

UCA CORE – Diversity Rubric B (Other)

This rubric is used to assess students' progress towards *Goal B* of the *Diversity* area of the UCA Core.

Diversity is the ability to analyze familiar cultural assumptions in the context of the world's diverse values, traditions, and belief systems as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.

Goal B: Analyze or compare diverse values, traditions, belief systems, and/or perspectives.

This rubric assesses the following three specific skill or knowledge areas related to Goal B:

- **Cultural Worldview Frameworks:** The history, values, politics, communication styles, economics, or beliefs and practices by which people construe their experiences and make sense of the world around them.
- **Curiosity:** Willingness to understand and engage with other worldview frameworks.
- **Application:** Ability to engage and learn from different perspectives and experiences; to understand how one's place in the world both informs and limits one's knowledge.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by the time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.

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Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
Cultural Worldview Frameworks	Demonstrates sophisticated understanding of the complex elements important to a worldview framework.	Demonstrates full understanding of the obvious elements important to a worldview framework.	Demonstrates adequate understanding of a few of the elements important to a worldview framework.	Demonstrates inadequate understanding of a few of the elements important to a worldview framework.	Assign a zero for performance that does not meet a score of one (1).
Curiosity	Asks complex questions about other cultures/ institutions/ structures, seeks out and articulates answers to these questions that reflect multiple perspectives.	Asks questions about other cultures/institutions/structures and seeks out answers to these questions.	Asks simple or surface questions about other cultures/institutions/structures but does not seek out answers to these questions.	Demonstrates minimal interest in learning more about other cultures/institutions/structures .	
Application	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (such as cultural, disciplinary, and ethical.)	Summarizes other perspectives (such as cultural, disciplinary, and ethical) but unable to apply knowledge of those perspectives to advanced problems.	Identifies multiple perspectives (such as cultural, disciplinary, and ethical) without bias for own positioning.	Identifies multiple perspectives while maintaining a preference for own positioning (such as cultural, disciplinary, and ethical).	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline? Yes No

This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.