Assessing the Citizenship ISLO Spring 2017

Students will be able to use knowledge acquired from their experiences at this college to be ethically responsible, culturally proficient citizens, informed and involved in civic affairs locally, nationally, and globally.
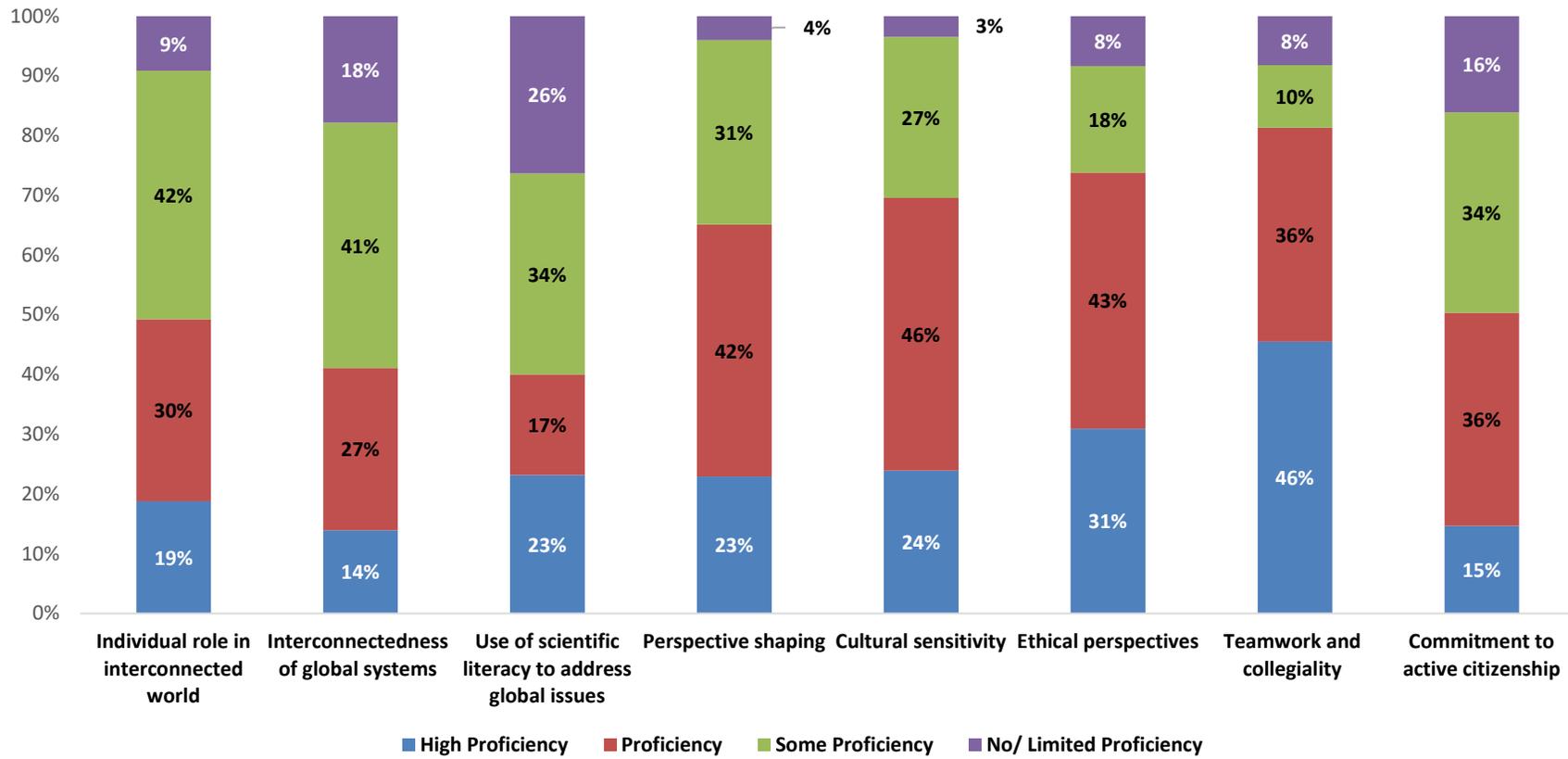
Citizenship includes the ability to:

- demonstrate an understanding of their individual role in an interconnected world about a range of global issues.
- demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).
- demonstrate scientific literacy concerning a range of global issues.
- demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- recognize and apply ethical perspectives.
- facilitate a positive, supportive group environment through demonstrated collegiality and leadership.
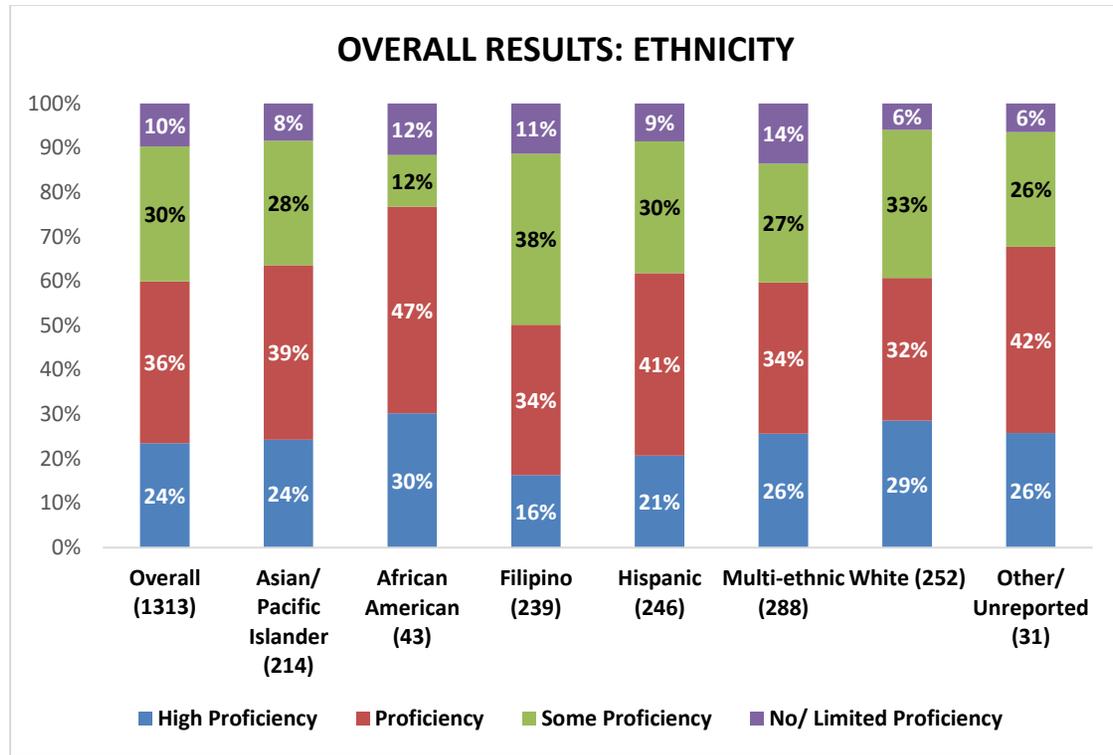- demonstrate commitment to active citizenship.

Assessment Methodology

- Eighteen faculty members assessed 420 students' work in research- oriented projects in Biology (81), Communication Studies (83), Early Childhood Education (8), Economics (16), English for Speakers of Other Languages (41), Geology (15), History (42), Literature (19), Philosophy (49), Sociology (38), and Spanish (28).

- In addition, over 900 students took the Community College Survey of Student Engagement (CCCSE). Custom questions were created to assess three Citizenship ISLO descriptors on cultural sensitivity, global awareness, and active citizenship. The latter included five out of the eight questions since the past assessment of the Citizenship ISLO revealed that students had few opportunities to exercise active citizenship as a co-curricular component of their classroom experiences.

- The PRIE office aggregated results for discussion.

OVERALL RESULTS

Competency	High Proficiency	Proficiency	Some Proficiency	No/ Limited Proficiency
Individual role in interconnected world	19%	30%	42%	9%
Interconnectedness of global systems	14%	27%	41%	18%
Use of scientific literacy to address global issues	23%	17%	34%	26%
Perspective shaping	23%	42%	31%	4%
Cultural sensitivity	24%	46%	27%	3%
Ethical perspectives	31%	43%	18%	8%
Teamwork and collegiality	46%	36%	10%	8%
Commitment to active citizenship	15%	36%	34%	16%

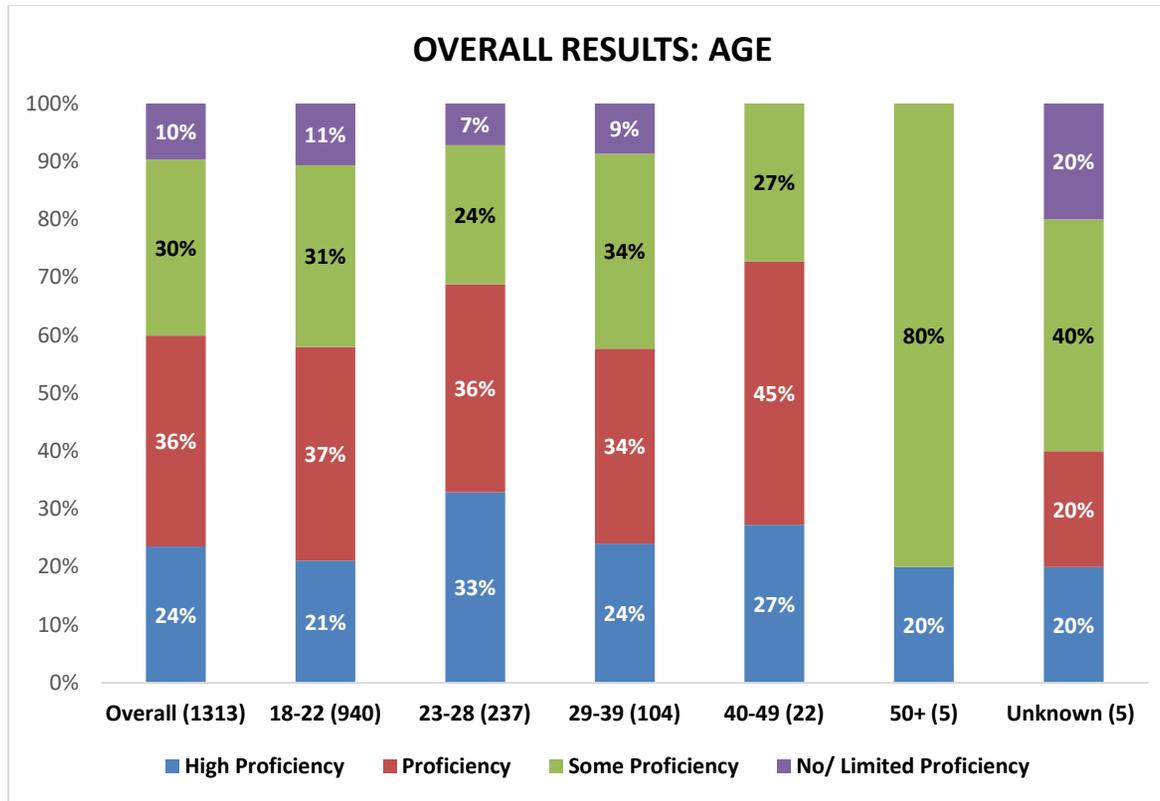|	OVERALL RESULTS							
	Understanding of their individual role in an interconnected world	Understanding of the interconnectedness of global systems	Use of scientific literacy to address global issues	Perspective shaping	Cultural sensitivity	Ethical perspectives	Teamwork and collegiality	Commitment to active citizenship via civic engagement
High Proficiency	37	18	22	69	55	26	61	21
Proficiency	60	35	16	127	105	36	48	51
Some Proficiency	82	53	32	93	62	15	14	48
No/ Limited Proficiency	18	23	25	12	8	7	11	23
N	197	129	95	301	230	84	134	143

OVERALL RESULTS: ETHNICITY

OVERALL RESULTS DISAGGREGATED ACCORDING TO ETHNICITY								
	Overall	Asian/ Pacific Islander	African American	Filipino	Hispanic	Multi-ethnic	White	Other/ Unreported
High Proficiency	309	52	13	39	51	74	72	8
Proficiency	478	84	20	81	101	98	81	13
Some Proficiency	399	60	5	92	73	77	84	8
No/ Limited Proficiency	127	18	5	27	21	39	15	2
N (excluding not measured)	1313	214	43	239	246	288	252	31

OVERALL RESULTS: GENDER
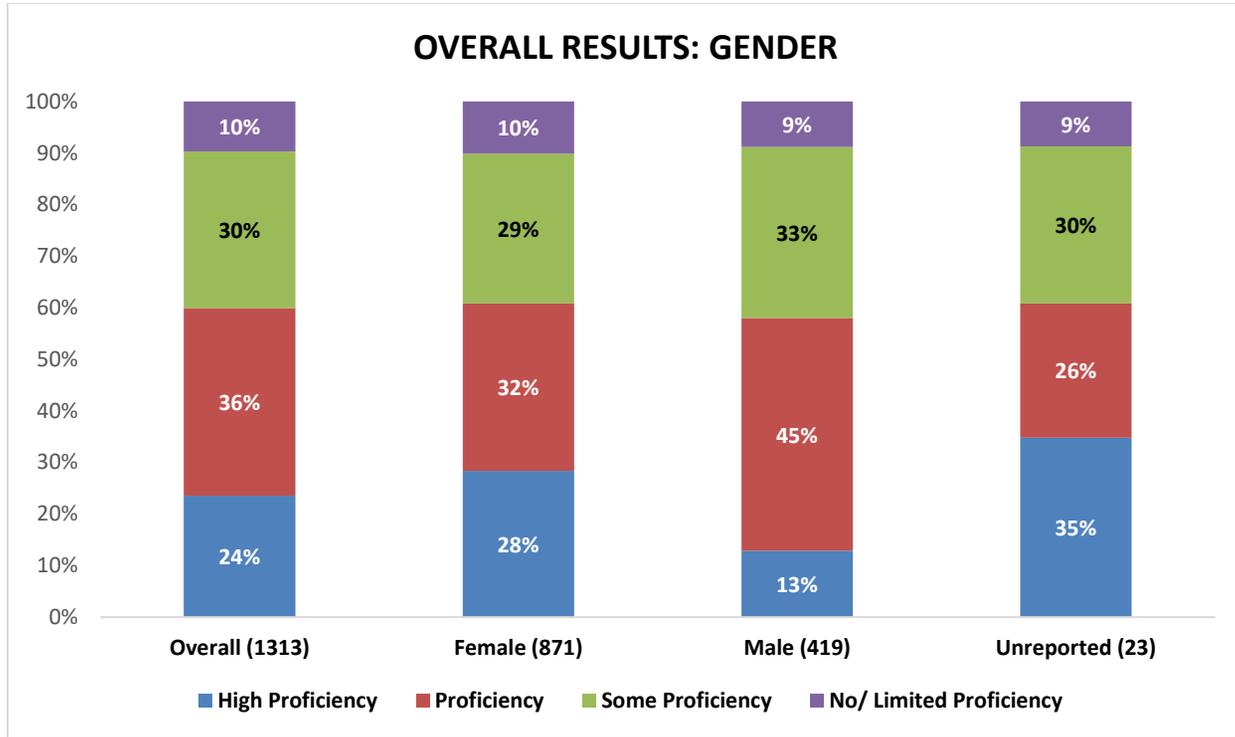
OVERALL RESULTS DISAGGREGATED ACCORDING TO GENDER				
	Overall	Female	Male	Unreported
High Proficiency	309	247	54	8
Proficiency	478	283	189	6
Some Proficiency	399	253	139	7
No/ Limited Proficiency	127	88	37	2
N (excluding not measured)	1313	871	419	23

OVERALL RESULTS: AGE

OVERALL RESULTS DISAGGREGATED ACCORDING TO AGE							
	Overall	18-22	23-28	29-39	40-49	50+	Unknown
High Proficiency	309	198	78	25	6	1	1
Proficiency	478	347	85	35	10	0	1
Some Proficiency	399	295	57	35	6	4	2
No/ Limited Proficiency	127	100	17	9	0	0	1
N (excluding not measured)	1313	940	237	104	22	5	5

SKYLINE COLLEGE CITIZENSHIP ISLO RUBRIC				
Indicator	**No/Limited Proficiency**	**Some Proficiency**	**Proficiency**	**High Proficiency**
Understanding of their individual role in an interconnected world	Demonstrates little to no understanding that their individual decision-making may impact local, national, and global conditions.	Demonstrates some understanding that their individual decision-making may impact local, national, and global conditions.	Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and of the various perspectives on possible actions that they or others may take to address problems with global implications.	Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and is able to advocate for informed, reasonable solutions in response to problems with global implications.
Understanding of the interconnectedness of global systems [1]	Does not identify or demonstrates limited identification of how global and local organizations, ideas, and issues are interconnected.	Analyzes how global and local organizations, ideas, and issues are interconnected.	Analyzes how global and local organizations, ideas, and issues are interconnected, and demonstrates an awareness of the historical and contemporary contexts of the issue(s).	Analyzes how global and local organizations, ideas, and issues are interconnected and demonstrates an awareness of historical and contemporary contexts of the issue(s), to advocate for informed, appropriate action.

[1] Variation of the AACU Value Rubric: Global Learning

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Use of scientific literacy to address global issues	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems. Student fails to connect facts and theories from their study to their participation in civic life, politics, and government.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse. Student begins to connect and extend classroom knowledge to their participation in civic life, politics, and government.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems. Student connects and extends their classroom knowledge to their participation in civic life, politics, and government.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems. Student actively participates in connecting and extending classroom knowledge to their participation in civic life, politics, and government.
Perspective shaping	Demonstrates little to no awareness of how theirs and others' world views are shaped by their own experiences and cultural values.	Demonstrates some understanding that their own and others' world views are shaped by their own experiences and cultural values; however, fails to demonstrate any effort to empathize with other experiences and viewpoints.	Demonstrates a solid understanding of how their own and others' world views are shaped by their own experiences and cultural values, and attempts to understand, find commonalities, and build bridges across cultures.	Demonstrates a solid understanding of how their own and others' world views are shaped by their own experiences and cultural values, and is able to apply diverse perspectives to deepen understanding of complex issues in the face of multiple and even conflicting positions.

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Cultural sensitivity	Demonstrates little or no acknowledgement of cultural differences between their cultures and others, or, demonstrates cultural insensitivity.	Recognizes some commonalities and differences between their cultures and others; however, does not demonstrate reflection on the complexity of those differences.	Recognizes and is sensitive to the differences between their cultures and others and is able to reflect on the complexity of those differences with open-mindedness.	Demonstrates flexibility, adaptability, and a strong willingness to apply or consider alternative and/or diverse cultural perspectives, to think critically and solve problems related to culture (or "problems arising from cultural misunderstanding").
Ethical perspectives	Demonstrates limited to no recognition of simple or complex ethical issues.	Recognizes more simple and obvious ethical issues but fails to understand complex ethical issues without structured support of instructor or course assignment (e.g. when the ethical issue is made explicit in the exercise).	Recognizes simple and complex ethical issues and demonstrates the ability to compare different ethical perspectives with structured support of instructor or course assignment.	Independently recognizes complex ethical issues and demonstrates the ability to compare different ethical perspectives, and identify assumptions and consequences in applying different ethical perspectives.

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Teamwork and collegiality [2]	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.

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[2] AACU Value Rubric: Teamwork

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Commitment to active citizenship via civic engagement	Demonstrates little to no awareness of issues and does not get actively involved in civic affairs.	Demonstrates awareness of issues; may make conscious choices and change own daily habits, but civic contributions are minimal to non-existent.	Demonstrates awareness of issues; takes action or demonstrates preparedness to take action, and/or, encourages others to take action to enact change.	Demonstrates deep awareness of issues; takes action and encourages others to take action; collaborates with others and/or adopts a leadership role in enacting change.

Questions to Consider

1) In what areas did students perform well? For instance, consider which criteria have the highest number of "high proficiency" and "proficiency" scores. Conversely, in what areas did students struggle?

2) Which, if any, students appear to be disproportionately impacted?

3) For those who assessed this ISLO with your own course, did your students' performance match your expectations? How does their performance compare to the overall results?

4) Given your responses to #1-4, with what did students struggle? What actions do you plan to take, if any? Among questions to consider are the following: what about the assignment can be clarified and/or otherwise improved upon? what class and/or co-curricular activities can be implemented and/or improved upon to help students perform better?

5) Given your responses to #1-4, speculate as to why students did well and/or struggled. Consider questions such as the following: what prior knowledge did you tap into that students possess that was relevant to completing the assignment? how does the assignment effectively enable students to apply the knowledge they acquire from the class and the text(s)? what class and/or co-curricular activities may have helped to do well on the assignment?