

Global Understanding and Responsibility Evaluation Rubric

Global Understanding and Responsibility: Graduates understand global issues and the potential impact of their decisions on other individuals, groups and the environment. Graduates can identify opportunities and articulate personal intentions to improve global conditions.

For the purposes of this outcome and rubric, “global” can be defined in the following ways:

“International”, in the sense of referring to countries and cultures other than the United States;

“Multinational”, in the sense of referring to all of the countries and cultures of the world, including the United States;

“Multicultural”, in the sense of referring to people of different countries and cultures of origin living within the United States;

“Multigenerational”, in the sense of referring to the different immigration and residency experiences of those living within the United States across multiple generations.

A. Understands that differences exist in global cultures, situations and / or issues.						
Behavior Emerging		Behavior Developing		Behavior Present		
Shows little or limited awareness of differences in global cultures, situations and / or issues.		Recognizes and is able to articulate differences in global cultures, situations and / or issues.		Is able to analyze and / or evaluate differences in global cultures, situations and / or issues without personal or cultural bias.		
Has superficial awareness of alternative patterns from their own.		Looks beyond superficial differences and considers alternatives.		Sees the impact of differences as both positive and negative within a wide range of situations and / or issues.		
0	1	2	3	4	5	N/A

B. Understands that there are commonalities / common features in global cultures, situations, and / or issues.						
Behavior Emerging		Behavior Developing		Behavior Present		
Shows little or limited awareness of shared features / commonalities in global cultures, situations, and / or issues.		Recognizes and is able to articulate commonalities in global cultures, situations, and / or issues.		Is able to analyze and / or evaluate commonalities in global cultures, situations, and / or issues without personal or cultural bias.		
Is unable to see self as a part of global cultures, situations or issues.		Understands that despite differences there are fundamental shared common features important in global cultures, situations and / or issues.		Integrates and projects commonalities as regular practice in any personal work.		
0	1	2	3	4	5	N/A



OAKLAND COMMUNITY COLLEGE

Note: This is a college-wide rubric, however, faculty expectations may differ within specific courses. Approved by SOAC May, 2013. Next major review and approval by SOAC May 2015.

C. Understands relationships among global cultures, situations, and / or issues.						
Behavior Emerging		Behavior Developing		Behavior Present		
Shows little or limited awareness of interactions among global cultures, situations, and / or issues, including the impacts they have upon the student.		Is able to identify impact of interactions among global cultures, situations, and / or issues, including the impacts they have upon the student.		Is able to analyze and / or evaluate interactions among global cultures, situations, and / or issues, including the impacts they have upon the student, without personal or cultural bias.		
Focuses on self and / or local community exclusively.		Expands focus beyond self and local communities.		Sees self as an integral part of a global community.		
0	1	2	3	4	5	N/A

D. Examines potential impact of their decisions on individuals, groups and the environment.						
Behavior Emerging		Behavior Developing		Behavior Present		
Shows little or limited ability to give examples of potential impacts of their decisions, choices or actions on other individuals, and / or environment.		Is able to recognize and describe potential impacts of personal decisions, choices or actions on other individuals and / or environment.		Is able to assess the effects of personal decisions, choices or actions on other individuals, groups and / or environment.		
0	1	2	3	4	5	N/A

E. Identifies and articulates personal intentions to improve global conditions.						
Behavior Emerging		Behavior Developing		Behavior Present		
Has little or limited awareness of opportunities to have a positive effect on global conditions.		Is able to analyze the feasibility of the opportunities to have a positive effect on global conditions.		Is able to formulate an idea (or plan) to have a positive effect on global conditions, now or in the future.		
Sees improvement from a local focus, if at all.		Considers external avenues for impact beyond local focus.		Expands planning to include a wide range of action initiatives.		
0	1	2	3	4	5	N/A

F. Takes action to improve global conditions.						
Behavior Emerging		Behavior Developing		Behavior Present		
Takes little or limited action that positively affects the condition of individuals, groups, or the environment.		Is beginning to take some action that positively affects the condition of individuals, groups, or the environment, particularly at the local level.		Takes positive action taken that genuinely and significantly affects the condition of individuals, groups or the environment, globally as well as at the local level.		
Is unaware that even minimal action or involvement is possible.		Is becoming aware that action or involvement has multiple forms at multiple levels of engagement.		Seeks opportunities for action (involvement) widely.		
0	1	2	3	4	5	N/A



OAKLAND COMMUNITY COLLEGE

Note: This is a college-wide rubric, however, faculty expectations may differ within specific courses. Approved by SOAC May, 2013. Next major review and approval by SOAC May 2015.