

Essential Student Learning Outcome Rubric – Diverse Perspectives

ESLO 6 Diverse Perspectives:

Oregon Tech students will explore diverse perspectives.

Definition

Recognition of diverse perspectives requires the self-awareness, intellectual flexibility, and broad knowledge that enables perception of the world through the eyes of others.¹ This includes but is not limited to the awareness and understanding of the customs, practices, methodologies, and viewpoints of varied cultures, individuals, and identities.

Performance Criteria	High Proficiency (4) The work <i>meets listed requirements</i> for this criterion; little to no development needed.	Proficiency (3) The work <i>meets most requirements</i> ; minor development would improve the work.	Some Proficiency (2) The work needs moderate development in <i>multiple requirements</i> .	Limited Proficiency (1) The work does not meet this criterion: it needs substantial development in <i>most requirements</i> .
Recognize: Shows awareness of one's own perspective.	The student demonstrates a refined self-awareness. E.g. shows understanding of how one's biases, perceptions, assumptions, etc. are informed by culture and help to form identity	The student demonstrates a developed/complex self-awareness. E.g., identifies new perspectives of cultural biases, assumptions, etc. as they relate to identity	The student demonstrates basic self-awareness. E.g., articulates/identifies basic assumptions, cultural biases, etc.	The student does not successfully demonstrate any self-awareness. E.g., uncomfortable with identifying cultural biases, assumptions, etc.
Know: Demonstrates factual or theoretical knowledge of the foundations of others' perspectives.	The student demonstrates a refined factual/theoretical knowledge regarding diversity, and the information provided is detailed, correct, and synthesized. E.g., moves beyond explanation to analysis/synthesis, credible sources cited	The student demonstrates a developed factual/theoretical knowledge regarding diversity, and the information provided is detailed and correct. E.g., more nuanced explanation of diversity, credible sources cited	The student demonstrates a basic factual/theoretical knowledge regarding diversity, but the information is very limited/very surface level E.g., only obvious points explained or the sources are not credible	The student does not demonstrate any factual/theoretical knowledge regarding diversity, or the information provided is wrong or false. E.g., no sources used; no demonstrated knowledge of facts
Understand: Displays understanding of others' perspectives through interaction/practice in class discussions, class work, or class projects	The student demonstrates a refined understanding of others' perspectives in interaction/practice. E.g., student demonstrates cross-disciplinary or multi-layered understanding of other perspectives	The student demonstrates a developed understanding of others' perspectives in interaction/practice. E.g., through work, discussions, or projects in class, student demonstrates understanding of multiple other perspectives	The student displays/acknowledges a basic understating of others' perspectives in interaction/practice. E.g., through work, discussions, or projects in class, student demonstrates a very basic understanding of other perspectives	The student does not display/acknowledge an understanding of others' perspectives in interaction/practice. E.g., through work, discussions, or projects in class, student does not acknowledge others' perspectives
Apply: Applies factual knowledge and understanding of diverse perspectives to their interactions with others in their capstone or extern experience.	The student demonstrates a refined knowledge and application of diverse perspectives in their interactions with others at the capstone/extern experience. E.g.	The student demonstrates a developed knowledge and application of diverse perspectives in their interactions with others at their capstone/extern experience. E.g.	The student demonstrates basic knowledge and application of diverse perspectives in their interactions with others at their capstone/extern experience. E.g.	The student does not apply knowledge and application of diverse perspectives in their interactions with others at their capstone/extern experience. E.g.

¹ i.e., from the perspectives of diverse cultures and personalities, with consideration of varied places, histories, and technologies.



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Each color highlights the criteria that must be met for a particular level of achievement. For example, a Practicing course would require Proficiency in the Recognize, Know and Understand criteria.

KEY

Yellow – Foundation Level

Blue – Practice Level

Green = Capstone Level

*This category can be assessed by looking at a students' experiences outside the classroom directly (i.e., during an externship) or indirectly (i.e., requiring students to compose reflection essays that help show how they applied their understanding of diverse perspectives in “real world” settings).