

**General Education Program  
Adult Degree Completion – College of Extended Learning**

**Learning Outcome:**

GELO 2.c

Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

**Outcome Measure:**

Students in BST304 research themes, virtues, and character qualities found in the Holy Bible, and write responses to the following prompts via an online discussion tool: What characteristics of Rahab might seem to make her an unlikely hero of the Bible? What does this suggest about God's attitude toward imperfect people? Daniel was a government official in a foreign land. What lessons can we learn from him about effective leadership in secular or non-Christian settings? What evidence does the Samaritan woman provide regarding God's love? Matthew chapters 5 and 6 contain several suggestions that are at odds with the current culture. Choose two that you think would benefit the culture if most people did them, and tell why you chose each one.

**Criteria for Success (how do you judge if the students have met your standards):**

60% of students will score a 2 or higher on the Intercultural Knowledge and Competence Value Rubric. Written responses to the prompts are administered throughout the course and students respond to the posts submitted by their peers.

**Aligned with DQP Learning Areas (circle one or more but not all five):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

	Percentage of Students at 2 or higher				
	2015	2016	2017	2018	2019
<b>Complex Issues of Diverse Groups</b>	N/A	N/A	97%		

**Conclusions Drawn from Data:**

Based upon the fact that 97% of the students in the spring 2017 offering of BST304 earned a 2 or higher on the evaluation rubric, it is clear to see that the students are culturally aware, have increased their cultural framework, are able to demonstrate empathy in a cultural setting, communicate their cultural understanding, and are open to learning about cultures new to them.

**Changes to be Made Based on Data:**

No changes are recommended at this time.

## Rubric Used

### Intercultural Knowledge & Competence Value Rubric

	Capstone 4	Milestones 3 2		Benchmark 1
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. comfortable with identifying possible cultural differences with others.)
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	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.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begin to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and Nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Suspends judgment in valuing her/his interactions with those who are culturally different.	Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different

			in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	others, but is unaware of own judgment.
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