

VISUALIZE**Capstone (4)****Accomplished (3)****Developing (2)****Deficient (1)****Global Self-Awareness**

Assesses and evaluates the global impact of one's identity and actions on significant issues in the natural and human world.

Analyzes and explains the global impact of one's identity and actions on significant issues in the natural and human world.

Demonstrates awareness of the ways that one's identity and actions influence the natural and human world.

Shows limited awareness of the ways that one's identity and actions influence the natural and human world.

Perspective Taking

Evaluates and applies valid and diverse cultural, disciplinary, and / or ethical perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting viewpoints or conclusions.

Synthesizes valid cultural, disciplinary, and / or ethical perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting viewpoints or conclusions.

Identifies cultural, disciplinary, and/or ethical perspectives of various quality when exploring subjects in the face of multiple and even conflicting viewpoints or conclusions.

Recognizes, but does not explore, few cultural, disciplinary, and/or ethical perspectives in the face of multiple and even conflicting viewpoints or conclusions.

Historical, Global Contexts

Historicizes the 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 natural worlds.

Summarizes the 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 natural worlds.

Examines the effects of human organizations and actions on global systems and identifies informed, appropriate action to solve complex problems in the human and natural worlds.

Shows limited understanding of the effects of human organizations and actions on global systems and identifies only cursory solutions to complex problems in the human and natural worlds.

Social Responsibility

Advocates for and / or enacts informed and responsible action to address systemic ethical, social, and / or environmental challenges and evaluates the local and broader consequences of individual and collective interventions.

Analyzes systemic ethical, social, and / or environmental challenges and identifies the local and broader consequences of individual and collective interventions.

Identifies systemic ethical, social, and / or environmental challenges and recognizes limited consequences of individual and collective interventions.

Shows limited understanding of systemic ethical, social, and / or environmental challenges and the consequences of individual and collective interventions.

Contemporary Applications

Transforms and applies acquired knowledge and skills, including multiple worldviews, experiences, and / or power structures, to propose solutions to complex, systemic problems using various diverse perspectives and / or methods.

Analyzes and evaluates possible solutions to systemic, complex problems using various perspectives, including multiple worldviews, experiences, and / or power structures and methods.

Identifies solutions to systemic problems using limited perspectives (worldviews, experiences, power structures) and / or methods.

Recognizes solutions to systemic problems using merely an individual perspective.

History

During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Global Learning Value Rubric was utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubric. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubric in relation to the submitted artifacts. Continuing with this evolution of assessment, the FSW Visualize rubric was developed by a 7-member task force of faculty and staff representing four of five schools of the College and supported by the Office of Academic Assessment and the Office of the Provost during special sessions held on May 13, 17, and May 23, 2019. Task members, led by Joseph van Gaalen (Sciences/AVP of Assessment, Effectiveness, & Institutional Research) included: Jane Charles (Libraries), Rebecca Harris (English), Julia Kroeker (Education), Jennifer Patterson (Business), Caroline Seefchak (Education & LAC Chair), and Elijah Pritchett (Humanities).

Framework

The school representatives used the Association of American Colleges and Universities Written Communication VALUE Rubric as a foundation for development ultimately adopting only the dimensions and achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom's Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).

Purpose

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any assignments that engage in the study of the values and traditions of diverse cultures. Careful consideration was paid to providing descriptors detailed enough to score an artifact yet remain in general terms as much as possible to allow for application to many types and styles of assignments. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the 'Visualize' Rubric Calibration Sessions prior to the scoring process.

Dimensions

Global Self-Awareness: Artifact assesses and evaluates global impact of one's identity and actions on significant issues in the natural and human world; **Perspective-Taking:** Artifact evaluates and applies diverse cultural, disciplinary, and/or ethical perspectives to complex subjects within natural and human systems in the face of multiple/conflicting viewpoints or conclusions; **Historical, Global Contexts:** Artifact historicizes the effects of human organizations/actions on global systems to develop informed, appropriate action to solve complex problems in the human and natural worlds; **Social Responsibility:** Artifact advocates for and/or enacts informed action to address systemic ethical, social, and/or environmental challenges and evaluates the consequences of individual and collective interventions; and **Contemporary Applications:** Artifact transforms acquired knowledge, including multiple worldviews, experiences, and/or power structures, to propose solutions to complex, systemic problems using various diverse perspectives and/or methods.