

Draft rubric to assess GE Learning Goal 5, with the focus on Outcome 1 and 4:

Students will develop and apply critical awareness, intercultural skills, and informed appreciation that advance diversity, equity, and inclusion in their immediate and larger communities.

1) Students will identify and understand complex cultural, geographical, historical, and social contexts, and articulate how human experiences, including their own, are influenced by these contexts.

4) Students will demonstrate a critical understanding of how the intersections of power, privilege, and oppression play out in local communities and global context.

Criteria	Performance Levels					Notes
	1. Minimal evidence of learning	2. Beginning	3. Developing	4. Accomplished	N/A	
Understanding of the multiplicity of different contexts (cultural, geographical, historical, social, etc.) that shape human experiences	Unable to identify any relevant contexts that shape human experiences	Able to identify only the minimal number of relevant contexts that shape human experiences	Able to identify several relevant contexts that shape human experiences	Able to identify the comprehensive set of relevant contexts that shape human experiences	Choose N/A if the criteria are not applicable to your assignment	Instructors can customize to quantify what "minimal", "several" or "comprehensive" means for the assignment.
Understanding of the complexity of different contexts (cultural, geographical, historical, social, etc.) that shape human experiences	Provide no or incorrect explanation of how the contexts affect human experiences	Provide limited explanation of how the contexts affect human experiences	Provide adequate explanation of how the contexts affect human experiences	Provide synthesis or critique of how the contexts affect human experiences that goes beyond describing their connections		
Understanding of power, privilege, and oppression in shaping human experiences	Provide no or incorrect explanation of how any form of power, privilege, or oppression shapes human experiences	Describe one form of power, privilege, or oppression that shapes human experiences	Describe multiple forms of power, privilege, and oppression that shape human experiences	Provide analysis of how the intersections of power, privilege, and oppression shape human experiences		
Engagement with heterogenous perspectives (updated 11/22/24)	Assume singular perspective	Identify multiple perspectives	Explain multiple perspectives	Analyze multiple perspectives, including recognizing their similarities and differences .		Instructors are encouraged to make explicit to the students that multiple perspectives are expected.
Awareness and reflection of own positions, beliefs, attitudes, cultural rules or biases	Demonstrate lack of awareness or inability to identify own positions, beliefs, attitudes, cultural rules or biases	Demonstrate limited awareness or ability to identify (i.e. from singular perspective) own positions, beliefs, attitudes, cultural rules or biases	Demonstrate adequate awareness or ability to identify (i.e. from multiple perspectives) own positions, beliefs, attitudes, cultural rules or biases	Provide articulation of insights into own positions, beliefs, attitudes, cultural rules or biases (i.e. analysis of how own experiences and relevant factors shape them)		Instructors are encouraged to make explicit to the students that reflection on own perspectives/biases is expected.