

# Spokane Community College

## Student Learning Outcomes



### Global Awareness 5-Point Scoring Scale

The ability to demonstrate an awareness and appreciation of the world: Its scientific complexity, its social diversity, and its artistic variety.

Percent scale can be determined by individual instructors or departments.

- Criteria
- 5 – excellent
  - 4 – very good
  - 3 – average
  - 2 – needs improvement
  - 1 – unable to perform skill

| Descriptors      | Actions   | 5  | 4   | 3  | 2  | 1  | Comments |
|------------------|---|--|---|--|--|--|----------|
| Tradition        | Compares and contrasts customs within a culture / subculture.       | Always differentiates customs within a culture / subculture.               | Usually differentiates customs within a culture / subculture.               | Occasionally differentiates customs within a culture / subculture.                 | Needs assistance to differentiate customs within a culture / subculture.               | Unable to differentiate customs within a culture / subculture.               |          |
| Artistic variety | Recognizes aesthetic values and beliefs of groups.                  | Always recognizes aesthetic values and beliefs of groups/                  | Usually recognizes aesthetic values and beliefs of groups.                  | Occasionally needs assistance to recognize aesthetic values and beliefs of groups. | Needs assistance to recognize aesthetic values and beliefs of groups.                  | Unable to recognize aesthetic values and beliefs of groups.                  |          |
|                  | Displays sensitivity towards differences in groups and individuals. | Always displays sensitivity towards differences in groups and individuals. | Usually displays sensitivity towards differences in groups and individuals. | Occasionally displays sensitivity towards differences in groups and individuals.   | Needs assistance to display sensitivity towards differences in groups and individuals. | Unable to display sensitivity towards differences in groups and individuals. |          |

|                       |  |   |  |   |   |   |  |
|-----------------------|--|---|--|---|---|---|--|
| Scientific complexity | Identifies the impact of technological advances or changes on society.                 | Always identifies the impact of technological advances or changes on society.                 | Usually identifies the impact of technological advances or changes on society.                 | Occasionally identifies the impact of technological advances or changes on society.                 | Needs assistance to identify the impact of technological advances or changes on society.                  | Unable to identify the impact of technological advances or changes on society.                  |  |
| Political principles  | Compares positive and negative effects of political systems within different cultures. | Always compares positive and negative effects of political systems within different cultures. | Usually compares positive and negative effects of political systems within different cultures. | Occasionally compares positive and negative effects of political systems within different cultures. | Needs assistance to compare positive and negative effects of political systems within different cultures. | Unable to compare positive and negative effects of political systems within different cultures. |  |

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