

Goals, Action Steps and Metrics for Challenge 5: Developing Curricula and Co-Curricula That Support General Education Goals

***GOAL:** Develop an inclusive set of learning outcomes (i.e., skills, knowledge, dispositions, experiences) to guide the work of program-level groups as they develop learning outcomes and assessment strategies appropriate to their curricula.*

Action Steps:

1. Charge a college-level committee with development of a broad set of learning outcomes related to cultural and intercultural competence appropriate for undergraduate and graduate programs (Recommendation for committee membership: call upon members of the College Diversity Committee in conjunction with the College Office of Multicultural Programs). (Completed by May 2011)
2. For each academic program in the College, charge the program faculty with the responsibility to review college-level outcomes and select the subset most appropriate to their curricula. (Completed by May 2011)
3. Charge academic program groups with identifying 1) courses that already include these outcomes, and 2) new courses that will be developed or existing courses that will be revised to incorporate these outcomes. (Completed by May 2012)
4. Use appropriate communication technologies to make the work of program-level groups visible to the College community and facilitate sharing of information and ideas across groups. (Ongoing)
5. Require programs to prepare brief annual report identifying existing assessment strategies or describing the development of new strategies to gauge student development of cultural and intercultural competence. Annual report is submitted to college-level committee, which is responsible for facilitating program-level work so that goal is achieved. (First report due May 2013; last report due May 2015)
6. Facilitate development of strategies for assessing targeted student learning outcomes via communication technologies for sharing strategies/tools among programs. (Ongoing)

Indices of Progress:

- College-level diversity committee in conjunction with the Office of Multicultural Programs develops a set of learning outcomes.
- College-wide committee develops technology-supported communication system to facilitate, share and publicize the work of program-level groups.
- Programs identify internal structure for reviewing and assessing the prevalence and impact of learning outcomes.
- Programs identify existing or new courses that include goals or that will include goals.
- Programs provide annual progress reports to college-level committee on:
 - Selection of appropriate learning outcomes (Year 1)
 - Identification of existing courses incorporating goals (syllabi required) (Year 2)
 - Identification of new courses in which to incorporate goals (syllabi required). (Year 2)
- Programs identify or create assessment tools to gauge students' development of competencies. (Year 3)

- Programs submit annual progress reports to open website to inform local community of progress.

***GOAL:** Build faculty, instructors', and advisors' capacity to teach about diversity through professional development activities, and sustain the community of individuals engaged in these teaching activities.*

Action Steps:

1. Charge Office of Multicultural Programs with surveying College of Education programs to identify curricular, co-curricular, and other resources that support capacity building in relationship to multiple diversity topics, issues, questions and concerns. (Completed by August 2010)
2. Ask College curriculum committee to review course approval criteria for GH and IL courses in the University that purports to foster diversity, report gaps and inconsistencies to the Office of Multicultural Affairs and the University, and make recommendations for necessary changes. (Completed by January 2011)
3. Charge the Office of Multicultural Programs with creating a listing/archive of existing diversity-related resources (human, financial, technological) for teaching and advising to be made available to College of Education community. (Completed by May 2011)
4. Require each academic program to identify existing activities, events, structures, or efforts that support capacity building for formal and informal teaching about diversity among faculty (Completed by January 2011)
5. Convene group of individuals already serving as diversity resources (i.e., the Core Diversity Group) (Completed by May 2010) and charge this group with identifying and reporting (to Office of Multicultural Programs and Dean) on the supports it needs to continue its work. (Completed by August 2011 using data from 1,2, 3, and 4 above)
6. Have Office of Multicultural Programs identify additional avenues for capacity building in College of Education community. (Ongoing)
7. Ask Core Diversity Group to recommend events (forums, training sessions, screenings, etc.) for faculty, instructors, staff and others interested in training to the Office of Multicultural Programs. (Ongoing)
8. Charge Office of Multicultural Programs with developing an annual schedule of diversity training events for faculty, instructors, staff, and students. (First plan due August 2011)
9. Coordinate with Assistant Dean to identify resources to incorporate diversity training into College's professional development efforts for faculty and instructors. (Ongoing)
10. Require Core Diversity Group to report annually to the Office of Multicultural Programs on its activities and recommendations for expansion of efforts. (First report due January 2012)
11. Require Office of Multicultural Programs to report annually to the Dean of the College on capacity building efforts and progress in the College of Education. (First report due May 2012)

Indices of Progress:

- Existing college resources for diversity capacity building identified and publicized to College of Education community.
- Diversity related GH and IL course approval criteria reviewed and recommendations for changes are submitted.
- Core Diversity Group formed.
- Annual reports to Office of Multicultural Affairs from Core Diversity Group submitted.

- Annual reports to Dean from Office of Multicultural Affairs submitted.
- Numbers and types of diversity capacity-building events conducted; reported annually.
- Numbers and types of individuals attending events collected for each event; reported annually.
- Growth in numbers of individuals engaged in Core Diversity Group over plan period demonstrated.
- Growth in numbers of individuals attending capacity-building events over plan period demonstrated.