|  |  |  |
| --- | --- | --- |
|  | **Fall 2021**  **CITIZENSHIP ISLO AND RUBRIC**  **Office of Planning, Research, and Institutional Effectiveness** |  |

**STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM THEIR EXPERIENCES AT THIS COLLEGE TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.**

Citizenship includes the ability to:

* demonstrate an understanding of their individual role in an interconnected world about a range of global issues.
* demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).
* demonstrate scientific literacy concerning a range of global issues.
* demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.
* articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
* recognize and apply ethical perspectives.
* facilitate a positive, supportive group environment through demonstrated collegiality and leadership.
* demonstrate commitment to active citizenship.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SKYLINE COLLEGE CITIZENSHIP ISLO RUBRIC** | | | | |
| **Indicator** | **Exceeding** | **Meeting** | **Progressing** | **Emerging** |
| **Understanding of their individual role in an interconnected world** | Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and is able to advocate for informed, reasonable solutions in response to problems with global implications. | Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and of the various perspectives on possible actions that they or others may take to address problems with global implications. | Demonstrates some understanding that their individual decision-making may impact local, national, and global conditions. | Demonstrates little to no understanding that their individual decision-making may impact local, national, and global conditions. |
| **Understanding of the interconnectedness of global systems [[1]](#footnote-1)** | Analyzes how global and local organizations, ideas, and issues are interconnected and demonstrates an awareness of historical and contemporary contexts of the issue(s), to advocate for informed, appropriate action. | Analyzes how global and local organizations, ideas, and issues are interconnected, and demonstrates an awareness of the historical and contemporary contexts of the issue(s). | Analyzes how global and local organizations, ideas, and issues are interconnected. | Does not identify or demonstrates limited identification of how global and local organizations, ideas, and issues are interconnected. |
| **Use of scientific literacy to address global issues** | Student is able to use the scientific method for determining reasonable conclusions or solutions to problems. Student actively participates in connecting and extending classroom knowledge to their participation in civic life, politics, and government. | Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems. Student connects and extends their classroom knowledge to their participation in civic life, politics, and government. | Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse. Student begins to connect and extend classroom knowledge to their participation in civic life, politics, and government. | Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems. Student fails to connect facts and theories from their study to their participation in civic life, politics, and government. |
| **Perspective shaping** | Demonstrates a solid understanding of how their own and others’ world views are shaped by their own experiences and cultural values, and is able to apply diverse perspectives to deepen understanding of complex issues in the face of multiple and even conflicting positions. | Demonstrates a solid understanding of how their own and others’ world views are shaped by their own experiences and cultural values, and attempts to understand, find commonalities, and build bridges across cultures. | Demonstrates some understanding that their own and others’ world views are shaped by their own experiences and cultural values; however, fails to demonstrate any effort to empathize with other experiences and viewpoints. | Demonstrates little to no awareness of how theirs and others’ world views are shaped by their own experiences and cultural values. |
| **Cultural sensitivity** | Demonstrates flexibility, adaptability, and a strong willingness to apply or consider alternative and/or diverse cultural perspectives, to think critically and solve problems related to culture (or “problems arising from cultural misunderstanding”). | Recognizes and is sensitive to the differences between their cultures and others and is able to reflect on the complexity of those differences with open-mindedness. | Recognizes some commonalities and differences between their cultures and others; however, does not demonstrate reflection on the complexity of those differences. | Demonstrates little or no acknowledgement of cultural differences between their cultures and others, or, demonstrates cultural insensitivity. |
| **Ethical perspectives** | Independently recognizes complex ethical issues and demonstrates the ability to compare different ethical perspectives, and identify assumptions and consequences in applying different ethical perspectives. | Recognizes simple and complex ethical issues and demonstrates the ability to compare different ethical perspectives with structured support of instructor or course assignment. | Recognizes more simple and obvious ethical issues but fails to understand complex ethical issues without structured support of instructor or course assignment (e.g. when the ethical issue is made explicit in the exercise). | Demonstrates limited to no recognition of simple or complex ethical issues. |
| **Teamwork and collegiality [[2]](#footnote-2)** | Supports a constructive team climate by doing all of the following:   * Treats team members respectfully by being polite and constructive in communication. * Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. * Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. * Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any three of the following:   * Treats team members respectfully by being polite and constructive in communication. * Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. * Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. * Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any two of the following:   * Treats team members respectfully by being polite and constructive in communication. * Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. * Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. * Provides assistance and/or encouragement to team members. | Supports a constructive team climate by doing any one of the following:   * Treats team members respectfully by being polite and constructive in communication. * Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. * Motivates teammates by expressing confidence about the importance of the task and the team’s ability to accomplish it. * Provides assistance and/or encouragement to team members. |
| **Commitment to active citizenship via civic engagement** | Demonstrates deep awareness of issues; takes action and encourages others to take action; collaborates with others and/or adopts a leadership role in enacting change. | Demonstrates awareness of issues; takes action or demonstrates preparedness to take action, and/or, encourages others to take action to enact change. | Demonstrates awareness of issues; may make conscious choices and change own daily habits, but civic contributions are minimal to non-existent. | Demonstrates little to no awareness of issues and does not get actively involved in civic affairs.  . |

Last updated on August 26, 2021

1. Variation of the AACU Value Rubric: Global Learning [↑](#footnote-ref-1)
2. AACU Value Rubric: Teamwork [↑](#footnote-ref-2)