Citizenship & Civic Engagement's (CCE) Collaborative Faculty Discussions about Assessment

Two Problems

My starting attitude about having to coordinate assessment activities in our program . . .

(Image credit: The Scream 1895/Edvard Munch)

(Image credit: Mona Lisa 1503/Leonardo da Vinci)

The CCE Program faculty's reaction to hearing me rabbit on about assessment . . .

Image Source: "Boredom is good for you, study claims," *The Guardian*

How do I make something that can be very boring into something engaging and interesting?

The GOAL: Conversation!

Two Types of Conversations

1. Collaboratively revising our Program Learning Outcomes Statements (PLOSs)

2. Talking about, and acting on, our Annual Assessment Results

Where we started . . .

Standard Curriculum Map for Upper Division CCE Courses on File with IEA Rating: * = introduced; ** = practiced/reinforced, *** = fully realized	MAX 301: Ethics, Citizenship and Justice	MAX 310: Community Placement	MAX 302: Research Seminar in Civic Engagement	MAX 401: Action Plan Workshop
#1: Characterize different theoretical and practical approaches to historical and contemporary questions of citizenship and civic engagement.	**	*	***	***
#2: Discover how research in the social sciences shapes policy making at the local, national and international level		*	***	***
#3: Identify the range of governmental and non-profit actors in the city of Syracuse and surrounding region relevant to the student's interests.		*	**	***
#4: Explain, both orally and in writing, complex theories and practices regarding questions of citizenship and civic life.	**	**	**	***
#5: Apply disciplinary knowledge and social science methodology to an original research project on a civic, political, or global issue, resulting in a concrete intervention.			**	***

Problems

- Some PLOSs were redundant.
- Some were turning out to be hard to assess using direct measures.
- Publication in the SU Course catalog = these statements are advertising! ACK!!!!!!!!

WE NEED TO REVISE THEM!!!!!!!!!!

I NEED AN ENGAGEMENT STRATEGY!!!!!!!!!!!!!!!!!!!!

Idea! Anne! Draw on your Geography training!

An Iterative Learning Outcomes/Objectives Evaluation Exercise

Choose a Mapping Framework

Generate Data for Mapping

Map the Data

Have Interpretive Conversations about the Map

Plan

Idea! Anne! Draw on your Geography training!...

The Cognitive Domain

Bloom's Digital Taxonomy

Key Terms

Creating — Verbs → designing, constructing, planning, producing, inventing, devising, making, programming, filming, animating, blogging video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

Evaluating — Verbs → Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring, Blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

Analysing — Verbs → Comparing, organising, deconstructing Attributing, outlining, finding, structuring, integrating, mashing, linking validating, reverse engineering, cracking

Applying — Verbs → Implementing, carrying out, using, executing, running, loading, playing operating, hacking, uploading, sharing, editing

Understanding — Verbs → Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying, advanced searches, Boolean searches, blog journaling, twittering, catergorising, tagging, commenting, annotating subscribing.

Remembering — Verbs → Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding,bullet pointing, highlighting bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

Collaboration

Collaborating

Moderating

Negotiating

Debating

Commenting

Net meeting
skyping
video conferencing

Reviewing

Questioning

Commenting

Posting

Networking

Contributing

Chatting

emailing

twittring

texting

instant messaging

http://intelbyburton.pbworks.com/w/page/27122599/Revised%20Bloom's%20Taxonomy

ALL CCE PROGRAM LEARNING OUTCOMES MAPPED BY KNOWLEDGE AND COGNITIVE DIMENSION

Conversation Starter: What patterns do we see?

What does the map look like if we use the learning objective as mentioned in course syllabi? (Differences reflect instructor re-wording and additions.)

Curriculum Map for Program Learning Outcome Statements, Revised and Approved by the CCE Faculty Advisory Board 9/27/2019

Inspired by the Shared Competencies and their framing language!

Curriculum Map for Proposed PLOSs (2019) *Learning Outcome introduced (*), reinforced (**), and fully achieved (***)*	MAX 301	MAX 310	MAX 302	MAX 401
#1: VALUES & ETHICS— Students will be able to evaluate ethical practices of citizenship and civic and community engagement in light of different public philosophies, societal and community values, and their own experiences.	**	**	**	***
#2: RESEARCH & DISCOVERY— Students will be able to utilize social science research methodologies to discover community and societal facts and values.			**	***
#3: COMMUNITY & CONTEXT— Students will be able to analyze and evaluate the development of civic life in specific locational settings, from global to local	**	**	**	***
#4: COLLABORATION & ENGAGEMENT—Students will be able to interact and work with diverse communities using appropriate and ethical practices		*	**	***
#5: DESIGN & IMPLEMENTATION— Students will be able to create a feasible and sustainable community and/ or civic engagement project or policy with a partner organization.		**	**	***

Competency	Framing Language
Ethics, Integrity, and Commitment to Diversity and Inclusion	Reflection on the dynamic relationships among power, inequality, identities, and social structures. Thoughtful engagement with one's values, intersectional identities, experiences, and diverse perspectives and people. Application of ethical and inclusive decision-making in the context of personal, academic, professional, and collaborative pursuits.
Critical and Creative Thinking	Exploration and synthesis of ideas, artifacts, issues, and events to inform and evaluate arguments, develop new insights, and produce creative work. Reflection on, and application of divergent modes of inquiry, analysis, and innovation to research, knowledge, and artistic creation.
Scientific Inquiry and Research Skills	Application of scientific inquiry and problem solving in various contexts. Analysis of theories, replication of procedures, and rethinking existing frameworks. Supporting arguments through research, data, and quantitative and qualitative evidence that can generate new knowledge.
Civic and Global Responsibility	Knowledge, exploration, and analysis of the complexity surrounding interdependent local, national, and global affairs. Engagement in responsible, collaborative, and inclusive civic and cross-cultural learning, with an emphasis on public, global, and historical issues.
Communication Skills	Effective individual, interpersonal, and collaborative presentation and development of ideas through oral, written, and other forms of expression to inform, persuade, or inspire.
Information Literacy and Technological Agility	Identification, collection, evaluation, and responsible use of information. Effective, ethical, and critical application of various technologies and media in academic, creative, personal, and professional endeavors.

Our new Program Learning Outcome Statements mapped to the Shared Competencies!

Program Learning Outcome	Ethics, Integrity, and Commitment to Diversity and Inclusion	Critical and Creative Thinking	Scientific Inquiry and Research Skills	Civic and Global Responsibility	Communication Skills	Information Literacy and Technological Agility
VALUES & ETHICS – Students will be able to evaluate ethical practices of citizenship and civic and community engagement in light of different public philosophies, societal and community values, and their own experiences.	*			*		
RESEARCH & DISCOVERY – Students will be able to utilize social science research methodologies to discover community and societal facts and values.			*			*
COMMUNITY & CONTEXT – Students will be able to analyze and evaluate the development of civic life in specific locational settings, from global to local.		*		*		
COLLABORATION & ENGAGEMENT – Students will be able to interact and work with diverse communities using appropriate and ethical practices.	*				*	
DESIGN & IMPLEMENTATION – Students will be able to create a feasible and sustainable community and/ or civic engagement project or policy with a partner organization.		*			*	
	2	2	1	2	2	1

Success!!