**Expand Our Circle**

21st Century Challenges Summary Report Form

**Name of Faculty Member Submitting Data: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title, Course Number, and Section of Course where the challenge rubrics shown below were applied: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Challenge**

In the twenty-first century we are increasingly aware that people do not always share our

values or experiences. At the same time, we are becoming more aware of our interdependent

relationships to non-human life and the environment. Our challenge, then, is to expand our

circle to promote respectful engagement with a broader world. Through thoughtful exploration

of racial, ethnic, cultural and religious differences, sex and gender diversity, and our roles as a

species within a complex ecosystem, our students will help create the common ground necessary to build mutually beneficial relationships.

Please use the following outcomes to assess student learning in your challenge course.

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| **Course Criteria** | **Student Learning Outcomes** |
| Course will explicitly: | Students will: |
| examine differing positions within complex systems (i.e. racial, ethnic, cultural and  religious differences, sex and gender  diversity, and our roles as a species within a complex ecosystem), and | articulate a critical analysis of their place(s) in relation to others within those systems, and |
| explore how the differing positions and roles of these groups function to the detriment or advantage of these groups and those systems, and | articulate a critical analysis of the effects of their positions and roles on others and those systems, and |
| define modes of action that reflect mutually beneficial relationships between groups and between groups and with those systems. | delineate and/or engage in activities to build or reflect mutually beneficial relationships with those systems. |

Please use the following rubrics to assess student learning in your challenge course.

**Rubrics for Expand Our Circle Challenge Course**

**Outcome 1: Students will articulate a critical analysis of their place(s) in relation to others within complex social systems.**

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| **Rubric for Outcome 1:** It is expected that 80% of the students assessed will receive a score of 2 or better, and that 60% will receive a score of 3 or better. |
| **4 points:** Student articulates a critical analysis of his place in relation to others within complex systems. |
| **3 points:** Student articulates a critical analysis of his place in relation to others within complex systems, but misses some details |
| **2 points:** Student articulates some analysis of his place in relation to others within complex systems, but misses some key details |
| **1 point:** Student demonstrates little to no critical analysis of his place in relation to others within complex systems. |

**Outcome 2: Students will articulate a critical analysis of the effects of** **their positions and roles on others and social systems.**

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| **Rubric for Outcome 2:** It is expected that 80% of the students assessed will receive a score of 2 or better, and that 60% will receive a score of 3 or better. |
| **4 points:** Student articulates a critical analysis of the effects of his positions and roles on others. |
| **3 points:** Student articulates a critical analysis of these effects, but is missing some details |
| **2 points:** Student articulates some analysis of these effects, but is missing key details. |
| **1 point:** Student demonstrates little to no analysis of these effects. |

**Outcome 3: Students will delineate and/or engage in activities to build or reflect mutually beneficial relationships amongst social systems.**

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| **Rubric for Outcome 3:** It is expected that 80% of the students assessed will receive a score of 2 or better, and that 60% will receive a score of 3 or better. |
| **4 points:** Student delineates and/or engages in activities that build or reflect mutually beneficial relationships. |
| **3 points:** Student delineates and/or engages in such activities, but is missing some details. |
| **2 points:** Student delineates and/or engages somewhat in such activities but misses some key details. |
| **1 point:** Student demonstrates little to no delineation or engagement in such activities |

**Please provide a summary description of the activity or assignment to which the Challenge Course rubrics were applied. In the summary, please clearly and specifically identify the course activity or assignment component that addresses each objective. If a test question or class writing assignment was used, provide a summary of the specific assignment or question to which the students responded.**

**Please complete the requested information in the table shown below.**

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| **Class/Scores** | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| **Class Department and Number**  **(n = number of students)** |  |  |  |
| Score of 1 |  |  |  |
| Score of 2 |  |  |  |
| Score of 3 |  |  |  |
| Score of 4 |  |  |  |
| Mean |  |  |  |
| Score of 2 or Higher |  |  |  |
| Score of 3 or Higher |  |  |  |

**Do you have any additional observations, questions, or need for information?**