

## Diversity Rubric for Assessing General Education at ATU

Student Learning Outcome	Below Competent	Competent	Above Competent
<b>1. Students can analyze how socially constructed identities, statuses, traditions, and histories of equity, inequity and power shape experiences in the United States or globally</b>	States individual beliefs or opinions regarding the dimensions of diverse human experience but fails to apply evidence and sound reasoning to support arguments.	Applies evidence and sound reasoning to support arguments regarding the elements of diverse experiences.	Synthesizes arguments with literature and research to demonstrate the interconnected dimensions of diverse human experience.
<b>2. Students can compare social equity and diversity in the United States or globally through multiple perspectives on power and identity</b>	States individual beliefs or perspectives on power and identity but fails to recognize the multiple dimensions that affect the human experience.	Differentiates and analyzes multiple perspectives on power and identity.	Produces evidence-based evaluations and/or critiques of multiple perspectives on power and identity.
<b>4. Students can demonstrate how aesthetic and cultural expressions mediate identities, statuses, places, institutions, and/or historical contexts in the United States or globally</b>	Identifies diversity in aesthetic and cultural expressions but fails to recognize how the dimensions of diversity inform those expressions.	Identifies diversity in aesthetic and cultural expressions AND recognizes how the dimensions of diversity inform those expressions.	Independently analyzes multiple dimensions of diversity in aesthetic and cultural expressions and relates them to context or another form of expression.
<b>5. Students can identify the intersectionality between place, space, identity formation, and sense of community in the United States or globally</b>	Identifies the components of place and identity but fails to analyze how they interact.	Identifies the components of place and identity AND explains how they interact and position in community.	Independently analyzes and synthesizes the multiple dimensions and positionality of diversity to develop a reasoned perspective about community.

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Rubric was developed by minimally modifying the Pathways Rubric “Critical Analysis of Identity and Equity in the United States” from Virginia Tech University (2020)