

COMMUNITY AND ENVIRONMENTAL RESPONSIBILITY RUBRIC



This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Global Learning Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

Core Learning Outcome #5

Through their respective disciplines, CGCC students who earn a degree can:

Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Definition

Community and environmental responsibility 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 learning about community and environmental responsibility, 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.

Framing Language

Effective and transformative community and environmental responsibility offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Community and environmental responsibility should enhance students' sense of identity, community, ethics, and perspective-taking. Community and environmental responsibility is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Community and environmental responsibility cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess community and environmental responsibility on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and/or the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and/or human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and/or natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and/or the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

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	4	3	2	1	Not Demonstrated 0 <i>(Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (level one) level performance.)</i>	Not Applicable <i>(Evaluators are encouraged assign “not applicable” if student work was not required to address a category)</i>
Global Self-Awareness	Effectively addresses significant issues in the natural and/or 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/or human world.	Analyzes ways that human actions influence the natural and/or human world.	Identifies some connections between an individual’s personal decision-making and certain local and global issues.	Connections between an individual’s personal decision-making and certain local and global issues not demonstrated.	Demonstration of global self-awareness not required for assignment
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and/or 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/or human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and/or human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	Identification of multiple perspectives not demonstrated.	Demonstration of perspective taking not required for assignment.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and/or natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and/or natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and/or the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and/or natural worlds.	Identification of the basic role of some global and local institutions, ideas, and processes in the human and/or natural worlds not demonstrated.	Demonstration of understanding global systems not required for this assignment.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.	Global challenges defined in basic ways, including a limited number of perspectives and solutions not demonstrated	Demonstration of application of knowledge to contemporary and global contexts not required for this assignment
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and/or environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and/or environmental consequences of global systems and identifies a range of actions informed by one’s sense of personal and civic responsibility.	Explains the ethical, social, and/or environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.	Identification of basic ethical dimensions of some local or national decisions that have global impact not demonstrated	Demonstration of personal and social responsibility not required for this assignment.