GEC Learning Outcomes (GLOs) Assessment
Civic Engagement–Composite Report

Assessment Type: GLO
Academic Year: AY19

Level: 100- & 200-Level GEC Courses

Learning Outcome: GLO Civic Engagement

Assessment Method/Tool: Common Rubric-EPCC (or aligned program rubric)

Measurement Scale: 3-1

Sample Size: 112 (On-Campus Students)

	Proficient %	Adequate %	Developing %
Purposefully reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector.	55%	37%	8%
Synthesizes multiple viewpoints and reflects on changes in personal attitudes and beliefs.	81%	15%	4%
Demonstrates an ability to listen, communicate, and act in inclusive ways within a civic discourse community.	80%	16%	4%
Demonstrates a consistent readiness for civic engagement via participation in campus and community-based groups.	76%	16%	8%
Median **Proficient + Adequate** **Developing** **(based on 112 student sample size)**		95%	5%

Benchmark:	**85%**	Institutional benchmark goal for percent of students to meet "Proficient" or "Adequate" levels
Percent Achieving Benchmark:	**95%**	Median percentage of students meeting "Adequate" or "Proficient" levels

Closing the Loop

The institutional effectiveness threshold for General Education Learning Outcomes (GLOs) assessment is a median of 85% of student samples scoring at the Proficient or Adequate Levels (a 3 or 2 on the rubrics). The median for the AY19 Civic Engagement Outcome is 95%, exceeding the threshold. AY19 produced 112 student sample from four lower division General Education courses from four different programs across the curriculum: Anthropology/ Sociology, Biology, Music, and Political Science & Economics. The data shows faculty are effectively incorporating Civic Engagement into their General Education courses, encompassing either the criteria identified in the GEC Civic Engagement Rubric (as seen above) or more program specific criteria designed to make the program's approach to Civic Engagement consistent and coherent throughout its curriculum. The more specific program criteria can be reviewed by reading the individual program reports for Anthropology/Sociology and Biology.

Especially effective is the teaching of "Synthesizing and reflecting on multiple viewpoints" in Music and Political Science. Equally effective in Anthropology is the teaching of the more specific program criterion—"Analyzes real world problems through research and civic engagement"—while in Biology, it is the more specific program criterion is "Applies scientific inquiry to conservation activities."

Actually, scores exceed the threshold in all criteria, with a dip in the first, where more students score at level 2. For Music and Political Science, that criterion is "Purposefully reflects on and applies skills and knowledge acquired in the classroom to settings in the public sector," as seen above. For Anthropology, the criterion is "Identifies real world problems through research and civic engagement," while in Biology it is "Engages in conservation activities involving the wider regional community." What these criteria have in common is conceptual understanding, which is still developing in many students at the 100- and 200-levels. In other words, the performance dip is to be expected.

Action Plan: The Vice Provost for Academic Quality will work with the AY19 GLO participating programs to address the specific criteria the data indicates need attention. In Anthropology, the program should develop a common approach to "Identifies real world problems through research & civic engagement" in order to improve student performance where the dip is most noticeable in that criterion. In Biology, the program is considering addressing the problem of cursory student performance in civic engagement assignments by adding point values to those assignments. In Music, the program should develop a common approach to "Reflecting and

applying skills and knowledge acquired in the classroom in the public setting" in order to improve student performance where the dip is most noticeable. In Political Science, no improvement plan is necessary since all students performed at the Proficient level, although perhaps the assignment expectations might be reviewed since all 26 students scored a 3, which is unusual at the 100-level.