ILO Assessment

Written Communication

Civic Knowledge and Engagement

Spring 2022

Institutional Research and Planning

Palomar College

November, 2022

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Section I: Introduction

GEILOs are typically assessed on a three-year cycle under the direction of the Learning Outcomes Subcommittee (LOSC) and represent the overall set of abilities and qualities that a student should possess when graduating from Palomar College. This study focuses on the assessment of two GEILOs in Spring 2022: (1) Written Communication and (2) Civic Knowledge and Engagement.

Written Communication is described as the development and expression of ideas in writing involving learning to work in many styles and genres and with many different writing technologies. There were six dimensions assessed for Written Communication: (1) Documentation; (2) Overall Structure; (3) Purpose; (4) Readability; (5) Sources; and (6) Support/Rationale (following academic standards for ethical information-use).

Civic Engagement is described as making a difference in the civic life of one's community through developing knowledge, values, and motivation and promoting quality of life. It involves people participating in activities that are of personal and public concern, which can help enrich the individual's life or be beneficial to society. There were two dimensions assessed for Civic Knowledge and Engagement: (1) Academic Knowledge for Civic Engagement and (2) Civic Identity and Commitment.

Section II: Assessing GEILOs

Process

All faculty who taught courses in the Spring 2022 semester that were mapped to a given GEILO were asked to assess a sample of their students' work related to one or more of the associated dimensions. This means that faculty may have assessed as few as one dimension or as many as the number of the dimensions of the GEILO.

For Written Communication, faculty members assessed 1,554 students across 82 course sections. For Civic Knowledge and Engagement, faculty members assessed 510 students across 22 course sections. These assessments were broken down by student demographics, and statistics based on fewer than 10 students were suppressed.

Rubrics

Rubrics were used to assess each dimension for a given GEILO on the following rating scale:

Meets outcome
Outcome nearly met
Outcome not met
No submission

The Written Communication rubrics, developed by the Learning Outcomes Subcommittee and members of the English faculty in 2014, were revised for this administration. Rubrics for Civic Knowledge and Engagement were adapted from Erlich's (2000) edited work: *Civic Responsibility in Higher Education*; the Association of American Colleges & Universities Ethical Reasoning Rubric; and the University of Houston Downtown (UHD) Personal Responsibility and Social Responsibility Rubrics (see *Appendix A & Appendix B* for the full rubrics).

Faculty were asked to apply the rubrics to an assignment, test, or discussion that captured the students' ability to meet the outcome of the dimension. Faculty members had the option of assessing one or more of the dimensions within a given GEILO, but were asked to use each rubric only one time per student per course (i.e., a student should only be assessed once per dimension within that course).

Rubrics for each GEILO were available within Canvas, and faculty manually entered the scores for each assessment into the rubric.

Section III: Written Communication

There are six dimensions for Written Communication: Documentation, Overall Structure, Purpose, Readability, Sources, and Support/Rationale (see *Appendix A*). Because faculty selected the number of dimensions they assessed, not all students were assessed on all dimensions and students were duplicated across dimensions. Figure 1 shows the percentage of students who were assessed on one or more dimensions. The majority (61.1%) of students were assessed on only one dimension.

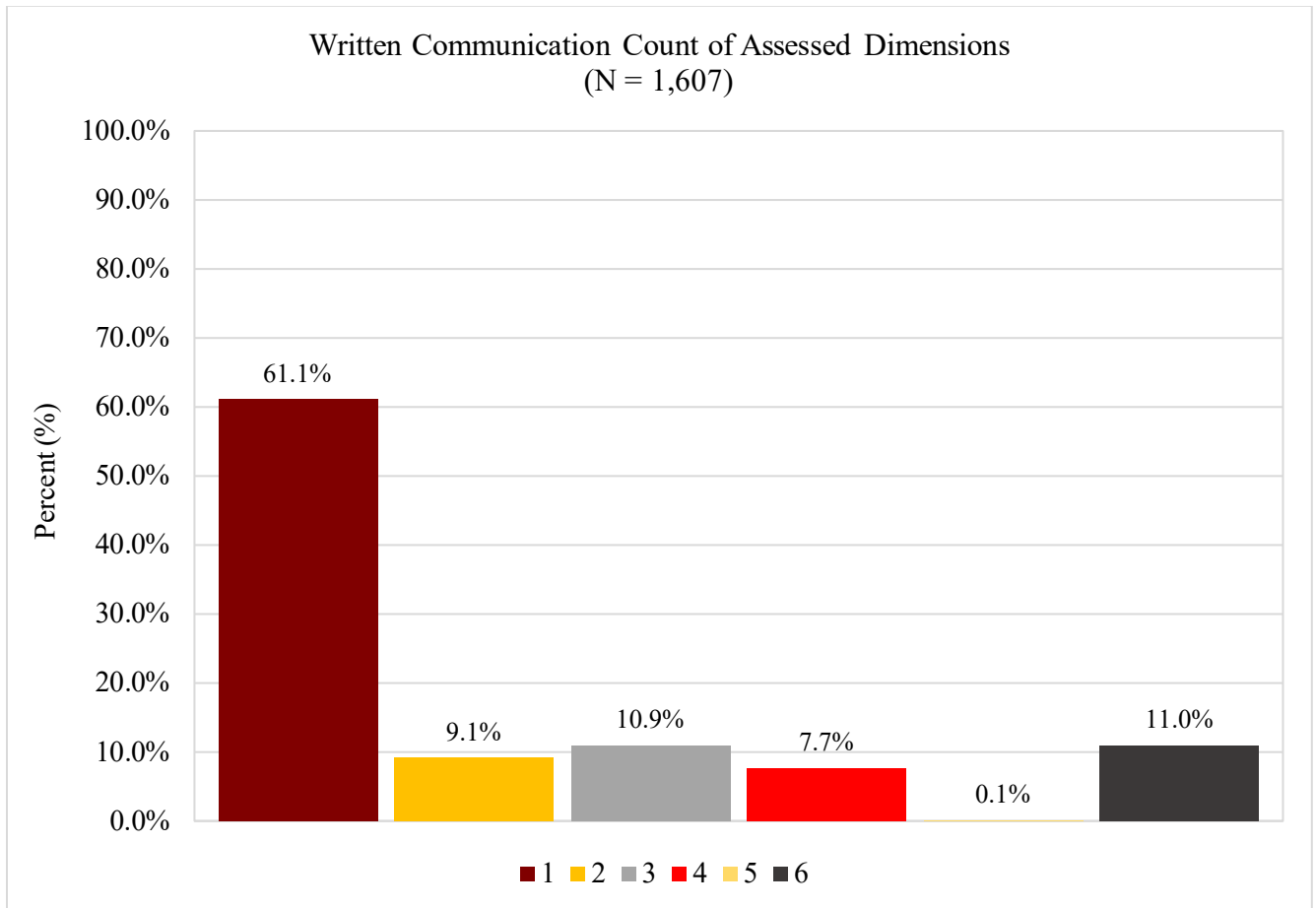Figure 1. *Distribution of Students Assessed for Written Communication by Number of Dimensions*
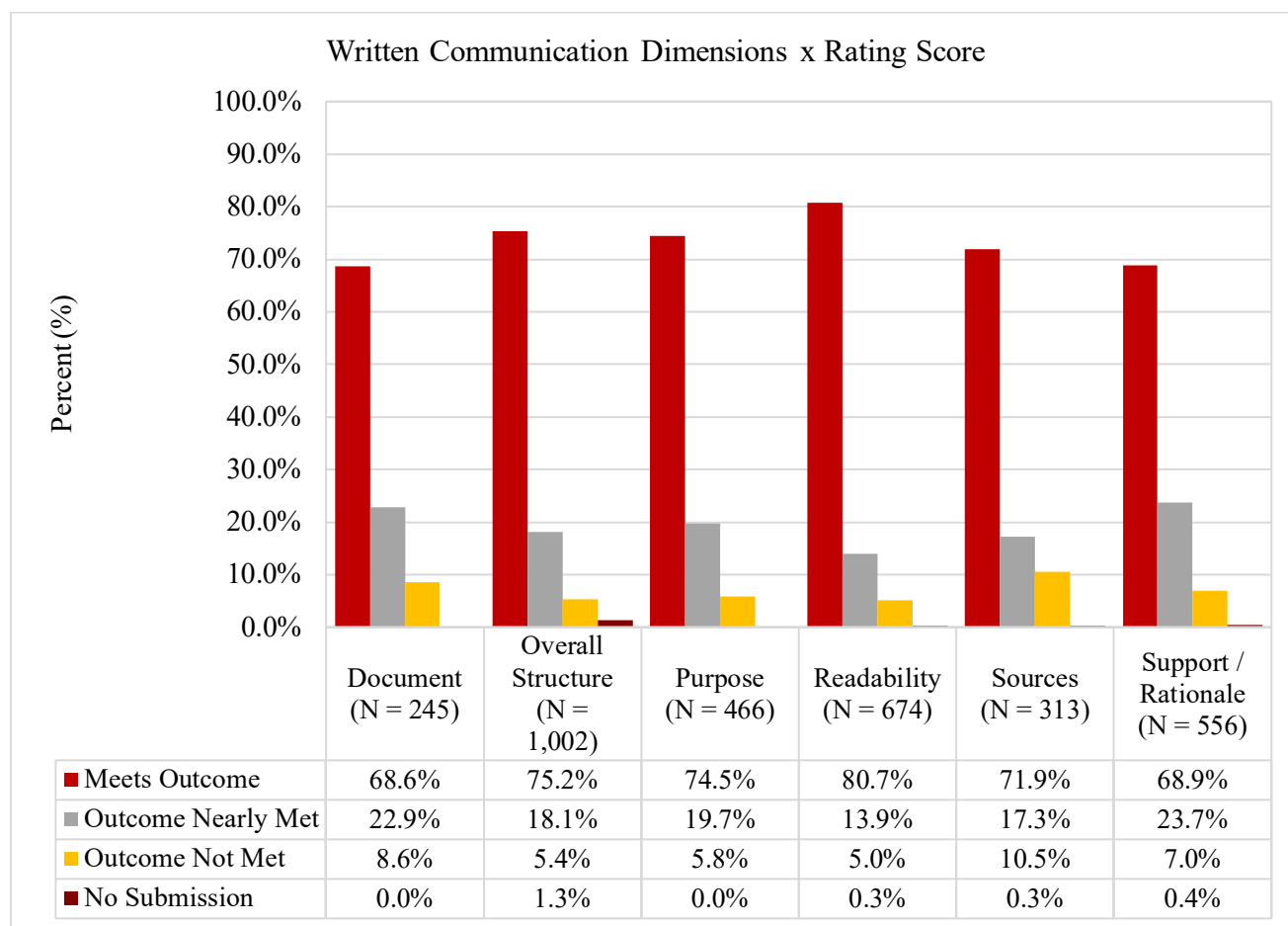
Table 1 provides the number of assessments per dimension of Written Communication. The most frequently assessed dimension was Overall Structure (1,002 assessments) followed by Readability (674 assessments). These represents 64.5% and 43.4% of students who were assessed on Written Communication. The least frequently assessed dimension was Documentation (245 assessments) which represents 15.8% of assessed students.

Table 1. *Number of Assessments for Written Communication by Dimension*

ILO	Learning Outcome Dimension	# Assessed
	Documentation	245
	Overall Structure	1,002
Written Communication	Purpose	466
	Readability	674
	Sources	313
	Support/Rationale	556
Total Assessments of Written Communication Dimensions		**3,256**

For each written communication dimension, most students were rated as Meets Outcome (see *Figure 2*).

Figure 2. *Distribution of Students Assessed for Written Communication by Number of Dimensions*

	Document (N = 245)	Overall Structure (N = 1,002)	Purpose (N = 466)	Readability (N = 674)	Sources (N = 313)	Support / Rationale (N = 556)
Meets Outcome	68.6%	75.2%	74.5%	80.7%	71.9%	68.9%
Outcome Nearly Met	22.9%	18.1%	19.7%	13.9%	17.3%	23.7%
Outcome Not Met	8.6%	5.4%	5.8%	5.0%	10.5%	7.0%
No Submission	0.0%	1.3%	0.0%	0.3%	0.3%	0.4%

Student Characteristics

Overall, students assessed on the Written Communication learning outcome were more likely to be female (57.4%), to be between the ages of 18-24 (72.1%), and to be Hispanic (42.6%) or White (36.7%).

Table 2. *Written Communication Assessments by Student Characteristics*

Characteristic	Assessments	
	#	%
Gender		
Female	892	57.4%
Male	640	41.2%
Non-binary	3	0.2%
Unknown	19	1.2%
Age Group		
17 and Under	54	3.5%
18-24	1,121	72.1%
25-29	165	10.6%
30-39	127	8.2%
40-49	65	4.2%
50-64	20	1.3%
65 & Over	2	0.1%
Race/Ethnicity		
American Indian/Alaska Native	3	0.2%
Asian	79	5.1%
Black or African American	49	3.2%
Filipino	31	2.0%
Hispanic	662	42.6%
Native Hawaiian/Pacific Islander	8	0.5%
White	571	36.7%
Two or More Races	127	8.2%
Unknown	24	1.5%
Total	**1,554**	**100.0%**

Source: MIS Submissions to CCCCO

Table 3 shows that across dimensions, a higher percentage of female students received a score of Meets Outcome compared to male students. The largest percent differences between groups were 11.9% for Support/Rationale followed by 9.1% for Sources, while there was little difference (2.1%) in assessments of Purpose.

Table 3. *Percent of Students who Meet Outcome by Dimension and Gender*

	Dimension											
	Documentation		Overall Structure		Purpose		Readability		Sources		Support / Rationale	
	#	% Meets	#	% Meets	#	% Meets	#	% Meets	#	% Meets	#	% Meets
Gender	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome
Female	132	70.5%	533	77.9%	304	76.6%	366	83.9%	165	75.8%	313	74.1%
Male	108	65.7%	455	72.5%	161	74.5%	299	76.6%	147	66.7%	239	62.3%
Non-binary	N<10	N<10	N<10	N<10	-	-	N<10	N<10	-	-	-	-
Unknown	N<10	N<10	11	63.6%	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Total Assessments	**245**	**68.6%**	**1,002**	**75.3%**	**466**	**75.8%**	**674**	**80.7%**	**313**	**71.6%**	**556**	**69.2%**

Source: MIS Submissions to CCCCO

Table 4 shows that for the dimensions of Overall Structure, Purpose, and Readability, over 90% of students 17 and Under were scored as meeting the outcome. Although students aged 18-24 represented the largest proportion of those assessed across dimensions, this group had the smallest percentage of students who Meet Outcome for Overall Structure, Readability, Sources, and Support/Rationale.

Table 4. *Percent of Students who Meet Outcome by Dimension and Age*

	Dimension											
	Documentation		Overall Structure		Purpose		Readability		Sources		Support / Rationale	
	#	% Meets	#	% Meets	#	% Meets	#	% Meets	#	% Meets	#	% Meets
Age Group	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome	Assessed	Outcome
17 and Under	N<10	N<10	50	92.0%	39	97.4%	45	95.6%	12	75.0%	14	71.4%
18-24	184	68.5%	743	73.6%	310	75.5%	496	77.6%	236	69.1%	426	67.4%
25-29	30	70.0%	98	76.5%	47	76.6%	60	86.7%	29	75.9%	49	73.5%
30-39	19	68.4%	72	80.6%	38	63.2%	47	89.4%	26	84.6%	38	73.7%
40-49	N<10	N<10	29	79.3%	24	66.7%	21	85.7%	N<10	N<10	24	79.2%
50-64	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
65 & Over	-	-	N<10	N<10	-	-	N<10	N<10	-	-	-	-
Total Assessments	**245**	**68.6%**	**1,002**	**75.3%**	**466**	**75.8%**	**674**	**80.7%**	**313**	**71.6%**	**556**	**69.2%**

Source: MIS Submissions to CCCCO

Table 5 presents the percentage of students by race/ethnicity who received a score of Meets Outcome.

Table 5. *Percent of Students who "Meets Outcome" by Dimension and Race/Ethnicity*

Race/Ethnicity	Dimension											
	Documentation		Overall Structure		Purpose		Readability		Sources		Support / Rationale	
	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome
American Indian / Alaska Native	-	-	N<10	N<10	-	-	N<10	N<10	-	-	-	-
Asian	12	83.3%	50	84.0%	16	75.0%	32	78.1%	13	69.2%	26	73.1%
Black or African American	N<10	N<10	29	62.1%	N<10	N<10	14	85.7%	N<10	N<10	13	69.2%
Filipino	N<10	N<10	21	81.0%	13	76.9%	17	94.1%	N<10	N<10	15	73.3%
Hispanic	100	67.0%	420	75.7%	216	75.0%	285	81.8%	117	76.1%	213	71.4%
Native Hawaiian or Other Pacific Islander	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
White	97	63.9%	382	73.0%	161	75.2%	254	76.8%	133	66.2%	232	65.9%
Two or More Races	18	77.8%	80	80.0%	43	83.7%	55	87.3%	29	82.8%	48	72.9%
Unknown	N<10	N<10	14	78.6%	N<10	N<10	11	81.8%	N<10	N<10	N<10	N<10
Total Assessments	**245**	**68.6%**	**1,002**	**75.3%**	**466**	**75.8%**	**674**	**80.7%**	**313**	**71.6%**	**556**	**69.2%**

Source: MIS Submissions to CCCCO

Section IV: Civic Knowledge and Engagement

There are two dimensions for Civic Knowledge and Engagement: Academic Knowledge for Civic Engagement and Civic Identity and Commitment (see *Appendix B*). Because faculty selected the number of dimensions they assessed, not all students were assessed on all dimensions and students were duplicated across dimensions. Figure 3 shows the percentage of students who were assessed on one or more dimensions. Most assessed students (96.5%) were assessed on only one dimension.

Figure 3. *Distribution of Students Assessed for Civic Knowledge and Engagement by Number of Dimensions*
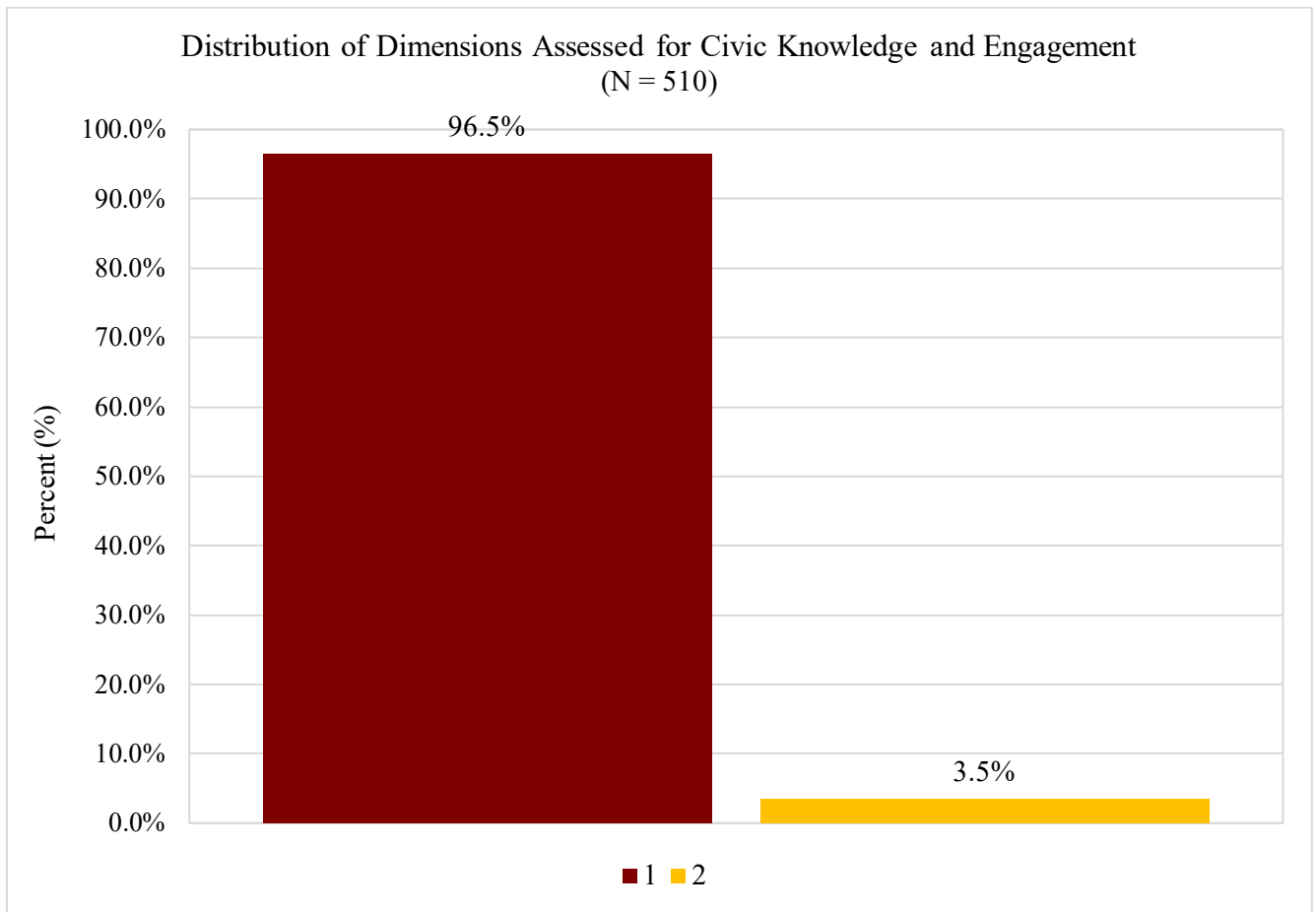
Table 6 provides a breakdown of the number of assessments per dimension: Academic Knowledge for Civic Engagement and Civic Identity and Commitment (see *Appendix B*). There were 458 assessments for Academic Knowledge for Civic Engagement and 70 assessments for Civic Identity and Commitment. This represents 89.8% and 13.7% of students who were assessed on Civic Knowledge and Engagement.

Table 6. *Number of Assessments for Civic Engagement by Dimension*

ILO	Learning Outcome Dimension	# Assessed
Civic Engagement	Academic Knowledge for Civic Engagement	458
	Civic Identity and Commitment	70
Total Assessments for Civic Knowledge and Engagement Dimensions		**528**

For each Civic Knowledge and Engagement dimension, most students were rated as Meets Outcome (see *Figure 4*). The percent of students who met the outcome is higher for Academic Knowledge for Civic Engagement than for Civic Identity and Commitment (79.3% vs. 55.7%).

Figure 4. *Frequency of Rating Score for Civic Engagement and Knowledge Dimensions*
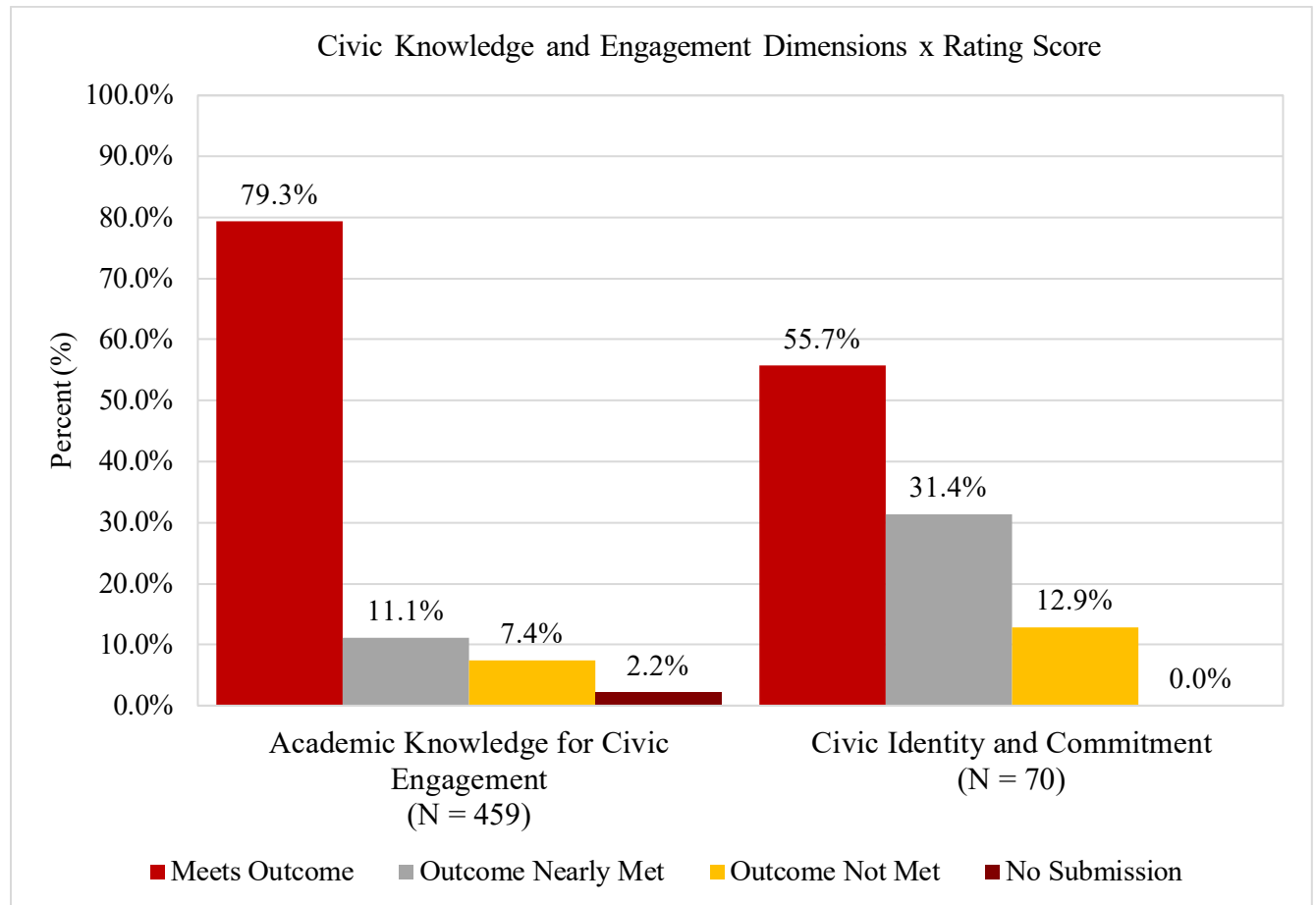
Student Characteristics

Overall, students assessed on the Civic Knowledge and Engagement learning outcome were more likely to be female (56.3%), to be between the ages of 18-24 (72.2%), and to be Hispanic (43.9%) or White (37.5%).

Table 7. *Civic Knowledge and Engagement Assessments by Student Characteristics*

	Assessments	
Characteristic	**#**	**%**
Gender		
Female	287	56.3%
Male	216	42.4%
Non-binary	-	-
Unknown	7	1.4%
Age Group		
17 and Under	10	2.0%
18-24	368	72.2%
25-29	61	12.0%
30-39	50	9.8%
40-49	16	3.1%
50-64	4	0.8%
65 & Over	1	0.2%
Race/Ethnicity		
American Indian/Alaska Native	2	0.4%
Asian	21	4.1%
Black or African American	13	2.5%
Filipino	11	2.2%
Hispanic	224	43.9%
Native Hawaiian/Pacific Islander	-	-
White	191	37.5%
Two or More Races	37	7.3%
Unknown	11	2.2%
Total	**510**	**100.0%**

Source: MIS Submissions to CCCCO

Table 8 shows that for Academic Knowledge for Civic Engagement, a slightly higher percentage of female students (80.9%) were rated as Meets Outcome compared to male students (76.7%). For Civic Identity and Commitment, the percentage of those who met the outcome was low, but was lower for female (51.4%) compared to male students (60.0%).

Table 8. *% of Students who "Meet Outcome" by Dimension and Gender*

	Dimension			
	Academic Knowledge for Civic Engagement		Civic Identity and Commitment	
Gender	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome
Female	262	80.9%	35	51.4%
Male	189	76.7%	35	60.0%
Non-binary	-	-	-	-
Unknown	N<10	N<10	-	-
Total Assessments	458	79.5%	70	55.7%

Source: MIS Submissions to CCCCO

A higher proportion of students aged 40-49 (93.8%) were assessed as having met the outcome for Academic Knowledge for Civic Engagement. For Civic Identity and Commitment, 60.0% of students aged 18 to 24 met the outcome compared to 27.3% for students aged 18 to 24.

Table 9. *Percent of Students who "Meet Outcome" by Dimension and Age*

	Dimension			
	Academic Knowledge for Civic Engagement		Civic Identity and Commitment	
Age Group	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome
17 and Under	N<10	N<10	N<10	N<10
18-24	333	79.0%	50	60.0%
25-29	51	72.5%	11	27.3%
30-39	47	80.9%	N<10	N<10
40-49	16	93.8%	-	-
50-64	N<10	N<10	-	-
65 & Over	N<10	N<10	-	-
Total Assessments	458	79.5%	70	55.7%

Source: MIS Submissions to CCCCO

Table 10 shows the percentage of students by race/ethnicity who received a score of Meets Outcome.

Table 10. *Percent of Students who "Meet Outcome" by Dimension and Race/Ethnicity*

|	Dimension			
	Academic Knowledge for Civic Engagement		Civic Identity and Commitment	
Race/Ethnicity	# Assessed	% Meets Outcome	# Assessed	% Meets Outcome
American Indian / Alaska Native	N<10	N<10	-	-
Asian	21	90.5%	N<10	N<10
Black or African American	12	83.3%	N<10	N<10
Filipino	N<10	N<10	N<10	N<10
Hispanic	209	77.0%	22	54.5%
Native Hawaiian or Other Pacific Islander	-	-	-	-
White	164	80.5%	33	60.6%
Two or More Races	34	79.4%	N<10	N<10
Unknown	N<10	N<10	N<10	N<10
Total Assessments	**458**	**79.5%**	**70**	**55.7%**

Source: MIS Submissions to CCCCO

Section V: Summary

Palomar College's Learning Outcomes Subcommittee assessed institutional learning outcomes associated with Written Communication and Civic Knowledge and Engagement.

The following are some key summaries of the data:

- Written Communication
    - A total of 1,554 students were assessed on Written Communication with the majority (61.1%) being assessed on only one dimension.
    - Across dimensions, there were 3,256 assessments. The most frequently assessed dimensions were Overall Structure (30.8%) followed by Readability (20.7%).
    - Across the six assessed dimensions, most students were rated as Meets Outcome.
    - Assessed students were more likely to be female (57.4%), to be between the ages of 18-24 (72.1%), and to be Hispanic (42.6%) or White (36.7%).
    - Across dimensions, higher proportions of female students were assessed as Meets Outcome compared to male students.
- Civic Knowledge and Engagement
    - A total of 510 students were assessed on Civic Knowledge and Engagement with most (96.5%) being assessed on only one dimension.
    - Across dimensions, there were 528 assessments. Most (86.7%) of these assessments were for Academic Knowledge for Civic Engagement.
    - Most students were rated as Meets Outcome for Academic Knowledge for Civic Engagement (79.3%) and Civic Identity and Commitment (55.7%).
    - Assessed students were more likely to be female (56.3%), to be between the ages of 18-24 (72.2%), and to be Hispanic (43.9%) or White (37.5%).

Written Communication
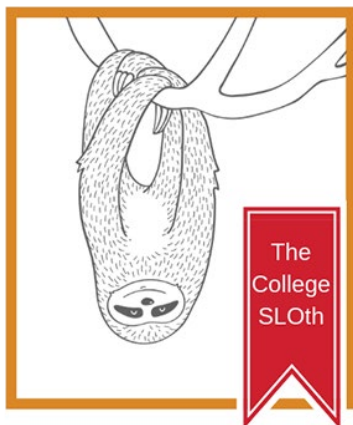
Definition:
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing

texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. - AACU

RUBRICS

Select one or more of these rubrics to assess the dimensions of written communication. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

Vocabulary: "Readability" - Easy to read and comprehend.

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Purpose	Establishes purpose that is appropriate to the assignment and all elements of the work relate to the purpose.	Establishes the purpose, but purpose is not in alignment with the assignment and/or the elements of the work do not all relate to the purpose.	Does not establish the purpose, or the purpose is inappropriate to the assignment.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Support/Rationale	Develops thoughtful, in-depth discussion through compelling examples, analysis, explanation/elaboration, and other support appropriate to the assignment and academic discipline.	Presents some examples, analysis, explanation/elaboration, and/or other support appropriate to the assignment and academic discipline, but support provided does not make significant contributions to the student's points, discussion or analysis.	Discussion fails to present support in the form of examples, analysis, explanation/elaboration, and/or other sources appropriate to the assignment and academic discipline.	

| Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)

Overall Structure	Presents coherent organization, clear thesis/central idea of paper, topic sentence/central idea of paragraph, clear transitions, and/or specific structural elements required for the particular assignment.	Attempts to organize work and present a clear thesis/central idea, topic/introductory sentences, transitions, and structural elements required for the particular assignment, but falls short of in one or more areas above, which impedes readability at times.	Lacks organization, pointed thesis/central idea and topic/introductory sentences, and/or transitions, and/or structural elements required for the particular assignment.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Readability	Adheres to the conventions of Standard Written English, with very few (if any) minor errors.	Adheres to the conventions of Standard Written English, with occasional and sometimes serious errors, which, at times, impedes the reader's understanding.	Does not adhere consistently to the conventions of Standard Written English, containing frequent distracting errors, making it difficult for the reader to follow and comprehend.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Sources	Selects relevant sources that strengthen the credibility and/or authority of their own work product because the sources are of such high quality according to the standards of the assignment/discipline.	Selects relevant sources that do not strengthen the credibility and/or authority of their own work product because the sources are of poor quality according to the standards of the assignment/discipline.	Selects sources that are not relevant to the research question and/or are of such poor quality according to the standards of the assignment/discipline that they weaken the credibility and/or authority of their own work product.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Documentation (following academic standards for ethical information-use)	Uses sources without plagiarizing them. This includes accurately citing the sources in the text and in the full citations at the end of the work product.	Uses sources without plagiarizing them. Citations are included in the text and at the end of the work product, but significant errors in the citations make it difficult to confirm that all of the sources used were cited accurately and consistently.	Citations in the text and/or at the end of the work product are so inconsistent that it is not clear that the student accurately cited all of the sources they used. This inconsistency might have resulted in unintentional plagiarism.	This category also includes deliberate, extensive plagiarism throughout the work product.

This rubric was adapted from the Written Communication 2014 rubric and was reviewed by the Palomar Curriculum Committee in Fall 2018.
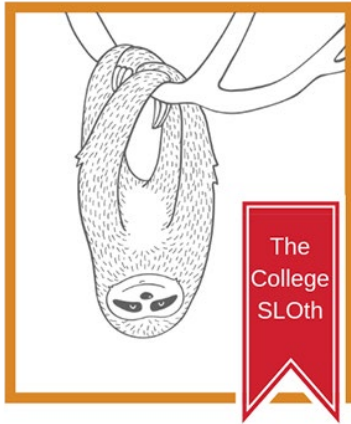
Civic Knowledge and Engagement

Definition:

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas E hrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Students who demonstrate civic knowledge and engagement are able to recognize political and social responsibilities including how to "make a difference in the public life of our communities" as well as "the combination of knowledge, skills, values and motivation [needed] to make that difference" (Ehrlich, 2000, p. vi). Civic engagement includes participation in both political and non-political processes that improve community life.

RUBRICS

Select one or more of these rubrics to assess the dimensions of quantitative literacy. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

Vocabulary:

"Core Beliefs" - Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. A person may or may not choose to act on their core beliefs.

"Ethical Concepts" - The different frames through which ethical issues are analyzed and addressed, such as ethical theories (e.g., utilitarian, natural law, virtue), ethical practices (e.g., rights, justice, duty), **or** ethical standards (e.g., standards of conduct for specific professions).

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Civic Identity and Commitment	Student demonstrates basic awareness of their civic-engagement activities and a sense of what their own civic identity is.	Student provides little evidence of awareness of civic-engagement activities and does not connect awareness to their own civic identity.	Student provides no evidence of awareness of civic-engagement activities or their own civic identity.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Academic Knowledge for Civic Engagement	Student effectively connects knowledge (facts, theories, etc.) from their own academic study/field/discipline,	Student begins to identify how knowledge (facts, theories, etc.) from their own academic study/field/discipline is relevant to civic	Student is unable to correctly identify how their own academic study/field/discipline is relevant to civic engagement.	

	making relevant connections to civic engagement and to their own participation in civic life, politics, and/or government.	engagement and to their own participation in civic life, politics, and/or government.		

Definitions, vocabulary, and rubric dimensions adapted from Adapted from:

Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000.

Association of American Colleges & Universities Ethical Reasoning Rubric and University of Houston Downtown (UHD) Personal Responsibility Rubric and Social Responsibility Rubric