**Statement on Global Awareness, Diversity and Tolerance Institutional Learning Outcome**

**ILO #3: Global Awareness, Diversity, and Tolerance:** Respectfully engage with others and analyze issues from a multicultural and global perspective.

This Institutional Learning Outcome derives from a collaborative effort between staff, faculty and administration and reflects the expressed values of York County Community College and of the Maine Community College System.

**Global awareness** is an understanding of one’s place in a global society with increasingly interconnected economic, political and cultural issues and problems; students must understand the complexities of the global community that will be their future

**Diversity** is the recognition of differences and commonalities among people from which they can begin to understand each other. These differences and commonalities include, but are not limited to, ethnicity, religion, age, gender, culture, cognitive ability, life experiences, family situations, and sexual orientation.

**Tolerance** means recognizing and respecting the beliefs and practices of others.

The rubric below is intended to measure student learning outcomes in the area of global awareness, diversity and tolerance. It is designed as a tool to evaluate and learn from student artifacts, including but not limited to presentations, discussion posts, papers, powerpoints, or class discussions. As a tool designed to measure “snapshots”, it may not encompass all of the above, but represents our best effort to date for assessing student outcomes in this area.

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|  | **Exemplary** | **Acceptable** | **Developing** | **Ineffective** |
| **Cultural self-awareness** | Articulates one’s own cultural rules and biases and is aware how they inform one’s perspective, communication and experience | Mostly articulates one’s own cultural rules and biases and is aware how they inform one’s perspective, communication and experience | Articulates some degree of one’s own cultural rules and biases and is somewhat aware of how they inform one’s perspective, communication and experience | Unable to articulate one’s own cultural rules and biases and is unaware how they inform one’s perspective, communication and experience |
| **Cultural****Knowledge** | Demonstrates sophisticated understanding of the complexity of elements important to other cultures in relation to their values, norms, and social processes. | Demonstrates adequateunderstanding of the complexity of elements important to other cultures in relation to their values, norms, and social processes. | Demonstrates partialunderstanding of the complexity of elements important to other cultures in relation to their values, norms, and social processes. | Demonstrates little or no understanding of the complexity of elements important to other cultures in relation to their values, norms, and social processes. |
| **Communicating across cultural contexts** | Considers and negotiates diverse perspectives to communicate appropriately across differences | Considers divergent perspectives in the communication process | Begins to recognize divergent perspectives. Demonstrates emergent abilities to communicate across differences | Demonstrates little or no ability to recognize divergent perspectives or communicate across differences |
| **Empathy, openness, and tolerance\***  | Consistently demonstrates sensitivity & integrity in interactions with people of diverse perspectives, beliefs, and values. | Mostly demonstrates sensitivity & integrity in interactions with people of diverse perspectives, beliefs, and values | Demonstrates some sensitivity & integrity in interactions with people of diverse perspectives, beliefs, and values. | Demonstrates little sensitivity or integrity in interactions with people of diverse perspectives, beliefs, and values. |

\*(For example, a student artifact demonstrates positive regard for the culture, religion, gender, and/or sexual orientation of individuals; articulates respects and values for concerns of people and cultures different from their own).