

This document includes the definitions, dimensions and rubrics for Palomar College's General Education/Institutional Learning Outcomes (GE/ILOs). The definitions and rubrics were adapted from a variety of sources including the [Association of American Colleges & Universities LEAP framework](#). The definitions and rubrics were created by groups of Palomar faculty representing a broad spectrum of disciplines. The definitions and rubrics were also reviewed and approved by the former Palomar Learning Outcomes Council or the existing Curriculum Committee.

Institutional Learning Outcomes (ILO) Definitions

Communication Outcomes

- **Oral Communication** - a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. –Association of American Colleges & Universities
- **Written Communication** - the development and expression of ideas in writing.

Computation Outcome

- **Quantitative Literacy** - Students who demonstrate quantitative literacy are able to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can formulate sound arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats.

Creative, Critical, and Analytical Thinking Outcomes

- **Critical Thinking** - According to the Foundation for Critical Thinking, "Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." At Palomar College, we also believe critical thinking involves the development of open-mindedness, and the identification of assumptions and implications and awareness of one's own biases.
- **Information Literacy** - Students who demonstrate information literacy are able to develop a research question, and they can find, evaluate and ethically use the information they find to satisfy their research question.
- **Teamwork** - see dimensions of teamwork

Community, Multicultural/Global Consciousness and Responsibility Outcomes

- **Civic Knowledge and Engagement** - Students who demonstrate civic knowledge and engagement are able to recognize political and social responsibilities including how to "make a difference in the public life of our communities" as well as "the combination of knowledge, skills, values and motivation [needed] to make that difference" (Ehrlich, 2000, p. vi). Civic engagement includes participation in both political and non-political processes that improve community life.

- **Ethical Awareness** - Students who demonstrate ethical awareness are able to analyze their own core beliefs, recognize ethical dilemmas, and follow models for ethical decision-making processes when they apply or evaluate ethical concepts (University of Houston Downtown (UHD) [Personal Responsibility Rubric](#) and [Social Responsibility Rubric](#))
- **Intercultural Competency** - Students who demonstrate Intercultural Competency are able to reason and address issues of cultural sensitivity from a wide array of authentic contexts and everyday life situations, with respect toward the ability to interact with different cultures. Students will learn how to understand, relate and address cultural dynamics in a supportive, equitable manner, and acquire the ability to clearly communicate socio-political cultural differences which allow for positive inclusivity.

General Education Learning Outcomes (GELO) Definitions

The College's general education outcomes include all of the ILOs plus two additional outcomes:

Foundational methods of inquiry of diverse disciplines

Integrative Learning

Synthesis and advanced accomplishment across general and specialized studies, for example:

- Connect outside experience to academic study; see connections across disciplines; adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations; demonstrate a developing sense of self as a learner
- Demonstrate the ability to apply communication, computational, technology and life skills across the curriculum
- Demonstrate integrative learning through completion of capstone courses in the major
- Participate in learning communities and other cross-disciplinary activities
- Participate in work-based learning activities, internships and other experiential learning opportunities
- Participate in service learning
- Attend campus cultural events such as films, theatre, dance, music and art that engage attendees in inter-disciplinary dialogues

Communication Outcome

Oral Communication Definition and Rubric

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. –Association of American Colleges & Universities

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
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GE/ILO Definitions & Rubrics

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|--------------------------------|--|--|--|--|
| Central Message & Organization | Presents a clear and consistent central message with supporting points. And uses a clear and consistently observable organizational pattern. | Presents an understandable central message but is not repeated and is not memorable. And uses an organizational pattern that is intermittently observable and at other times seems disorganized. | Does not present a central message. And does not present an observable organizational pattern. | |
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| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|---------------------|---|--|--|-------------------|
| Supporting Material | Uses credible materials to back-up the central message and the supporting points of the presentation. | Some of the supporting materials used are not credible. And/or some parts of the central message or supporting points were not backed up with supporting material. | Overall, supporting materials are missing or inadequate. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-----------|--|--|--|-------------------|
| Delivery | Uses delivery techniques (posture, gesture, eye contact, | Uses delivery techniques (posture, gesture, eye contact, | Delivery techniques were missing or poor. And/or uses delivery | |

GE/ILO Definitions & Rubrics

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| | and expressiveness) that make the presentation understandable and engaging. | and expressiveness) that make the presentation understandable, but not engaging. | techniques (posture, gesture, eye contact, and expressiveness) that detract from the presentation. | |
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Written Communication Definition and Rubric

Written Communication is the development and expression of ideas in writing.

Vocabulary: “Readability” - Easy to read and comprehend.

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-----------|---|--|--|-------------------|
| Purpose | Establishes purpose that is appropriate to the assignment and all elements of the work relate to the purpose. | Establishes the purpose, but purpose is not in alignment with the assignment and/or the elements of the work do not all relate to the purpose. | Does not establish the purpose, or the purpose is inappropriate to the assignment. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-------------------|---|--|---|-------------------|
| Support/Rationale | Develops thoughtful, in-depth discussion through compelling examples, analysis, explanation/elaboration, and other support appropriate to the assignment and academic discipline. | Presents some examples, analysis, explanation/elaboration, and/or other support appropriate to the assignment and academic discipline, but support provided does not make significant contributions to the student's points, discussion or analysis. | Discussion fails to present support in the form of examples, analysis, explanation/elaboration, and/or other sources appropriate to the assignment and academic discipline. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-------------------|--|--|--|-------------------|
| Overall Structure | Presents coherent organization, clear thesis/central idea of paper, topic sentence/central idea of paragraph, clear transitions, and/or specific structural elements required for the particular assignment. | Attempts to organize work and present a clear thesis/central idea, topic/introductory sentences, transitions, and structural elements required for the particular assignment, but falls short of in one or more areas above, which impedes readability at times. | Lacks organization, pointed thesis/central idea and topic/introductory sentences, and/or transitions, and/or structural elements required for the particular assignment. | |

GE/ILO Definitions & Rubrics

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-------------|--|--|---|-------------------|
| Readability | Adheres to the conventions of Standard Written English, with very few (if any) minor errors. | Adheres to the conventions of Standard Written English, with occasional and sometimes serious errors, which, at times, impedes the reader's understanding. | Does not adhere consistently to the conventions of Standard Written English, containing frequent distracting errors, making it difficult for the reader to follow and comprehend. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-----------|---|---|---|-------------------|
| Sources | Selects relevant sources that strengthen the credibility and/or authority of their own work product because the sources are of such high quality according to the standards of the assignment/discipline. | Selects relevant sources that do not strengthen the credibility and/or authority of their own work product because the sources are of poor quality according to the standards of the assignment/discipline. | Selects sources that are not relevant to the research question and/or are of such poor quality according to the standards of the assignment/discipline that they weaken the credibility and/or authority of their own work product. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|---|--|--|---|
| Documentation (following academic standards for ethical information-use) | Uses sources without plagiarizing them. This includes accurately citing the sources in the text and in the full citations at the end of the work product. | Uses sources without plagiarizing them. Citations are included in the text and at the end of the work product, but significant errors in the citations make it difficult to confirm that all of the sources used were cited accurately and consistently. | Citations in the text and/or at the end of the work product are so inconsistent that it is not clear that the student accurately cited all of the sources they used. This inconsistency might have resulted in unintentional plagiarism. | This category also includes deliberate, extensive plagiarism throughout the work product. |

This rubric was adapted from the [Written Communication 2014](#) rubric and was reviewed by the Palomar Curriculum Committee in Fall 2018.

Computation Outcome

Quantitative Literacy Definition and Rubric

Students who demonstrate quantitative literacy are able to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand

GE/ILO Definitions & Rubrics

and can formulate sound arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats.

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|--|--|--|-------------------|
| Ability to perform mathematical calculations. (<i>Calculation/Computational Skills</i>) | Calculations are correct and lead to a successful completion of the problem. | Calculations are attempted but either contain errors <u>or</u> are not complete enough to solve the problem. | Calculations are attempted but contain errors <u>and</u> are not complete enough to solve the problem. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|---|--|---|-------------------|
| Ability to convert information from one quantitative form (e.g. equations, graphs, diagrams, tables, words) into another. (<i>Representation</i>) | All relevant conversions are present and correct. | Some correct and relevant conversions are present but some conversions are incorrect or not present. | Some information is converted, but it is irrelevant or incorrect. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|--|--|--|-------------------|
| Ability to draw conclusions based on quantitative analysis. (<i>Analysis and Synthesis</i>) | Uses correct and complete quantitative analysis to make relevant and correct conclusions (e.g., there are no logical errors and all claims are substantiated). | Quantitative analysis is given to support a relevant conclusion but it is either only partially correct or partially complete (e.g. there are logical errors or unsubstantiated claims). | An incorrect quantitative analysis is given to support a conclusion or the conclusion is not based on quantitative analysis. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|--|---|---|-------------------|
| Ability to identify and report quantitative information presented in various forms (e.g. equations, graphs, diagrams, tables, words). (<i>Interpretation</i>) | Correctly identifies and reports all relevant information. | Correctly identifies and reports some, but not all, relevant information. | Some relevant information is reported, but none of the reported information is correct. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No submission (0) |
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| Ability to express quantitative information in an organized and contextualized form (e.g. equations, graphs, diagrams, tables, words, etc.). (Communication) | A correct and complete quantitative form is clearly presented. | A partially correct relevant quantitative form is present, but incomplete or poorly presented. | A relevant quantitative form is present, but is illogical, incorrect, illegible, or incoherent. | |
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CRITICAL THINKING

Critical Thinking Definition and Rubric

According to the Foundation for Critical Thinking, “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” At Palomar College, we also believe critical thinking involves the development of open- mindedness, and the identification of assumptions and implications and awareness of one’s own biases.

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-----------------------------|--|--|--|-------------------|
| Conceptualization of issues | Issue/Problem/ Interpretation to be considered is stated or demonstrated clearly, delivering relevant information when necessary for full understanding. | Statement of the issue/problem/ interpretation was attempted, but understanding appears impeded based on omissions and/or imprecision. | Issue/Problem/ Interpretation was not attempted or was clearly misunderstood | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-------------|---|--|---|-------------------|
| Conclusions | Conclusions clearly follow in a logical manner from premised and supporting ideas with no omissions and logical flaws. The relationship between premises and conclusions is clearly demonstrated. | Conclusions are derived in a somewhat logical fashion from premised and supporting ideas, but with significant omissions and/or logical flaws. The relationship between premises and conclusions is not well-demonstrated. | Conclusions and/or premises are missing and/or unclear. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
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GE/ILO Definitions & Rubrics

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| Evidence | Selects relevant sources that strengthen the credibility and/or authority of the points/conclusion because the sources are of such high quality according to the standards of the assignment/discipline. | Selects relevant sources that do not strengthen the credibility and/or authority of points/ conclusion because the sources are of poor quality according to the standards of the assignment/discipline. | Selects sources that are not relevant to the issue and/or are of such poor quality according to the standards of the assignment/discipline that they weaken the credibility and/or authority of the points/conclusions. | |
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| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|------------------------|---|--|--|-------------------|
| Questioning viewpoints | Personal viewpoints take into account the complexities of an issue and those of sources and authorities and are questioned thoroughly and acknowledged within student's position. | Personal viewpoints are simplistic and obvious and those of sources and authorities are taken mostly as fact, with little questioning. | Personal viewpoints are missing and/or unclear and those of sources and authorities are taken as fact, without question. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--------------------------------------|--|---|---|-------------------|
| Influence of context and assumptions | Identifies own and others' assumptions and relevant context(s) when presenting a position. | Begins to identify relevant context(s) when presenting a position. Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). | Influence of context and relevant assumptions are missing and/or unclear. | |

Information Literacy Definition and Rubric

Students who demonstrate information literacy are able to develop a research question, and they can find, evaluate and ethically use the information they find to satisfy their research question.

Vocabulary:

“Type of information” -- This refers to the category in which a source of information belongs. It is usually related to the process used to create the source. Types of sources include: encyclopedias, newspaper reportage, editorials, peer reviewed journal articles, social media posts, etc.

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“Work product” -- Any work produced by the student that is being used for this assessment. This can include an essay, a speech outline, an annotated bibliography, an article analysis, an information playlist, a slide presentation, etc.

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--------------------------------|---|---|--|-------------------|
| Generating a research question | Research question is clearly defined and is the appropriate scope for the assignment (i.e., it is not too broad or too narrow). | Research question is either too broad or too narrow for the assignment. | Research question is either not clear or is not something that can be answered with research (e.g., is it better to be a woman or a man?). | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|---------------------|--|---|--|-------------------|
| Finding information | Collects appropriate types of information and an appropriate amount of information to satisfy the assignment requirements. | Collects information sources but some of the information is not the correct type and/or too little information is collected to satisfy the assignment requirements. | The type of information collected is not appropriate for the assignment. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|------------------------|---|---|---|-------------------|
| Evaluating information | Selects relevant sources that strengthen the credibility and/or authority of their own work product because the sources are of such high quality according to the standards of the assignment/discipline. | Selects relevant sources that do not strengthen the credibility and/or authority of their own work product because the sources are of poor quality according to the standards of the assignment/discipline. | Selects sources that are not relevant to the research question and/or are of such poor quality according to the standards of the assignment/discipline that they weaken the credibility and/or authority of their own work product. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|---|--|--|---|
| Following academic standards for ethical information-use | Uses sources without plagiarizing them. This includes accurately citing the sources in the text and in the full citations at the end of the work product. | Uses sources without plagiarizing them. Citations are included in the text and at the end of the work product, but significant errors in the citations make it difficult to confirm that all of the sources used were cited accurately and consistently. | Citations in the text and/or at the end of the work product are so inconsistent that it is not clear that the student accurately cited all of the sources they used. This inconsistency might have resulted in unintentional plagiarism. | This category also includes deliberate, extensive plagiarism throughout the work product. |

Teamwork Dimensions

1. Group formation - how do instructors assign students to teams? For example are they self-selected, randomized, other means of creating teams.
2. Contributions of team members - attend meetings, prepare and come prepared for meetings, roles clearly defined, follow through on completion of activities in team
3. Collaboration, building on the ideas of others, creative input, facilitate contributions, value teammates.
4. Motivation- accountability, responsibility, relevance to course, personal relevance
5. Commitment- ownership, investment
6. Interpersonal communication - listening skills, questioning, discussing, being respectful
7. Work habits- time management, communication, focusing on task, preparedness
8. Conflict management-problem solving, emotional intelligence
9. Research and information sharing

Community, Multicultural/Global Consciousness and Responsibility Outcomes

Civic Knowledge and Engagement Definition and Rubric

Students who demonstrate civic knowledge and engagement are able to recognize political and social responsibilities including how to “make a difference in the public life of our communities” as well as “the combination of knowledge, skills, values and motivation [needed] to make that difference” (Ehrlich, 2000, p. vi). Civic engagement includes participation in both political and non-political processes that improve community life.

Vocabulary:

“Core Beliefs” - Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. A person may or may not choose to act on their core beliefs.

“Ethical Concepts” - The different frames through which ethical issues are analyzed and addressed, such as ethical theories (e.g., utilitarian, natural law, virtue), ethical practices (e.g., rights, justice, duty), **or** ethical standards (e.g., standards of conduct for specific professions).

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-------------------------------|--|--|---|-------------------|
| Civic Identity and Commitment | Student demonstrates basic awareness of their civic-engagement activities and a sense of what their own civic identity is. | Student provides little evidence of awareness of civic-engagement activities and does not connect awareness to their own civic identity. | Student provides no evidence of awareness of civic-engagement activities or their own civic identity. | |

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| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|---|---|--|--|-------------------|
| Academic Knowledge for Civic Engagement | Student effectively connects knowledge (facts, theories, etc.) from their own academic study/field/discipline, making relevant connections to civic engagement and to their own participation in civic life, politics, and/or government. | Student begins to identify how knowledge (facts, theories, etc.) from their own academic study/field/discipline is relevant to civic engagement and to their own participation in civic life, politics, and/or government. | Student is unable to correctly identify how their own academic study/field/discipline is relevant to civic engagement. | |

Ethical Awareness Definition and Rubric

Students who demonstrate ethical awareness are able to analyze their own core beliefs, recognize ethical dilemmas, and follow models for ethical decision-making processes when they apply or evaluate ethical concepts (University of Houston Downtown (UHD) [Personal Responsibility Rubric](#) and [Social Responsibility Rubric](#))

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--------------------------------|---|---|---|-------------------|
| Self Awareness of Core Beliefs | Student discusses in detail/analyzes both their core beliefs and the origins of their core beliefs. | Student articulates either the origins of their core beliefs or their core beliefs, but not both. | Student demonstrates an awareness of their core beliefs without articulating the beliefs or the origins of their beliefs. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--|--|--|---|-------------------|
| Understanding Different Ethical Concepts | Given an ethical dilemma, student demonstrates an accurate understanding of applicable ethical concepts. | Given an ethical dilemma, student demonstrates an awareness of applicable ethical concepts but does not demonstrate an accurate understanding of them. | Given an ethical dilemma, student does not demonstrate an awareness of the applicable ethical concepts. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|---------------------------------|---|---|---|-------------------|
| Application of Ethical Concepts | Student applies ethical concepts to answer an ethical question, and considers the consequences or | Student applies ethical concepts to answer an ethical question, but does not consider the consequences or implications of actions | Student does not effectively apply ethical concepts and does not consider the consequences or implications of actions | |

GE/ILO Definitions & Rubrics

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| | implications of actions that would follow from applying the ethical concepts they selected. | that would follow. | that would follow. | |
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| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|--------------------------------|--|--|--|-------------------|
| Evaluation of Ethical Concepts | Student explains an ethical concept in the context of an ethical dilemma, argues the strengths of the concept, and articulates objections to or limitations of that concept. | Student explains an ethical concept in the context of an ethical dilemma and argues the strength of the concept but does not articulate objections or limitations of that concept. | Student explains an ethical concept in the context of an ethical dilemma but does not explain its strengths and limitation nor the likely objections to the concept. | |

Intercultural Competency Definition and Rubric

Students who demonstrate Intercultural Competency are able to reason and address issues of cultural sensitivity from a wide array of authentic contexts and everyday life situations, with respect toward the ability to interact with different cultures. Students will learn how to understand, relate and address cultural dynamics in a supportive, equitable manner, and acquire the ability to clearly communicate socio-political cultural differences which allow for positive inclusivity.

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|-------------------------------------|--|--|---|-------------------|
| Cultural Self-Awareness (Knowledge) | Demonstrates awareness of their own cultures' rules and acknowledges that these cultural rules are not universal. Additionally identifies examples of rules from other cultures that seem different on the surface but are analogous to rules from their own cultures. | Demonstrates awareness of their own cultures' rules. Does not explicitly acknowledge that these cultural rules are not universal. And does not identify examples of rules from other cultures that are analogous to the rules of which they are aware. | Shows minimal or no awareness of their own cultures' rules. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|---|--|--|--|-------------------|
| Cultural worldview frameworks (Knowledge) | Demonstrates knowledge of the elements fundamental to a culture of which | Demonstrates partial understanding of the complex elements important to members of | Demonstrates little or no knowledge of the complex elements important to members | |

GE/ILO Definitions & Rubrics

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| | they are not a member (e.g., history, values, socio-political views, communication styles, economy, expressions, beliefs and practices). | another culture, in relation to its history, values, socio-political views, communication styles, economy, expressions, beliefs and practices. | of another culture, in relation to its history, values, socio-political views, communication styles, economy, expressions, beliefs and practices. | |
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| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|------------------|--|--|---|-------------------|
| Empathy (Skills) | Acknowledges the cultural experience of others and values the accounts of people describing their own cultural experiences. Additionally identifies actions they can take based on their understanding of others' cultural experience. | Acknowledges the cultural experience of others and values the accounts of people describing their own cultural experiences. Does not identify actions they can take based on their understanding of others' cultural experience. | Acknowledges the cultural experience of others, but does so by judging it through a self-centered cultural worldview. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No Submission (0) |
|---|--|---|--|-------------------|
| Verbal and nonverbal communication (Skills) | Recognizes cultural differences in verbal and nonverbal communication styles, and identifies communication strategies to negotiate cultural differences in communication styles. | Identifies some cultural differences in verbal and nonverbal communication styles, and is aware that misunderstandings and misrepresentations can occur based upon those differences, but does not identify communication strategies to negotiate cultural differences in communication styles. | Has a minimal level of understanding the cultural differences in verbal and nonverbal communication, and is unable, or unwilling, to negotiate cultural differences in communication styles. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No submission (0) |
|-----------------------|--|---|--|-------------------|
| Curiosity (Attitudes) | Asks complex questions about other cultures, and actively seeks-out culturally founded answers to these questions from multiple cultural perspectives. | Asks simple or surface questions about other cultures, without sufficient further culturally focused research addressing these questions. | States minimal or no interest in learning more about other cultures. | |

| Dimension | Meets outcome (5) | Outcome nearly met (3) | Outcome not met (1) | No submission (0) |
|----------------------|--|---|---------------------------------------|-------------------|
| Openness (Attitudes) | Begins to intentionally engage in interactions | Expresses openness to interactions with | Expressess no interest in interaction | |

GE/ILO Definitions & Rubrics

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| | with different cultures. Reflects on their efforts to suspend judgment in valuing various interactions with other cultures. | different cultures without intentionally engaging in interactions with different cultures. Has difficulty suspending self-centered judgements through interactions with different cultures, but is aware of, and expresses a willingness to change this approach. | with different cultures and/or no willingness to change their self-centered approach to interacting with other cultures. | |
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