

Sociology, Social Work, and Family Sciences
FELO Data for Sociology
Fa2021 - Sp2022

FE 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

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 or 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 FELO 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		Rubric AVG
			Cultural Self-Awareness	Cultural Worldview	Empathy	Verb / Non-Verb Communication	Curiosity	Openness	
SOC 1001_1	Fall 2021	18	3.60	3.20	3.40	3.20	3.00	3.60	3.33
SOC 1001_2	Fall 2021	8	3.38	3.38	3.13	3.25	3.25	3.38	3.29
SOC 1001_3	Fall 2021	8	3.63	3.13	3.50	3.38	3.38	3.50	3.42
SOC 2001_1	Fall 2021	18	3.22	3.06	3.17	3.06	2.83	3.11	3.07

Percentage of student scores per criterion:

Rubric Criteria	Course	Semester	N	4	3	2	1
				Mastery %	Proficiency %	Developing %	Beginning %
Knowledge: Cultural Self-Awareness	SOC1001_1	Fall 2021	18	60	40	0	0
	SOC1001_2	Fall 2021	8	50	38	13	0
	SOC1001_3	Fall 2021	8	63	38	0	0
	SOC2001_1	Fall 2021	18	44	39	11	6

SSFS: FELO Data, Sociology 2021-2022

Rubric Criteria	Course	Semester	4	3	2	1
			Mastery %	Proficiency %	Developing %	Beginning %
Knowledge: Knowledge of Cultural Worldview Frameworks	SOC1001_1	Fall 2021	18	20	80	0
	SOC1001_2	Fall 2021	8	38	63	0
	SOC1001_3	Fall 2021	8	50	38	0
	SOC2001_1	Fall 2021	18	28	56	11
Skills: Empathy	SOC1001_1	Fall 2021	18	40	60	0
	SOC1001_2	Fall 2021	8	50	38	0
	SOC1001_3	Fall 2021	8	50	50	0
	SOC2001_1	Fall 2021	18	33	50	17
Skills: Verbal and Nonverbal Communication	SOC1001_1	Fall 2021	18	0	100	0
	SOC1001_2	Fall 2021	8	25	75	0
	SOC1001_3	Fall 2021	8	50	38	13
	SOC2001_1	Fall 2021	18	17	61	17
Attitudes: Curiosity	SOC1001_1	Fall 2021	18	20	80	0
	SOC1001_2	Fall 2021	8	38	50	13
	SOC1001_3	Fall 2021	8	50	38	13
	SOC2001_1	Fall 2021	18	17	72	11
Attitudes: Openness	SOC1001_1	Fall 2021	18	60	40	0
	SOC1001_2	Fall 2021	8	50	38	13
	SOC1001_3	Fall 2021	8	63	25	13
	SOC2001_1	Fall 2021	18	22	67	11

Prior to fall 2021: 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)

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%

Conclusions based on Data:

The vast majority of students in met or exceeded an average score of 3.5 on the AAC&U Intercultural Knowledge and Competence Value Rubric. In fact, 100% of the sample in two of the three sections of SOC1001 met or exceed the goal, with 88% in the third section meeting the goal. In SOC2001 83% of the sample met or exceeded the expectations.

The majority of students in FE are becoming more culturally aware.

Changes to be Made Based on Data:

The pandemic has forced a shift in the assignments typically used to assess this outcome. We will critique and explore our options to ensure the most clear and accurate assessment to ensure continuous program improvement.

Rubrics Used:

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

Prior to Fall 2021: Cross-Cultural Experience Reflection Rubric

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

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.)

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <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.)
Knowledge <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.
Skills <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.
Skills <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.
Attitudes <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.	Shows minimal interest in learning more about other cultures.
Attitudes <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.

RUBRIC: Cross-Cultural Experience Reflection (Course)

4 Point Scale:	0-1	1-2	2-3	3-4
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
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 elements	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 description and 2-3 sentence evaluation of the source as its value for understand the student's cross-cultural experience.
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
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