

**Sociology, Social Work, and Family Sciences**  
**GELO Data for Sociology**  
**2025-2026**

**GE Learning Outcome 2c:**

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

**Outcome Measure:**

SOC1001: End-of-semester reflection, final service-learning journal, and final project essay

SOC 2001: Ethnography reflection paper

SWF1000: Final Research Paper

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

75% of the students will score the equivalent of 2.5 of 4 or higher overall on assignments assessed using the AAC&U Intercultural Knowledge and Competence VALUE Rubric

**Longitudinal Data:**

Beginning in Fall 2021, data was gathered by taking a random sampling of students from all sections of each course and assessing GELO 2.c using the AAC&U Intercultural Knowledge and Competence VALUE Rubric. The scores below reflect averages of data collected.

Average score per criterion:

Course	Semester	N	KNOWLEDGE		SKILLS		ATTITUDES	
			Cultural Self-	Cultural World	Empathy	Verbal/NonVer	Curiosity	Openness
SOC 1001_1	Fall 2021	18	3.60	3.20	3.40	3.20	3.00	3.60
SOC 1001_2	Fall 2021	8	3.38	3.38	3.13	3.25	3.25	3.38
SOC 1001_3	Fall 2021	8	3.63	3.13	3.50	3.38	3.38	3.50
SOC 2001_1	Fall 2021	18	3.22	3.06	3.17	3.06	2.83	3.11
SOC 1001_2	Spring 2022	12	3.00	2.83	3.17	3.00	2.75	3.17
SOC 2001-1	Spring 2022	26	3.40	3.40	3.50	3.25	3.80	3.75
SWF 1000-1	Spring 2022	20	3.35	3.10	3.25	2.65	3.05	3.25
SOC 1001_1	Fall 2022	10	3.50	3.10	3.50	2.90	2.80	3.30

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			KNOWLEDGE		SKILLS		ATTITUDES	
Course	Semester	N	Cultu ral Self-	Cultu ral Worl	Empa thy	Verb al/No nVer	Curi osity	Open ness
SOC 1001_2	Fall 2022	10	NA	NA	NA	NA	NA	NA
SOC 1001_3	Fall 2022	8	3.13	3.00	3.25	3.13	3.25	3.25
SOC 2001_1	Fall 2022	19	3.42	3.42	3.42	3.42	3.42	3.42
SWF 1000 -1	Fall 2022	20	3.55	3.30	3.80	2.80	3.20	3.75
SOC 1001_1	Fall 2023	8	3.75	3.75	3.88	3.63	3.38	3.88
SOC 1001_2	Fall 2023	NA	NA	NA	NA	NA	NA	NA
SOC 1001_3	Fall 2023	10	3.30	3.40	3.60	3.40	3.10	3.90
SOC 2001_1	Fall 2023	25	3.69	3.66	3.69	3.28	3.69	3.69
SWF 1000-1	Fall 2023	18	3.44	3.50	3.83	3.67	3.67	3.78
SOC 1001_1	Spring 2024	13	3.77	3.77	3.92	3.85	3.54	3.85
SOC 1001_2	Spring 2024	22	3.73	3.73	3.64	3.45	3.73	3.73
SOC 2001_1	Spring 2024	NA	NA	NA	NA	NA	NA	NA
SWF 1000-1	Spring 2024	20	3.85	3.70	3.85	3.80	3.50	3.50
SOC 1001_1	Fall 2024	10	3.80	3.80	3.90	3.60	3.70	3.90
SOC 1001_2	Fall 2024	7	3.71	3.71	3.71	3.71	3.71	3.71
SOC 1001_3	Fall 2024	11	2.73	2.91	2.82	2.64	2.73	2.82
SOC 2001_1	Fall 2024	34	3.68	3.68	3.79	3.56	3.35	3.74
SWF 1000-1	Fall 2024	20	3.50	3.65	3.65	3.10	3.10	3.85
SOC 1001_1	Spring 2025	11	3.91	4.00	3.82	3.36	4.00	3.73
SOC 1001_2	Spring 2025	10	3.90	3.80	3.80	3.70	4.00	4.00
SOC 2001_1	Spring 2025	18	3.89	3.89	3.67	3.67	3.67	3.89
SWF 1000_1	Spring 2025	19	4.00	3.95	4.00	3.84	3.95	4.00

			KNOWLEDGE		SKILLS		ATTITUDES	
Course	Semester	N	Cultural Self-	Cultural World	Empathy	Verbal/NonVer	Curiosity	Openness
SOC 1001_1	Fall 2025	9	3.56	3.33	3.56	3.67	3.11	3.89
SOC 1001_2	Fall 2025	3	3.33	3.33	3.33	3.00	3.00	3.67
SOC 1001_3	Fall 2025	9	3.78	3.44	4.00	3.67	3.89	3.89
SOC 2001_1	Fall 2025	38	3.47	3.42	3.53	3.34	3.50	3.47
SWF 1000-1	Fall 2025	16	4.00	4.00	4.00	3.88	4.00	4.00
SOC 1001_1	Spring 2026	14	4.00	4.00	3.86	3.43	3.79	4.00
SOC 1001_2	Spring 2026	5	3.40	3.60	3.70	3.80	3.60	3.20
SOC 2001_1	Spring 2026	7	3.43	2.86	3.43	3.43	3.43	3.71
SWF 1000-1	Spring 2026	17	3.71	3.94	3.82	3.29	3.82	4.00

**Conclusions based on Data:**

**2025-2026**

Students taking one of the GE Social World courses in the Department of Sociology, Social Work, and Family Sciences are achieving the GE learning outcome of “Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. This is largely done via service learning and cross-cultural ethnographies, which display growth over the course of the semester. In the 2025-26 academic year every course met or exceeded the introductory goal of scoring at or above a 2.5 on the AAC&U Intercultural Knowledge and Competence Value Rubric. We are pleased with outcomes and will continue to work to maintain and or improve each semester.

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

**2025-2026**

None at this time.

**Rubrics Used:**

Beginning Fall 2021:  
AAC&U Intercultural Knowledge and Competence Value Rubric

Rubric USED: **Intercultural Knowledge and Competence VALUE Rubric (AAC&U)**

	<b>Highly Developed (4)</b>	<b>Developed (3)</b>	<b>Emerging (2)</b>	<b>Benchmark (1)</b>
<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. uncomfortable 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 begins 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>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. 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 in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.