

## AY19 Academic Program Learning Outcomes (PLOs) Assessment Composite Report: Civic Engagement

**Assessment Type:** Academic Program Learning Outcomes (PLO)

**Academic Year:** AY19

**Level:** 300- & 400-Level Academic Program Courses

**Learning Outcome:** Civic Engagement

**Assessment Method/Tool:** Academic Program Rubrics

**Measurement Scale:** 3-1

**Sample Size:** 11 Academic Programs, 17 courses, 123 Students  
(on-campus: 40 students; [online](#): 83 students)

Program	Courses	n	Proficient Mean (3)	Adequate Mean (2)	Developing Mean (1)	Proficient + Adequate
<b>College of Arts, Humanities, and Social Sciences</b>						
<b>Anthropology/Sociology</b>	SOC 315	15	47%	53%	0%	100%
	SOC 403 ( <a href="#">ol</a> )	4	56%	38%	6%	94%
<b>English/Writing</b>	WR 393 ( <a href="#">ol</a> )	14	100%	0%	0%	100%
<b>History</b>	HIST 383 ( <a href="#">ol</a> )	12	83%	8%	8%	91%
<b>Integrative Studies</b>	IS 401 ( <a href="#">ol</a> )	20	55%	38%	6%	93%
<b>Music</b>	MUS 445	7	100%	0%	0%	100%
<b>Politics &amp; Economics</b>	POLS 350	4	100%	0%	0%	100%
<b>Theatre</b>	THEA 349	11	82%	18%	0%	100%
	THEA 406	3	100%	0%	0%	100%
<b>College of Science, Technology, Mathematics and Health Sciences</b>						
<b>Biology</b>	BIOL 320	9	78%	17%	5%	95%
<b>Computer Science</b>	CS 410	10	50%	40%	10%	90%
<b>Health &amp; Human Performance</b>	HWS 351 ( <a href="#">ol</a> )	25	52%	40%	8%	92%
<b>College of Business</b>						
<b>Emergency Services Administration</b>	EMSA 315 ( <a href="#">ol</a> )	4	75%	25%	0%	100%
	EMSA 415 ( <a href="#">ol</a> )	4	50%	50%	0%	100%
<b>Composites &amp; Medians</b>	14	142	<a href="#">Mean 73%</a>	<a href="#">Mean 23%</a>	<a href="#">Mean 4%</a>	<a href="#">Median 100%</a>

## Online Courses Assessed

Program	Online Courses	n	Proficient	Adequate	Developing	Proficient + Adequate
Anthropology/Sociology	SOC 403 (ol)	4	56%	38%	6%	94%
English/Writing	WR 393 (ol)	14	100%	0%	0%	100%
History	HIST 383 (ol)	12	83%	8%	8%	91%
Integrative Studies	IS 401 (ol)	20	55%	38%	6%	93%
Health & Human Performance	HWS 351 (ol)	25	52%	40%	8%	92%
Emergency Services Administration	EMSA 315(ol)	4	75%	25%	0%	100%
	EMSA 415(ol)	4	50%	50%	0%	100%
Composites & Medians	7	83	<u>Mean</u> 75%	<u>Mean</u> 40%	<u>Mean</u> 4%	<u>Median</u> 97%

## Closing the Loop

The institutional effectiveness threshold for Program Learning Outcomes (PLOs) assessment is a 100% median of student samples scoring at the Proficient or Adequate levels (a 3 or 2 on the program rubrics). The median for the AY19 Civic Engagement PLO Assessment is 100%, meeting the threshold. Based on the sampling of 142 students from 14 courses across the curriculum, academic programs are ensuring to a remarkable degree that their upper division students demonstrate discipline-based civic engagement. (For specific discipline-based criteria, review the individual program reports on the [Academic Program Assessment Page](#).) Essential to this level of proficiency is reverse design—ensuring that the complete curriculum in a discipline is scaffolded, from the 100- through the 400-levels, so that students are able to demonstrate program outcomes in their upper division coursework. The 100% median threshold underscores EOU’s assumption that all upper division majors in all disciplines should demonstrate aptitude in all program outcomes at least at the Adequate level. In fact, the mean for the Proficient is 73%, level 3, with 23% at Adequate, level 2. This Civic Engagement PLO assessment included 83 online students (8% of AY19 FTE) in 7 courses from 6 programs. While the data is not robust, it indicates that 97% of online students also meet the threshold, indicating consistency of effective teaching and learning in both face-to-face and online modalities. The 4% mean at the developing level represents a handful of students unable to meet the requirements of one of the respective program’s assignments or execute the critical thinking higher order skill of applying their theoretical or content knowledge to real world applications. This is an area where most programs can use improvement through a clearer programmatic approach to higher order thinking capabilities of their students, even if meeting thresholds.

A number of the Closing the Loop Statements for individual programs make exactly this point when accounting for the success of their students. They make the same point accounting for those students who are at the Developing stage—faculty consistently call attention to the fact that most students performing at the Developing stage have not benefitted from the careful scaffolding of civic engagement built into program curricula. On the other hand, meeting the threshold median is no doubt supported by program outcomes that are aligned with General Education and University Learning Outcomes (GLOs and ULOs), all of them stemming from EOU's long history and commitment to [AAC&U's VALUE Rubrics](#) to define what EOU graduates should know and be able to do. The alignment of GLOs, PLOs, and ULOs provides university-wide coherence for teaching and learning.

Equally significant is the close attention to performance dips in individual PLO criteria in each program. That is, program faculty look closely and analyze carefully what they might need to change in order to enhance teaching and learning for their majors, even when they have met the PLO threshold of a 100% median. This is the very essence of reflective practice and continuous improvement.

Variances from the 100% threshold highlight the rationale for using the median to assess EOU's academic PLO outcomes, as it allows for factors beyond a program's control, as in the case of individual students not rising to the occasion for a variety of personal reasons. The Developing median in the AY19 Civic Engagement assessment remains at 0% nonetheless for on-campus and just 3% for online students—a 97% effectiveness rate is admirable, especially given EOU's majority of underserved population students. Using this rationale, EOU sets the 100% median threshold, holding students to the highest standard as they approach completion in their majors, while recognizing that a mean does not allow for even minor variances. In the end, EOU can acclaim the effectiveness of its academic programs and those programs can take pride in the quality of teaching and learning for their majors, where the median demonstrates that 75% of graduates attain Proficiency in each program's Civic Engagement outcome, while taking note that programs identify additional approaches to teaching and learning to increase the percentage of students at level 3, as demonstrated in the thoughtful Closing the Loop statements at the end of [each AY19 Civic Engagement course assessment](#), indicating a teaching culture of reflective practitioners dedicated to student success.

### **Action Plan**

- 1) The Vice Provost for Academic Quality (VPAQ) will work with programs on AY20 Civic Engagement Improvement Plans, to address specific perceived shortcomings in teaching and learning identified by the programs themselves. In some cases, this will involve revision of the program's Civic Engagement Outcome criteria.
- 2) The VPAQ will collect and publish each program's AY20 Civic Engagement Improvement Plans, which could include conceptional improvements or supporting data or both.