Making Local to Global Connections
Appalachian State University, September 2024
Modified version of Global Learning VALUE Rubric* (AAC&U)

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. This rubric has been adapted by a committee with representation from the faculty, General Education Program, and Institutional Research, Assessment, and Planning for assessing Appalachian's general education learning goal of Making Local to Global Connections. The *Global Self Awareness and Cultural Diversity* outcomes detailed in this rubric align with those of the same title in the Global Learning VALUE Rubric. The S*ystemic Drivers of Global Change* outcome has been adapted from VALUE's *Understanding Global Systems* and *Perspective Taking* dimensions, respectively, from the Global Learning VALUE Rubric. For more information about the VALUE rubrics, see https://www.aacu.org/value/rubrics.

Rationale

Making local to global connections prepares students to be thoughtful and engaged members of diverse communities who participate in cross-scale cooperation and collaboration, and are knowledgeable of other cultures, worldviews, and frames of reference. Members of local and global communities must negotiate and navigate our highly interconnected and interdependent world, especially within the context of global inequalities, the climate crisis, and other environmental issues. This requires an appreciation of the value of social, cultural, and ecological diversity: understanding local and present-day phenomena in the context of broader conceptions of space and time; and being active participants in the transformations necessary to work towards a just and sustainable future.

Glossary

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

Analyze: to break material into its constituent components and determine how the parts relate to one another and/or to an overall structure, purpose, or meaning (adapted from Colorado College). See *Evaluate* for comparison.

Ecological Integrity: like "health" in humans, it is easier to recognize than it is to succinctly define. It refers to the ability of an ecosystem [+] to support the diverse community of native organisms (plants, animals, microbes) expected in a region as well as to maintain ecological processes (e.g., nutrient cycling, energy flows). Integrity includes not only the absence of damage, but also resilience, or the ability of an ecosystem to recover and bounce back from disturbance. Ecological integrity is reduced when the diversity and/or abundance of living components is diminished, non-living components (e.g., water) are altered, relationships between components are severed, and/or processes are altered. Ecosystems with a high degree of integrity provide myriad benefits to human communities.

> [+]Scale: Ecosystems can be small, such as a rocky outcrop on the top of Grandfather Mountain, or very large, such as the Appalachian Mountains. Ecosystem boundaries are determined by research questions, management objectives, etc. Small ecosystems are nested within larger ecosystems, which are nested within biomes, which are nested within the whole ecosphere, or Earth.

Evaluate: going beyond analysis to make judgments based on criteria and standards (adapted from Colorado College). For example, determining the relationship between the function and purpose of a product would constitute analysis, whereas establishing criteria and rating the usefulness of the product based on these criteria would involve evaluation.

Global: pertaining to an overarching issue or system composed of multiple heterogeneous, interdependent communities or features.

Global Change: refers to the ways in which the human and biophysical worlds are changing, especially due to the effects of human agency. Examples from the human perspective include the growth and spread of capitalism, women's rights, human rights, religious pluralism, global norms, technology, the ability to travel, cultural practices and ideas, LGBTQ+ rights, market economies, political issues, manufacturing, etc. Examples of global change from the biophysical perspective include human impacts on the climate, the ozone layer, cycles of matter that are essential to life (e.g., water, carbon, nitrogen, and phosphorus cycles), and biodiversity loss.

Injustice: refers to a lack of fairness or equity, where rights are violated or unequal treatment is given to individuals or groups, often influenced by discrimination, bias, or abuse of power; violation of right or of the rights of another.

Local: specifically situated within context-dependent communities that comprise the global but act as/represent individual instances.

Natural Environments: encompasses all living and non-living things occurring naturally, meaning in this case not artificial.

Social and Cultural Environments: settings or contexts influenced by human systems, including but not limited to language, religion, ethics, economics, political, and built.

Sustainable Communities: vibrant groups of individuals in which physical, environmental, societal, and economic well-being is justly distributed to meet the resource needs of today and future generations. Sustainable communities persist over time because they function in ways that do not undermine their ecological support systems.

Systemic Factors: historic or contemporary characteristics of the complex social, cultural, political, technological, and economic organizations/systems that shape and constrain the lives and activities of individuals. These complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world, including biological, chemical, and physical sciences) and human systems (those systems developed by humans, such as cultural, economic, political, and built), operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

MAKING LOCAL TO GLOBAL CONNECTIONS						
Student Learning Outcome	**4 Capstone**	**3 Milestone (Higher)**	**2 Milestone (Lower)**	**1 Benchmark**	**0 No Evidence**	**N/A Not Applicable**
Ecological Integrity and Sustainability. Students will evaluate the importance of ecological integrity, from local and global scales, as essential life support for sustainable communities.	Evaluate the importance of ecological integrity, from local to global scales, as essential life support for sustainable communities.	Analyze the importance of ecological integrity, on local and/or global scales, as essential life support for sustainable communities.	Describe how ecological integrity provides life support for sustainable communities.	Identify elements of ecological integrity or sustainable communities and some connections to human well-being.	No evidence	N/A
Systemic Drivers of Global Change. Students will evaluate systemic factors that produce local and global inequalities and environmental problems in order to advocate for appropriate responses.	Evaluate the role of systemic factors driving global change in order to develop and advocate for informed, appropriate responses.	Analyze the role of systemic factors driving global change in order to suggest a response.	Describe the role of systemic factors driving global change.	Identify the basic role of some systemic factors driving global change.	No evidence	N/A
Global Self-Awareness. Students will evaluate the effect of human agency on social, cultural, and natural environments.	Evaluate the global impact of one's own and others' specific local actions on social, cultural, and natural environments.	Analyze ways that one's own or others' actions influence social, cultural, and natural environments.	Describe ways that one's own or others' actions influence social, cultural, and/or natural environments.	Identify some connections between one's own or others' actions and social, cultural, and/or natural environments.	No evidence	N/A
Consequences of Global Change. Students will evaluate the effects of global change on local environments.	Evaluate the effect of specific global changes on one's own and others' local environments.	Analyze the effect of global change on one's own and others' local environments.	Describe the effect of global change on the local environments.	Identify some connections between global issues and local environments.	No evidence	N/A
Cultural Diversity. Students will demonstrate knowledge of other cultures, worldviews, and frames of reference and interrogate the implications of the cultural rootedness of their own perspectives.	Evaluate other cultures, worldviews, and frames of reference and interrogate the implications of the cultural rootedness of their own perspectives.	Analyze other cultures, worldviews, and frames of reference and cultural rootedness of their own perspectives.	Describe another culture, worldview, or frame of reference.	Identify another culture, worldview, or frame of reference.	No evidence	N/A
Perspectives on Injustice. Students will integrate diverse local to global perspectives to evaluate the interconnected problems of social, economic, and environmental injustice.	Evaluate the interconnected problems of social, economic, and environmental injustice integrating diverse local to global perspectives.	Analyze the interconnected problems of social, economic, and environmental injustice integrating diverse local to global perspectives.	Describe local to global perspectives on problems of social, economic and environmental injustices.	Identify examples of social, economic, and/or environmental injustices.	No evidence	N/A

*Adapted from "Global Learning VALUE Rubric" by the Association of American Colleges and Universities, 2014, https://www.aacu.org/value-rubrics.