

LEARNING OUTCOME AND RUBRIC REVISIONS FOR THE GEN ED PROGRAM: CIVIC LITERACY (CIV)

Dan Kashian, Professor, Biological Sciences, Co-chair GEOC
dkash@wayne.edu

Danika Hickling, Gen Ed CIV Fellow
gy3598@wayne.edu

Cathy Barrette, Associate Professor of Spanish, WSU Sr. Director of Assessment
c.barrette@wayne.edu

on behalf of the GEOC Assessment Subcommittee
Fall 2023



OVERVIEW

- Goals of Gen Ed assessment
- Definitions
- Round 2 assessment process
- Learning outcomes and rubric review
- Rubric pilot with sample assignment(s)
- Instructor responsibilities
- Where to send more feedback or get help

Assessment

To ensure that the General Education Program is meeting its goals and that our students are achieving the learning outcomes set out for the program, the [General Education Oversight Committee \(GEOC\)](#) undertook a [collaborative process](#) to develop an assessment plan for Gen Ed. Assessment is a means for the GEOC, departments, and instructors to evaluate how they are meeting the learning outcomes of the program; it is not an SET (Student Evaluation of Teaching) and cannot be used without the instructor's permission in performance or merit evaluations. Instead, assessment should be a transparent process that [protects individual instructor and student confidentiality](#) while encouraging departments and instructors to strengthen instructional delivery, materials, and assignments, and build on areas of strength. The GEOC will rely heavily on the Continued Improvement phase of assessment. Our goal is to provide the best General Education program we can for our students.

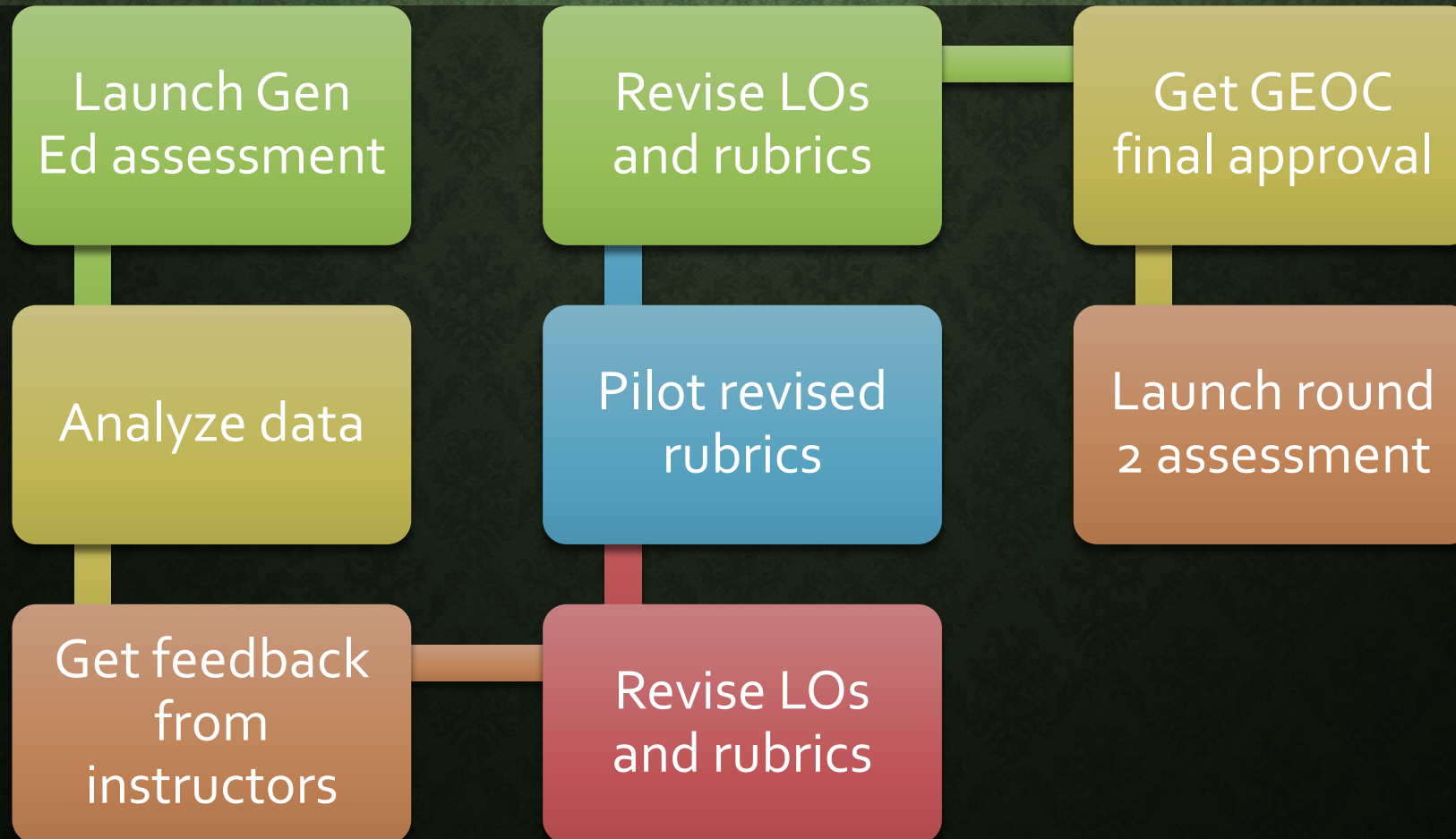
The Gen Ed Assessment Process is led by [General Education Assessment Fellows](#) and the GEOC; however, the success of our

WSU'S GOALS FOR GEN ED ASSESSMENT

SOME DEFINITIONS

- **Program assessment** is the process through which faculty and staff use student performance data, often collected through assignments, to determine whether the program is supporting students in achieving pre-determined learning outcomes.
- **Learning outcomes** are statements that describe what students should know or be able to do at the end of a course or program.
 - Gen Ed outcomes are set by the General Education Oversight Committee (GEOC).
- **Rubrics** are scoring tools that describe different levels of performance on each learning outcome.⁴

GEN ED ASSESSMENT ROUND 2



GEN ED RUBRIC STRUCTURE

Performance Levels

Learning Outcomes

	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
LO ₁				
LO ₂				
LO ₃				

Level Descriptors

Levels are implicational

THINGS TO REMEMBER WHEN REVIEWING GEN ED LEARNING OUTCOMES AND RUBRICS

1. Vertical focus: The learning outcomes should be distinct and independent of each other, but typically at a similar level of Bloom's taxonomy.
 - The language must be inclusive of all disciplines in the Gen Ed designation/category.
2. Horizontal focus: The performance levels are implicational (higher levels imply that the lower levels have been achieved) and should evoke increasingly complex skills as you move from right to left.
3. The rubric doesn't have to *perfectly* match your course – ask yourself whether your course elicits these different learning outcomes at the “Meets expectations” level or higher.
 - The “Meets expectations” level should most closely align with the learning outcome.



Are the learning outcomes independent of each other and at an appropriate level of Bloom's taxonomy?



Do the different performance levels of the rubric appropriately capture progressive levels of student achievement for each learning outcome?



Are the action words used to evoke different skill levels appropriate for that learning outcome?



Does the language seem clear and appropriate? If not, does the glossary clarify any ambiguous meaning?

QUESTIONS FOR LO AND RUBRIC REVIEWS

CIV Learning Outcomes (The student...)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
<i>LO1: Exhibits knowledge of US history, political institutions, and democratic principles</i>	Applies concepts and contexts relevant to US history, political institutions, and democratic principles to civic life.	Describes concepts and contexts relevant to US history, political institutions, and democratic principles.	Identifies concepts and contexts relevant to US history, political institutions, and democratic principles.	Does not identify concepts and contexts relevant to US history, political institutions, and democratic principles.
<i>LO2: Explains the meaning and significance of citizenship and national identity, past and present.</i>	Analyzes the meaning and significance of citizenship and national identity, past and present in specific cases.	Describes the meaning and significance of citizenship and national identity, past and present.	Recognizes concepts relevant to citizenship and national identity, past and present.	Does not recognize concepts relevant to citizenship and national identity, past and present.
<i>LO3: Explains forms of participation by individuals and groups.</i>	Analyzes forms of participation by individuals and groups.	Describes forms of participation by individuals and groups.	Identifies forms of participation by individuals and groups.	Does not identify forms of participation by individuals and groups.
<i>LO4: Explains the economic, historic, political, and social bases for conflict and cooperation between groups.</i>	Analyzes the economic, historic, political, and social bases for conflict and cooperation between groups.	Describes the economic, historic, political, and social bases for conflict and cooperation between groups.	Identifies the economic, historic, political, and social bases for conflict and cooperation between groups.	Does not identify the economic, historic, political, and social bases for conflict and cooperation between groups.
<i>LO5: Explains the economic, historic, political, and social marginalization of groups in civic life.</i>	Analyzes the economic, historic, political, and social marginalization of groups in civic life.	Describes the economic, historic, political, and social marginalization of groups in civic life.	Identifies concepts from the course that address the economic, historic, political, and social marginalization of groups in civic life.	Does not identify concepts from the course that address the economic, historic, political, and social marginalization of groups in civic life.

← Levels are implicational

CIV RUBRIC GLOSSARY

- **Citizenship:** A person's legal, social, and/or economic status as a member of a state, where that membership entails specific rights and responsibilities.
- **State:** The political organization of a group of people living in a defined territory.
- **Civic Life:** The public life of a citizen concerned with the affairs of the community or the nation (as contrasted with personal or private life, which is devoted to the pursuit of personal or private interests).
- **Democratic principles:** Foundational guiding beliefs in a democracy, such as an inalienable right to life, liberty, and property; freedom of assembly, speech, and religion; and adherence to the rule of law.
- **National identity:** The collective perception of shared attributes, such as geographic boundaries, language, religion, or culture, that create a sense of belonging to a particular state.
- **Political institutions:** Elected or appointed governmental systems or structures with the authority to make or implement decisions on behalf of society.
- **Marginalization:** Treatment of a person, group, or concept as insignificant, less important than others, or powerless

APPLYING THE RUBRIC TO SAMPLE ASSIGNMENTS: A REFINEMENT TECHNIQUE

1. **Which learning outcomes** does the sample assignment elicit?
2. Can the assignment elicit performance at **different levels** (Does not meet, Partially meets, Meets, Exceeds expectations) of each learning outcome?
3. Do the **level descriptors effectively differentiate** levels of performance?
4. What changes would you recommend to the:
 - Wording of the learning outcomes?
 - Level descriptors?
 - Assignment design?

Answer 8 of the following questions using full sentences. Answers should be numbered according to their corresponding question and written in a bluebook. Each question is worth 10 points.

1. What is rational ignorance? What are two reasons why a person might choose not to vote?
2. Why is political efficacy important? Which demographic groups tend to vote more? Which tend to vote less?
3. Name three categories of interest groups. How do interest groups deal with the free rider problem?
4. Explain the difference between civil rights and civil liberties. Why is the writ of habeas corpus important?
5. What is infotainment? How might commercial bias affect the way news is delivered?
6. Explain the difference between partisanship and ideology. Why might a candidate for office become less radical in her politics when nearing election time?
7. Name three sources of political socialization. How might each of these sources affect your party identification?
8. From which amendments is the right to privacy derived? Describe a case in which the right to privacy was important.
9. What is the revolving door problem? How might this problem contribute to corruption in politics?
10. What is the electoral college? Give one argument for and one argument against it.
11. Why did the supreme court set up a system of suspect classification? Give one example of de jure discrimination and one example of de facto discrimination.
12. Name three functions of elections? What role do parties play in elections?
13. What was the goal of the Equal Rights Amendment? Name two reasons why it failed.
14. Explain freedom of expression. Specify one way in which an individual's rights may conflict with another individual's rights.

SAMPLE ASSIGNMENT 1

1. Which of the CIV learning outcomes does the sample assignment elicit?
2. Can the assignment elicit performance at different levels (does not meet, partially meets, meets, and exceeds expectations)?
3. Do the level descriptors effectively differentiate levels of performance?
4. What changes would you recommend to the (a) wording of the learning outcomes? (b) level descriptors? (c) assignment design?

HIS 1060 Midterm Essay Questions

Answer the following questions using Michelle Alexander's "The New Jim Crow:"

1. Discuss Alexander's argument surrounding the role of slavery, Jim Crow laws, and the War on Drugs all influenced mass incarceration today.
2. Discuss how marginalization of individuals in society can occur after contact with the criminal justice system.
3. How does this marginalization affect an individual's ability to function as a citizen in the United States?
4. Discuss Alexander's argument regarding how the criminal justice system is being used as a tool of racial control.
5. What do you believe Alexander's argument would be regarding the role of the criminal justice system in a democratic society?

SAMPLE ASSIGNMENT 2

1. Which of the CIV learning outcomes does the sample assignment elicit?
2. Can the assignment elicit performance at different levels (does not meet, partially meets, meets, and exceeds expectations)?
3. Do the level descriptors effectively differentiate levels of performance?
4. What changes would you recommend to the (a) wording of the learning outcomes? (b) level descriptors? (c) assignment design?

CIV INSTRUCTOR RESPONSIBILITIES (FALL 2024 AND WINTER 2025)

Design syllabus

- Incorporate:
 - Course description
 - Gen Ed learning outcomes and rubric

Select assignment(s)

- 1 or more
- Which best elicit evidence of each Gen Ed LO?

Score with Gen Ed rubric

- Used as assessment data, separate from grade for student
- Canvas submissions preferred



WANT FEEDBACK OR MORE HELP?

- You can request individual feedback or a consultation!
 - General Education Assessment Subcommittee (gened@wayne.edu)
 - Office for Teaching and Learning (otl.wayne.edu)
- The [General Education Program Assessment website](#) has information about other aspects of assessment as well.
- Gen Ed instructors can [self-enroll](#) in a Canvas training course for Gen Ed assessment where you will be able to access this information.