**LANEY COLLEGE**

**INSTITUTIONAL LEARNING OUTCOME #4 ASSESSMENT RUBRIC**

**Spring, 2014**

 **Global Awareness, Ethics and Civic Responsibility**

Students will be prepared to practice community engagement that addresses one or more of the following: environmental responsibility, social justice and cultural diversity.

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| Course department and number |  |
| Name of Instructor |  |
| e-mail and phone number of instructor: |  |
| Number of students in class: |  |

* Make sure the relevant course SLO is mapped to this ILO in TaskStream.
* Include ILO #4 (above) in your spring 2014 syllabus along with the SLOs for your course.
* Collect course assessment information as usual, and enter your assessment plan, assessment findings, and action plan into TaskStream.
* Upload your assignment prompt, your grading rubric, and the results into TaskStream.
* There are six different aspects of ILO #4. Your class will probably address only one of these aspects.
* Please find the aspect that applies to your course on the attached rubric (for example “environmental responsibility”) and circle or **bold** the box that describes the level (awareness, change in attitude, change in values or behavior, or commitment/involvement) attained by your assignment and by your students.
* You may include the number of students in each category.
* Turn in the completed rubric and copies/samples of student work. We will collect them and use them as evidence.

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|  |  **Awareness** | **Change in Attitude** | **Change in Values or**  **Behavior** |  **Commitment or**  **Involvement** |
| **Global Awareness**A knowledge of world events, international political and/or social issues. | Students become aware of world events/issues. | Students exhibit a reaction or change in attitude as a result of exposure to world issues. | Students develop a change in values or behavior with regard to global issues. | Students display that they value world issues through commitment or involvement in international organizations. |
| **Ethics**Recognizing moral behavior, knowing right from wrong. | Students develop an awareness of ethical decisions and behavior. | Students exhibit a reaction or change in attitude as a result of the study of ethics. | Students’ values, decisions and behavior become more ethical. | Students display ethical behavior through commitment or involvement in their communities. |
| **Civic Responsibility**Duties involved in being a good citizen in your community with regard to the law, government, politics. | Students become aware of the importance of civic responsibility. | Students exhibit a reaction or change in attitude with regard to civic responsibility. | Students develop a change in values or behavior regarding civic responsibility. | Students display that they value civic responsibility through commitment or involvement in civic organizations. |
| **Environmental Responsibility**A knowledge of ways to protect the community’s and/or the planet’s ecosystems. | Students become aware of the importance of our environment and of sustainability. | Students exhibit a reaction or change in attitude with regard to environmental responsibility. | Students change their values or behavior in terms of the environment and sustainability. | Students display that they value the environment through commitment or involvement in environ mental or sustainable activities. |
| **Social Justice**A recognition that societies should be based on equality, dignity and human rights. | Students become aware of the importance of social justice. | Students exhibit a reaction or change in attitude with regard to social justice. | Students change their values or behavior with regard to social justice. | Students display that they value social justice through commitment or involvement in social justice-related orgs. |
| **Cultural Diversity**An understanding of how each culture has its own customs, language, art, beliefs, and of how to live in a multicultural society. | Students become aware of the importance of cultural diversity. | Students exhibit a reaction or change in attitude surrounding different cultures in the community. | Students change their values or behavior in terms of various cultures living in the East Bay. | Students display that they value cultural diversity through commitment or involvement in culturally diverse communities in the East Bay. |