Determining and documenting student achievement of the Essential Competencies is an important part of HCC’s continuous quality improvement plan and is necessary for accreditation. Part of the college-wide assessment plan is to answer the question “How well are our students learning the Essential Competencies (Diversity, Critical Thinking, Problem Solving, and Communication) across our curriculum?” To answer that question, the Assessment Committee (AC) will collect student achievement data for the Essential Competencies. The AC chose to focus on Diversity 3 (DI3) this year because it is one of the most common competencies assessed across the curriculum.

In addition to determining student achievement, another important goal of this project is to stimulate discussion about DI3 and assessment practices. This document addresses specific questions that have arisen from various discussions last semester.

**Does this project apply to me?**
Every instructor, aside from Tier 1 Adjuncts, teaching a course with the DI3 competency should complete a *Diversity 3 Assessment Form* for this project. The assessment form for instructors teaching a course with DI3 is a slightly modified version of the traditional assessment form, and is titled *Diversity 3 Assessment Form*. It includes a final page where an instructor indicates the number of students who performed at a three different levels of proficiency. The form, along with the assignment used to assess it, should be sent to Nick Schmitt (ICB 2107) for collection before the end of the Spring 2015 semester. During the summer, a committee will examine the assessment forms. This project will provide insights into the variety of ways that DI3 is assessed, help us to identify assessment training topics, and allow us to determine student achievement of DI3 across the curriculum. Results will be shared at All-College Best Practices next fall.

**Assessing Diversity 3**

**DI3** states, *Students reflect upon the formation of their own perspectives, beliefs, opinions, attitudes, ideals, and values.*

**What is the focus of DI3?**
The purpose of this competency is for students to consider how they have become the unique person they are. Despite the variety of approaches that can be used to assess DI3, a key element for determining student achievement of the competency is that the instructor has established some criteria by which to judge *how well a student considered the formation of his/her personal attribute(s)*. Those criteria will vary somewhat depending on the nature of the assignment. However, those criteria should be clear to students before they begin the assignment. Students should know what your expectations are in order to produce work that will be used to judge their achievement of DI3.

**Does my assessment have to include all six attributes from the DI3 statement?**
The DI3 statement includes many specific personal attributes (*perspectives, beliefs, opinions, attitudes, ideals, and values*). However, it is not necessary to design an assessment that requires students to specifically address all six of the
personal attributes. The DI3 competency is spread out across HCC’s curriculum. When students complete a variety of courses from different disciplines, several of those courses will include DI3 assessments that focus on different attributes. Over time, students will have been assessed on a variety of personal attributes related to the DI3 statement as a result of completing a variety of courses. Therefore, an assignment that requires students to reflect on the formation of their perspectives in an art class could serve as a DI3 assessment. Likewise, an assignment from psychology that addresses the formation of attitudes and values could also serve as a DI3 assessment.

**How will I know if students are correct about the formation of their personal attributes?**

Because personal attributes can be a product of many different factors which have reciprocal and interacting influences on each other, there is no way for an instructor to know if the student is accurate in determining how those attributes have formed. Instructors will likely be determining student achievement of DI3 based on how well a student has considered the formation of their personal attributes. Students should show evidence that they have considered diverse factors that may have contributed to the development of their personal attributes.

**What if I don’t use a specific assignment that addresses the attributes in the DI3 statement?**

Some instructors might find that a single assignment is not well-suited for their instructional or assessment approach to DI3. The section of this document titled *Diversity 3 Assessment Scenarios* describes different ways that DI3 could be assessed.

**A Note on Evaluation**

When determining student achievement of DI3, be sure that your evaluation of their achievement is based only on the DI3 qualities. For example, an assignment might include points a student can earn for the DI3 qualities, paper format, spelling, punctuation, etc. When determining how well students achieved DI3, do not consider the points they earned for paper formatting, spelling, etc. To simplify the task of singling out DI3 achievement, you might consider developing a rubric with points for each component of the assignment, using only the points earned toward DI3 as the basis for determining student achievement of DI3.

**Assessment Training**

All sessions are located in 2401 Student Commons Building, the Instructional Development Center (IDC).

**Drop-in Assistance for Diversity 3 Assessment:** If you would like to ask specific questions or get feedback on your assessment idea, the drop-in sessions are the perfect option for you. Because drop-in assistance is not a formal presentation or training session, there is no compensation available for participating.

- Tuesday, March 3rd from 2:00 – 3:00
- Friday, March 27th from 1:00 – 2:00
- Thursday, April 9th from 2:00 – 3:00
- Monday, April 13th from 2:00 – 3:00
- Wednesday, April 22nd from 11:00 – 12:00

**The Basics of Assessing Student Learning:** This is a one-hour training session. You can sign up for a session using SharePoint. Adjunct instructors will be compensated for participation in this training. This session includes a presentation about assessment and time for questions. Topics include: Assessment defined, What to assess (Course Learning Outcomes and Essential Competencies), Types of assessments (methods and purposes), Additional resources.

- Friday, February 13th from 10:00 – 11:00
- Tuesday, February 17th from 2:00 – 3:00
- Monday, March 16th from 2:00 – 3:00
- Wednesday, March 26th from 6:00 – 7:00
Diversity 3 Assessment Scenarios

This is not intended to be a comprehensive list of all ways that DI3 assessment can occur.

**Diversity 3: Students reflect upon the formation of their own perspectives, beliefs, opinions, attitudes, ideals, and values.**

1. A single assignment related to a single course learning outcome could be used. For example, students may be asked to write an essay in which they address the formation of their values, attitudes, etc.

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>ECs</th>
<th>Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the ...</td>
<td></td>
<td>Exams, quizzes, research papers, projects,</td>
</tr>
<tr>
<td>Identify factors...</td>
<td></td>
<td>DI3</td>
</tr>
<tr>
<td>Explain personal...</td>
<td></td>
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</tbody>
</table>

2. A collection of assignments from the student could be used. Each assignment could address different personal attributes from the DI3 statement. Each assignment could also be in the context of a different course learning outcome. For example, the instructor could determine how well students achieved DI3 based on an essay written about the formation of their attitudes, and a separate essay written about the formation of their perspective on global warming.

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<tr>
<td>Explain personal...</td>
<td></td>
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</tr>
<tr>
<td>Apply the theories....</td>
<td></td>
<td>Assignment #1 and Assignment #2 are used by the instructor to determine how well the student achieved DI3.</td>
</tr>
</tbody>
</table>

3. If DI3 is not tied to a specific course learning outcome, a single assignment that is based on the collective learning a student has achieved over time could be used to assess DI3. For example, the student may have learned about attitude formation, values, beliefs, etc. in the context of several different course outcomes. Similarly, students may have learned about values in unit 1, attitudes in unit 2, etc. The student is then asked to complete an assignment reflecting on the formation of his her values, attitudes, etc. using the information they learned at different times during the course.

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<tr>
<td>Explain personal...</td>
<td></td>
<td></td>
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<tr>
<td>Apply the theories....</td>
<td></td>
<td>The instructor determines student achievement of DI3 based on an assignment(s) with no direct ties to a specific course learning outcome.</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Material</th>
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<tbody>
<tr>
<td>Unit 1</td>
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<tr>
<td>Unit 2</td>
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<td>Unit 3</td>
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<tr>
<td>Unit 4</td>
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</tbody>
</table>

The instructor determines student achievement of DI3 based on an assignment in which the student uses information accumulated over time.
Frequently Asked Questions

Do I have to complete a DI3 Assessment Form?
Only Tier 1 adjunct instructors are exempt from this project. If DI3 is listed as an outcome/competency in the master syllabus of a course you teach, then you should complete the DI3 Assessment Form.

Where is the Diversity 3 Assessment Form located?
The Diversity 3 Assessment Form is the form used specifically for the Diversity 3 Assessment Project. It is located on the AC webpage at http://www.heartland.edu/ac/ and the AC SharePoint site in the section titled Faculty Assessment Form Resources.

If the DI3 Assessment Form is anonymous, why does it have a place for the instructor’s name?
We left the place for the name on the form because some instructors want to submit one copy of the form for the DI3 Project and one copy for their yearly self-evaluation. You can simply leave the space blank on the copy that you submit for the DI3 project.

How do I send my form?
You can place a hard copy in Nick Schmitt’s mailbox (ICB 2100) or send an electronic copy. Of course, electronic copies are not anonymous if sent from your HCC email address, but you can be assured that your form will remain confidential - stored with all other forms with no personal identifiers.

Do I have to include the DI3 Assessment Form as one of the assessment forms that I submit with my yearly self-evaluation?
No. You can submit other assessment forms with your yearly evaluation packet, but you still have to submit a DI3 Assessment Form to Nick Schmitt (ICB 2107) by the end of the Spring 2015 semester if you teach a course with the DI3 competency.

If I teach a course with a Diversity 4 competency, does that mean I have to submit a DI3 Assessment Form for the DI3 Project, since those competencies are leveled?
No. You only need to complete a DI3 Assessment Form if DI3 is specifically listed in the master syllabus of the course you teach.

If I teach multiple courses with a DI3 outcome, do I have to submit a DI3 Assessment Form for each course?
No. Choose one course, or you can combine data from all of them if you have used the exact same assessment. For example, if you teach three sections of the same course and you use the same DI3 assessment in all sections, you can submit one form but combine all of the data from each section in the data collection page of that form.

Who can I contact if I have more questions about assessment and assessment forms?
Many instructors, division chairs, program coordinators, etc. are already very familiar with assessment issues and the form, so you can consider asking for assistance from your colleagues. The form also contains suggestions to help guide instructors. There are also a variety of dates and times this spring for basic assessment training and DI3 assessment drop-in sessions listed on page 2 of this document. You can also contact the Assessment Committee Chair, Nick Schmitt at nick.schmitt@heartland.edu or (309) 268-8588.

Thank you for taking time to participate in this important project.