



Highlights from ELSJ Assessment of Winter 2014 classes
December 15, 2014

Assessment Project Background:

- Seventeen sections of ELSJ courses in winter quarter 2014 were included in the assessment, representing ten different departments.
- Faculty provided coursework from a random sample of 121 students (approximately 7 per class); the final sample included work from 114 students.
- Goal of assessment: To assess all of the learning objectives of ELSJ by focusing on three key learning outcomes—civic engagement, perspective, and social justice.
- We evaluated students’ coursework with one “analytic rubric” designed to measure learning toward:
 - Civic engagement
 - Perspective
 - Social Justice
- Seven faculty members participated in a norming exercise and then scored the submitted student work in a 5-hour session. They finished up any remaining scoring independently.

ELSJ Learning Objectives:

Learning Objective 1.1: Recognize the benefits of life-long responsible citizenship and civic engagement in personal and professional activities (Civic Life)

Learning Objective 1.2: Interact appropriately, sensitively, and self-critically with people in the communities in which they work and appreciate the formal and informal knowledge, wisdom, and skills that individuals in these communities possess. (Perspective)

Learning Objective 1.3: Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)

Learning Objective 1.4: Make vocational choices in light of both their greatest gifts and the world’s greatest needs. (Civic Engagement)

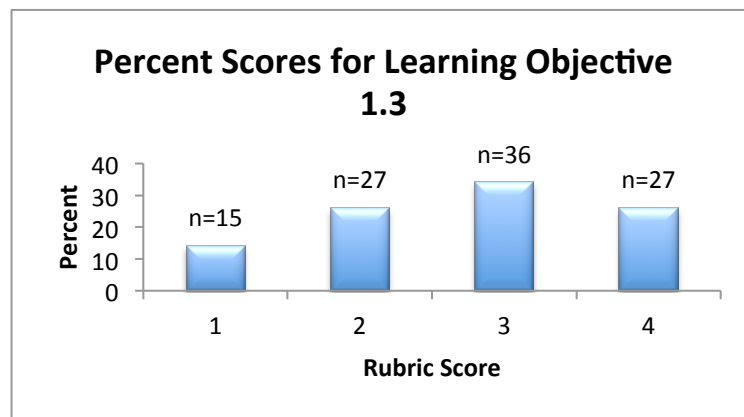
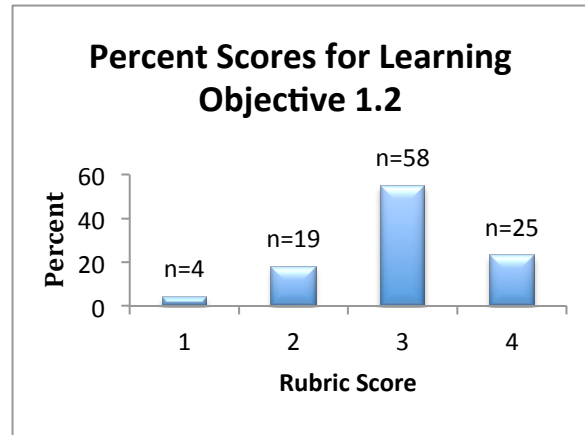
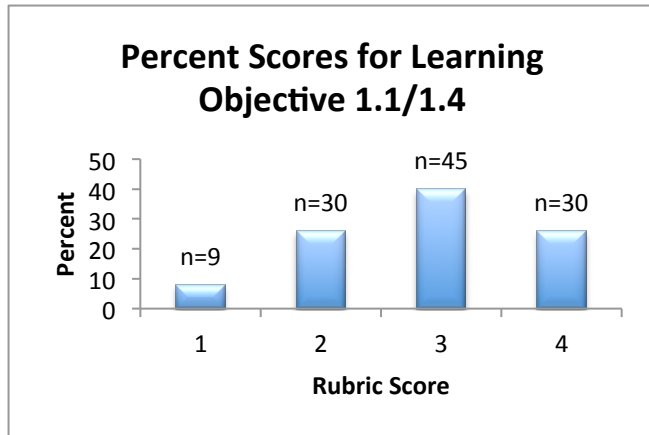
Results:

As the summary table below shows, the majority of students scored in the 3 or 4 range, indicating that they had met or exceeded expectations for student learning on the learning objectives. Students demonstrated higher levels of mastery on LO 1.1/1.4 and LO 1.2 than on LO 1.3.

Performance on learning outcomes (percent/n)

	1 – Does not meet	2 - Approaching	3 - Meets	4 - Exceeds
1.1/1.4 (civic engagement/civic life)	8 (9)	26 (30)	40 (45)	26 (30)
1.2 (perspective)	4 (4)	18 (19)	55 (58)	23 (25)
1.3 (social justice)	14 (15)	26 (27)	34 (36)	26(27)

The following tables display the same information graphically for each of the learning objectives. Generally, we hope to see approximately 80 percent of the students meeting or exceeding the objectives set in the Core areas. We come very close to that on LO 1.2, followed by LO's 1.1/1.4. The results for 1.3 indicate this area will benefit from additional attention and discussion.



Key
1 = Does Not Meet
2 = Approaching
3 = Meets
4 = Exceeds

Raters noted that some assignment prompts asked the students to address more directly the content of the four learning outcomes than others. A few assignments asked students to address only one (or at least one) of the focal areas. Thus, while students may have addressed more than one, they often did not.

A group of 2 faculty and 2 students independently reviewed the anonymized assignment prompts, scoring them with a 1, 2, or 3, depending on the degree to which they corresponded with the learning emphasized in the outcomes. Below is a summary of the findings. As one can see, all assignment prompts asked students to produce evidence of the learning in LO 1.2 fairly directly, but the prompts often did not ask students to reflect upon civic engagement and civic life—the focus of LO 1.1/1.4. Some also did not invite in-depth discussion of social justice (including related underlying causes.)

Note: In cases where faculty submitted a “portfolio” of student assignments on behalf of the assessment, each assignment prompt was reviewed, but only one overall assignment prompt score was assigned per rubric row per course.

Assignment scores given for the different learning objectives in the sample classes

	1	2	3
1.1/1.4 (civic engagement/civic life)	4	4	8
1.2 (perspective)	--	7	8
1.3 (social justice)	1	6	8

Key
1 = Does not align
2 = Partially aligns
3 = Fully aligns

Not surprisingly, as can be seen in the table below, the rubric scores given to the student work samples for LO 1.1/1.4 and LO 1.3 corresponded quite strongly to the rating given to the assignment prompts. The rubric scores for students' learning towards each of the learning objectives were higher when the assignment prompts were directly and fully aligned with the learning outcomes to be measured. This effect is demonstrated most strongly with ELSJ 1.3 – social justice.

Average performance on learning outcomes according to assignment alignment score

	1	2	3
1.1/1.4 (civic engagement)	2.3	2.6	3.3
1.2 (perspective)	--	2.9	3.0
1.3 (social justice)	1.4	2.3	3.2

Key
1 = Does not align
2 = Partially aligns
3 = Fully aligns

Additional analyses were performed to determine whether there were any differences in student learning between lower- and upper-division classes. No significant differences were noted.

Discussion and Recommendations:

The draft report and findings were shared with the ELSJ Faculty Core Committee. Members offered their interpretations of the data. Overall, the findings were seen as encouraging: students are, for the most part, meeting the objectives set forth by the Core. The committee agreed it is important to give attention to the learning objective designed to promote the social justice outcome (Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups). Two key strategies were identified to support faculty teaching in this area: 1) a faculty development workshop for instructors in the ELSJ area to discuss strategies for integrating the learning objectives into teaching, class discussions, and assignment design, and 2) sharing sample ELSJ assignments that can serve as models for others. Additionally, ELSJ faculty will be encouraged to take advantage of individual consultations with Andrea Brewster or Chris Bachen for assignment or assessment design. Finally, the committee reviewed the rubric and agreed—as did the scorers—that it successfully captured the levels and type of student learning represented by this Core area. Only minor modifications were made to the rubric based on scorer feedback during the assessment. The rubric will be shared with all faculty teaching ELSJ courses.

EXPERIENTIAL LEARNING FOR SOCIAL JUSTICE CORE CURRICULUM SCORING RUBRIC

	Exceeds 4	Meets 3	Approaches 2	Does Not Meet 1	Score
LO 1.1 & LO 1.4 Civic Life & Engagement	Provides conceptual or concrete examples of value of 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 appreciation of public action <u>that addresses the needs of underserved populations.</u>	Expresses value of civic engagement activities and describes what she/he has learned about her or himself through experiences and/or academic course material or as it relates to a growing sense of civic identity and appreciation of public action <u>that addresses the needs of underserved populations.</u>	Evidence suggests involvement in and/or thinking about civic engagement activities is generated from expectations or course requirements rather than analysis of experiences or course materials related to developing a sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u>	Provides no evidence of her/his experience in and/or thinking about civic engagement activities and does not connect experiences/ideas to civic identity or appreciation of public action <u>that addresses the needs of underserved populations.</u>	
LO 1.2 Perspective	Generates in-depth or multi-faceted analysis of learning from diversity of communities and cultures. Interprets community experiences from the perspectives of own and at least one other perspective or worldview and demonstrates ability to think and/or act in a supportive manner that recognizes and respects the needs of another group.	Demonstrates at least one specific observation of what can be learned from diversity of communities and cultures. Recognizes more than one perspective or worldview within community experiences and sometimes considers more than one perspective or worldview in interactions.	Demonstrates general awareness about what can be learned from diversity of communities and cultures. Identifies components of other perspectives or worldviews within community experiences, but responds in all situations with own perspective or worldview.	Demonstrates no awareness of (or is indifferent or resistant to) what can be learned from diversity of communities and cultures. Views the experiences of others through own perspective or worldview.	
LO 1.3 Social Justice	Demonstrates sophisticated understanding of the complexity of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)	Demonstrates adequate understanding of the complexity of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)	Demonstrates partial understanding of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)	Demonstrates no awareness that there are group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)	