaching, contributions to equity and inclusion, university service or in your Academic Program Review (APR) process and action plan.