

CORE Quality Local and Global Citizens Assessment Rubric

MSU Graduates are Local and Global Citizens

Graduates demonstrate effective strategies to listen and respond to others. They act with integrity in establishing respectful relationships and productively manage conflict to reach ethical outcomes. Graduates understand sources of identities, their own and others, and how identities influence civic values, assumptions, responsibilities and community engagement. They apply knowledge of diverse cultures, histories, values, or conflicts that have shaped the US and other world societies to better understand current events, US democratic and other global political institutions, or social life. Graduates value the important role informed, engaged citizens play in democratic societies and can determine for themselves what political and social issues, problems or policies they wish to engage with as citizens.

Student work from the CS, D, and US core perspectives are required to incorporate the Local and Global Citizens learning outcome into their course and assignments. The following Core perspectives may *choose the* Local and Global Citizens learning outcome as a part of their course and assignments: IA, IH, IN, IS, R. The Core Curriculum Committee will request student work that has been designed to meet specific criteria for program assessment using a 3-Point Rubric determining whether work is Proficient, Developing, or Beginning. Courses integrating the Effective Communicators learning objective are encouraged to address all criteria, but must address a minimum of 4 out of 6 criteria, and design assignments that can be collected to demonstrate the following:

| Criteria | Proficient | Developing | Beginning | Criteria not addressed |
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| Active Engagement: Listening, Responding & Valuing Diverse Perspectives | Synthesizes other perspectives by listening effectively to others, valuing their perspective or points of view and incorporating them into their responses. | Identifies and explains other perspectives or points of view but does not synthesize them with their own when responding to others. | Maintains preference for own perspective in responding to others while not listening to or acknowledging other perspectives and points of views | <input type="checkbox"/> |
| Integrity in Relationship Building & Ethical Conflict Resolution* | Actively seeks input from all involved parties, encouraging collaboration and fostering an inclusive approach to resolution. | Seeks input from most parties, though may miss opportunities for collaboration or establishing relationships. Shows “some” effort to engage others for collaboration through ethical performance or behavior. | Works in isolation; does not involve others in collaborative relationships or conflict resolution, process, working in isolation, or Identifies the basic integrity in relationships (whether among individuals, firms, or organizations) through | <input type="checkbox"/> |

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| | | | ethical and honest performance or behavior | |
| Identity Analysis: Uncovering Influences on Civic Values & Community Engagement of Self and Others | Provides in depth evaluation of sources of identities and how they influenced civic values, assumptions, responsibilities and/or community engagement | Analyzes sources of identities at a surface level and shows some connections to how they influence civic values, assumptions, responsibilities and/or community engagement | Describes sources of identities but does not show how identities influenced civic values, assumptions, responsibilities and/or community engagement | <input type="checkbox"/> |
| Cultural & Historical Context: Interpreting Current Events Through Diverse Insights | Makes strong connections between diverse cultures, histories, values, or conflicts and current events and/or social life to better explain and contextualize them | Describes some connections between diverse cultures, histories, values, or conflicts and current events/social life but explanations are limited or missing key points | Identifies and summarizes diverse cultures, histories, values, or conflicts but does not show how they inform or connect to current events/social life | <input type="checkbox"/> |
| Civic Reflection: Recognizing the Impact of Informed, Engaged Citizens in Democratic Societies | Evaluates with deeper analysis, critically evaluates the role informed, engaged citizens play in democratic societies, including demonstrating their importance and value for democratic societies | Acknowledges the role informed, engaged citizens play in democratic societies and offers some insight into that role but does not provide further analysis or reflection about its importance or value for democratic societies | Briefly mentions the importance of engaged citizens play in a democratic society but does not provide specific dimensions of that role and/or further analysis or reflection about its importance or value for democratic societies | <input type="checkbox"/> |
| Civic Prioritization: Identifying Issues, Problems, and Policies to Engage With | Identifies the multiple dimensions and intersecting factors of a social issue, problem, or policy they wish to engage with | Explains some aspects of a social issue, problem, or policy they wish to engage with as citizens but missed important dimensions or factors in the analysis | Identifies the basic dimensions of a social issue, problem, or policy they wish to engage with as citizens | <input type="checkbox"/> |

*Best assessed with an assignment that requires teamwork or interpersonal interaction.

Feedback on these rubrics and potential assignments to the Core Curriculum Committee is appreciated for continuous improvement of this assessment process.