The Mesa Community College Program to Assess Student Learning

MCC's 4C's Report Fall 2019

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I. Introduction and Background

History and Overview of Assessment

Mesa Community College (MCC) is committed to providing quality education for its students as evidenced in our institutional value, Learning - MCC champions individual student success that reflects the highest academic standards. The college recognizes the need for accurate assessment data to use in evaluating student learning and the effectiveness of the College in meeting its mission. MCC accepts the proposition that the value of assessment is found in the use of the assessment data to improve student learning.

The Student Outcomes Committee (SOC) is a faculty senate committee. The committee directs activities related to the implementation of MCC's Student Outcomes Assessment program.

MCC's Student Learning Outcomes focuses on student success. MCC's 4C's allows the college to assess the outcomes and "close the loop" of improved instruction by having access to meaningful course, program and college performance data. MCC's 4C's are Communication, Civic Engagement, Critical Thinking, and Cultural and Global Engagement, with each outcome having 5 to 6 criteria. MCC's 4C's uses standardized scoring guidelines assessment instead of standardized assessment test. This allows instructors to apply the assessment results to their course content and pedagogical practice.

Organizational Structure for Assessment

The Student Outcomes Committee is composed of faculty from many disciplines, and confers regularly with the Faculty Senate. The Dean of the Office of Institutional Effectiveness (OIE), as well as analysts from the office, serves as a consultant to the committee to ensure that assessment processes and methodologies reflect good practice, including adherence to guidelines for ethical research. The current process to assess student learning has continued to engage faculty through regular meetings of the committee.

Figure 2

Mesa Community College: Institutional Student Learning Outcomes "MCC's 4Cs" *The following Institutional Student Learning Outcomes are consistent with the Vision, Mission, and Values of both the Maricopa Community Colleges District and Mesa Community College, and reflect our commitment to Individual and Community, Innovation, Integrity, Learning, and Service Excellence.*	
COMMUNICATION (CO) **Institutional Learning Outcome:** The purposeful development, expression and reception of a message through oral, written or nonverbal means. **1. PURPOSE:** Establish a clear central focus for a message which demonstrates an understanding of context, audience, and task **2. CONTENT:** Develop appropriate, relevant content logically sequencing ideas and/or information **3. LANGUAGE:** Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension **4. EXECUTION:** Convey a message effectively	**CIVIC ENGAGEMENT (CE)** **Institutional learning Outcome:** Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes. **1. INCLUSIVENESS:** Demonstrate an ability to engage respectfully with others in a diverse society **2. APPLY KNOWLEDGE:** Apply knowledge from one's own study and experiences to active and ethical participation in civic life **3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT:** Provide evidence of experience in and reflection on civic engagement activities **4. CIVIC COMMUNICATION:** Communicate and listen to others in order to establish personal and professional relationships to further civic action **5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION:** Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim
CRITICAL THINKING (CT) **Institutional Learning Outcome:** Habit of mind of analyzing issues, ideas, artifacts, events, and/or	**CULTURAL AND GLOBAL ENGAGEMENT (CG)**

evidence to draw conclusions or solve problems. **1.** Identify the topic/subject of inquiry **2.** Select appropriate resources required to draw conclusion(s) or solve the problem **3.** Apply resources to draw conclusion(s) or solve the problem **4.** Evaluate conclusion(s) or the solution to the problem *Revised AY 2017-2018*	**Institutional learning Outcome:** Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens. **1. KNOWLEDGE**: Analyzes cultural systems, events, or creations and their relationship to worldviews, values, or behavior. **2. INFLUENCES:** Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships. **3. SELF AWARENESS**: Analyzes the impact of culture and intercultural experiences on one's worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes. **4. RESPONSIBILITY**: Evaluates the impact of one's moral and ethical reasoning on one's actions in relation to culturally different groups. **5. CULTURAL EXPRESSION:** Generates ideas, creations, or models that express the human condition and one's relationship with the world

II. Methodology

During the Fall 2019 and Spring 2020 semesters, SOC invited all residential, one year only, one semester only, and adjunct faculty to participate in MCC's 4Cs assessment. Due to Covid-19 pandemic occurring in Spring 2020, the MCC's 4C's results will not be reported in this report.

Faculty participants identified a 'C' that best aligned with their course. The faculty chose an assignment within their course that aligned with all criteria of the chosen outcome. Faculty attached the 'C' scoring guidelines to the course assignment in Canvas. Using Canvas students assessed in a 'C' were given a rate of Levels 0 through 4, with level 4 being the highest level of achievement. The data collected in Canvas for each semester was exported, combined into one dataset, aggregated and analyzed using Excel, MCCCD Institutional Research Information System (IRIS), and IBM SPSS Statistics.

College level and course level 'C' averages were calculated. The average scores range from zero to four, with four being the highest level of achievement.

The scoring guidelines were revised in AY2017-2018 and implemented Fall 2019. Some faculty used the revised scoring guidelines and others used the prior set of scoring guidelines. When reporting average scores, only data from the new scoring guidelines were analyzed.

Data Collection Procedures

SOC focused assessment efforts on the four outcome areas: Civic Engagement, Communication, Critical Thinking, and Cultural and Global Engagement.

SOC members recruited faculty volunteers. Flyers, informational sessions and trainings, intranet postings, and posters were provided to help recruit volunteers. 125 faculty members volunteered a total of 219 sections at Southern and Dobson, Red Mountain, Online, Downtown and Offsite during Fall 2019 semester.

Administration of the assessment occurred during the regular classroom period. Faculty utilized an assignment which had already been created or they created a new assignment that best aligned with one of the MCC's 4C's. Students were informed that the purpose of the assessment was to measure whether education goals are being achieved in order to improve programs and student learning at MCC.

Faculty administered and scored the assessments using Canvas by the end of each semester. At the end of the semesters, OIE exported an Outcomes Report from Canvas into Excel. The reports contained student names, course name, section number, learning outcome, outcome score, and title of assignment. The exported data was used to match each student's assessment with exact demographic and course data using IRIS.

Student Profile of MCC's 4C's Fall 2019

Table 1

	Fall 2019 Only Assessment	Total College (Fall 2019 45th day)
Student Profile of Fall 2019 Assessments and College		
Headcount (Unduplicated)		20,351
Ethnicity		
Am. Indian/Alaska Native	3.2%	3.4%
Asian	6.4%	5.0%
Black/African American	5.3%	5.5%
Hispanic/Latino	32.3%	31.5%
Not Specified	3.1%	3.6%
Two or More	3.8%	4.3%
White	45.8%	46.6%
Gender		
Female	59.9%	53.4%
Male	39.0%	45.1%
Other/Unknown	1.2%	1.5%
Age Group		
Under 18	4.5%	12.3%
18-19	29.5%	21.9%
20-24	37.2%	32.3%
25-29	13.1%	13.4%
30-39	10.1%	11.5%
40-49	3.6%	4.7%
50-59	1.3%	2.5%
60+	0.68%	1.4%
Primary Time of Attendance		
Day	72.7%	51.4%
Evening	6.7%	15.7%
Non-Traditional	19.2%	30.6%
Weekend	.80%	2.2%
None/Unknown	.50%	0.1%
Academic Load		
Full Time	42.5%	30.1%
3/4 Time	29.2%	18.0%
Half-Time	17.9%	22.0%
Less than Half-Time	10.2%	30.0%
No Units	.32%	-

III. Overall Summary of Results

Faculty Participation

Table 2 shows both, residential and adjunct faculty participation in MCC's 4C's from the pilot semester in Spring 2015 through Fall 2019. There was a total of three faculty with unassigned instructor type in the data; making the total number of faculty participation 125.

Table 2

Faculty Participation						
	Spring 2015 Pilot	**AY 2015-16**	**AY 2016-17**	**AY2017-18**	**AY 2018-19**	**Fall 2019**
Number of Residential Faculty Participants	33	71	98	136	120	73
Residential Faculty*	341	323	303	306	301	295
4Cs Residential Faculty Participation Rate	*9.68%*	*21.98%*	*32.34%*	*44.44%*	*39.87%*	*24.7%*
Number of Adjunct Faculty Participants	2	31	40	97	92	49
Adjunct Faculty	861	812	598	673	686	833
4Cs Adjunct Faculty Participation Rate	*0.23%*	*3.81%*	*6.69%*	*14.41%*	*13.41%*	*5.9%*

* Fall 2019 actively filled faculty positions (Residential and OYO)

Department Participation

3,082 students were assessed in 19 academic departments in Fall 2019.

Table 3

Department Participation						
	Spring 2015 Pilot	**AY2015-16**	**AY2016-17**	**AY2017-18**	**AY2018-19**	**Fall 2019**
Number of Students Assessed	871	3,061	4,576	7,197	7,058	3,082
Number of Departments	12	17	17	19	19	19
Number of Courses	33	88	134	214	208	97
Number of Sections	64	235	324	613	639	219

Analysis Highlights
- A total of 3,308 students were assessed, completing 6,903 assessments in 97 courses from 19 departments
- 73 residential and 49 adjunct faculty administered the assessments in 219 sections
- Using the current Scoring Guidelines: 466 students were assessed in Civic Engagement
- Using the current Scoring Guidelines: 1,570 students were assessed in Communication
- Using the current Scoring Guidelines: 1,190 students were assessed in Critical Thinking
- Using the current Scoring Guidelines: 433 students were assessed in Cultural and Global Engagement

IV. Results and Observations

Overall Results

Students may have been given an MCC's 4Cs assessment in more than one course, therefore, the # of students in each table in this section are a duplicate count of students. Table 5 provides the departments, the number of instructors, number of courses, number of sections and the number of students assessed Fall 2019.

Table 5

Fall 2019 - Assessments Administered by Department				
Department	**# of Instructors**	**# of Courses**	**# of Sections**	**# of Students**
Administration of Justice	4	6	9	142
Applied Sciences and Technology	2	3	4	35
Art	9	9	12	195
Business	3	5	11	171
Communication, Theatre & Film Arts	16	9	43	685
Computer Information Systems	6	4	12	137
Counseling	1	1	1	12
Cultural Science	5	7	9	140
Education Studies	5	5	8	119
English/ Humanities/ Journalism	8	9	15	161
Exercise Science, Physical Education, Recreation, Dance	3	7	11	172
Fire Science/EMT	2	1	1	2
Life Science	7	6	20	349
Mathematics and Computer Science	1	1	1	19
Nursing	32	5	16	328
Psychological Science	8	8	9	188
Reading	6	4	21	267
Social Science	1	1	1	17
World Languages	6	6	15	176
Total	**125**	**97**	**219**	**3,315**

Table 6 shows the department, number of courses assessed, number of courses offered (excluding noncredit, cancelled courses, ROTC and NSO) and the percentage of courses assessed in Fall 2019.

Table 6

Fall 2019 – Courses Offered and Assessed						
Department	**# of Courses Assessed**	**# of Courses Offered**	**% of Courses Assessed**	**# of Sections Assessed**	**# of Sections Offered**	**% of Sections Assessed**
Administration of Justice	6	31	19.4%	9	68	13.2%
Applied Sciences and Technology	3	180	1.7%	4	389	1.0%
Art	9	46	19.6%	12	110	10.9%
Business	5	97	5.2%	11	207	5.3%
Communication, Theatre & Film Arts	9	27	33.3%	43	131	32.8%
Computer Information Systems	4	88	4.5%	12	232	5.2%
Counseling	1	12	8.3%	1	36	2.8%
Cultural Science	7	64	10.9%	9	156	5.8%
Education Studies	5	34	14.7%	8	62	12.9%
English/ Humanities/ Journalism	9	58	15.5%	15	327	4.6%
Exercise Science, Physical Education, Recreation, Dance	7	90	7.8%	11	154	7.1%
Fire Science/EMT	1	27	3.7%	1	63	1.6%
Life Science	6	18	33.3%	20	224	8.9%
Mathematics and Computer Science	1	34	2.9%	1	265	0.4%
Nursing	5	16	31.3%	16	56	28.6%
Psychological Science	8	17	47.1%	9	130	6.9%
Reading	4	8	50.0%	21	73	28.8%
Social Science	1	27	3.7%	1	87	1.1%
World Languages	6	29	20.7%	15	90	16.7%
Total	**97**	**903**	**10.7%**	**219**	**2,860**	**7.7%**

Note: The table does not include departments that did not assess

Table 7 shows the number of assessments administered by location and instructional mode. Courses and students are counted per location and instructional mode; therefore, the table below shows duplication. Fall 2019, MCC's 4C's assessments were administered in a total of 151 sections at Southern and Dobson. Internet administered the assessment in a total of 54 sections, 13 sections administered at Red Mountain and 1 section at the Downtown Center.

Table 7

Section Participation by Location and Instructional Mode							
		Spring 2015 Pilot	AY2015-16	AY2016-17	AY2017-18	AY2018-19	Fall 2019
Location	**Instructional Mode**	# of Sections	# of Sections	# of Sections	# of Sections	# of Sections	# of Sections
Southern and Dobson	Field Based	-	-	1	6	5	-
	Hybrid	8	18	24	47	56	20
	Independent Study	-	-	-	2	5	-
	In Person	35	131	199	384	361	131
	S&D Total	**43**	**149**	**224**	**439**	**427**	**151**
Red Mountain	Hybrid	-	3	8	9	11	4
	In Person	7	9	18	31	35	9
	RM Total	**7**	**12**	**26**	**40**	**46**	**13**
Internet	**Internet Total**	**14**	**73**	**73**	**117**	**156**	**54**
Downtown & Offsite	**Downtown & Offsite Total**	**-**	**1**	**-**	**17**		**1**
HS Dual	**HS Dual Total**	**-**	**-**	**1**	**-**	**10**	**-**
Total	**-**		**64**	**235**	**324**	**613**	**639**	**219**

Of the locations and instructional modes assessed for Fall 2019, the table below shows the percentage of assessed to offered.

Table 8

Fall 2019 - Sections Offered and Assessed by Location and Instructional Mode				
Location	**Instructional Mode**	# of Sections Assessed	# of Sections Offered	% of Sections Assessed
Southern and Dobson	Hybrid	20	201	10.0%
	In Person	131	1,590	8.2%
	S&D Total	**151**	**1,791**	8.4%
Red Mountain	Hybrid	4	37	10.8%
	In Person	9	254	3.5%
	RM Total	**13**	**291**	4.5%
Online	**Online Total**	**54**	**686**	7.9%
Downtown & Offsite (all modalities)	**Downtown & Offsite Total**	**1**	**49**	2.0%
Total		**219**	**2,817**	**7.8%**

Tables 9 – 12 show the college – wide average of MCC's 4Cs by location. The total number of students are duplicated. The number of students is too low for the Downtown location and therefore the average scores are not reported.

The following data are from assessments using the AY2017-2018 scoring guidelines. See Appendix A.
Table 9

Fall 2019 - Assessment – All Locations		
Learning Outcome	**# of Students**	**Average Score**
Civic Engagement	466	**3.31**
Communication	1,570	**3.44**
Critical Thinking	1,190	**3.36**
Cultural and Global Engagement	433	**3.06**
Total	**3,659**	**-**

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 10

Fall 2019 - Assessment – Southern and Dobson		
Learning Outcome	**# of Students**	**Average Score**
Civic Engagement	246	**3.44**
Communication	1,177	**3.38**
Critical Thinking	908	**3.21**
Cultural and Global Engagement	333	**3.35**
Total	**2,264**	**-**

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 11

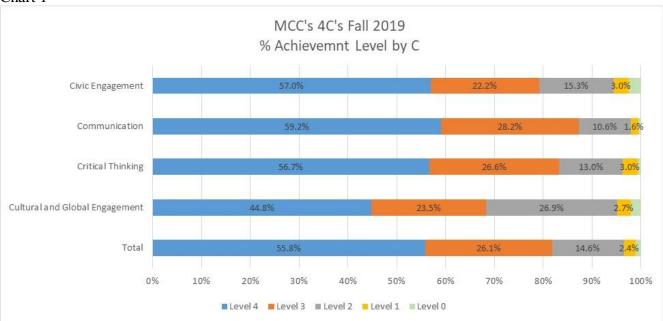| Fall 2019 - Assessment – Red Mountain		
Learning Outcome	**# of Students**	**Average Score**
Civic Engagement	89	**3.82**
Communication	109	**3.52**
Critical Thinking	56	**3.46**
Cultural and Global Engagement	19	**2.59**
Total	**273**	**-**

Note: The average is on a scale from zero to four with four being the highest level of achievement

Table 12

Fall 2019 - Assessment – Online		
Learning Outcome	**# of Students**	**Average Score**
Civic Engagement	132	**3.22**
Communication	294	**3.42**
Critical Thinking	234	**3.24**
Cultural and Global Engagement	81	**2.33**
Total	**741**	**-**

Note: The average is on a scale from zero to four with four being the highest level of achievement

Chart 1

MCC's 4C's Fall 2019
% Achievemnt Level by C

- 57.0% of Civic Engagement assessments were rated at Level 4
- 59.2% of Communication assessments were rated at Level 4
- 56.7% of Critical Thinking assessments were rated at Level 4
- 44.8% of Cultural and Global Engagement assessments were rated at Level 4
- Total of 55.8% of all MCC's 4C's assessments were rated level 4

Civic Engagement

Definition
Civic Engagement: Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes. See Appendix A for Scoring Guidelines.

Descriptors
1. INCLUSIVENESS: Demonstrate an ability to
engage respectfully with others in a diverse society
2. APPLY KNOWLEDGE: Apply knowledge from one's
own study and experiences to active and ethical participation in civic life
3. DEMONSTRATION OF CIVIC IDENTITY AND
COMMITMENT: Provide evidence of experience in and reflection on civic engagement activities
4. CIVIC COMMUNICATION: Communicate and listen to
others in order to establish personal and professional relationships to further civic action
5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION: Demonstrate the ability to deliberate and
collaborate on issues and problems to achieve a civic aim
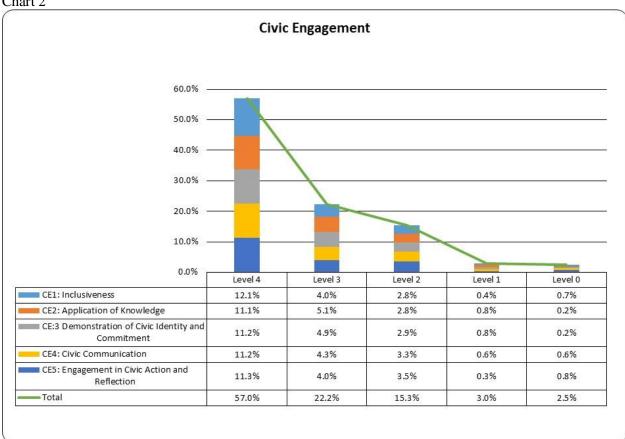
Civic Engagement Results
Table 13 shows the college-wide Civic Engagement learning outcome score for Fall 2019.
In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of
0 to 4, with four being the highest level of achievement.

Table 13

Fall 2019 - Assessment – All Locations		
Learning Outcome	**# of Students**	**Average Score**
Civic Engagement	132	**3.22**

Chart 2 shows the percentage of students scoring at each Level per descriptor.

Chart 2

Civic Engagement

	Level 4	Level 3	Level 2	Level 1	Level 0
CE1: Inclusiveness	12.1%	4.0%	2.8%	0.4%	0.7%
CE2: Application of Knowledge	11.1%	5.1%	2.8%	0.8%	0.2%
CE:3 Demonstration of Civic Identity and Commitment	11.2%	4.9%	2.9%	0.8%	0.2%
CE4: Civic Communication	11.2%	4.3%	3.3%	0.6%	0.6%
CE5: Engagement in Civic Action and Reflection	11.3%	4.0%	3.5%	0.3%	0.8%
Total	57.0%	22.2%	15.3%	3.0%	2.5%

- 79% of Civic Engagement descriptors were rated at Level 4 and Level 3
- CE: Inclusiveness assessed more students at Level 4 (12.1%) than the other descriptors assessing at any other Level

Communication

Definition

Communication: The purposeful development, expression and reception of a message through oral, written or nonverbal means. See Appendix A for Scoring Guidelines.

Descriptors
1. PURPOSE: Establish a clear central focus for a message which demonstrates an understanding of context, audience, and task
2. CONTENT: Develop appropriate, relevant content logically sequencing ideas and/or information
3. LANGUAGE: Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension
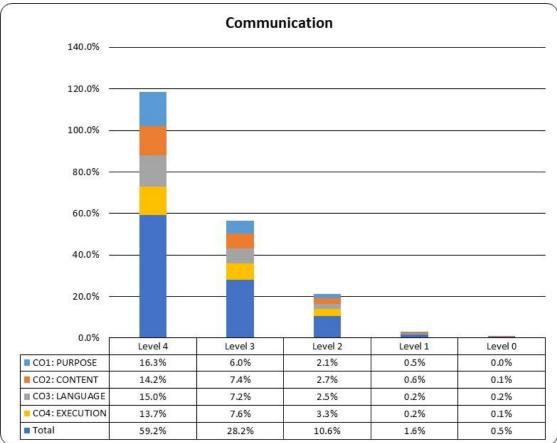4. EXECUTION: Convey a message effectively

Communication Results
Table 14 shows the college-wide Communication learning outcome score for AY 2018-2019.
In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 14

Fall 2019 - Assessment – All Locations		
Learning Outcome	**# of Students**	**Average Score**
Communication	1,570	**3.44**

Chart 3 shows the percentage of students scoring at each Level per descriptor.

Chart 3

Communication

	Level 4	Level 3	Level 2	Level 1	Level 0
CO1: PURPOSE	16.3%	6.0%	2.1%	0.5%	0.0%
CO2: CONTENT	14.2%	7.4%	2.7%	0.6%	0.1%
CO3: LANGUAGE	15.0%	7.2%	2.5%	0.2%	0.2%
CO4: EXECUTION	13.7%	7.6%	3.3%	0.2%	0.1%
Total	59.2%	28.2%	10.6%	1.6%	0.5%

- 87.4% of Communication descriptors were rated at Level 4 and Level 3
- <u>CO1: Purpose</u> assessed more students at Level 4 (16.3%) than the other descriptors assessing at any other Level

Critical Thinking

Definition
Critical Thinking: Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.

Descriptors
1. Identify the topic/ subject of inquiry
2. Select appropriate resources required to draw conclusion(s) or solve the problem
3. Apply resources to draw conclusion(s) or solve the problem
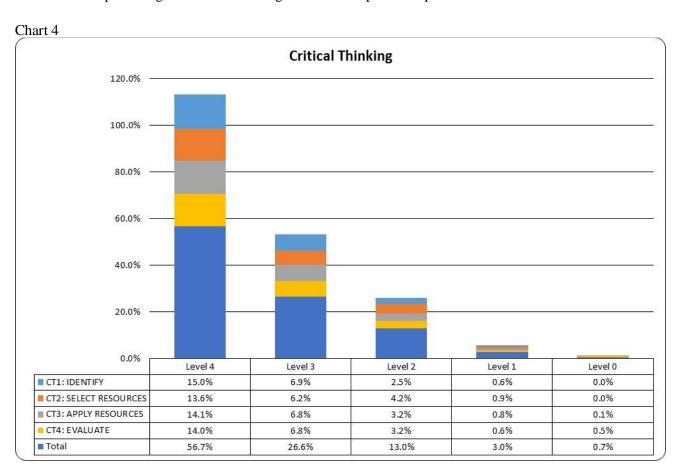4. Evaluate conclusion(s) or the solution to the problem

Critical Thinking Results

Table 15 shows the college-wide Critical Thinking learning outcome score for AY 2018-2019.
In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 15

Fall 2019 - Assessment – All Locations		
Learning Outcome	**# of Students**	**Average Score**
Critical Thinking	1,190	**3.36**

Chart 4 shows percentage of students scoring at each Level per descriptor.

Chart 4

Critical Thinking

	Level 4	Level 3	Level 2	Level 1	Level 0
CT1: IDENTIFY	15.0%	6.9%	2.5%	0.6%	0.0%
CT2: SELECT RESOURCES	13.6%	6.2%	4.2%	0.9%	0.0%
CT3: APPLY RESOURCES	14.1%	6.8%	3.2%	0.8%	0.1%
CT4: EVALUATE	14.0%	6.8%	3.2%	0.6%	0.5%
Total	56.7%	26.6%	13.0%	3.0%	0.7%

- 83.3% of Critical Thinking descriptors were rated at Level 4 and Level 3
- <u>CT1: Identify</u> assessed more students at Level 4 (15.0%) than the other descriptors assessing at any other Level

Cultural and Global Engagement

Definition
Cultural and Global Engagement: Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens.

Descriptors
1. KNOWLEDGE: Analyzes
cultural systems, events, or creations and their relationship to worldviews, values, or behavior.
2. INFLUENCES: Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships.
3. SELF AWARENESS: Analyzes the impact of culture
and intercultural experiences on one's worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes.
4. RESPONSIBILITY: Evaluates the impact of one's moral and ethical reasoning on one's actions in relation to culturally different groups.
5. CULTURAL EXPRESSION: Generates ideas, creations, or models that express the human condition and one's relationship with the world
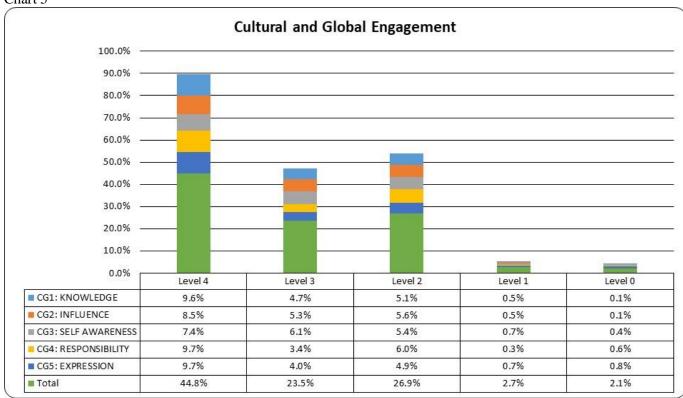
Cultural and Global Engagement Results
Table 16 shows the college-wide Cultural and Global Engagement learning outcome score for AY 2018-2019. In calculating the average score, blanks were given a score of zero. Therefore, the average score is on a scale of 0 to 4, with four being the highest level of achievement.

Table 16

Fall 2019 - Assessment – All Locations		
Learning Outcome	**# of Students**	**Average Score**
Cultural and Global Engagement	433	**3.06**

Chart 5 shows the percentage of students scoring at each Level per descriptor.

Chart 5

Cultural and Global Engagement

	Level 4	Level 3	Level 2	Level 1	Level 0
CG1: KNOWLEDGE	9.6%	4.7%	5.1%	0.5%	0.1%
CG2: INFLUENCE	8.5%	5.3%	5.6%	0.5%	0.1%
CG3: SELF AWARENESS	7.4%	6.1%	5.4%	0.7%	0.4%
CG4: RESPONSIBILITY	9.7%	3.4%	6.0%	0.3%	0.6%
CG5: EXPRESSION	9.7%	4.0%	4.9%	0.7%	0.8%
Total	44.8%	23.5%	26.9%	2.7%	2.1%

- 71.7% of Cultural and Global Engagement descriptors were rated at Level 4 and Level 2
- CG4: Responsibility and CG5: Expression assessed more students at Level 3 (7.46%) than the other descriptors assessing at any other Level

Appendix A

MCC's 4Cs Scoring Guidelines

Scoring Guidelines

Civic Engagement Scoring Guidelines

	CIVIC ENGAGEMENT - SCORING GUIDELINES				
DEFINITION: Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes.					
Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	**Developing Proficiency:** Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	**Beginning Proficiency:** Demonstrates beginning understanding of the process or concept.	**Not Proficient:** Does not demonstrate understanding.	No submission
1. INCLUSIVENESS: Demonstrate an ability to engage respectfully with others in a diverse society					
2. APPLY KNOWLEDGE: Apply knowledge from one's own study and experiences to active and ethical participation in civic life					
3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT: Provide evidence of experience in and reflection on civic engagement activities					
4. CIVIC COMMUNICATION: Communicate and listen to others in order to establish personal and professional relationships to further civic action					
5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION: Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim					

Communication Scoring Guidelines

COMMUNICATION - SCORING GUIDELINE					
DEFINITION: The purposeful development, expression and reception of a message through oral, written or nonverbal means.					
Descriptors	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Level 0**
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	**Developing Proficiency:** Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	**Beginning Proficiency:** Demonstrates beginning understanding of the process or concept.	**Not Proficient:** Does not demonstrate understanding.	No submission
1. PURPOSE: Establish a clear central focus for a message which demonstrates an understanding of context, audience, and task					
2. CONTENT: Develop appropriate, relevant content logically sequencing ideas and/or information					
3. LANGUAGE: Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension					
4. EXECUTION: Convey a message effectively					

Critical Thinking Scoring Guidelines

CRITICAL THINKING - SCORING GUIDELINES

DEFINITION: Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence
to draw conclusions or solve problems.

Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	**Developing Proficiency:** Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	**Beginning Proficiency:** Demonstrates beginning understanding of the process or concept.	**Not Proficient:** Does not demonstrate understanding.	No submission
1. Identify the topic/ subject of inquiry					
2. Select appropriate resources required to draw conclusion(s) or solve the problem					
3. Apply resources to draw conclusion(s) or solve the problem					
4. Evaluate conclusion(s) or the solution to the problem					

Cultural and Global Engagement Scoring Guidelines

CULTURAL AND GLOBAL ENGAGEMENT - SCORING GUIDELINE					
DEFINITION: Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens.					
Descriptors	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Level 0**
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	**Developing Proficiency:** Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	**Beginning Proficiency:** Demonstrates beginning understanding of the process or concept.	**Not Proficient:** Does not demonstrate understanding.	No submission
1. KNOWLEDGE: Analyzes cultural systems, events, or creations and their relationship to worldviews, values, or behavior.					
2. INFLUENCE: Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships.					
3. SELF AWARENESS: Analyzes the impact of culture and intercultural experiences on one's worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes.					
4. RESPONSIBILITY: Evaluates the impact of one's moral and ethical reasoning on one's actions in relation to culturally different groups.					
5. EXPRESSION: Generates ideas, creations, or models that express the human condition and one's relationship with the world					