

2011 UK Core Assessment: Citizenship

Overview of Assessment

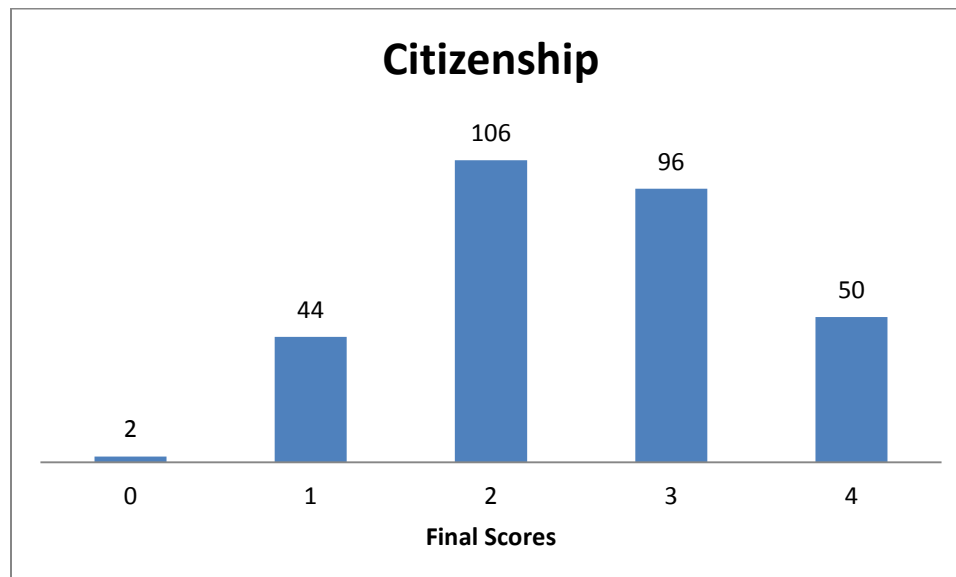
- Artifacts were gathered from 7 courses of the Citizenship courses offered in Fall 2010 and Spring 2011. (Appendix A)
- 281 artifacts were gathered, 272 were distributed, and 260 were evaluated.
- Evaluators used the Citizenship Rubric (Appendix B) to complete 298 total evaluations on General Education Learning Outcome 4: Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.
- All evaluations took place using the Blackboard Artifact Assessment process.

Citizenship Scores

Artifacts were scored using the Citizenship Rubric on a scale of 0 - 4, with 4 representing the highest level of performance and 0 being the lowest level. All accessible (artifacts could be opened by the evaluators for scoring) artifacts were scored at least once. Approximately ten percent of the artifacts were distributed to multiple evaluators for additional scoring. This over-sampling was to estimate the inter-rater reliability of the evaluators. Forty of the 259 artifacts scored were evaluated twice and 30 of those (75%) were in agreement. Artifacts were scored holistically, which means a single, whole number score was given to describe the performance in each piece.

This report will state the frequency of all scores, regardless of the agreement or disagreement of those 40 artifacts that were evaluated multiple times.

Score	Frequency	Percent
0	2	0.7%
1	44	14.8%
2	106	35.6%
3	96	32.2%
4	50	16.8%
Total	298	100.0%



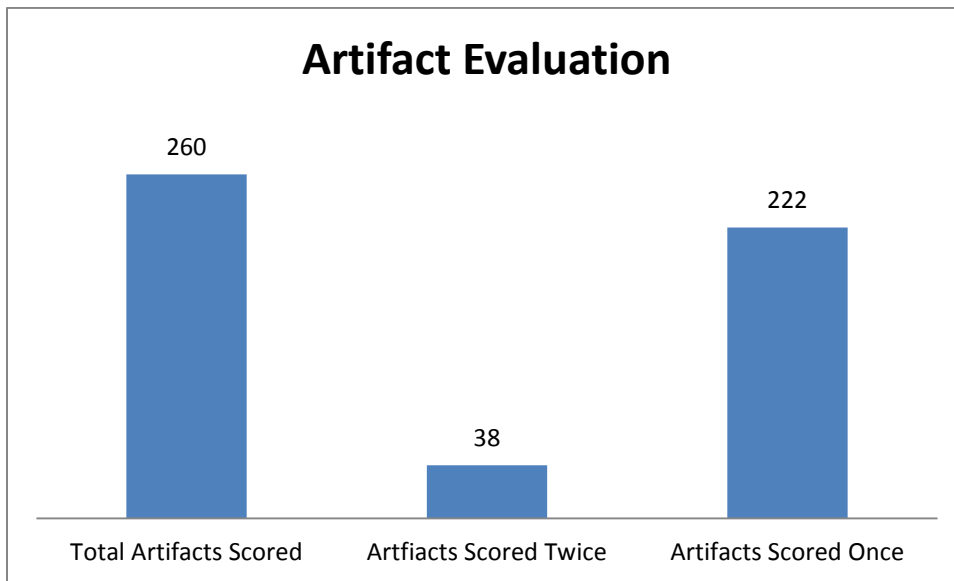
Mean Score: 2.50

Monitoring the Evaluation Process

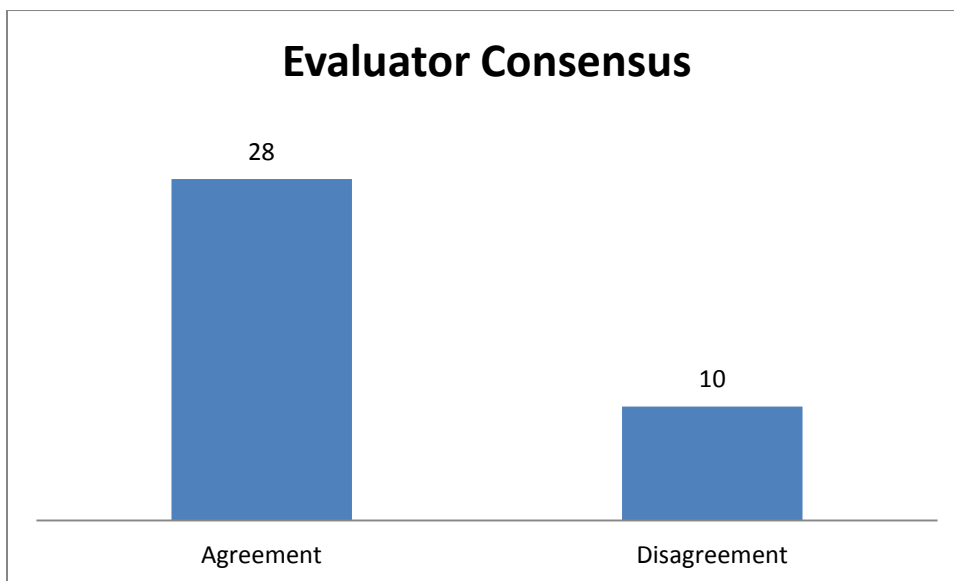
All evaluations took place using the Blackboard assessment system. Evaluators were normed on October 20, 2011 during a two hour training session. During the norming process, evaluators read and scored a minimum of four artifacts, and were asked to discuss their rationale for evaluating these artifacts.

Evaluators were deemed to be “normed” when the group came to an agreement on the accurate score of each of the Citizenship samples.

In total, 260 artifacts were scored by sixteen different evaluators using the Citizenship Rubric. Of those, 38 artifacts were scored by two separate evaluators.



Artifacts that were scored at least twice were evaluated for agreement. Scores that were within one point of each other were considered to be “in agreement.”



Consensus	Frequency	Percent
Agreement	28	73.7%
Disagreement	10	26.3%
Total	38	100%

Student Demographics

Artifacts that were scored were linked to basic student demographic information. This data has not been analyzed for any statistical significance, only counts and percentages have been presented.

Gender

	Scores											
	4		3		2		1		0		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
Male	25	16.3%	43	28.1%	55	35.9%	29	19.0%	1	0.7%	153	51.3%
Female	25	17.2%	53	36.6%	51	35.2%	15	10.3%	1	0.7%	145	48.7%

Race

	Scores											
	4		3		2		1		0		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
American Indian/Alaskan Native	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	2	0.7%
Asian	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	2	0.7%
Black or African American	3	23.1%	2	15.4%	8	61.5%	0	0.0%	0	0.0%	13	4.4%
Hispanic/Latino	3	75.0%	0	0.0%	1	25.0%	0	0.0%	0	0.0%	4	1.3%
Multi-Race (2 or more races)	0	0.0%	4	40.0%	3	30.0%	3	30.0%	0	0.0%	10	3.4%
White/Caucasian	41	16.5%	81	32.7%	86	34.7%	38	15.3%	2	0.8%	248	83.5%
Unknown/Decline to Respond/International	2	11.1%	8	44.4%	7	38.9%	1	5.6%	0	0.0%	18	6.1%

ACT Scores

	Scores											
	4		3		2		1		0		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
15 - 17	0	0.0%	1	25.0%	1	25.0%	2	50.0%	0	0.0%	4	1.3%
18 - 19	1	5.9%	4	23.5%	6	35.3%	6	35.3%	0	0.0%	17	5.7%
20 - 21	4	10.8%	11	29.7%	15	40.5%	6	16.2%	1	2.7%	37	12.4%
22 - 23	11	22.4%	16	32.7%	17	34.7%	5	10.2%	0	0.0%	49	16.4%
24 - 25	5	10.2%	23	46.9%	18	36.7%	3	6.1%	0	0.0%	49	16.4%
26 - 27	9	25.0%	12	33.3%	10	27.8%	5	13.9%	0	0.0%	36	12.1%
28 - 29	5	15.6%	11	34.4%	11	34.4%	5	15.6%	0	0.0%	32	10.7%
30 - 31	5	31.2%	5	31.2%	5	31.2%	1	6.3%	0	0.0%	16	5.4%
32 - 34	2	16.7%	3	25.0%	3	25.0%	3	25.0%	1	8.3%	12	4.0%
Unknown	8	17.4%	10	21.7%	20	43.5%	8	17.4%	0	0.0%	46	15.4%

Kentucky Residency

	Scores											
	4		3		2		1		0		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
Resident	38	16.5%	74	32.2%	82	35.7%	34	14.8%	2	0.9%	230	77.2%
Non-Resident	9	15.5%	20	34.5%	22	38.0%	7	12.1%	0	0.0%	58	19.5%
Resident- Decision	3	30.0%	2	20.0%	2	20.0%	3	30.0%	0	0.0%	10	3.4%

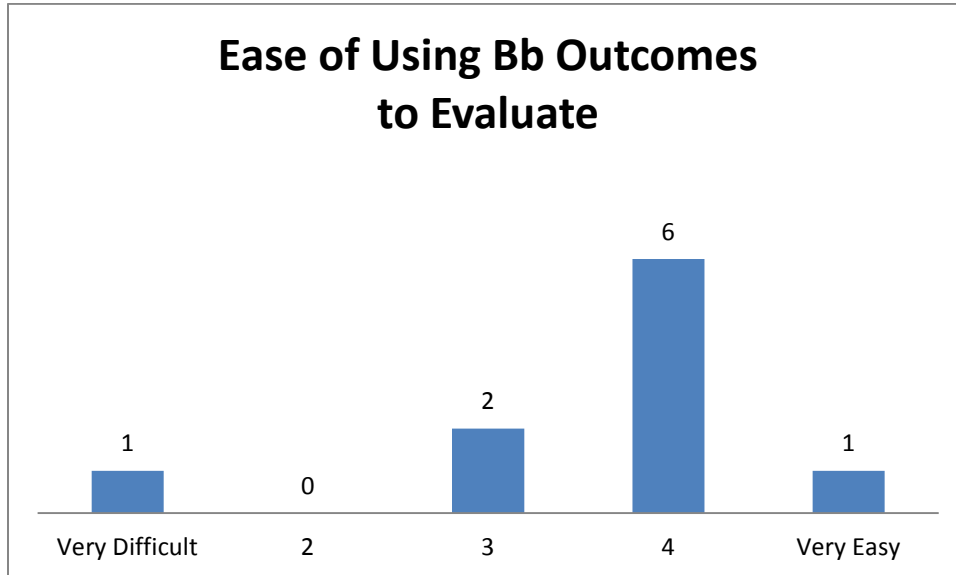
Evaluator Feedback

After all evaluations were completed, all 16 Citizenship evaluators were sent a survey using an email distribution list. The survey (Appendix C) asked evaluators to provide feedback on the assessment process, the quality of the rubric, and the quality of the students' work. The survey began on November 29 and ended December 15, 2011 with a reminder email sent on December 9.

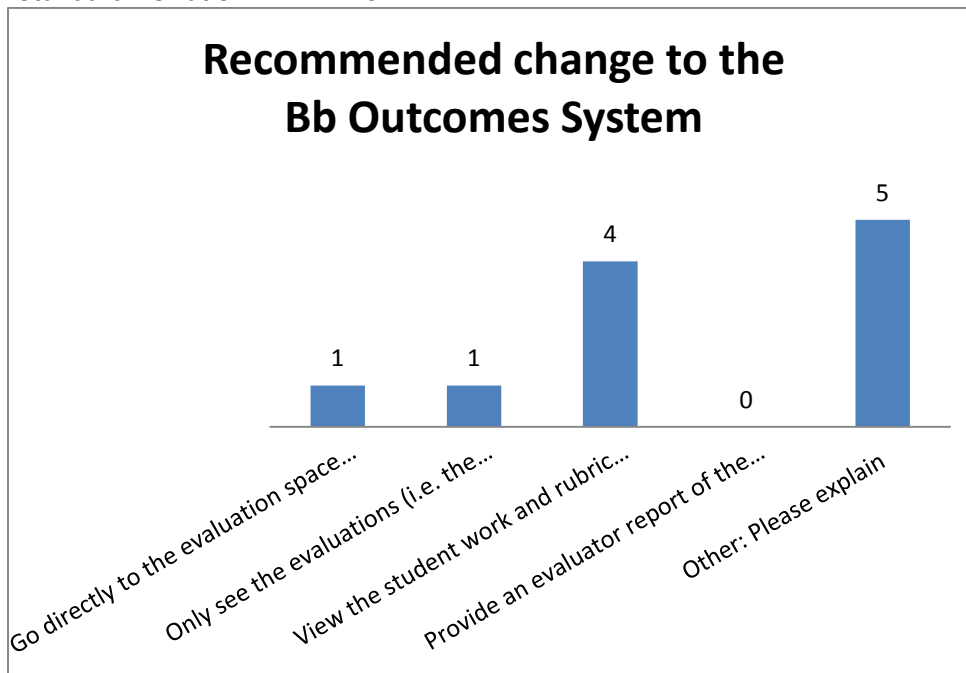
Eleven (11) evaluators responded to the survey and one (1) sent an email of their opinions. This resulted in a response rate of 75% (12/16).

The following contains an analysis of means for each question and a compilation of verbatim responses to open-ended survey questions.

Please keep in mind that identifying information has been edited from the open-ended items to maintain respondent confidentiality.

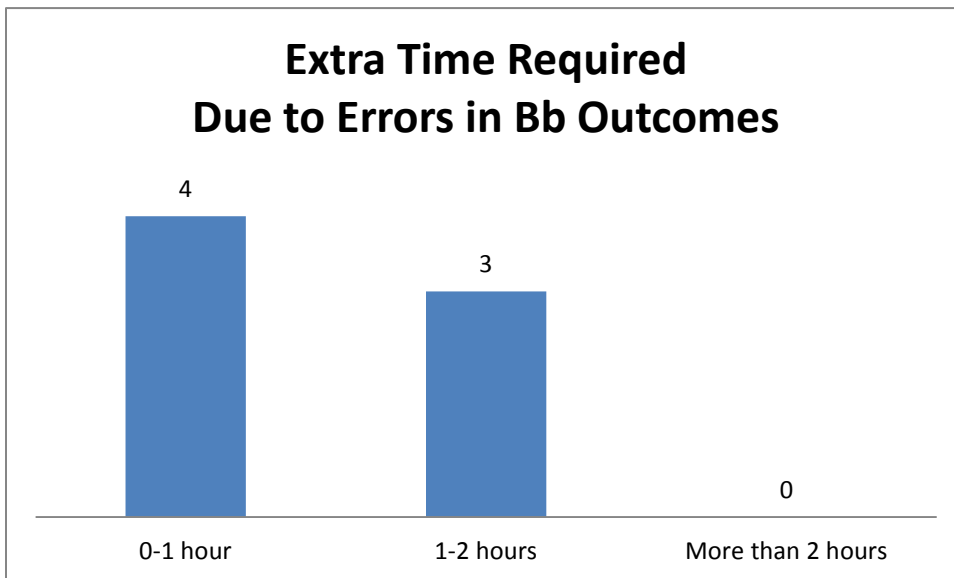
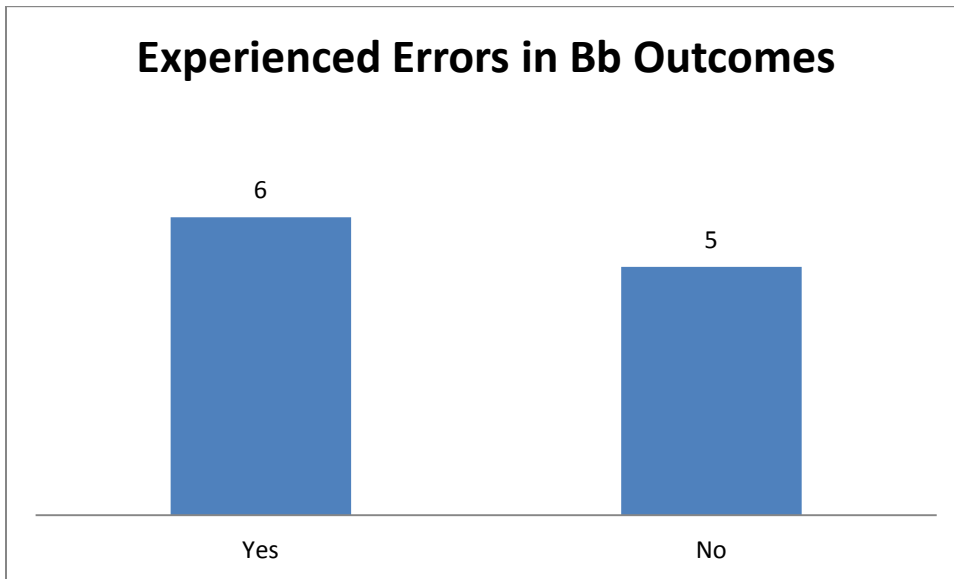


Mean 3.6
Variance 1.16
Standard Deviation 1.07

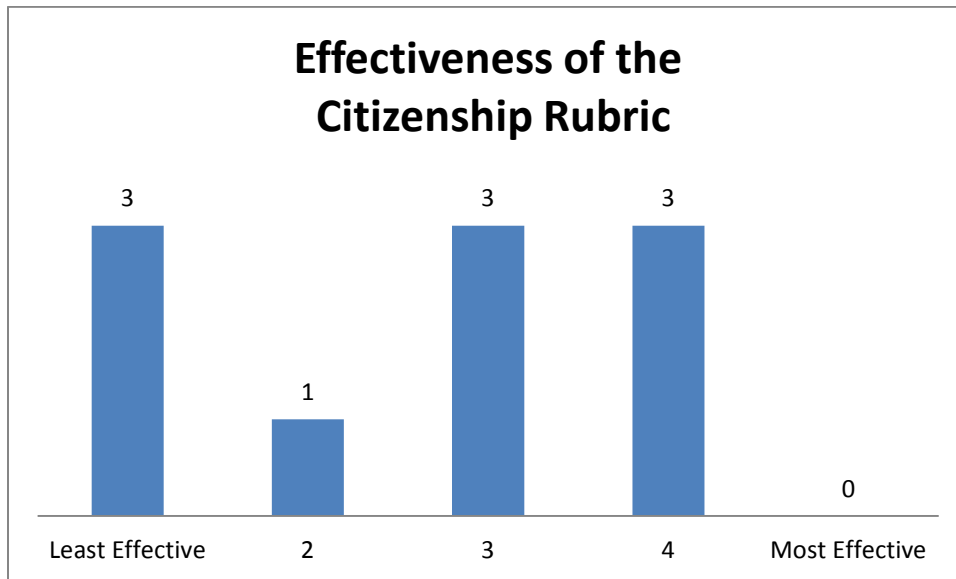


Other Responses:

- A much clearer picture of the relationship of the particular assessment artifact to the learning outcomes - is it intended to address all, some, which ones?
- Replace the system with a process certification system. This is less than useless and not appropriate to the labor system in question.
- it really couldn't be easier
- change the rubric

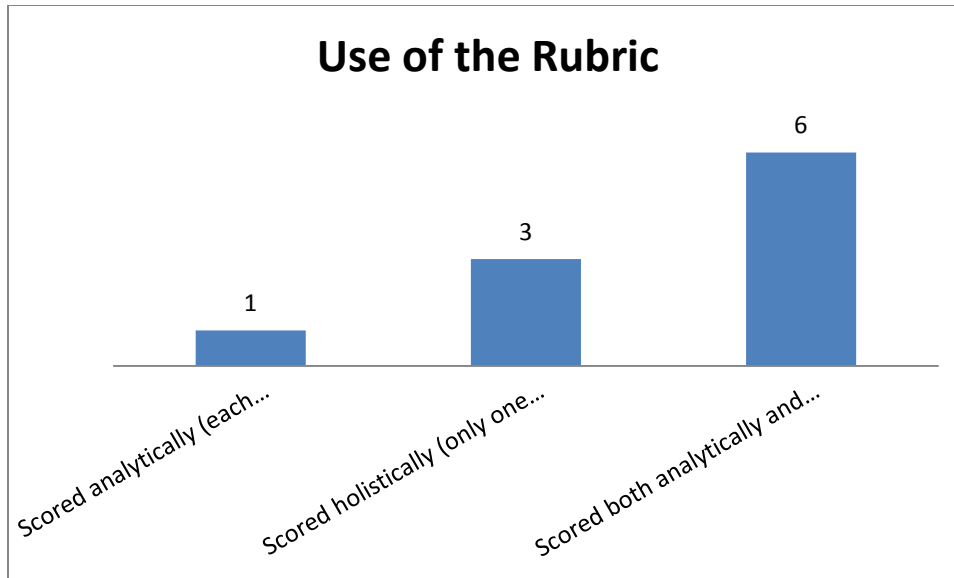


Mean	1.43
Variance	0.29
Standard Deviation	0.53



Rubric Suggestions:

- It's way too wordy, it does not fit the particular assessment artifact.
- the rubric is fine; this assessment system is ridiculous
- The rubric was fine. I just think we didn't use it properly. We could get more and better information by choosing within each row. This would take minimal effort.
- Personally I didn't find it that problematic although I know others did.
- Well, after we collectively decided to simplify it, I thought it worked well. Before simplifying it, it was too detailed to be effective, because it was clear that the assignments hadn't been written to include each and every category
- It collapsed two different sets of learning outcomes. That made it impossible for any course to measure up to the rubric. Do one rubric for the U.S. citizenship part and one for the global. Make them clearer, but less detailed.
- The decision to abandon the 5 point evaluation and use one summary measure was a disaster. In quantitative social science terms, this turned the whole project into mush. Yes it was easier to get everyone to do it, but it sacrificed all validity to the god of "lets get out of this mess." Humanities people probably like it, but social scientists just have to scoff at it.
- As our norming session indicated, this could be a complex issue and one that would require more meetings of the principals involved. The main thing I would note is to draw a closer connection between the assessment dimensions and the actual learning outcome. Further it should be decided whether to assess each criterion individually, or aggregated in the way we did for this assessment. I would prefer more data than less, and so assess work across multiple dimensions.
- we probably will need to evaluate different areas separately rather than holistically in the long run
- That depends on what you want to evaluate. I liked it as it is but I don't think that the holistic results necessarily explains the analytical items involved.



Mean	2.5
Variance	0.5
Standard Deviation	0.71

Based on the total of the assignments that you scored, what is the one thing that students did well?

- It is difficult to determine since we did not know the intent of the assignment. With respect to the rubric, the assignments were fairly mediocre. It may be necessary to make clear to the instructors the purposes of the artifact with respect to the UK Core outcomes, not their course outcomes.
- learned about various conflictual situations
- The answered the questions specifically and concisely.
- understanding cultural, ethnic, racial, class differences
- I'm really sorry but it has been quite a while since I evaluated the student work and don't remember the individual essays well enough to provide a comprehensive answer to this question.
- They certainly understood power relations across different boundaries such as class, region, nation etc.
- They were mildly critical of some issues.
- Described the historical context and related it to present day situations
- As mine was from a history course, I would say most did a good job of understanding the basic argument of the main work (Christopher Browning) they were engaging.
- It seems the students were successful at relating the problems about which they learned with their own role as individual citizens, though they didn't always do so in a sufficiently analytical way.

Based on the total of the assignments that you scored, what is the one thing that students did not do well?

- See above. I'm not sure that the issue is one of the students doing the improvement, but rather the Vice Provost's office and the ASsessment Office need to work more closely and clearly with the instructors in creating assignments that meet the requirements of this particular exercise.
- The reification of citizenship into 'Iran' versus 'The US' or whatever was all too common. Students by and large did not demonstrate an understanding of internal nuances in other-than-US contexts.
- There was little effort to think more broadly across readings, cultures, scenarios, etc.
- providing evidence to support their claims
- I'm really sorry but it has been quite a while since I evaluated the student work and don't remember the individual essays well enough to provide a comprehensive answer to this question.
- Their writing skills. Many of the answers were crisp and clear, but others were too vague or poorly written.
- They didn't really engage citizenship at all. I wonder how much the term actually has to do with these courses.
- How to write better. Only one or two papers I read were written sufficiently well.
- Be more analytical and form own argument rather than rehash those of the main historical work they were supposed to engage.
- suppleness of thought
- Students need to be more analytical and creative; often it seemed that they were just repeating what the book or the professor said without having a clear idea of the reasons behind their responses. This may also depend on the questions they are asked.

Email Response from an Evaluator:

Yeah, I hunkered down in the library for an hour or so on one occasion with my laptop and then another 2 hours maybe in my office. I would say maybe 3 hours maximum on top of the 2 hour meeting of course. I had almost the exact same prompt for all of them so it made for a pretty easy and efficient use of the rubric. I learned a lot about Coca-Cola in India, the Zapatistas in Chiapas, and mountain top removal in Appalachia! I did find the interface on Blackboard somewhat convoluted and not very intuitive as far as navigation goes. I almost emailed you a couple times but was able to figure out how to view what I had done, find files, realize that some weren't there so I had to copy and paste them in, etc. I think there definitely some room for improvement on that end.

Now please don't take any offense since I know we can agree to disagree but I'll try and be as sincere as possible! :-). As for the rubric and the exact procedures go for making it user-friendly and reliable as far as the ratings it produces, I would do a few things which I'll number for ease of reference:

- 1) it needs to be trimmed way down so as to be maximally relevant for whichever task the students were asked to complete and the rubric needs to make explicit reference to the task, briefly, with language along these lines: "Given the specific task required of the student . . ." As it stands now, for some tasks only 35-50% of the rubric's descriptors/categories are being used, and probably not consistently among raters. If there is not historical context or issues of religion,

gender, or ethnicity that arise from a certain task, then category 1 is useless. I know some of my colleagues would rather die than to see citizenship reduced down further but the rubric is much too ambitious and lengthy and does not match the amount of "citizenship" a 1 1/2 pg. artifact that responds to a specific prompt or to particular readings can demonstrate. It's just way too ambitious and, thus, may lead to widely varying interpretations as far as how to apply it to a particular artifact and the concomitant task. AS you noticed we were a bit more accurate when we "backed up" from the detailed scale descriptions and inserted a ton of parenthetical comments such as "The sample doesn't have to include all that is listed, etc., etc." This tells me the rubric is not as independent as it should be and requires much too much operationalization on its use

2) As far as rubric writing, I had a hard time distinguishing between "Incorporates understanding..." "Describes..." "Identifies ..." "Acknowledges ..." I honestly cannot differentiate between the last two and the difference between the first two is also difficult to parse out.

3) The issue of avoiding the conflation of task type, topical knowledge and the target construct is always tricky but a more broad rubric should help deal with that. I struggled to know how to rate a student who was simply regurgitating facts and figures from class readings or assigned documentaries. Is citizenship simply knowing about the issues in India, Appalachia, Chiapas, or is it developing a critical perspective on those issues? I feel like the level of analysis and application needed to be more reflected in the rubric rather than just "identify" "describe", etc.

Citizenship Courses with Usable Assessable Assignments

1. A&S100-036-041: Sp Intro Crse: Global Conflicts (Spring 2011)
2. A_S100-048: Sp Intro Crse: Wired Worlds (Spring 2011)
3. A_S100-050: Sp Intro Crse: Wired Worlds (Spring 2011)
4. A_S100-052: Sp Intro Crse: Wired Worlds (Spring 2011)
5. ANT225-001,002,003: Culture, Environment and Global Issues (Fall 2010)
6. LIN317-001: Language & Society: Lang. In Us Society (Fall 2010)
7. PHI335-001 (Fall 2010)
8. USP110 001: Social Sciences: Societies Global Prspctv (Fall 2010)
9. USP 121-001: Humanities: War and Society 1914-1945 (Fall 2010)

General Education Citizenship Rubric Proposal Working Draft
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4/6/2011

UK General Education Learning Outcome 4: *Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.*

Outcomes and Assessment Framework: Students will (A) recognize historical and cultural differences arising from issues such as ethnicity, gender, language, nationality, race, religion, sexuality, and socioeconomic class; students will (B) demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility, both within the U.S. and globally; students will recognize and (C) evaluate the ethical dilemmas (of), conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

	4	3	2	1	0
Historical and Cultural Differences <i>Demonstrate a recognition of historical and cultural differences arising from ethnicity, gender, religion and class that influence issues of social justice and/or civic responsibility</i>	Incorporates an understanding of historical and / or cultural differences arising from ethnicity, gender, religion and class in an evaluation or critical analysis	Describes historical and / or cultural differences arising from ethnicity, gender, religion and class in an evaluation or critical analysis, but does not fully incorporate these differences into an evaluation or critical analysis	Identifies historical and / or cultural differences arising from ethnicity, gender, religion and class in a discussion or report, but does not evaluate or critically analyze them	Acknowledges that historical and / or cultural differences arise e from ethnicity, gender, religion or class in a discussion or report, but does not identify, critically analyze or evaluate them	Does not acknowledge historical and / or cultural differences arising from ethnicity, gender, religion and class

	4	3	2	1	0
Social Justice and/or Civic Responsibility <i>Demonstrate a basic understanding of how differences arising from ethnicity, gender, religion and class influence issues of social justice and/or civic responsibility, either within the U.S. or globally</i>	Applies an understanding of historical and / or cultural differences to analyses of issues related to social justice and/or civic responsibility (e.g. demonstrates how conceptions of social justice and/or civic responsibility are historically & socially constructed)	Describes to historical and / or cultural differences in analyses of issues related to social justice and/or civic responsibility (e.g. provides historical and cultural background to the social justice and/or civic responsibility issue under discussion)	Identifies historical and / or cultural differences in discussions of issues related to social justice and/or civic responsibility (e.g. exhibits a basic understanding of the historical and cultural background of the social justice and/or civic responsibility issue under discussion)	Does not correctly identify historical and / or cultural differences in discussions of issues related to social justice and/or civic responsibility (e.g. exhibits a shallow or flawed understanding of the historical and cultural background of the issue under discussion)	Does not identify historical and / or cultural differences in discussions of issues related to social justice and/or civic responsibility
Decision-Making <i>Evaluate the ethical dilemmas of decision making and/or conflict resolution</i>	Critically evaluates the political positions, social policies, religious views or ethical stances involved in decision making (and/or conflict resolution) from a variety of perspectives, incorporating information and analyses taken from current sources relevant to the topic; clearly articulates an argument and cites appropriate evidence; identifies the actual or potential impact of	Articulates major issues involved in addressing dilemmas of decision-making and/ or conflict resolution, referring to information taken from current sources relevant to the topic; constructs an argument and supports assertions with a range of evidence	Identifies issues involved in addressing dilemmas in decision-making and/ or conflict resolution, referring to information taken from sources related to the topic; clearly states a position, and supports assertions with evidence	Refers to some reasons why a decision is needed and/or a conflict should be resolved, states a position or shares personal opinion, does not support position or opinion with information taken from sources related to the topic	Does not recognize major issues involved in addressing dilemmas or conflicts; does not state position or personal opinion

	personal and collective decisions				
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DRAFT

	4	3	2	1	0
Substantive And Comparative Analysis <i>Demonstrate an understanding of at least two of the following topics: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance</i>	Incorporates at least two of the following: a sophisticated discussion or analysis of a social history or an institutional chronology; an evaluation of community service or involvement; an insightful comparison of at least two different cultures, regions or countries; a thorough study of issues concerned with power and resistance	Incorporates at least two of the following: a discussion or analysis of history or chronology; a discussion of community involvement and civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance	Incorporates at least two of the following: a basic discussion of history or chronology; a reflection upon the values of civic engagement; a basic comparison of at least two different cultures, regions or countries; a basic study of issues concerned with power and resistance	Incorporates only one of the following: a discussion or analysis of history or chronology; a reflection upon the values of civic engagement; a comparison of at least two different cultures, regions or countries; a study of issues concerned with power and resistance	Does not incorporate even one of the following: historical analysis; a discussion of the values of civic engagement; a comparison of at least two different cultures, regions or countries; a discussion of issues connected to power and resistance

Fall 2011 UK Core Citizenship Evaluator Follow-up

Q1 On a scale of 1-5, with 1 being very difficult and 5 being very easy, how would you describe the evaluation process using Bb Outcomes?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

Q2 What one change would you recommend to the system?

- Go directly to the evaluation space without having to search through 'My Places.' (1)
- Only see the evaluations (i.e. the Analyze tab) and not all of the information in the packet (i.e. Collected Evidence). (2)
- View the student work and rubric on the same screen. (3)
- Provide an evaluator report of the scores that I submitted. (4)
- Other: Please explain (5) _____

Q3 Did you experience any errors in the Bb system during your evaluation time?

- Yes - go to Q4 (1)
- No - go to Q5 (2)

Q4 How much extra time do you estimate you spent in the system due to errors?

- 0-1 hour (1)
- 1-2 hours (2)
- More than 2 hours (3)

Q5 On a scale of 1 – 5, with 1 being least effective and 5 being most effective, how would you rate the citizenship outcome’s rubric?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)

Q6 How might the rubric be improved? (limited to 1,000 characters)

Q7 In your opinion, should the evaluations be:

- Scored analytically (each category gets a score)? (1)
- Scored holistically (only one score is given to each entry – the way the assignments were scored for this process)? (2)
- Scored both analytically and holistically (a score is given for each category and one final over-all score is given)? (3)

Q8 Based on the total of the assignments that you evaluated, what would you say is the one thing that students did well? (limited to 1,000 characters)

Q9 Based on the total of the assignments that you evaluated, what would you say is the one thing that students need to improve? (limited to 1,000 characters)