SOCIAL RESPONSIBILITY RUBRIC

Based upon the AAC&U Intercultural Knowledge, Civic Engagement, and Global Learning VALUE Rubrics

http://www.aacu.org/value/rubrics/InterculturalKnowledge.cfm; http://www.aacu.org/value/rubrics/civicengagement.cfm; http://www.aacu.org/value/rubrics/globallearning.cfm

Foundation Component Areas Where Social Responsibility is Taught: Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, and Social & Behavioral Science.

About the VALUE Rubrics

The AAC&U 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 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 by shared nationally through a common dialog and understanding of student success.

In developing an assessment plan for the CORE, the THECB strongly encouraged institutions to use "externally informed benchmarks"[1] in the assessment of the Core. As such, UHD has committed to using the VALUE rubrics as part of its assessment plan for the core.

Definition

The THECB has defined the Social Responsibility Foundational Component Area to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. AAC&U defines each of these areas as follows:

Intercultural Competence: 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.)

Civic Engagement: "Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Global Learning: A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications

Framing Language

The THECB definition of Social Responsibility is composed of three related skills which do not map completely to a specific VALUE rubric. The UHD Core Assessment Plan Committee recommended utilizing three slightly modified versions of the Intercultural Competence, Civic Engagement and Global Learning rubrics fully address all aspects of the Core Objectives. The primary modification to these rubrics involved removing the "action" element from the lower-level scales since these rubrics will be largely used with Sophomore level work and the majority of students at this level may not have had sufficient opportunity to engage in substantive action. As such, the goal for UHD's freshman and sophomores is to develop the foundational attitudes, skills and knowledge necessary for active engagement either as part of service learning, internships, practicums and other similar high impact activities in the later part of their academic careers and as educated citizens. Language in the Basic and Developing levels of the rubrics focus on identification, describing and discussion with action taking being reserved for the Mastery level.

Assignments which work well for assessment of these dimensions include, but are not limited to, reflective essays, case studies, or an analysis of fine arts, literature, culture, historical or world events or political policy related to issues of social responsibility.

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[1] THECB Assessment of the Core Guidelines: http://www.thecb.state.tx.us/index.cfm?objectid=417252EA-B240-62F7-9F6A1A125C83BE08 (Retrieved 10/6/2014).

SOCIAL RESPONSIBILITY RUBRIC: INTERCULTURAL COMPETENCE

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Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Foundation Component Areas Where Social Responsibility is Taught: Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, and Social & Behavioral Science

	Mastery (Senior Level) Point-value: 4	Proficient (Junior Level) Point-value: 3	Developing (Sophomore Level) Point-value: 2	Basic (Freshman Level) Point-value: 1	Skill is evident but performance falls below Freshman Level[2] Point-value: 0	No Evidence: Assignment may not elicit skill or student failed to articulate.
Students are inter-culturally competent. 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.)						
Knowledge *Cultural self- awareness*	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.)	Lacks complete awareness of own cultural rules or biases.[3]	
Knowledge *Knowledge of cultural worldview frameworks*	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.	Elements of another culture are couched in negative or dismissive terms or student denies existence of cultural differences or experiences.	
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and multiple worldviews 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.	Experiences of others are denied or couched in negative or dismissive terms.	
Skills *Verbal and nonverbal communication*	Articulates complex understanding of cultural differences in verbal or nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different culture) 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.	Lacks understanding of verbal and nonverbal communication at even a minimal level.	

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[2] *Evaluators are encouraged to assign a zero to any work sample that does not meet Basic (Freshman Level) performance. Evaluators are encouraged to check the "No Evidence" if the rubric dimension is not evident in the work. For example, a student who openly states that he has no desire to learn about a particular culture would be rated below Basic (point-value 0) for the Attitude: Curiosity. By contrast, if the student makes no mention one way or another about a desire to learn about a culture, the "No Evidence" category would be selected. There is simply no evident of what the student's attitude was in regards to cultural curiosity.*

[3] *Zero category based upon the Intercultural Competence Development Continuum: http://www.mdbgroup.com/intercultural-development.html (retrieved 5 20 14) which theorizes that people move through five stages in developing intercultural competence: Denial, Polarization, Minimization, Acceptance and Adaptation.*

SOCIAL RESPONSIBILITY RUBRIC: KNOWLEDGE OF CIVIC RESPONSIBILITY

	Mastery (Senior Level) Point-value: 4	Proficient (Junior Level) Point-value: 3	Developing (Sophomore Level) Point-value: 2	Basic (Freshman Level) Point-value: 1	Skill is evident but performance falls below Freshman Level Point-value: 0	No Evidence: Assignment may not elicit skill or student failed to articulate.
Students are able to discuss civic responsibilities						
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.						
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view	Is resistant to what can be learned from diversity of communities and cultures.	
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Unable to correctly identify how his/her own academic study/field/discipline is relevant to civic engagement.	
Civic Identity and Commitment	Evaluates what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and commitment to public action.	Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Demonstrates basic awareness of civic-engagement activities and a sense of civic identity.	Provides little evidence of her/his awareness of civic-engagement activities and does not connect awareness to civic identity.	Provides no evidence of his/her awareness of civic-engagement activities. Does not connect awareness to civic identity.	
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Unable to communicate in a civic context including inability to express, listen or adopt ideas and messages based upon others perspectives.	

Examples of how intercultural competence is currently being assessed include through embedded course assessment, self-report instruments, reflection papers, critical incident analysis, interviews, observations (by professors, internship supervisors, host families, group members, etc.), simulations and longitudinal studies. While it is encouraging that more institutions are assessing intercultural competence outcomes, there is much work that needs to be done on improving intercultural competence assessment and as such, there are currently no examples of "best" practices.

SOCIAL RESPONSIBILITY RUBRIC: KNOWLEDGE OF ENGAGING IN REGIONAL, NATIONAL AND GLOBAL COMMUNITIES

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	Mastery (Senior Level) Point-value: 4	*Proficient (Junior Level)* Point-value: 3	*Developing (Sophomore Level)* Point-value: 2	*Basic (Freshman Level)* Point-value: 1	*Skill is evident but performance falls below Freshman Level* Point-value: 0	*No Evidence: Assignment may not elicit skill or student failed to articulate.*
	Students engage in regional, national and global communities Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.					
Global Self-Awareness	Effectively addresses significant issues in the world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the world.	Analyzes ways that human actions influence the world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Incorrectly makes connections between group or individual decisions and local or global issues.	
Perspective Taking	Evaluates and applies diverse perspectives to complex systems relevant to the discipline systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating systems relevant to the discipline.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring systems relevant to the discipline.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical) when exploring systems relevant to the discipline.	Disparages perspectives other than his/her own.	
Personal and Social Responsibility	Analyzes ethical, social, economic and/or environmental challenges in global systems, evaluates the local and broader consequences of individual and collective interventions, and identifies actions which further advance alternative or expanded solutions.	Analyzes the ethical, social, economic and/or environmental consequences of global systems and identifies a range of responses informed by one's sense of personal and civic responsibility.	Explains the ethical, social, economic and/or environmental consequences of local and national decisions on global systems.	Identifies basic components of some local or national decisions that have global impact.	Incorrectly to identify basic components of some local or national decision that has had a global impact.	
Understanding Global Systems	Demonstrates deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems in developing informed, appropriate action plans to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.	Inaccurately identifies basic roles of global and local institutions', ideas or processes in the human and natural worlds.	
Applying Knowledge to Contemporary Global Contexts	Applies deep knowledge of global systems to identify sophisticated, appropriate and workable solutions to address complex problems using interdisciplinary perspectives.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives	Defines global challenges in basic ways, including a limited number of perspectives and solutions.	Inaccurately defines a global challenge in even limited ways.	