

Assessment Data
SOCIOLOGY GENERAL EDUCATION OUTCOMES
Civic Engagement Outcome
SPRING 2015

Learning Outcome:

2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts

Outcome Measure

AACU Civic Engagement Rubric to evaluate:

Course 103 Assignments: Community Service Reflections, Course Paper

Criteria for Success (if applicable):

75% of the students to score a 2.5 or higher (on a scale of 1-4 with 1 being low) in each of six areas as described by the AACU for Assessment of Civic Engagement

Diversity of Communities and Cultures

Analysis of Knowledge

Civic Identity and Commitment

Civic Communication

Civic Action and Reflection

Civic Contexts/Structures

Data:

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts /Structures	Assignment Average
Case 1	2	3	3	2	2.5	3.5	2.67
2	4	3	3	3	3.5	2	3.08
3	3	2.5	3	2	4	3	2.92
4	2	1.5	2	3	2	1.5	2.00
5	1.5	1	1.5	1.5	2	2	1.6
6	2.5	2	2	2	2	1.5	2
Aggregate	15	13	14.5	13.5	16	13.5	14.25
Average	2.5	2.2	2.4	2.3	2.7	2.3	2.4
Cases @2.5 >	4	3	3	2	3	2	3
% Achievement	67%	50%	50%	33%	50%	33%	50%

Summary Findings:

In 67% of cases, students held awareness of how personal beliefs differed from others and exhibited curiosity about learning from other cultures; 50% of students achieved benchmark on overall assignment.

This data draws from only one of three courses used to evaluate the capacity for Civic Engagement for students in the major. The course has the smallest component of the department sample and needs to be aggregated with the other data sources to complete assessment.

Conclusions based on Data:

Student capacity for Civic Action and Reflection indicates on average, students are able to identify intentional ways to participate in civic contexts and to work actively within community structures. Students were able to begin to connect knowledge (facts, perceptions) from academic field to participation in civic event but analysis of theoretical knowledge relevant to individual participation was less evident.

Changes to be Made Based on Data:

Review course assignments to determine if instructions emphasize application of theory as well as reflection on experience.

RUBIC: AACU CIVIC ENGAGEMENT

	Capstone 4	Milestones		Benchmark 1
		3	2	
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and	Demonstrates independent experience and <i>team leadership of</i> civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.

	accomplishments of one's actions.			
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>

SCORING SHEET

ASSIGNMENT:				STUDENT ID #	
Rubric: Civic Engagement AACU Standard					

	ITEM DETAILS	SCORE (0-4 Rubric)	POINTS AWARDED / POSSIBLE %	NOTES
Diversity of Communities and Cultures				
Analysis of Knowledge				
Civic Identity and Commitment				
Civic Communication				
Civic Action and Reflection				
Civic Contexts/Structures				

ASSIGNMENT TOTALS:				GRADE:
ADDITIONAL COMMENTS				