

**Assessment Data**  
**SOCIOLOGY GENERAL EDUCATION OUTCOMES**  
**Intercultural Knowledge Outcome**  
 Spring 2020

**Learning Outcome:**

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

**Outcome Measure #2**

Cross-Cultural Experience Rubric to evaluate:  
 Course 201 Assignments: Reflections / Exams

**Criteria for Success (if applicable):**

75% of the students will score the equivalent of 2.5 of 4 or higher overall on assignments assessed in four areas as described in course rubric.

Professional Reflection – Participant / Observer (AACU = Civic Action and Reflection)  
 Knowledge – References, Sources – Annotated Bibliography (AACU =Analysis of Knowledge) Analysis of Knowledge- Evaluation of Field Notes Evidence of Engagement (Civic Identity / Commitment)

**Data: Spring 2020**

Term	GE Outcomes		Cross Cultural / Civic Engagement		
	Student score assignment 1 1-4 equivalent	Student score assignment 2 1-4 equivalent	Student score assignment 3 1-4 equivalent	Student score assignment 4 1-4 equivalent	Average
Spring 2018 % Achieving Benchmark	85%	65%	70%	85%	85%
Fall 2018 % Achieving Benchmark	82%	50%	50%	82%	82%
Spring 2019 % Achieving Benchmark	90%	85%	-	-	87.5%
Fall 2019 % Achieving Benchmark	90%	90%	90%	90%	90%
Spring 2020 % Achieving Benchmark	75%	85%	75%	75%	75%

**Summary Findings:**

The majority 75% of students met or exceeded the bench mark for cultural awareness in Spring of 2020. This number is slightly lower than normal, most likely due to limited ability to the limitations on cross-cultural interaction resulting from the Coronavirus.

**Conclusions based on Data:**

Mini ethnographies appear to aid students in becoming more culturally aware.

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

Assignments are likely going to change due to COVID-19 and the inability to directly engage cross-culturally.

**RUBRIC: COURSE Cross-Cultural Experience Reflection**

4 Point Scale	0-1	1-2	2-3	3-4
Course Scale	0 to 25 points	26 to 30 points	31 to 35 points	36 to 40 points
Reflection	Otherness of the experience not obvious; concepts from class not reflected; references to the text/lecture absent; descriptions of people, place and event attended absent; no comparative analysis to researcher's own cultural background; no analysis of the significance of what was observed to the people involved; annotated sources not incorporated; little attention paid to the Guide to Cross-Cultural Experience Reflections	Otherness of the experience not obvious; concepts from class not reflected; references to the text/lecture inadequate or absent; poor or absent descriptions of people, place and event attended; poor or no comparative analysis to researcher's own cultural background; inadequate or no analysis of the significance of what was observed to the people involved; annotated sources poorly incorporated or not at all; little attention paid to the Guide to Cross-Cultural Experience Reflections	Otherness of the experience not obvious; fewer than two concepts from class well reflected; text/lecture quotes present but inadequate; includes brief descriptions of people, place and event attended; includes a generic, overly broad comparative analysis to researcher's own cultural background; includes an inadequate analysis of the significance of what was observed to the people involved; annotated sources are incorporated; abides by instructions in the Guide to Cross-Cultural Experience Reflections	Creative choice of an experience; obvious otherness of the experience; incorporates well at least two concepts learned in class; quotes appropriately from the text and/or lecture; includes brief descriptions of the people, place and event attended; includes a targeted and sophisticated comparative analysis to researcher's own cultural background; includes an analysis of the significance of what you observed to the people involved; both citations from annotated sources are well incorporated; abides by instructions in the Guide to Cross-Cultural Experience Reflections
	<b>0 to 12 points</b>	<b>13 to 15 points</b>	<b>16 to 17 points</b>	<b>18 to 20 points</b>
Annotated Bibliography	Annotated bibliography absent or woefully inadequate	Less than two annotated bibliographic references included; Only indirectly related or unrelated to the experience; One or both not from peer reviewed journals; Inattention to AAA style in the Annotated Bibliography and/or the citations in the reflection; Little to no attention paid to descriptive and evaluative	Less than two fully annotated bibliographic references included; Only indirectly related to the experience; Chosen from peer reviewed journals; Inconsistent use of AAA style in the Annotated Bibliography and/or the citations in the reflection; Annotations included descriptive and evaluative elements	Two annotated bibliographic references included; directly related to the experience; chosen from peer reviewed anthropology journals or other peer reviewed social science journals; proper AAA style used correctly in the Annotated Bibliography and in the citations in the reflection; annotations included 2-3 sentence

		elements;		description and 2-3 sentence evaluation of the source as to its value for understanding the student's cross-cultural experience
	<b>0 to 12 points</b>	<b>13 to 15 points</b>	<b>16 to 17 points</b>	<b>18 to 20 points</b>
Field Notes	Field notes absent or woefully inadequate	Minimal field notes; No evidence of preparation; Includes notes on the venue, or the range of people present or the activities experienced	Adequate field notes; Little to no evidence of preparation; Includes less than substantive notes on the venue, range of people present and the activities experienced	Extensive and detailed field notes; evidence of forethought and preparation; includes substantive notes on the venue, the range of people present and the activities experienced
	<b>0 to 4 points</b>	<b>5 to 6 points</b>	<b>7 to 8 points</b>	<b>9 to 10 points</b>
Evidence	No evidence	Evidence is present but not obviously connected to the experience or the student's participation in that experience	Adequate piece of evidence of the experience, but not the student's presence/participation at the experience	Clear piece of visual evidence of the experience and the student's participation in that experience
<b>Total</b>				

**Assessment Data**  
**SOCIOLOGY GENERAL EDUCATION OUTCOMES**  
 Cross-Cultural Experience Outcome  
 Spring 2020

**Learning Outcome:**

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

**Outcome Measure #2**

Cross-Cultural Experience Rubric to evaluate - Course 101 Assignments: Reflections / Exams

**Criteria for Success (if applicable):**

75% of the students will score the equivalent of 2.5 of 4 or higher overall on assignments assessed in four areas as described in course rubric.

Professional Reflection – Participant / Observer (AACU = Civic Action and Reflection)

Knowledge – References, Sources – Annotated Bibliography ( AACU =Analysis of

Knowledge) Analysis of Knowledge- Evaluation of Field Notes Evidence of Engagement

(Civic Identity / Commitment)

**Data: Spring 2020**

Term	GE Outcomes	Cross Cultural / Civic Engagement			
	Student score assignment 1 1-4 equivalent	Student score assignment 2 1-4 equivalent	Student score assignment 3 1-4 equivalent	Student score assignment 4 1-4 equivalent	Average
Spring 2018 % Achieving Benchmark	<b>75%</b>	<b>67%</b>	<b>71%</b>	<b>79%</b>	<b>71%</b>
Fall 2018 % Achieving Benchmark	<b>83%</b>	<b>81%</b>	<b>83%</b>	<b>83%</b>	<b>86%</b>
Spring 2019 % Achieving Benchmark	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
Fall 2019 % Achieving Benchmark	<b>77%</b>	<b>65%</b>	<b>88%</b>	<b>88%</b>	<b>88%</b>
Spring 2020 % Achieving Benchmark	<b>61.5%</b>	<b>61.5%</b>	<b>76.9%</b>	<b>84.6%</b>	<b>84.6%</b>

\*A different measure was used Spring 2016.

**Summary Findings:**

Overall the student’s in Introduction to Sociology achieved the desired benchmark for Cross-Cultural Awareness per the AAC&U Rubric. A mid-semester shift to a distance learning model, may have resulted in slightly lower overall, scores however on the whole the department met there goals.

**Conclusions based on Data:**

Students in this course repeatedly engaged with diverse communities and systematically reflected on the experiences applying sociological and anthropological frameworks evidencing high levels of cultural knowledge and reflection.

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

Changes will be devised this summer to accommodate changes resulting from COVID-19.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



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. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. *Transformative training: Designing programs for culture learning*. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

## Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. *Towards ethnorelativism: A developmental model of intercultural sensitivity*. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. *The identification and assessment of intercultural competence as a student outcome of internationalization*. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

## Glossary

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

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. *Transition shock: Putting culture shock in perspective*. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)



## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<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.