

Malcolm X College

Cultural Understanding & Sensitivity Rubric

This rubric is adapted from the Intercultural Knowledge Rubric designed by the American Association of Colleges & Universities aligned with the Malcolm X College Institutional Student Learning Outcome of: Students completing studies at MXC will be able to Acknowledge and maximize diversity in its varied forms to find common ground and enhance global citizenship, through the following measurable objective:

1. (Acknowledge) Deploy interpersonal skills and civic engagement in ways that encourage a respect for the diversity of human expression.
2. (Maximize) Use and synthesize knowledge of human and natural diversity in order to develop solutions to local and global scientific and socio-cultural challenges.

This rubric is designed to be applied broadly across embedded assignments across the institution, as defined by the Assessment Representatives of various disciplines and department areas. The criteria for scoring along the rubric are intentionally numbered instead of labeled with terminology to express the continuum of growth in cultural understanding and sensitivity.

Context for the original VALUE rubric generation:

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

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| 1. Acknowledge diversity in its varied forms | Articulates insights into own and others' cultural roles, rules, and biases, seeking complexity; resulting in a dedication to growth and perspective. | Recognizes new perspectives about own and others' cultural roles, rules, and biases, not looking for sameness; comfortable with growing in new perspectives. | Identifies own and/or others' cultural roles, rules, and biases, preferring those shared with own cultural group and seeking the same in others | Shows minimal awareness of own or others' cultural roles, rules, and biases; uncomfortable with identifying possible cultural differences with others. |
| 2. Maximize diversity in its varied forms | Recognizes and responds to cultural biases among own and others' perspectives | Identifies potential responses to cultural biases among own and others' perspectives | Can offer response options to cultural biases, more adequately responds to others' than own biases | Unaware of response options to cultural biases in own or others' perspectives |
| 3. Find common ground | Actively seeks out and achieves a shared understanding based on identified differences in own and others' cultural perspectives and worldviews. | Begins to generate a shared understanding of differences in own and others' cultural perspectives and worldviews | Demonstrates an awareness that a shared understanding based on differences in cultural perspectives and worldviews is possible; not yet comfortable with seeking such common ground. | Identifies differences in cultural perspectives and worldviews as insurmountable to finding shared understanding, or does not recognize differences |
| 4. Global citizenship | Commits to/ communicates a goal to use their cultural understanding and knowledge to engage in actions that promote the common good | Indicates that they are seeking to move toward action, searching for routes to support common good through cultural understanding and knowledge | Engaging in surface-level action to promote goals of the common good | Begins to plan on engaging in action-orientated routes to change |
| 5. Interpersonal skills | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions | 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 |
| 6. Civic Engagement | Actively seeks out interactions with diverse cultures through varied communication strategies and promotes cultural understanding | Communicates with diverse cultures through some strategies, shares thoughts | Hesitant to share cultural understanding knowledge with diverse cultures in various communication venues | Avoids discussing cultural understanding with diverse cultures or members of same cultural group(s). |

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| 7. Make connections between human and environmental challenges | Presents cultural perspectives through a multidisciplinary lens, incorporating understanding of levels and levers of influence on cultural perspectives and worldviews | Gathers multidisciplinary information and begins to make connections between environmental and human levers and levels of influence on cultural perspectives and worldviews | Realizes the multidisciplinary nature of cultural perspectives and worldviews, is challenged to articulate influential factors | Maintains separation between human and environmental influences on cultural perspectives and worldviews |
| 8. Solves problems | Moves solutions-based work forward with leadership and pride, proposes well-researched, multidimensional solutions to identified problems | Actively engages in solutions-based work, begins to propose solutions based on research and experience | Pursues solutions-based work when invited, discusses problem-solving ideas with knowledgeable others | Avoids solutions-based work through lack of understanding or will, unable to identify actions that would solve identified problems |