Addressing & Assessing Social Responsibility

Beginning in Fall, 2014 required in 5 components:

Language, Philosophy & Culture
Creative Arts
American History
Government/Political Science
Social & Behavioral Sciences
Overview

- Definitions of Social Responsibility
  - Texas Higher Education Coordinating Board (THECB)
  - American Association of Colleges & Universities (AAC&U)

- FAQ

- Implementing Social Responsibility Assignments

- Assessing Social Responsibility

- Further Guidance
Texas Higher Education Coordinating Board (THECB) Definition of Social Responsibility

“intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.”

We are “held to” the THECB definition. However, the AAC&U definition of Civic Engagement (from which the THECB definition was derived) provides additional guidance.
American Association of Colleges & Universities (AAC&U)

Defines Civic Engagement as:

... 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.
FAQ
What are realistic expectations for students in lower-level courses?

- The AAC&U VALUE rubric for Civic Engagement (located under Resources) moves from:
  - Diversity of Communities & Cultures (i.e.: knowing the community)
  - Civic Identity & Commitment (i.e.: developing an image of self within the community context)
  - Civic Action & Reflection (i.e.: knowing how to interact with/contribute to the community).

- Thus, entry-level core courses might focus on student awareness of attitudes & beliefs and how they vary from those of other cultures & communities (rather than more challenging skills related to civic action).

- The Lumina Foundation’s Degree Qualifications Profile (aligned with LEAP) also provides direction for faculty expectations.
Excerpt from the Lumina Foundation’s Degree Qualifications Profile RE
Engaging Diverse Perspectives*

- Every student should develop the intellectual flexibility and broad knowledge that enables perception of the world through the eyes of others, i.e., from the perspectives of diverse cultures, personalities, places, times and technologies. This proficiency is essential to intellectual development and to both Applied and Collaborative Learning and Civic and Global Learning.

- At the associate [or lower-course] level, the student
  - Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and global relations.
  - Describes, explains, and evaluates the sources of his or her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views.


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Implementing Social Responsibility Assignments
Implementing Social Responsibility Assignments

- This could be a presentation or paper that requires students to consider their attitudes/values related to a particular problem in society, politics, the arts or global relations.

- For example, students might be required to identify and define the meaning of key cultural terms related to the religious systems of a specific culture in question, and explain in an objective manner any differences or similarities that may exist between these systems and their own.

(Example from CLA 2013 Intro to Ancient Greece)
Sample Topics Across Components . . .

- **Language, Philosophy & Culture:**
  - *Anthropology:* linguistic diversity & its relationship to inequalities among people
  - *Geography:* physical, demographic, economic, and political differences between countries; how these differences impact global problems.

- **Creative Arts:** how art is adapted to political/social functions in various cultures throughout history.

- **American History:** balance of equal rights with States’ Rights.
Sample Topics Across Components . . .

- **Government/Political Science:** obligations of public service and serving the public good with special regard for diverse public interests.

- **Social & Behavioral Sciences:**
  - **Economics:** how consumers’ and producers’ actions impact the general welfare of societies.
  - **Psychology:** altruism &/or conformity within a particular culture
Assessing Social Responsibility
Assessing Social Responsibility Assignments

- Rubrics for writing assignments or essay questions
  - For a place to start, see the LEAP CIVIC ENGAGEMENT VALUE Rubric included under Resources
- Multiple-Choice embedded exam questions
Language, Philosophy & Culture

Sample Student Learning Outcome

Students will identify ways that linguistic diversity reinforces inequalities among people and groups.

Method

Embedded exam questions

Standard

At least 70% of students will answer 70% of embedded test questions correctly.
Creative Arts

Sample Student Learning Outcome

Students will identify how art is adapted to political/social functions in various cultures throughout history.

Method

Embedded multiple-choice test questions common to all assessed sections

Standard

A target of 2/3 correct responses to each of the embedded questions by the sample group will be considered successful. Based on a scale:

Above 66% = exceeding target
66% = meeting target
Below 66% = not meeting target; improvement needed.
American History

Sample Student Learning Outcome

1. Students will be able to trace the major civil rights movements (e.g.: African American Civil Rights Movement, the Women’s Movement, or the Chicano/a Movement) in the period from 1877 to the present.

2. Students will be able to present the arguments of both supporters and those who opposed these movements.

Method

Rubric for embedded exam essay questions

Standard

At least 75% of students will receive a “meets standards” (4) or higher on a scale of 1 to 5.
Gov’t/Political Science

Sample Student Learning Outcome

Students will be able to evaluate the individual obligations of a public servant in regard to diverse public interests.

Method

Rubric

Standard

At least 70% of students sampled will receive a “meets standards” (3) or higher on a scale of 1 to 4 on each relevant criterion on the rubric.
Sample Student Learning Outcome

Students will be able to evaluate how consumers’ and producers’ actions impact the general welfare of societies.

Method

Rubric

Standard

At least 70% of students sampled will receive a “meets standards” (3) or higher on a scale of 1 to 4 on each relevant criterion on the rubric.
See *Resources* section for additional guidance.