

## Assessment of Student Outcomes Rubric

*Global Citizenship and Multicultural Understanding: Social Sciences (GSS)*

*Carolina Core learning outcome: Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.*

<b>Student Achievement #1</b> <b>Defines problems and issues appropriate to the field of study and identify theoretical frameworks and approaches for interpreting, defining, analyzing, and evaluating these problems and issues.</b>		<b>Unsatisfactory</b>	<b>Marginally Satisfactory</b>	<b>Note: A Satisfactory rating requires 3 or more satisfactory items in this column</b>  <b>Satisfactory</b>
<b>1a</b>	<b>Problems and Issues</b>	<ul style="list-style-type: none"> <li>-Does not identify key problems or issues relevant to the field of study</li> <li>-Does not identify causes of the problem or issue</li> <li>-Includes information that is not properly cited or rooted in fact</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies a problem or issue in the field of study (or topic), but does not do so explicitly</li> <li>-Does not discuss the causes of the problem or issue, but situates it within an appropriate context</li> <li>- Describes consequences of the problems/issue, but does not relate them back to the issue itself</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies one or more problems or issues related to the field of study (or topic at hand)</li> <li>-Identifies causes of the problem or issues</li> <li>-Identifies consequences related to the problem or issue and/or addresses solutions</li> </ul>
<b>1b</b>	<b>Frameworks and Approaches</b>	<ul style="list-style-type: none"> <li>-Does not identify a theoretical framework or approach used in the field of study</li> </ul>	<ul style="list-style-type: none"> <li>-Partially describes theoretical framework, but fails to do so fully.</li> <li>-Describes the theoretical framework, but fails to situate the problem/issue identified within the framework</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies the theoretical frameworks or approaches appropriate to the discipline</li> <li>-Situates problem/issue within the theoretical framework</li> </ul>

<b>Student Achievement #2</b> <b>Demonstrates an awareness of and appreciation for the diversity of human experiences.</b>		<b>Unsatisfactory</b>	<b>Marginally Satisfactory</b>	<b>Note: A Satisfactory rating requires 2 or more satisfactory items in this column</b>  <b>Satisfactory</b>
<b>2a</b>	<b>Diversity</b>	-Does not identify any aspect of diversity within or outside the field of study	-Identifies aspects of diversity, but does not situate them within the field of study	-Identifies aspects of diversity that are relevant to the field of study
<b>2b</b>	<b>Understanding</b>	-Does not identify the outcomes related to diversity  -Fails to discuss the connection between diversity and social inequality	-Describes the outcomes related to diversity, but does not situate within the appropriate context  -Draws incomplete connections between diversity and social inequality, when applicable	-Explains the outcomes related to diversity, situated within the field of study  -Discusses the relationship between diversity and social inequality, when applicable

<b>Student Achievement #3 Demonstrate an awareness of how social/behavioral processes and relationships take shape in, and vary across, regional/geographical contexts.</b>		<b>Unsatisfactory</b>	<b>Marginally Satisfactory</b>	<b>Note: A Satisfactory rating requires 2 or more satisfactory items in this column</b>  <b>Satisfactory</b>
<b>3a</b>	<b>Social/Behavioral Processes</b>	-Does not identify or describe key social and behavioral processes	-Indicates knowledge of social and behavioral processes, but makes a weak attempt at description  OR  -Indicates knowledge of social and behavioral processes, but describes them in an inaccurate and/or biased manner	-Identifies social and behavioral processes relevant to the field of study  -Is able to describe characteristics and qualities of the processes using sources and/or other accepted reference methods
<b>3b</b>	<b>Regional/Geographical Contexts</b>	-Does not describe variation of social and behavioral processes  -Does not describe why variations in social and behavioral processes exist	-Describes variation of social and behavioral processes, but not across regional/geographical contexts  - Describes why variation of social and behavioral processes exist, but not across regional and geographic contexts	-Describes variation of social and behavioral processes across regional/geographical contexts.  - Describes why variations across regional and geographical contexts exist