

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered on the page.

CIVIC ENGAGEMENT ASSESSMENT

3/20/2024

COURSE LEARNING OUTCOMES

Civic Engagement Domain	Definition	Course Embedded Learning Outcomes
Political Knowledge	Fundamental understanding of the structures and processes by which laws and policies are created	<ol style="list-style-type: none">1. Demonstrates understanding of how the process, principles, and structure of governments and political institutions affect individuals in society.2. Examines the importance of key historical struggles and social movements that sought/seek to encourage change
Civic Knowledge	Understanding of the diverse forces that shape political systems and civic life	<ol style="list-style-type: none">1. Connects knowledge from one's own academic study/field/discipline to civic engagement2. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief or other forms of social differentiation play in world culture or societies.
Social Responsibility	Framework of obligations and actions by individuals or organizations in the interest of working towards an equitable society	<ol style="list-style-type: none">1. Recognizes that different attitudes and beliefs are as valuable as one's own.2. Examines the importance of behaving ethically and with due sensitivity towards social, cultural, economic, environmental, and academic issues.3. Understands the individual's role in working towards equity.

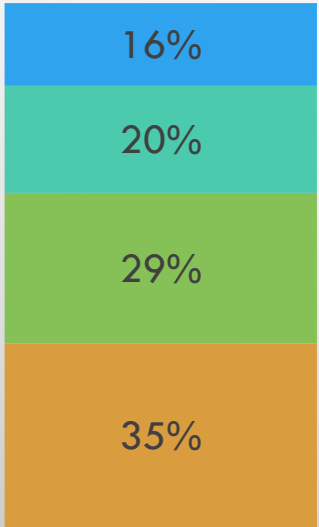
ASSESSMENT OF CIVIC ENGAGEMENT

- STARTED COLLECTING SAMPLES OF STUDENT WORK (THE REFLECTIVE ASSIGNMENT) IN SPRING 2022
- TWO ASSESSMENT SESSIONS: MARCH 2023 AND FEBRUARY 2024
 - EVALUATORS ASSESS STUDENT SAMPLES USING THE REFLECTIVE ASSIGNMENT RUBRIC
 - MARCH 2023: 40 SAMPLES
 - FEBRUARY 2024: 150 SAMPLES

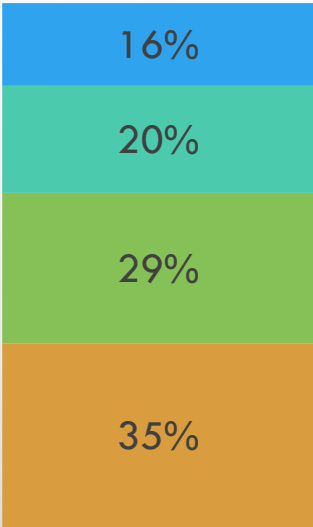
RUBRIC

	Did Not Address (N/A)	Limited - 1	Acceptable - 2	Proficient - 3
<i>Briefly describe how your class/activity addressed political knowledge, civic knowledge, and/or social responsibility. You may reference an assignment, class discussion, and/or project in your answer.</i>	The student's response did not address this question or did not address it in enough detail to assess their CE awareness or competency	Lack of clarity articulating how the course/activity addressed the CE domain(s) (refer to CE Rubric for course embedded learning outcomes)	Was able to adequately describe how the course/activity addressed the CE domain(s) (refer to CE Rubric for course embedded learning outcomes)	Was able to clearly describe how the course/activity addressed the CE domain(s) (refer to CE Rubric for course embedded learning outcomes)
<i>Explain how the course/activity expanded your understanding of political knowledge, civic knowledge, and/or social responsibility.</i>	The student's response did not address this question or did not address it in enough detail to assess their CE awareness or competency	Based on the how the course/activity addressed the CE domain(s) (refer to CE Rubric for course embedded learning outcomes), lack of clarity articulating how their understanding of the CE domain(s) was further developed	Based on the how the course/activity addressed the CE domain(s) (refer to CE Rubric for course embedded learning outcomes), was able to adequately articulate how their understanding of the CE domain(s) was further developed	Based on the how the course/activity addressed the CE domain(s) (refer to CE Rubric for course embedded learning outcomes), student was able to clearly articulate how their understanding of the CE domain(s) was further developed
<i>Thinking about your course/activity and the information presented about political knowledge, civic knowledge and/or social responsibility, how could you use this information to improve your community, address social problems, or promote equity?</i>	The student's response did not address this question or did not address it in enough detail to assess their CE awareness or competency	Lack of clarity articulating how the information from the CE domain(s) (refer to CE Rubric for course embedded learning outcomes) could either improve their community, address social problems, or promote equity	Was able to adequately articulate how they would use the information about the CE domain(s) (refer to CE Rubric for course embedded learning outcomes) to either improve their community, address social problems, or promote equity	Was able to clearly articulate how they would use the information about the CE domain(s) (refer to CE Rubric for course embedded learning outcomes) to either improve their community, address social problems, or promote equity

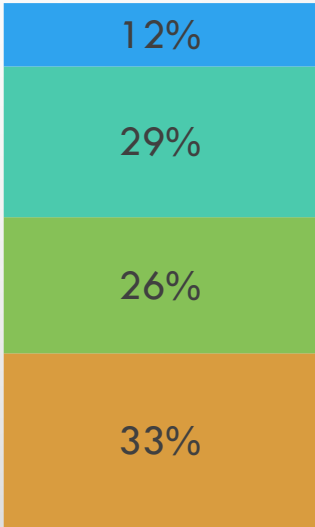
SUMMARY RESULTS – WINTER 2024



Briefly address how the class addressed CE



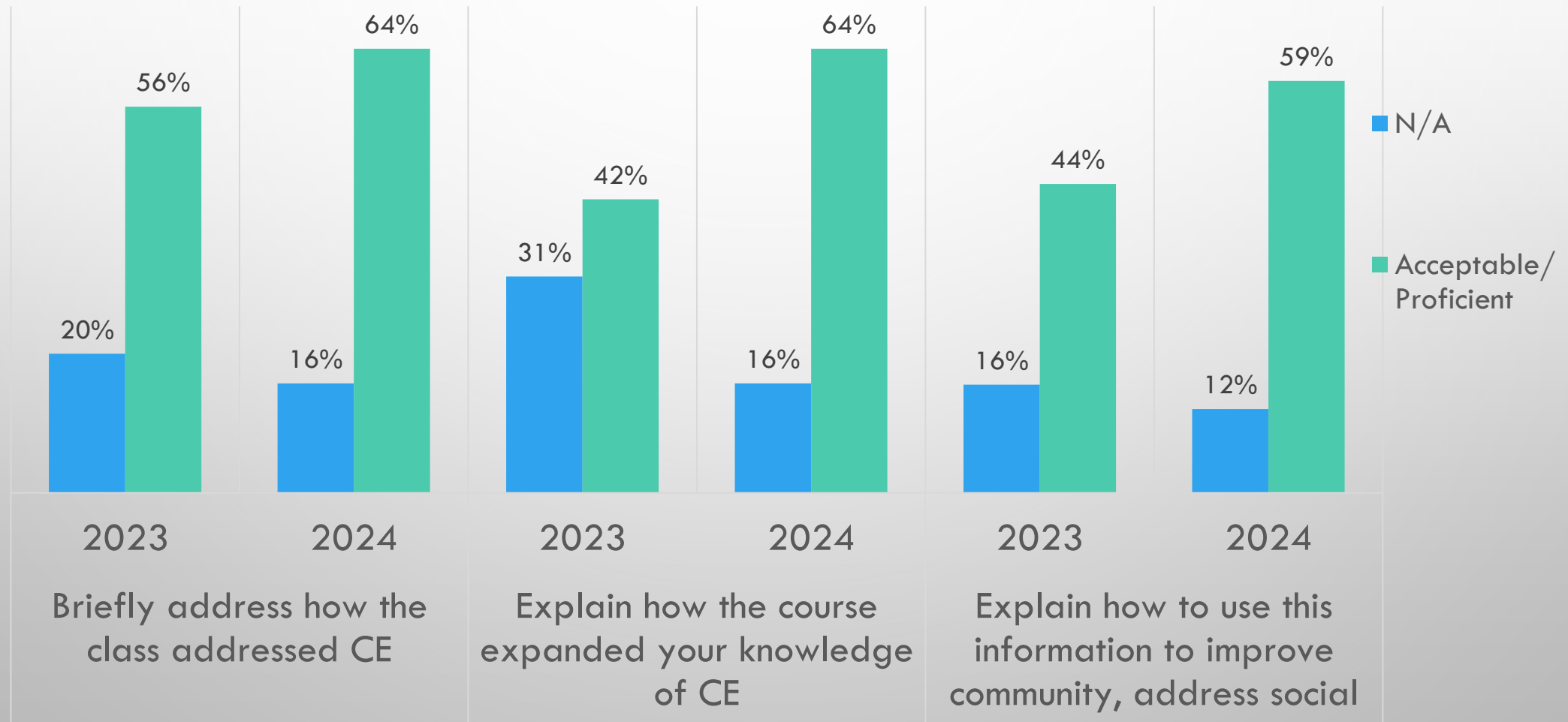
Explain how the course expanded your knowledge of CE



Explain how to use this information to improve community, address social problems, or promote equity

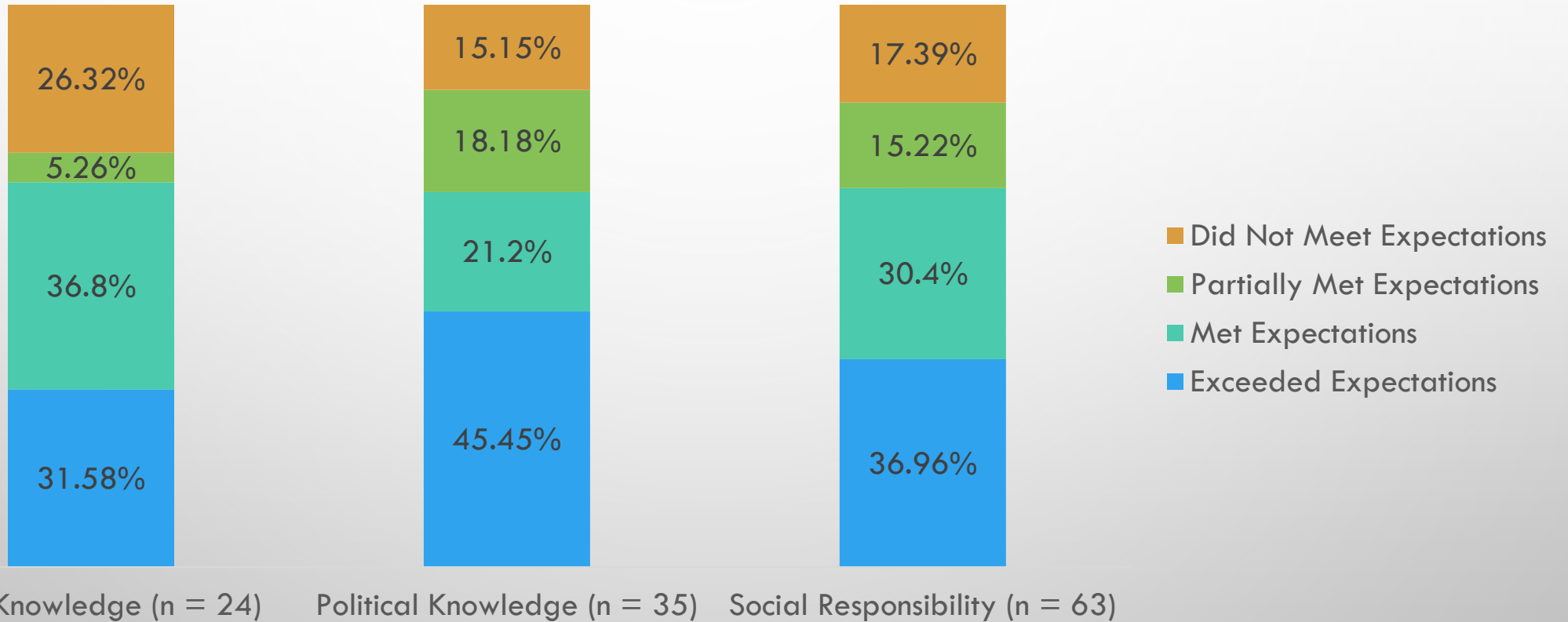
- N/A - Does Not Address
- 1 - Limited
- 2 - Acceptable
- 3 - Proficient

COMPARISON – 2024 TO 2023



BY DOMAIN (SPRING 2024)

(ONLY INCLUDES SAMPLES WITH 1 OR FEWER N/A SCORE)



BY DEPARTMENT

BRIEFLY ADDRESS HOW THE CLASS ADDRESSED CE

Department	Limited	Acceptable/ Proficient	N/A - Does Not Address	# of Samples
AHMHHS-KCC	14%	50%	36%	16
ART-KCC	0%	100%	0%	4
BEHSCI-KCC	46%	46%	8%	16
BIO-KCC	50%	50%	0%	2
BUS-KCC	21%	64%	14%	18
COMM-KCC	20%	70%	10%	11
ENGL-KCC	6%	67%	28%	21
HIST-KCC	15%	69%	15%	15
NUR-KCC	22%	78%	0%	10
PHYS SCI-KCC	27%	55%	18%	12
TAH-KCC	0%	100%	0%	2
Grand Total	20%	63%	17%	

BY DEPARTMENT

EXPLAIN HOW THE COURSE EXPANDED YOUR KNOWLEDGE OF CE

Department	Limited	Acceptable/ Proficient	N/A - Does Not Address	# of Samples
AHMHHS-KCC	14%	50%	36%	16
ART-KCC	0%	100%	0%	4
BEHSCI-KCC	46%	46%	8%	16
BIO-KCC	50%	50%	0%	2
BUS-KCC	21%	64%	14%	18
COMM-KCC	20%	70%	10%	11
ENGL-KCC	6%	67%	28%	21
HIST-KCC	15%	69%	15%	15
NUR-KCC	22%	78%	0%	10
PHYS SCI-KCC	27%	55%	18%	12
TAH-KCC	0%	100%	0%	2
Grand Total	20%	63%	17%	

BY DEPARTMENT

EXPLAIN HOW TO USE THIS INFORMATION TO IMPROVE COMMUNITY,
ADDRESS SOCIAL PROBLEMS, OR PROMOTE EQUITY

Department	Limited	Acceptable/ Proficient	N/A - Does Not Address	# of Samples
AHMHHS-KCC	43%	43%	14%	16
ART-KCC	25%	75%	0%	4
BEHSCI-KCC	38%	54%	8%	16
BIO-KCC	0%	100%	0%	2
BUS-KCC	36%	57%	7%	18
COMM-KCC	10%	80%	10%	11
ENGL-KCC	17%	50%	33%	21
HIST-KCC	23%	62%	15%	15
NUR-KCC	22%	67%	11%	10
PHYS SCI-KCC	45%	55%	0%	12
TAH-KCC	0%	100%	0%	2
Grand Total	28%	59%	13%	

NEXT STEPS: ALIGNING COURSE LOS WITH CIVIC ENGAGEMENT LOS

Civic Engagement Course LO	Course	Actual Course LO
Demonstrates understanding of how the process, principles, and structure of governments and political institutions affect individuals in society.	HIS 1100	Analyze to what degree changes in political institutions affect individuals in society Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of US democracy
Examines the importance of key historical struggles and social movements that sought/seek to encourage change	HIS 1500	Understand how major historical struggles and social movements promote change
Understands the individual's role in working towards equity.	BIO 5300	Take steps and encourage others to take steps to reduce and reverse their negative environmental impacts and become positive agents of change towards building a more sustainable future.

NEXT STEPS: REVISE REFLECTIVE ASSIGNMENT

- REFER TO SPECIFIC LOS ADDRESSED IN THE COURSE AS A JUMPING OFF POINT FOR REFLECTION:
 - “EXPLAIN HOW WHAT YOU’VE LEARNED ABOUT THE FUNCTIONING OF THE THREE BRANCHES OF GOVERNMENT HAS IMPACTED YOUR UNDERSTANDING OF HOW GOVERNMENT AFFECTS INDIVIDUALS IN SOCIETY.”
- BUILD IN SCAFFOLDING TO HELP STUDENTS ENGAGE WITH THE REFLECTIVE COMPONENT
 - MINI-REFLECTIONS THROUGHOUT THE SEMESTER
 - DRAFTS OF FINAL REFLECTION

NEXT STEPS: REVISE ASSESSMENT

- CHANGES TO RUBRIC
 - POSSIBLE VARIATIONS TO RUBRIC FOR DIFFERENT LOS TARGETED IN COURSE
 - FRAME AROUND OUTCOMES/DESIRED OUTCOMES RATHER THAN QUESTIONS ASKED
- CHANGES TO ASSIGNMENT
 - ARE THERE COMMON WAYS TO TARGET LOS WITHIN A COMMON ASSIGNMENT?
 - ARE THERE ASSIGNMENTS THAT SHOULD BE ADDED?