

General Education Competency: Examine Relationships in Diverse and Complex Environments
Student Learning Outcomes Scoring Rubric

Upon completion of a degree, certificate, diploma, and/or completion of specific courses, the student will apply learning in academic, personal, and public settings to:

1. Recognize the relationship of the individual to human heritage and culture.

SLOs	Rating	Descriptives			
		1	2	3	4
Define self in relation to personal heritage and culture.		Student is largely ignorant of specific value systems that contribute to the way that he/she and others behave, OR he/she possesses negative, stereotyped beliefs about different cultural groups.	Student is aware that culture impacts his /her own behavior and the behavior of others; however, understanding of specific beliefs and value systems is largely superficial or incomplete.	Student knows some history of mainstream and non-mainstream American cultures, and of other nations; he/she understands that these histories impact relationships today, but this understanding is unsophisticated.	Student has substantial knowledge of history of both mainstream and non-mainstream American cultures, and the history of other nations. He/she has a sophisticated understanding of how these histories have impacted relationships among groups.
Address current and relevant issues from a global historical and cultural perspective.		Student is unaware of the ways in which culture or the actions of his/her country/culture impacts international/personal political decision-making.	Student has a growing awareness of the global nature of the world. He/she is interested in the study of international policy and affairs – but action is limited to learning and reflection. Knowledge is either sparse or includes significant misconceptions.	Student understands some specific ways in which his/her actions and the actions of his/her country exert influence globally. He/she sometimes seeks to understand the global impact of personal actions	The student is aware of how his/her actions and the actions of his/her country exert influence globally. He/she seeks to understand the global impact of personal actions, and acts accordingly.

2. Demonstrate an awareness of the relationship of the individual to the biological and physical environment.

Components	Rating	Descriptives			
		1	2	3	4
Analyze relevant global policy as it relates to accepted scientific principles.		Makes no attempt to identify documented research. Bases conclusions on personal opinions or popular myth rather than scientific evidence.	Little evidence of use of well documented scientific research from accepted sources. Conclusions largely ignore research and emphasize personal opinion.	Uses well documented scientific research from accepted sources in analysis. Conclusions are not consistent with documented evidence.	Consistently uses well documented scientific research from accepted sources in analysis. Conclusions are consistent with documented evidence.
Apply the scientific method to decision making.		Little or no evidence of scientific method applied to problem and conclusions.	Omits steps or makes errors in the application of the scientific method and reaches incorrect conclusion.	Applies scientific method to problem but makes minor errors or reaches an incomplete conclusion.	Correctly applies each step of the scientific method to the problem to reach an appropriate conclusion.

3. Develop an awareness of self as an individual member of a multicultural global community.

Components	Rating	Descriptives			
		1	2	3	4
Recognize and evaluate own and other's values from individual, cultural, and global perspectives.		Rarely: >Accepts the ideas of others and engages in discussion. >Provides supportive listening and conversational feedback to others as they share their perspectives. >Seeks multicultural knowledge and understanding.	Inconsistently: >Responds to ideas of others and engages in discussion. >Provides supportive listening and conversational feedback to others as they share their perspectives. >Seeks multicultural knowledge and understanding.	Often : >Responds to ideas of others and engages in discussion. >Provides supportive listening and conversational feedback to others as they share their perspectives. >Seeks multicultural knowledge and understanding.	Consistently: >Engages and discusses perspectives shared in class. >Provides supportive listening and conversational feedback to others as they share their perspectives. >Seeks multicultural knowledge and understanding.
Understand the application of their discipline in a global environment.		Rarely: >Applies course concepts to case studies, examples and real-life scenarios. >Articulates global importance of concepts. >Relates their own experiences into larger cultural framework.	Inconsistently: >Applies course concepts to case studies, examples and real-life scenarios. >Articulates global importance of concepts. >Relates their own experiences into larger cultural framework.	Often: >Applies course concepts to case studies, examples and real-life scenarios. >Articulates global importance of concepts. >Relates their own experiences into larger cultural framework.	Consistently: >Applies course concepts to case studies, examples and real-life scenarios. >Articulates global importance of concepts. >Relates their own experiences into larger cultural framework.