

Lake-Sumter State College  
Institutional Student Learning Outcome Rubrics

## Social Responsibility

Adapted from the Global Learning and Intercultural Knowledge & Competence VALUE Rubrics  
Fall 2022

The Institutional Student Learning Outcomes (ISLOs) are assessed across the entire college curriculum and represent broad areas of knowledge, skills, and experience that students gain by the time they graduate from any degree program at Lake-Sumter State College (LSSC). The ISLOs include Analytical Thinking, Communication, Information Fluency, and Social Responsibility. In designated courses, the ISLOs are covered within the curriculum and assessed utilizing authentic assessment assignments.

**As a result of the designated course covering the ISLO, Social Responsibility, the LSSC student will interpret the breadth and variety of human cultures and/or the complex inter-relationships between humans and their environment.**

### Utilizing the ISLO Rubrics

The ISLO rubric is used across disciplines and academic programs, including A.A., A.S., A.A.S., and baccalaureate degree programs. The intention of the rubric is to assess students' learning achievement of the specified ISLO; this should be approached differently than grading an assignment. The ISLO rubrics were adapted from the AAC&U VALUE Rubrics, in combination with feedback from faculty and staff, to model a national best practice for supporting student learning. The ISLO rubrics have four levels and are structured to "descend" from highest (level four) to lowest (level one) to encourage the scoring and reviewing of students' work from their highest scoring potential. It is important to note that as a national model, the AAC&U VALUE rubrics reflect coursework for an associate's degree receiving a level two or three. Whereas, level four is most closely aligned with baccalaureate-level work. Additionally, students' work will receive a score for each dimension/criterion of the rubric. Students' scores for each dimension/criterion will not be aggregated or combined. If a student does not show evidence of "learning" within level one of any of the dimensions/criteria in their assessment assignment, it is appropriate for them to receive a zero. This will better inform future data analyses and discussions.

### Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Breadth and Variety of Human Cultures: the wide range and diversity inclusive of its history, values, politics, communication styles, economy, or beliefs and practices.
- Complex Inter-relationships between humans and their environments: the connected dynamic formed between humans individually, systematically, and globally which informs interactions
- Humans: the Social Responsibility ISLO utilizes the term "humans," but to assist with the implementation of this rubric across academic disciplines *humans* may be interchanged with the term "individuals" when considering group cultures or inter-relationships
- Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.
- Structural Origins and Influences: the ability to recognize the origins and influences of one's culture and its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the breadth and variety of human cultures and collaboratively reach common goals. Systematically, this may include the important skill of comparatively analyzing complex inter-relationships between humans and their environments
- Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.



Lake-Sumter  
State College

**Social Responsibility: interpret the breadth and variety of human cultures and/or the complex inter-relationships between humans and their environment.**

*Note: “human cultures and/or the complex inter-relationships between humans and their environment” may be abbreviated in the rubric to “humans and their environment”*

*Scorers are encouraged to assign a zero to any dimension/criteria for an assignment that does not show evidence of achieving level one.*

	4	3	2	1
Knowledge of Social Responsibility	Demonstrates sophisticated understanding of the complexity of elements important to human cultures and/or the complex inter-relationships between humans and their environment (“humans and their environment”)	Demonstrates adequate understanding of the complexity of elements important to “humans and their environment.”	Demonstrates partial understanding of the complexity of elements important to “humans and their environment.”	Demonstrates surface understanding of the complexity of elements important to “humans and their environment.”
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within human cultures and/or complex inter-relationships between humans and their environment (“humans and their environment”) in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within “humans and their environment”	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within “humans and their environment”	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Structural Origins and Influences	Adapts and applies a deep understanding of multiple experiences or structures while initiating meaningful interaction with other cultures to address complex problems	Analyzes connections between the structures or experiences of multiple human cultures and/or complex inter-relationships between humans and their environment (“humans and their environment”) historically or in contemporary contexts; incorporating respectful interactions with other cultures.	Explains and connect two or more examples of “humans and their environment” historically or in contemporary contexts with some acknowledgment of structures, demonstrating respectful interaction with varied cultures.	Describes the experiences of others historically or in contemporary contexts primarily through one example of “humans and their environment” while demonstrating some openness to varied cultures.
Personal and Social Responsibility	Articulates informed responsible action to potentially address ethical, social, or environmental challenges & evaluates the local and broader consequences of the action/intervention (as in individual and collective efforts) in relation to human cultures and/or complex inter-relationships between humans and their environments (“humans and their environment”)	Analyzes ethical, social, or environmental consequences in relation to “humans and their environment” and identifies a range of actions informed by one’s sense of responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on “humans and their environment”	Identifies basic ethical dimensions of some local or national decisions on “humans and their environment”