

GEC Learning Outcomes (GLOs) Assessment: Civic Engagement

Assessment Type: GEC

Year/Term: AY19

Course: POLS 101

Learning Outcome: Civic Engagement

Assessment Method/Tool: Common Rubric-EPCC

Measurement Scale: 3-1

Sample Size: 26

	Proficient (# of students %)		Adequate (# of students %)		Developing (# of students %)	
Purposefully reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector.	26	100%	0	0%	0	0%
Synthesizes multiple viewpoints and reflects on changes in personal attitudes and beliefs.	26	100%	0	0%	0	0%
Demonstrates an ability to listen, communicate, and act in inclusive ways within a civic discourse community.	26	100%	0	0%	0	0%
Demonstrates a consistent readiness for civic engagement via participation in campus and community-based groups.	26	100%	0	0%	0	0%
Means% (based on 19 student sample size)		100%		0%		0%

Benchmark:	85%	Institutional benchmark goal for median percentage of students to meet “Proficient” or “Adequate” levels in the GEC
% Achieving Benchmark:	100%	percentage of students meeting “Adequate” or “Proficient” levels

Closing the Loop:

The Politics and Economics program at EOU has long been the standard bearer with regard to inculcating students with the knowledge and skills necessary for lifelong civic engagement in their communities. The assignment for POLS 101 required students to research an issue of concern via development of research skills, utilizing multiple internet sources, develop a unique policy proposal to alleviate the issue, and finally, write a letter to a public official requesting policy action. The results of the survey were assessed via the above assignment facets in tandem with a Canvas Discussion Board activity in which students were required to reflect on what they had learned from this important learning activity, along with how they would utilize the knowledge and skills gleaned from the assignment in the future. The strength of the assignment can be attributed to the instructor’s commitment to this learning outcome (he is presented multiple times at national conferences on the subject), along with assignment design, which included (1) small group brainstorming discussions, (2) utilizing Discussion Board to share their ideas, along with proposed policy change, which was then honed via interactive communication, (3) requirement of integrating internet sources into the assignment, increasing student information literacy, along with (4) the assignment was perceived as non-threatening gradewise, as all students who successfully completed all facets of the assignment received full (5%) credit.

Action Plan (Academic Program):

There is no need for an Action Plan for Civic Engagement in POLS 101. Assessment of other courses in which these skills are further developed (POLS 314, State and Local Government, POLS 350 Public Policy, POLS 450 Applied Policy Analysis) is outside the confines of this report.

I will forward a copy of this report via email to all program faculty and include the results in our Annual Academic Program Review.

Action Plan (Office of the Vice Provost for Academic Quality):

POLS’s approach to Civic Engagement for General Education should be used as a model for all programs in terms of effective assignment design and sequencing of steps, with a clear, succinct, insightful analysis of results, indicating how the General Education Civic Engagement outcome aligns well with the program’s Civic Engagement outcome.

The AY20 POLS Gen Ed Civic Engagement Improvement Plan: Although it is unusual for all students to perform uniformly at the Proficient level in all criteria at the 100-level, no improvement plan is required. However, a review of assignment demands might be in order, especially for a 100-level course. The AY20 Gen Ed CE Improvement Plan should report on the results of this effort and provide data on a course where the improvements have been operationalized.