

## 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.<sup>1</sup> 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> .
<b>Recognize:</b> Shows awareness of one’s own perspective.	The student demonstrates a <b>refined</b> self-awareness in relation to other perspectives.	The student demonstrates an <b>evolving</b> self-awareness in relation to other perspectives.	The student demonstrates an <b>emerging</b> self-awareness in relation to other perspectives.	The student does <b>not</b> demonstrate self-awareness in relation to other perspectives.
<b>Know:</b> Demonstrates factual knowledge of the foundations of others’ perspectives.	The student <b>applies</b> factual knowledge of diverse cultures, personalities, places, histories, and/or technologies to their students/work/community.	The student acquires a <b>developed</b> body of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies.	The student acquires a <b>basic</b> level of factual knowledge regarding diverse cultures, personalities, places, histories, and/or technologies.	The student has <b>no</b> factual knowledge of diverse cultures, personalities, places, histories, and/or technologies.
<b>Understand:</b> Displays understanding of others’ perspectives through practice.	The student is able to <b>apply</b> their understanding of a diversity of perspectives to their studies/work/community.	The student is able to <b>understand</b> a diversity of perspectives.	The student is able to <b>recognize</b> diverse perspectives.	The student is <b>unable</b> to recognize diverse perspectives.
<b>Apply:</b> Applies factual knowledge and understanding of diverse perspectives to their interactions with others.	The student applies their knowledge and understanding of diverse perspectives to their <b>studies/work/community</b> . *	The student <b>applies</b> their knowledge and understanding of diverse perspectives to their studies.	The student may <b>understand how</b> to apply knowledge and understanding of diverse perspectives to their studies, but <b>does not do so</b> .	The student is <b>unable</b> to apply knowledge and understanding of diverse perspectives to their studies.

<sup>1</sup> 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).