

2022 -2023

GLOBAL CULTURAL LITERACY



SCHEV General
Education Assessment
Report

The Office of Planning and Institutional Effectiveness

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INTRODUCTION

The State Council of Higher Education for Virginia (SCHEV) adopted the Policy on Student Learning Assessment and Quality in Undergraduate Education on July 18, 2017¹. It mandates that each institution assess student achievement in at least six competency areas, representing several different types of knowledge and skills. All institutions will assess four core competencies.

1. Critical Thinking
2. Writing Communication
3. Quantitative Reasoning
4. Civic Engagement

The institutions themselves will select two competencies. Virginia State University (VSU) has identified two reflecting their institutional student learning priorities. The faculty chose the competencies listed below from the General Education-SCHEV survey administered on April 19, 2018.

5. Global Cultural Literacy
6. Scientific Literacy

Virginia State University will assess the competencies through the general education curriculum. Therefore, as directed by SCHEV, expectations for achievement in all six competencies shall be articulated as institution-level outcomes.

Virginia State University assessment will rely on faculty-driven assessment practices. The General Education Assessment of Student Learning Committee will oversee the assessment process. The committee consists of five members serving as representatives for their assigned competency team. Membership of the competency teams will reflect the General Education program and academic departments that will be assessed. Table 1 includes the faculty members and departments they represent that served on the Global Cultural Literacy and Civic Engagement committee for the 2023-2024 academic year. The teams are responsible for guiding the policies, processes, and procedures related to the assessment of student learning.

Table 1

General Education Assessment of Student Learning Committee
Global Cultural Literacy and Civic Engagement

Department of Languages and Literature	Dr. Deanna Mihaly
Department of History and Philosophy	Dr. Richard Chew
Department of Art and Design	Dr. Andrew Norris
Department of Music	Dr. Lamon Lawhorn
Department of Health Physical Education and Recreation	Professor Simin Eslamian

¹ State Council of Higher Education for Virginia. Policy on Learning Assessment and Quality in Undergraduate Education. Richmond: SCHEV, 2017. Digital

This report documents global cultural literacy assessment from face-to-face courses within the general education curriculum. This document is the second completed competency assessment report for the 2022-2023 assessment cycle.

GENERAL EDUCATION ASSESSMENT SCHEDULE

Virginia State University will follow the schedule outlined below, see Table 2, to report how we assess student learning outcomes in the six competency areas within six years. Two competencies will be evaluated formally each year. The data will be collected through embedded course assessment during the fall semesters of the year in which the two competencies will be measured.

Table 2
Data Collection Timeline

Cycle 1 Competencies Assessed			Cycle 2 Competencies Assessed		
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2020 – 2021	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Critical Thinking	Scientific Literacy	Global Cultural Literacy	Critical Thinking	Scientific Literacy	Global Cultural Literacy
Written Communication	Quantitative Reasoning	Civic Engagement	Written Communication	Quantitative Reasoning	Civic Engagement

CONTINUOUS QUALITY IMPROVEMENT

Recommendations from the previous assessment in June 2022 were used to inform this planning and assessment cycle for global cultural literacy. Table 3 displays the actions taken based on recommendations.

Table 3
June 2022 Global Cultural Literacy Assessment Recommendations and Actions

Recommendations	Actions
Develop a strategy to expand assessment administration to 50% of courses and sections to increase the sample size.	Mapped General Education courses to the competencies and their associated SLOs to identify where learning objectives are addressed in the curriculum and to determine which courses will be assessed.

Improve data collection techniques.	Held virtual and in-person workshops to inform and train faculty on submitting their general education assessment data. Created a Step-By-Step Instruction manual. Created a Microsoft Forms assessment data collection portal for faculty to submit their course syllabus, assessment tool, and a copy of the student's work.
Increase communication between the departments and the general education assessment committee.	The General Education Director communicated with department chairs to inform them of the current status and pathway forward. Reorganized the General Education Assessment of Student Learning Committee into three subcommittees. Requested the 14 departments with a general education course to nominate a faculty member to serve.
Focused teaching on more challenging concepts	The SLOs were to be mapped to the courses by indicating if the course Introduces, Develops, or Reinforces. Departments were asked to indicate at what level the course is designed to address the outcome.
Disaggregate results by categories such as race, ethnicity, and First Generation for internal reporting	Students were disaggregated into the following categories: Colleges/Department/Majors/Transfer Status/Gender/race/ethnicity/First Generation for internal reporting.

Additional recommendations were provided by the general education assessment of student learning civic engagement and global cultural literacy committee. The first meeting asked faculty members to consider the following questions after reading the June 2022 report.

- Are these outcomes still relevant and appropriate for the General Education Curriculum?
- Are these the skills, knowledge, and abilities we want students to gain from the General Education curriculum?
 - What do we think VSU students should be exposed to?
- If not, what quality improvements should be made?

Table 4 displays the actions taken based on recommendations from the General Education Assessment of Student Learning Committee.

Table 4

Global Cultural Literacy Assessment Recommendations and Actions

2023-2024 Recommendations	Actions
Update the four global cultural literacy SLOs to be written in simple language.	The faculty members on the committee reviewed and updated the previous four SLOs to meet the following standards. <ul style="list-style-type: none">• Begin with a Blooms taxonomy verb (exclude any introductory text)• Learning outcomes should be realistic and achievable• One verb per SLO• Each competency should have no more than four or five student learning outcomes.
Review and revise the AAC&U value rubric.	The faculty members on the committee reviewed and determined to modify the rubric. The value rubric was adapted to reflect the institution's assessment needs. The following changes were made: <ul style="list-style-type: none">• The scale level was changed to introduce, approach, meet standard, and exceed standard.• The scoring scale was expanded to include zero, indicating that the student did not demonstrate the learning outcome. Not applicable (N/A) was also added to indicate that the artifact was inappropriate for measuring the learning outcome.• The criteria were adjusted to align with VSU's general education SLOs.• The descriptors for standards of performance were updated or added as needed.

GLOBAL CULTURAL LITERACY DEFINITION AND LEARNING OUTCOMES



DEFINITION: Global Cultural Literacy is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably", AAC&U.

INSTITUTION-LEVEL STUDENT LEARNING OUTCOMES

After completing the General Education Program requirements, students will be able to:

1. **Explain** the impact of culture on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.
2. **Discuss** diverse perspectives on an ethical issue that has global implications.
3. **Analyze** relationships or connections between a cultural product or practice and the perspective of the society that produced it.
4. **Develop** a project within the global community that engages cultures other than their own.

COURSE PARTICIPATION

The assessment cycle for the 2022-2023 academic year included 16 courses eligible to be assessed for global cultural literacy. See Appendix A for a list of eligible courses. For assessment purposes, the courses were divided based on those that Introduced and Reinforced the SLOs. All eligible face-to-face courses offered during the assessment period were expected to participate. Of the 16 courses designated to participate, 68% submitted materials (Table 5). There were 68 course sections taught in the assessment period, with 31% who submitted student work samples.

Table 5

Course Participation in the 2022-2023 Assessment Period

	Introduced	Reinforced	Overall
Courses eligible to be assessed	11	5	16
Courses that participated	7 (63%)	4 (80%)	11 (68%)
Sections of eligible courses to be assessed	57	16	68
Sections of eligible courses that participated	14 (25%)	7 (44%)	21 (31%)

METHODOLOGY

Virginia State University uses course-embedded assessment to evaluate student learning within the General Education curriculum. The general education course map was reviewed to determine which courses to sample. See Appendix A for the VSU General Education Curriculum Map for Global Cultural Literacy. Student work samples were requested from all face-to-face courses. Faculty were asked to submit data from the Fall 2022 semester. If the instructor only taught the course during the Spring 2023 semester, then data from this course was to be used. Faculty were asked to select a random sample of students within the course. If teaching multiple sections of the same course, faculty were instructed to choose a random sample from each course, including no more than 20 from across all sections.

The faculty were required to submit the following documentation and data to the global cultural literacy Microsoft Forms assessment portal.

1. Course Syllabus
2. A summative assessment tool (instrument) that measures how students have achieved the critical thinking SLOs.
3. A clean, ungraded copy of the student's work. Group work was not accepted, only individual work that the student completed.

Departments and individual faculty members participated in in-person and virtual training sessions on the process and procedures of submitted data before the end of the academic year. The campaign to notify faculty members produced 98 student artifacts, 15% of the total enrollment from participating courses, see Table 6. Nine-course sections offered in the Fall 2022 submitted data, while twelve sections from Spring 2023 were submitted.

Table 6

Course Enrollment and Sample Size in the 2022-2023 Assessment Period

	Introduced	Reinforced	Overall
Enrollment in Course Sections eligible to be assessed	1,954	404	2,190
Enrollment in Courses that participated	505	155	660
Number of Students' Work Included in Analyses	79 (16%)	19 (12%)	98 (15%)
Fall 2022 sections included	6	3	9
Spring 2023 sections included	8	4	12

Once the data was received, the courses were divided based on those that Introduced and Reinforced the SLOs. Assessing courses introducing the SLOs establishes a baseline number for the incoming freshman cohort to track their growth over time. Assessing courses that reinforce the SLOs ensures that as students complete their general education requirements, they can demonstrate a level three of proficiency in global cultural literacy.

The General Education Assessment of Student Learning Committee for critical thinking and written communication modified the AAC&U Global Learning Value Rubric. The rubric uses six performance descriptors on a zero to four-point scale: Not Applicable, (N/A) Not Evident (0), Introducing (1), Approaching (2), Meets Standard (3), and Exceeds Standard (4). The rubric was used to evaluate students' work samples submitted.

A three-day in-person rubric calibration and scoring session was held May 21-23, 2024. Ten faculty members were recruited to review and score students' work using the rubric. On the first day, faculty participated in an interactive training session to calibrate or norm faculty to the scoring rubric. Calibration aims to ensure that a group of educators evaluates student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data. When scoring is calibrated, a piece of student work receives the same score regardless of who scores it because all scorers interpret and apply the rubric similarly. To norm faculty to the rubric, the workshop facilitators thoroughly reviewed and discussed the rubric. Sample student artifacts were provided, and faculty members shared their ratings and discussed any differences that arose.

The faculty participated in a juried assessment process for the remaining two days. The second day was designated for civic engagement, and the third day for global cultural literacy. A juried assessment process ensures fairness and consistency in evaluating student achievement. The ten faculty members were divided into five teams of two. The groups were given a set of student artifacts to review and scored independently using the rubric. Each student's artifact was assessed twice. The raters consulted frequently to check that the scores were consistent; if

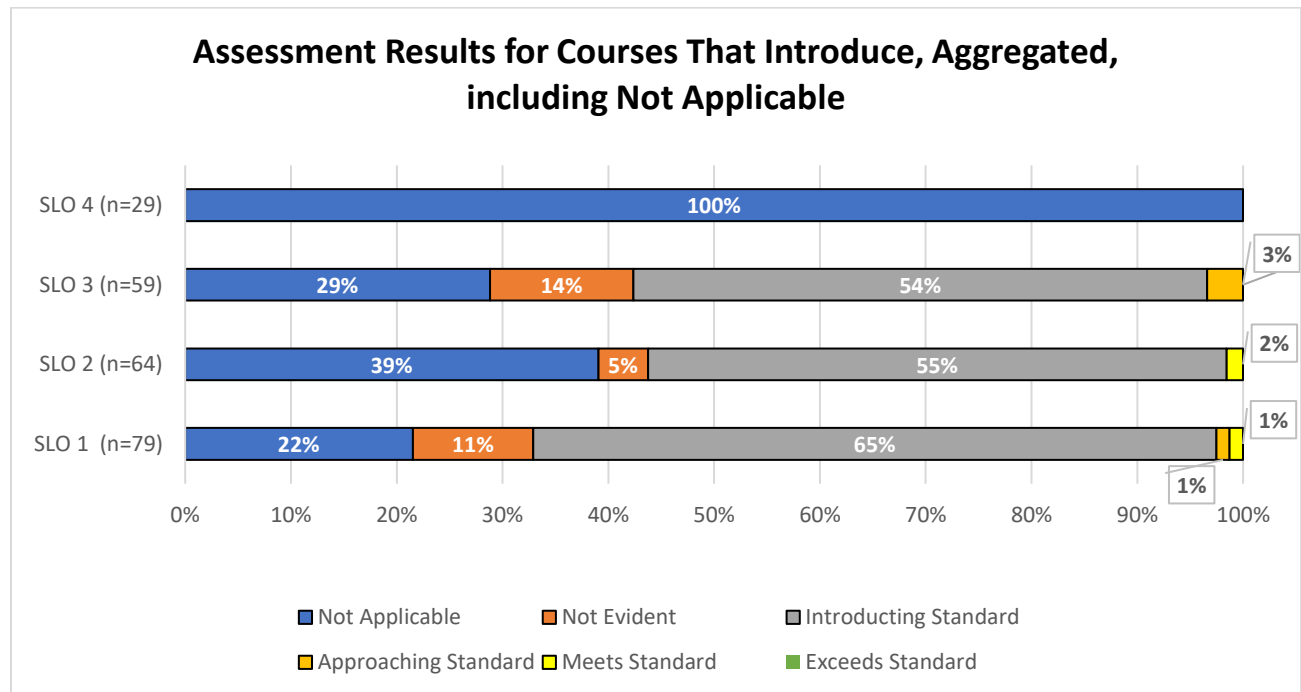
not, they stopped to discuss to agree on a final score. Faculty participants completed the review of student's work by 5:00 PM and earned a small stipend for their efforts.

RESULTS

Figures 1 and 2 display aggregated results from courses that introduce and reinforce global cultural literacy SLOs. The figures include a "not applicable" rating. A rating of "not applicable" was used when the artifact was not aligned with the SLOs; thus, the assignment did not require the application of the outcome. A "not evident" rating means the assignment required the application of the outcome, but the student did not demonstrate the SLOs. The baseline established for student performance is that 70% of students will perform at or better than one for courses that introduce the SLOs.

- Global Cultural Literacy SLO 1 Target Not Met: 67% of students scored a one or higher
- Global Cultural Literacy SLO 2 Target Not Met: 56% of students scored a one or higher
- Global Cultural Literacy SLO 3 Target Not Met: 58% of students scored a one or higher
- Global Cultural Literacy SLO 4 Target Not Met: 0% of students scored a one or higher

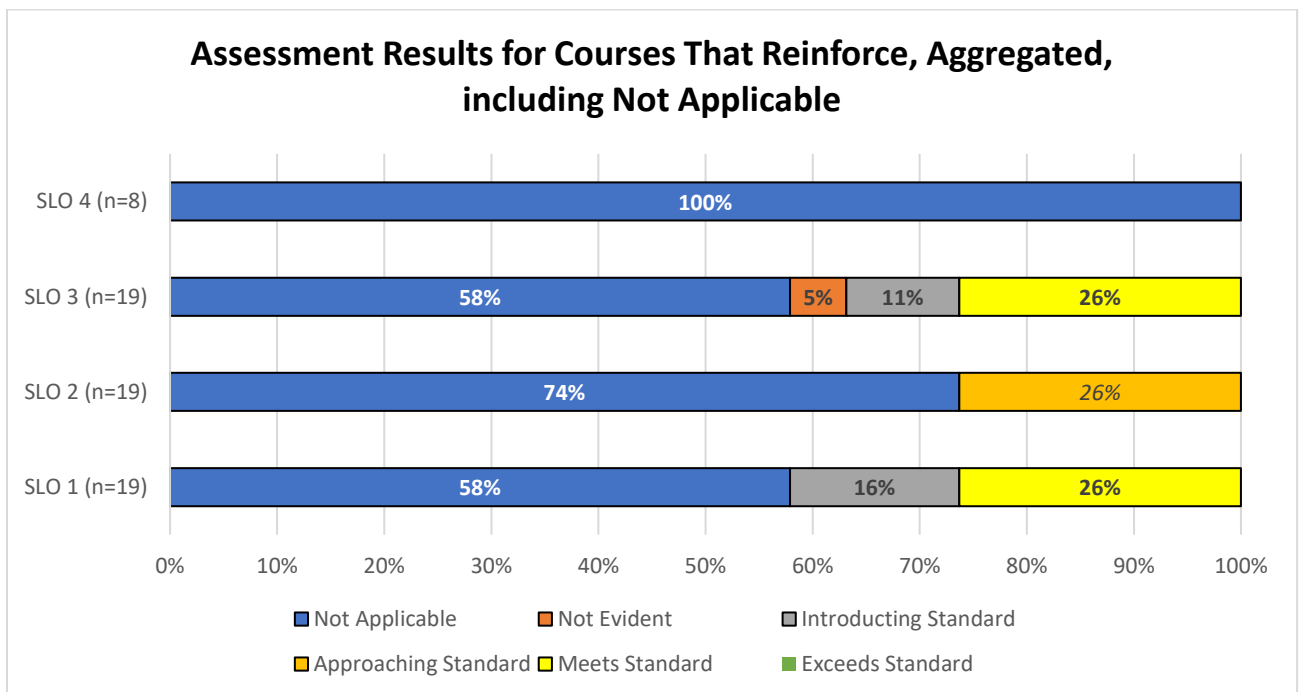
Figure 1. Courses that Introduce Global Cultural Literacy



The criterion established for student performance on courses that reinforce global cultural literacy is that 70% of students will perform at or better than three.

- Global Cultural Literacy SLO 1 Target Not Met: 26% of students scored a three or higher
- Global Cultural Literacy SLO 2 Target Not Met: 0% of students scored a three or higher
- Global Cultural Literacy SLO 3 Target Not Met: 26% of students scored a three or higher
- Global Cultural Literacy SLO 4 Target Not Met: 0% of students scored a three or higher

Figure 2. Courses that Reinforce Global Cultural Literacy



General education courses are not required to align with all four SLOs for global cultural literacy. Figures 3 and 4 display the percentage of submitted student assignments aligned to measure each SLO.

Figure 3. Assignments Measuring Each SLO

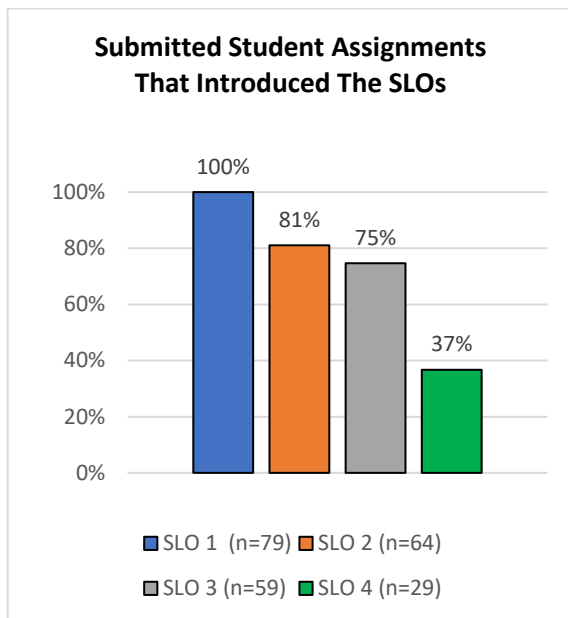
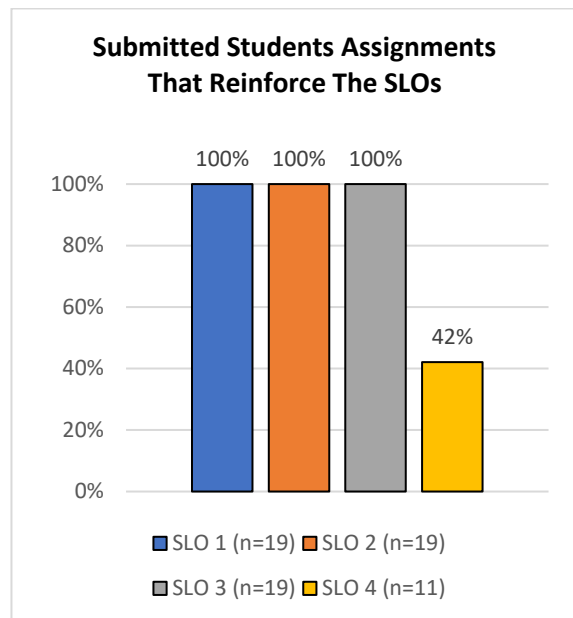
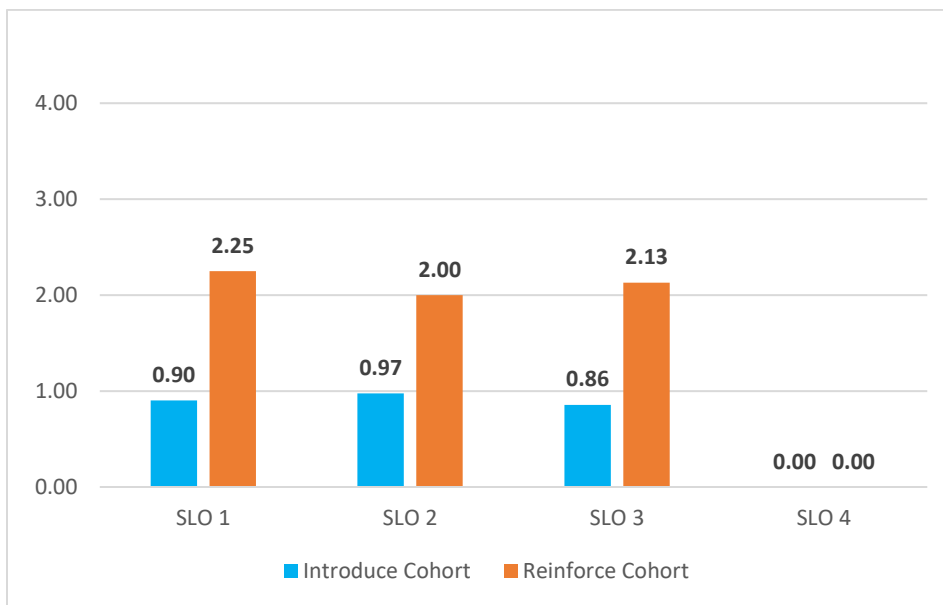


Figure 4. Assignments Measuring Each SLO



The samples were disaggregated between courses that introduced and reinforced the four global cultural literacy SLOs. The rationale was to look for growth between courses designed to introduce versus reinforce SLOs. Figure five displays the mean proficiency score for each SLO.

Figure 5. Mean Proficiency Score by Cohort and Global Cultural Literacy SLOs



Figures 6 through 8 compare assessment results for courses that introduced and reinforced the outcomes.

Figure 6. SLO 1, Global Cultural Literacy

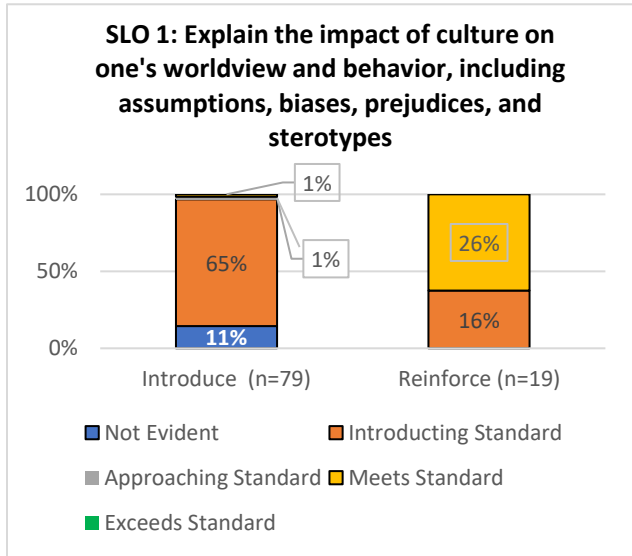


Figure 7. SLO 2, Global Cultural Literacy

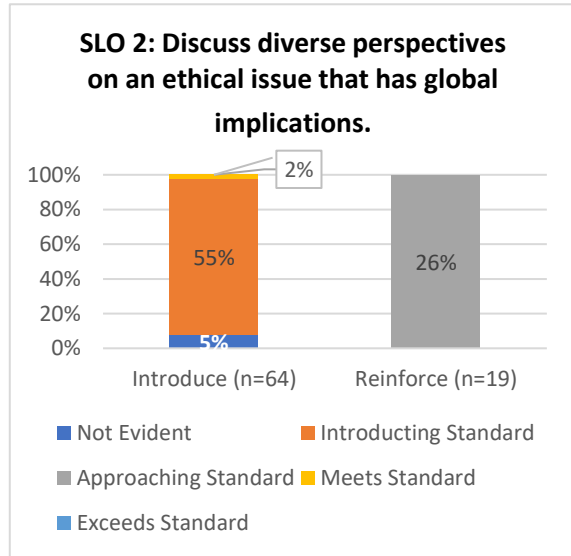
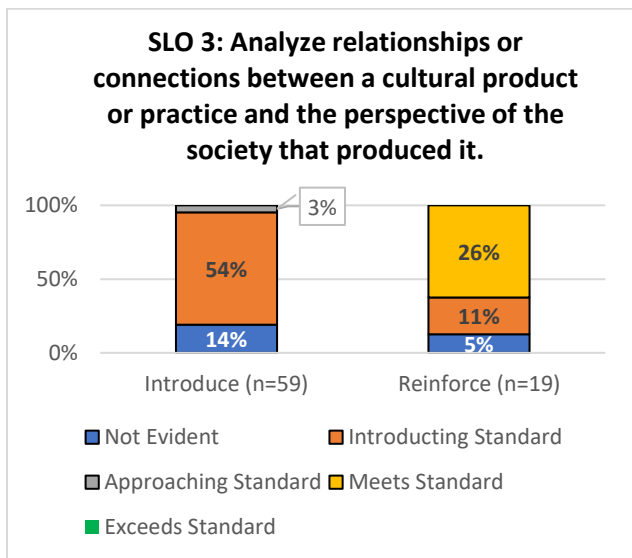


Figure 8. SLO 3, Global Cultural Literacy



LIMITATIONS / CHALLENGES

Timing of Revisions and Course Mapping

- **The General Education Assessment of Student Learning Committee's Timeline:** The committee worked on updating the SLOs, developing rubrics, and mapping courses until March. Given this timeline, there was limited time to fully implement the revised SLOs across all relevant courses before the data collection began. This could result in inconsistencies in how faculty interpret the SLOs.
- **Impact on Data Collection:** Because the revisions and course mapping were completed in the spring 2024 semester, instructors may not have had sufficient time to align their assignments with the revised SLOs.
- **First-Time Implementation:** The 2023-2024 academic year marked the beginning of the second assessment cycle; it is the first time these specific SLOs and rubrics are being used to evaluate student performance. Faculty may not be fully aware of the new criteria for assessing student work. This can lead to discrepancies in the data, where student performance may not accurately reflect their true abilities in relation to the SLOs. For instance, an assignment designed under previous SLO guidelines might not effectively measure the new outcomes, leading to skewed results.

EXPECTATIONS OF MISALIGNMENT

- **Inconsistent Alignment of Assignments:** There is an expectation that some assignments may not fully align with the SLOs. This misalignment can lead to inaccurate evaluations of student learning because the assignments might not effectively measure the intended outcomes. For example, an assignment might focus on a skill or knowledge area that is not directly related to the SLO being assessed, leading to data that doesn't accurately reflect student proficiency in that SLO.
- **Data Interpretation:** The misalignment between assignments and SLOs can complicate the interpretation of data. If assignments are not well-aligned with the intended outcomes, the data collected may not provide a true picture of student learning. This could result in either an overestimation or underestimation of student proficiency, making it difficult to assess the effectiveness of the curriculum and instruction accurately.

GENERAL EDUCATION CURRICULUM SEQUENCING

- **Curriculum Structure:** Mapping the general education courses revealed that the curriculum was not sequenced or equally distributed to introduce, develop, or reinforce the SLOs. This lack of sequencing creates variability in the level of student readiness and understanding when they encounter courses designed to develop or reinforce SLOs.
- **Impact on Learning Outcomes:** Students taking courses in a non-sequential lower to higher order may not have the necessary foundational knowledge before taking classes

that are supposed to reinforce that knowledge. For example, a student might enroll in a course intended to reinforce an SLO without first taking a course that introduces it, leading to an uneven or incomplete understanding of the material. In addition, a general education curriculum that is not sequenced without a predetermined lower-higher progression may only introduce the SLOs heavily. This lack of sequencing can result in knowledge not being retained or fully integrated into students' skill sets. This variability makes it difficult to assess whether the issue lies with the student's proficiency or the course's effectiveness in reinforcing the SLO.

OBSERVATIONS FROM ANALYSIS OF RESULTS

- **Differences in sample size for SLOs.** As stated previously, general education courses are not required to align with all four SLOs for global cultural literacy. This accounts for the differences in sample size for each student's learning outcome, see Figures 3 and 4. SLO 4 had the smallest sample size of students' work submitted for courses that introduce (37%) and reinforce (42%) global cultural literacy. Some implications include that students will receive varied exposure to global cultural literacy outcomes depending on which ones are emphasized in their chosen courses. This could lead to gaps in knowledge or skills that the general education curriculum aims to cover comprehensively. Furthermore, there may be disparities in course offerings, meaning that not all courses may be equally available to all students due to scheduling, prerequisites, or departmental limitations. Thus, not systematically requiring specific courses to cover SLOs may result in some students missing out on learning experiences aligned with specific SLOs. While allowing flexibility in how courses align with SLOs can benefit faculty and curriculum design, it can also create challenges in ensuring all students receive a comprehensive general education in global cultural literacy.
- **Assessment instruments do not apply to mapped SLO.** On average, 47% of students' assignments that introduced the SLO were scored as "not applicable," meaning the assessment instrument did not require students to demonstrate the outcomes. For courses that reinforce the SLOs, on average, 72% of student's assignments did not require students to demonstrate the outcomes. SLO 4 is notably high, at 100%, for courses that introduce and reinforce the concept (see Figure 1). Assessment instruments that do not address or are not designed to measure the intended SLOs are not scored; thus, the sample size is reduced further. For example, the sample size of SLO 3 for courses that introduce global cultural literacy is 59, see Figure 3. However, 29% were scored as "not applicable, meaning that 17 assignments were removed, dropping the number of scorable assignments to 42. If assignments are not aligned to measure the intended outcomes, assessing whether the general education curriculum is achieving its objectives becomes challenging.
- **Introduction vs. Reinforcement.** There is a noticeable increase in mean proficiency levels from courses that are introduced to reinforce. This indicates that students generally improve in these SLOs as they progress. The results suggest that the

curriculum effectively scaffolds student learning for these SLOs, allowing for growth and development in understanding and skills. Although SLOs 1, 2, & 3 have positive increases, there is still room to optimize course sequence, instruction, and reinforcement strategies to ensure even more significant gains in student proficiency.

- **SLOs Target Not Met for courses that introduce.** Overall, the results indicate that while some students are achieving proficiency in the SLOs, there is a need for improvements across the board, especially for SLO 4. SLO 1 measured a 3% shortfall from the 70% benchmark. Over half of the students meet the required proficiency standard for SLO 2 (56%) and 3 (58%). The shortfalls for SLOs 1-3 may also be attributed to the significant number of students' work not assessed on this outcome, scoring as "not applicable" see Figure 1. Although SLO 4 was not measured, it is being addressed in 31% of all eligible courses for assessing global cultural literacy.
- **SLOs Target Not Met for courses that reinforce.** The results suggest significant gaps in students' mastery of these learning outcomes at a reinforced level. The data revealed that the assessment tools used to measure these outcomes do not align well with the skills and knowledge they are meant to reinforce. For courses that reinforce the SLOs, on average, 72% of student's assignments did not require students to demonstrate the outcomes. Reviewing and revising the assessment strategies used in these courses may be beneficial. Ensure that assessments accurately measure students' proficiency levels and provide actionable feedback to help students meet the learning outcomes.

INSUFFICIENT COURSES REINFORCING GENERAL EDUCATION COMPETENCIES

- **Imbalance in Curriculum Design:** A significant limitation arises when there are not enough courses within the general education curriculum that reinforce SLOs. If most courses are designed to introduce or develop competencies without sufficient reinforcement, students may not have enough opportunities to build on and solidify their learning.
- **Limited Depth of Learning:** Without reinforcement, students may only achieve a surface-level understanding of the competencies. Introducing an SLO in one course without further reinforcement in subsequent courses can result in knowledge that is not retained or fully integrated into the students' skill set. This lack of depth can lead to students meeting the standard in introductory courses but failing to demonstrate proficiency in more advanced contexts.
- **Data Interpretation Challenges:** The over-reliance on courses that introduce or develop SLOs makes it difficult to assess true proficiency. If students are only being introduced to SLOs without consistent opportunities to reinforce and apply their learning, their performance data may not accurately reflect their capabilities. This can lead to an overestimation of student success in meeting the SLOs when, in fact, their understanding may be superficial or incomplete.

RECOMMENDATIONS FOR IMPROVEMENTS

- To address the limitations and challenges, faculty will be notified before classes start of the competencies and SLOs that will be measured within their courses to ensure that assignments are carefully aligned with the revised SLOs.
- Ensure that all Institution-level Student Learning Outcomes are included in course syllabi.
- Offer assignment design and diagnostic workshops to faculty
- VSU must balance flexibility with a consistent and coherent approach to achieving general educational learning outcomes. Faculty need to collaborate on sequencing the general education curriculum for courses that introduce, develop, and reinforce learning outcomes. Demonstrating a lower-higher order progression in competencies in the curriculum.
- Faculty must identify additional general education courses to introduce, develop, and reinforce SLO 4 for global cultural literacy
- SLOs not met. The data collected for this assessment cycle has established a baseline using the mean proficiency scores (see Figure 4), indicating the achievement level of the majority of our students. While we desire to be at one for courses that introduce and three for courses that reinforce, we will continue to monitor and track student achievement levels. In the next cycle, we will measure the growth between our current position and our desired outcome.
- SLOs not met. The low percentage of students not meeting the desired proficiency level suggests potential areas for curriculum improvements, instructional strategies, or additional student support. Targeted intervention may be needed to help more students progress toward meeting the standard, such as tutoring or studying strategies.
- Continue to improve data collection techniques, timing, and notification to faculty.
- Increase course section sample size by 25%.

RECOMMENDATIONS FROM GENERAL EDUCATION FACULTY

To be completed by departments by November 15, 2024.

- When considering long-term strategies, create a workshop to explain to students the importance of general education and Student Learning Outcomes (SLOs).
- Conduct workshops for faculty focusing on assignment alignment.
- Ensure that faculty measure student achievement against the general education Student Learning Outcomes (SLOs) at the end of each semester to track progress and improvement.
- Work to streamline and standardize the assessment process for general education.
- Help motivate and encourage students through micro-credentialing.
- Encourage faculty members to incorporate study abroad or service learning into their courses and incentivize by offering grants.
- Faculty should consider interdisciplinary or multi-disciplinary approaches to teaching global cultural literacy.

Appendix A

General Education Courses Aligned with Global Cultural Literacy

	ILSLO1	ILSLO2	ILSLO3	ILSLO4
	Explain the impact of culture on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	Discuss diverse perspectives on an ethical issue that has global implications.	Analyze relationships or connections between a cultural product or practice and the perspective of the society that produced it.	Develop a project within the global community that engages cultures other than their own.
CJUS 116 Introduction to Criminal Justice	I	I, D		
ECON 100 Basic Economics	I	I		
ECON 210 Principles of Microeconomics	I	I		
ECON 211 Principles of Macroeconomics	I	I		
GEOG 210 World Geography	I	I		I, D
HIST 114 World History to 1500	I	I	I	I
HIST 115 World History Since 1500	I	I	I	I
HIST 122 U.S. History to 1865	I		I	
HIST 123 U.S. History After 1865	I		I	
PSYC 101 Introduction to Psychology	I, D	I, D	I, D, R	
PSYC 212 Human Growth & Development	D, R	D, R	I, D, R	
SOCI 101 Introduction to Sociology	I, D	I, D	I, D, R	I, D
SPAN 110 Elementary Spanish I	I		I	
SPAN 111 Elementary Spanish II	D		D	
SPAN 212 Intermediate Spanish I	D, R	I, D	D, R	D, R
SPAN 213 Intermediate Spanish II	D, R	D, R	D, R	D, R

INTRODUCED (I)	DEVELOP (D)	REINFORCED (R)
Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course.	Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately.	Students are expected to possess a strong foundation in the knowledge, skill, or competency at the collegiate level. Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

	Exceeds Standard	Meets Standard (assess @ reinforce)	Approaching	Introducing (Assess @ Introduce)	Not Evident Or Not Applicable
	4	3	2	1	0 / N/A
Global Self-Awareness SLO 1 Explain the impact of culture on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes.	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Did not address the established standard. Not applicable to the assignment.
Perspective Taking SLO 2 Discuss diverse perspectives on an ethical issue that has global implications.	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e., cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	Did not address the established standard. Not applicable to the assignment.
Cultural Context SLO 3: Analyze relationships or connections between a cultural product or practice and the perspective of the society that produced it.	The student demonstrates an exceptional ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. They consider multiple layers of meaning and interpretation, drawing connections between cultural artifacts and broader societal values, beliefs, and norms.	The student shows a solid ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. They demonstrate a good understanding of cultural context and can articulate meaningful connections between cultural artifacts and societal perspectives.	The student demonstrates some ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. Evidence provided is limited or not always effectively used to support the analysis.	The student shows limited ability to analyze the relationships between cultural products/practices and the perspectives of the societies that produced them. There is minimal evidence of critical thinking or understanding of cultural contexts.	Did not address the established standard. Not applicable to the assignment.
Applying Knowledge to Contemporary Global Contexts SLO 4: Develop a project within the global community that engages cultures other than their own.	Their project is well-conceived, culturally sensitive, and demonstrates a deep understanding of diverse perspectives. They actively involve stakeholders from different cultural backgrounds and incorporate their input into the project design. The project has the potential for significant positive impact and promotes meaningful cross-cultural exchange.	Their project is generally well-conceived and culturally sensitive, though there may be some room for improvement in terms of inclusivity or depth of cultural engagement. They demonstrate an understanding of diverse perspectives and make efforts to incorporate them into the project design. The project has the potential to promote positive cross-cultural interaction and understanding.	Their project may lack cultural sensitivity or fail to adequately involve stakeholders from diverse backgrounds. While the project may have some potential for cross-cultural exchange, it may not fully capitalize on opportunities for meaningful engagement.	Their project may be poorly conceived or culturally insensitive, and they may struggle to involve stakeholders from diverse backgrounds. There is minimal evidence of understanding or consideration of diverse perspectives, and the project may have limited potential for meaningful cross-cultural exchange.	Did not address the established standard. Not applicable to the assignment.

