

UCA CORE – Diversity Rubric A (Own)

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

Diversity: 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 A: Analyze one's own cultural values and assumptions.

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

- **Cultural Self-awareness:** Knowledge of how experiences have shaped one's own cultural rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.
- **Empathy:** The ability to imagine one's self as another, with another's interests and emotions, and within another's cultural rules, biases, and perspectives.
- **Openness:** Desire to interact with culturally different others. Interactions with culturally different others should be interpreted broadly, and can include experiences with texts, creative works, or individuals.

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. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- 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 Self-awareness	Articulates critical and substantive insights into own cultural rules, biases, and perspectives.	Recognizes own cultural rules, biases, and perspectives; demonstrates a willingness to think critically/analytically about them, but not always able to articulate them well.	Identifies own cultural rules, biases, and perspectives, but demonstrates an uncritical preference for own culture.	Shows minimal awareness of own cultural rules, biases, and perspectives.	Assign a zero for performance that does not meet a score of one (1).
Empathy	Interprets intercultural experiences from perspectives of own and more than one worldview. Demonstrates ability to think in an empathetic manner regarding those outside of own group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in analysis.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	
Openness	Fully develops interactions with culturally different others. Makes informed judgments about differences that show respect for cultural diversity.	Initiates but does not fully develop interactions with culturally different others. Begins to make informed judgments about differences that show respect for cultural diversity.	Expresses openness to most, if not all, interactions with culturally different others. May have difficulty making informed judgments about differences that show respect for cultural diversity.	Receptive to interacting with culturally different others. Has difficulty making informed judgments about differences that show respect for cultural diversity.	

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.