TEXAS STATE UNIVERSITY
SAN MARCOS

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Multicultural Curriculum Assessment Instrument

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College of Liberal Arts
Center for Multicultural and Gender Studies
Updated, May 10, 2007

Texas State University-San Marcos
Multicultural Curriculum Assessment Instrument

Purpose: The purpose of this instrument is to analyze your course to determine the inclusion of multicultural content and teaching strategies. Multicultural content refers to international or U.S. diversity or a combination of both. At the end of this assessment, you should be able to determine the percentage and level of multicultural content and the level of multicultural perspectives.

Multicultural Content: courses with 60% of the content multicultural (U.S. or international)
Multicultural Perspectives: courses using a variety of strategies to encourage multicultural literacy, including content, instructional strategies, assessment, and classroom interactions (When this is the only classification noted, the content is less than 60%)
Multicultural Content and Perspectives: combination of both with 60% content

In addition, the assessment form provides an opportunity to note the use of course evaluation activities that give students the option to comment on the multicultural goals of the course. There is also a place to indicate if the course concentrates on international or U.S. diversity or a combination of both. If the written syllabus does not include all of your multicultural goals and activities, please discuss this in a note in the appropriate area or on an attachment.

University Strategic Goal (2004-2009) Related to Multicultural Curriculum
In support of an increasingly diverse student body, Texas State will increase the recruitment and retention rates of African-American and Hispanic/Latino faculty, and the curriculum will reflect a multicultural perspective.

Measure: Annually, two courses in each college will be modified to reflect a multicultural perspective.

Classification System:
The multicultural classification system helps Texas State track multicultural courses to determine the level at which we are providing U.S. and international diversity content and using best practices in multicultural pedagogy. The system is an accountability measure that will not only help departments and colleges measure their progress toward implementing the 2004-2009 strategic plan diversity goals but also a tool for communicating diversity infusion to faculty, staff, students, and the community through published data reports. The classification system recognizes the significance of multicultural content and multicultural perspectives. Students benefit from multicultural content as well as perspectives. A course that is not high in multicultural content (60% or more) may promote multicultural literacy through multicultural perspectives; that is, its approach to teaching strategies, interactions, and assessment promotes an awareness and appreciation of diversity.

The Approval Process for Identifying Multicultural Courses:
1. Faculty members complete an assessment form for each course for which they would like a multicultural designation. In addition, at this point, the faculty member consults with the Center for Multicultural and Gender Studies (MCGS) and its advisory council for a recommendation.
2. The form is sent through the appropriate university channels for curriculum changes or additions. Only those with substantive changes need go beyond the college dean for approval.
3. The catalog and the class schedule will include a definition of a multicultural course to clarify the designation.
4. Multicultural courses will be identified in the comment section of the class schedule.

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Guidelines for Completing the Form

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Directions: Complete the attached form that accompanies the guide by typing your responses to the seven areas in the table or by responding to each on another sheet and attaching it to the form and these guidelines. Refer to enclosed Table 2 "A Paradigm for Multicultural Change…" by Margie Kitano. For further background read Kitano's essay entitled "What Will a Course Look Like after a Multicultural Change." Go to the MCGS website for a printable version of the article and other related documents (http://www.txstate.edu/mcgs/).

Elements of the Assessment Form

1. **Course Description:**
    Does your course description include a statement or statements about multicultural content? Include the statement(s) in this section of the form. Example: *Readings have been selected to reflect cultural diversity.*

2. **Course Objectives/Goals:**
    Do you include multicultural course objectives? Are they stated or unstated in your syllabus? List them. See examples below.
    * *Students will understand the influence of ethnicity, social class bilingualism, and gender on human development. (cognitive)*
    * *Students will identify how these variables have affected their own development as individuals. (affective)*
    * *Students will analyze the impact of current social policies on children and propose policy revisions. (behavioral)*
    * *Students will explore the reasons underlying the absence of multicultural perspectives in the historical development of psychological theory. (cognitive)*

3. **Course Content**
    Determine whether your infusion of multicultural content is at level one, two or three based on the description of each below.
    * LEVEL ONE: Traditional; diverse perspectives limited to a few sessions and or serve to support traditional views.

- LEVEL TWO: Diverse perspectives infused and analyzed throughout the course. Various cultural groups and their historical experiences studied and analyzed.
- LEVEL THREE: Social realities and conflict in U.S. and world societies critically analyzed. Construction of knowledge in the discipline analyzed. New framework synthesizes old and new perspectives.

4. **Instructional Strategies**

Determine whether your infusion of multicultural instructional strategies is at level one, two or three based on the description of each below.
- LEVEL ONE: Primary use of instructor-centered methods, e.g., lecture-discussion.
- LEVEL TWO: Instructor as purveyor of knowledge but uses a variety of methods to 1) relate new knowledge to previous experience, 2) engage students in constructing knowledge, 3) build critical thinking skills, 4) encourage peer learning.
- LEVEL THREE: Systematic creation of a community of learners; sharing of power; strategies communicate high expectations for achievement, capitalize on students' experiences and strengths, and include opportunities for participation, choice, and personal growth.

5. **Assessment of Student Knowledge**

Determine whether your infusion of multicultural assessment strategies is at level one, two or three based on the description of each below.
- LEVEL ONE: Reliance on a single method, e.g., multiple choice exam.
- LEVEL TWO: Multiple methods and alternatives to standard exams and papers; methods accommodate students' strongest strategies for expression of acquired knowledge and skills.
- LEVEL THREE: Alternatives that focus on student growth; action-oriented projects; self-assessment, and reflection related to the course; methods encourage meaning making, synthesis, and application.

6. **Classroom Interactions**

Determine whether your infusion of multicultural classroom interactions is at level one, two or three based on the description of each below.
- LEVEL ONE: Little or no attention to cultural equity in participation; ignoring oppressive behavior.
- LEVEL TWO: Efforts made to address cultural equity in participation, confront biases as they arise, and ensure respectful interactions; explicit communication of high standards and ability affirmation.
- LEVEL THREE: Systematic planning and implementation of strategies that promote equity, address oppression, and support cultural competence; planned opportunities for cross-group interactions with a common goal.

7. **Course Evaluation**

Does the instrument used for student evaluation of the course include an opportunity to comment on the multicultural goals of the course? Do assignments and activities demonstrate the extent to which students accomplish the multicultural objective established for the course?

Texas State University-San Marcos
Multicultural Curriculum Transformation Guide/Assessment Instrument

Name of Course: _____

Instructor: _____

Department: _____

Degree: **Degree Program Requirement: YES   NO**

1. Course Description	
2. Course Objectives	
3. Course Content (60% needed for multicultural content classification)	LEVEL ONE: ____ LEVEL TWO: _____ LEVEL THREE: _____ (Check one. Explain.)
4. Instructional Strategies	LEVEL ONE: ____ LEVEL TWO: _____ LEVEL THREE: _____ (Check one. Explain.)
5. Assessment of Student Knowledge	LEVEL ONE: ____ LEVEL TWO: _____ LEVEL THREE: _____ (Check one. Explain.)
6. Classroom Interactions	LEVEL ONE: ____ LEVEL TWO: _____ LEVEL THREE: _____ (Check one. Explain.)
7. Course Evaluation	

Percentage of Multicultural Content: _____

Multicultural Classification:
Multicultural Content (MC): courses with 60% of the content multicultural
Multicultural Perspectives (MP): courses using a variety of strategies to encourage multiculturalism, including content, instructional strategies, assessment, and classroom dynamics (When this is the only classification, the content is less than 60%)
Multicultural Content and Perspectives (MC and MP): combination of both with 60% content.

Choose the best multicultural classification that describes this course: Circle one. MC   MP   MC and MP
Does this course focus on international diversity, U.S. diversity, women's studies, or a combination of all three? Explain.

A Paradigm for Multicultural Course Change:
Course Components by Goal and Level of Change
Margie K. Kitano (4/2005)

Multicultural Goal	Course Component*	Level 1	Level 2	Level 3
1. Help students acquire a more accurate and comprehensive knowledge of the subject matter. 2. Enhance understanding of the history, traditions, and perspectives of specific groups. 3. Help students develop critical perspectives on their field.	Content	Traditional; diverse perspectives limited to a few sessions and/or serve to support traditional views.	Diverse perspectives infused and analyzed throughout the course. Various cultural groups and their historical experiences studied and analyzed.	Social realities and conflict in U.S. and world societies critically analyzed. Construction of knowledge in the discipline analyzed. New framework synthesizes old and new perspectives.
4. Support diverse students' acquisition of subject matter knowledge and skills.	Instruction	Exclusive or primary use of instructor-centered methods (e.g., lecture-discussion). Focus on memorization and analysis.	Incorporation of a variety of research-based methods that support student engagement and learning. Incorporation of culturally consonant methods of instruction. Activities promoting analysis, creativity, and application.	Systematic creation of a community of learners; sharing of power. Strategies communicate high expectations for achievement, capitalize on students' experiences and strengths, and include opportunities for participation, choice, and personal growth.
1, 2, 3, 4, 7	Assessment	Reliance on a single method.	Implementation of a variety of methods. Methods accommodate students' strongest strategies for expression of acquired knowledge and skills.	Engagement of students in authentic forms of self-reflection, evaluation, and change. Methods encourage meaning making, synthesis, & application.
4. Support diverse students' acquisition of subject matter knowledge and skills. 5. Help students value diversity and equity. 6. Encourage students to accept themselves and others. 7. Equip students to work actively toward social change.	Classroom Interactions	Little or no attention to culturally consonant equity in participation; ignoring of oppressive behavior.	Efforts made to address culturally consonant equity in participation. confront biases as they arise, and ensure respectful interactions. Explicit communication of high standards and ability affirmation.	Systematic planning and implementation of strategies that promote equity, address oppression, and support cultural competence. Planned opportunities for cross-group interactions with a common goal.

*Categorization of goals and activities by course component provides a framework for thinking about course change. In practice, the components overlap considerably, and any given multicultural goal should be addressed all four components.

Questions for Thinking about a Course by Dr. Margie Kitano

Course: _____

Content

1. Whose view(s) is(are) represented by the content you selected?
   Does the content provide a comprehensive truth, inclusive of different
   perspectives?   Yes No NI

2. Do students examine how knowledge in the discipline is constructed
   and how race, social class, gender, etc., can influence the construction
   of knowledge?   Yes No NI

3. Does the content include perspectives of (or information about) diverse
   groups?   Yes No NI

4. Do examples used to illustrate key concepts/theories include a variety
   of groups?   Yes No NI

5. Does the content promote critical analysis of social realities?   Yes No NI

6. Does the course include the process of investigation for the field (e.g.,
   scientific method; ethnography)? Is the process of investigation different
   for different groups?   Yes No NI

7. If the content is by definition ethnocentric (e.g., Shakespeare), do activities
   integrate additional views?   Yes No NI

Instruction

8. Do you implement research-based instructional strategies consistent with
   current theories of learning?   Yes No NI

9. Do the instructional methods encourage critical analysis, application
   of knowledge to real world problems, and transfer of skills to new
   situations?   Yes No NI

10. Do they link new concepts to and take advantage of students' prior
    experiences?   Yes No NI

11. Do they encourage cross-racial cooperative grouping within and
    outside of class?   Yes No NI

12. Do they accommodate students' various approaches to learning?
    EL? disabilities?   Yes No NI

13. Do they encourage competent oral and written communication?   Yes No NI

Assessment

14. Do the assignments permit students to apply their preferred approaches to problem solving (e.g., through choice) and encourage mastery of other approaches?   Yes No NI

15. Do the assignments engage students in meaningful self-reflection?   Yes No NI

16. Do they engage students in analysis, synthesis, creativity, and application? Yes No NI

17. Are rigorous standards maintained and support provided to enable students to meet the standards?   Yes No NI

18. Do assignments and other evaluation activities assess the degree to which students achieve the multicultural objectives?   Yes No NI

Classroom Interactions

19. Do you establish ground rules regarding respectful participation in discussion?   Yes No NI

20. Do you ensure culturally consonant equity in participation?   Yes No NI

21. Do you address biased statements as they arise?   Yes No NI

22. Do you present opportunities to foster cross-cultural competence, positive racial attitudes, critical thinking, and decision-making?   Yes No NI

23. Do you provide opportunities for personal participation and growth?   Yes No NI

24. Do activities and assignments present opportunities for taking action on social problems?   Yes No NI

25. Does feedback on assignments provide sufficient detail to enable students to know what they are doing well and how what they can improve?   Yes No NI

26. Do you communicate explicitly, clearly, and authentically that, based on your review of their performance, students can achieve the course's high standards? That effort (vs. ability) improves performance? That the evaluation is culturally fair?   Yes No NI

Transforming the Syllabus:
Checklist for Change

Course _____   Instructor _____

Coach _____   Date _____

*NI = Needs Improvement

Syllabus Components and Considerations   **Status and Needs**

1.   Course and Instructor Information

    a.   Do office hours accommodate students'   Yes   No   NI*
       work and family schedules?

    b.   Is the instructor's office accessible?   Yes   No   NI
       (or contact possible through e-mail, phone)

    c.   _____   Yes   No   NI

2.   Educational Beliefs (see also Learning Activities and Assignments)

    a.   Are the instructor's assumptions about   Yes   No   NI
       the learner and learning process explicit?

    b.   Do the instructional strategies encourage students'   Yes   No   NI
       active involvement in meaning construction?

    c.   Do the instructional strategies take advantage   Yes   No   NI
       of students' extant knowledge and experiences?

    d.   Are the instructor's multicultural perspectives   Yes   No   NI
       explicit?

    e.   Are rules established for classroom interaction   Yes   No   NI
       that encourage equitable participation and
       procedures for conflict resolution?

    f.   _____   Yes   No   NI

3.   Course Description and Objectives

    a.   Does the course description make explicit the relationship   Yes   No   NI
       between course content and multicultural goals?

b.	Are the instructor's multicultural goals included in the course goals/objectives?	Yes	No	NI
c.	Do the multicultural goals address content, affect, and behavior?	Yes	No	NI
d.	_____	Yes	No	NI

4.   Texts, Readings, Materials, Speakers

a.	Does the content include the contributions and histories of various cultural groups?	Yes	No	NI
b.	Do the readings/resources present multiple perspectives on issues? Avoid stereotypes?	Yes	No	NI
c.	Do the examples and data used to illustrate key concepts, principles, and theories reflect a variety of cultures and groups?	Yes	No	NI
d.	Does the content promote students' critical analysis of viewpoints?	Yes	No	NI
e.	Does the content address how knowledge in the discipline is created? How race, ethnicity, social class, gender etc. influence the construction of knowledge?	Yes	No	NI
f.	Are students' racial attitudes examined in any way? Are there opportunities for students to develop positive racial attitudes and values?	Yes	No	NI
g.	Are nontraditional perspectives additive, balanced with traditional, or central?	(circle)		NI
h.	_____	Yes	No	NI

5.   Tentative Course Calendar/Schedules

a.	Taken together, do the topics for each session address the multicultural goals?	Yes	No	NI
b.	Are multicultural approaches to content, instructional activities, and assessment infused throughout the term ?	Yes	No	NI
c.	_____	Yes	No	NI

6. <u>Course Policies</u>

    a.   Are expectations and policies explicit regarding attendance, participation, late assignments, academic dishonesty, grading?   Yes   No   NI

    b.   Are evaluation criteria and translation to final grade explicit and fair? Do they ensure that grades are not affected by lack of agreement with the instructor?   Yes   No   NI

    c.   Do assessment requirements permit a range of alternatives to meet diverse ways of demonstrating learning?   Yes   No   NI

    d.   Do assessment activities permit students to choose among options?   Yes   No   NI

    e.   Are there options for earning extra credit?   Yes   No   NI

    f.   Are there opportunities for re-writing or other ways to demonstrate improvement and growth?   Yes   No   NI

    g.   Do assessment activities involve students in self-assessment?   Yes   No   NI

    h.   Are there accommodations for students with disabilities?   Yes   No   NI

    i.   _____   Yes   No   NI

7. <u>Available Support Services</u>

    a.   Are relevant support services listed? (e.g., library collections, learning or computer labs, data analysis support, services for students with disabilities)   Yes   No   NI

    b.   Are opportunities created for formal or informal study groups?   Yes   No   NI

    c.   Are all materials and equipment accessible to students with special needs (e.g., students with disabilities, financial need, language differences)?   Yes   No   NI

    d.   _____   Yes   No   NI

8. <u>Learning Activities and Assignments (in and outside of class)</u>

    a.   Are learning activities or assignments listed? (may be described in more detail in handouts)   Yes   No   NI

b.	Do the activities and assignments permit students to apply their preferred approaches to problem solving?	Yes	No	NI
c.	Are students encouraged to master other approaches as well?	Yes	No	NI
d.	Do activities and assignments present opportunities for taking action on social problems?	Yes	No	NI
e.	Do activities and assignments encourage critical analysis and decision making?	Yes	No	NI
f.	Do activities and assignments encourage oral and written communication?	Yes	No	NI
g.	Are opportunities for cross-racial interaction provided within and outside the classroom? (e.g., cooperative learning activities or group projects with a common learning goal).	Yes	No	NI
h.	_____	Yes	No	NI

9. <u>Course Evaluation</u>

a.	Are students encouraged to provide formative and summative feedback?	Yes	No	NI
b.	Do evaluation questions assess students' accomplishment of multicultural goals?	Yes	No	NI
c.	_____	Yes	No	NI

10. <u>Comments (strengths, suggestions)</u>