Institutional Effectiveness Audit of Civic Engagement: 2018-2019

NORTHERN VIRGINIA COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND STUDENT SUCCESS

The purpose of the Office of Institutional Effectiveness and Student Success is to conduct analytical studies and provide information in support of institutional planning, policy formulation, and decision making. In addition, the office provides leadership and support in research related activities to members of the NOVA community engaged in planning and evaluating the institution's success in accomplishing its mission.

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Institutional Effectiveness Audit of Civic Engagement: 2018-2019

Executive Summary

This section summarizes key findings from the Office of Academic Assessment's 2018-2019 *Institutional Effectiveness Audit of Civic Engagement.* The audit examines data gathered from all programs and disciplines performing civic engagement assessments. This data is used to summarize the college-wide assessment process and the evidence of student learning in the area of civic engagement.

1. Submission and Quality of Civic Engagement Assessments.
   - Twelve educational programs and standalone certificates and five disciplines without degrees submitted civic engagement assessments in 2018-2019.
   - Based on the rubric used by the Office of Academic Assessment, the overall quality of 2018-2019 civic engagement assessment reports written by programs and disciplines "met expectations" (94 percent).
2. Course Embedded Civic Engagement Assessments.
   - Approximately 84 percent of educational programs and disciplines used existing student learning outcomes to operationalize civic engagement.
   - 5,457 NOVA students, across modalities, took part in the assessment process.
3. Measuring Student Achievement in Civic Engagement.
   - 68 percent of programs' and disciplines' assessments clearly align with the VCCS definition of civic engagement.
   - Approximately 52 percent of questions or items on a rubric used to operationalize civic engagement were forms of civic knowledge or civic responsibility.
4. Actions to Improve Student Learning.
   - Disciplines and programs created 89 actions to improve civic engagement assessment and student learning.
   - Both programs and disciplines focused their actions to improve the assessment process. Fifty percent of programs and 55 percent of disciplines developed assessment process actions for improvement.

Introduction

The State Council for Higher Education in Virginia (SCHEV) and the Virginia Community College System (VCCS) define general education as a core set of knowledge, abilities, and skills essential to the undergraduate curriculum to optimize student success for work and life. The six general education content areas prescribed by the Virginia Community College System (VCCS) for all system college curricula are: Civic Engagement, Critical Thinking, Professional Readiness, Quantitative Literacy, Scientific Literacy, and Written Communication. At NOVA, these crucial skills and knowledge are called core learning outcomes (CLOs). Core learning outcomes are developed in general education courses and practiced and homed in individual fields of study. The teaching and assessment of these skills and knowledge are dispersed across the curriculum. Educational degree programs and disciplines without degrees at NOVA assess general education core learning competencies.

This report examines the extent to which NOVA students achieve the civic engagement general education core competency, or core learning outcome. VCCS General Education Policy (5.0.2) defines civic engagement (CE) as "the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society." Examples of civic engagement include: students examining the effect of their carbon footprint on their community; students learning about the foundations of democracy; attending peaceful protests; and students completing projects concerning social justice.

This CLO assessment is part of a larger three-year cycle assessing NOVA's six core learning outcomes. The goal is determining students' level of mastery of the general education competencies (Table 1). Each year, the College's programs and disciplines assess at least one of two scheduled CLOs for college-wide reporting. NOVA initiated the three-year assessment cycle in 2017-2018, and that year assessed critical thinking and quantitative literacy. Civic engagement and written communication were assessed in 2018-2019.[1]

Table 1: Core Learning Outcome Assessment Schedule 2017-2018 to 2022-2023

Core Learning Outcome	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Assessment Phase →	Complete	Complete	Data Collection	Preparing	Not Started	Not Started
Civic Engagement		X			X	
Critical Thinking	X			X		
Professional Readiness			X			X
Quantitative Literacy	X			X		
Scientific Literacy			X			X
Written Communication		X			X	

Prior to 2017-2018, Virginia Community College System (VCCS) required NOVA to assess general education core competencies using standardized assessment measures chosen by the VCCS. NOVA implemented course embedded assessment, a direct measure using students' actual coursework, in 2017-2018. This decision was based on recommendations from NOVA's

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[1]Information on the written communication assessment may be found in the *Institutional Effectiveness Audit of Written Communication: 2018-2019.*

Ad Hoc Committee on General Education Assessment, established in 2016, and the State Council of Higher Education for Virginia (SCHEV) *Policy on Student Learning Assessment and Quality in Undergraduate Education* adopted in July 2017.

All educational programs and disciplines report on the assessment of each CLO in four broad areas: how the learning outcome is assessed; the assessment method; the assessment results; and how the results will be used to continuously improve student learning (Table 2).

Table 2: Reporting Areas for *Annual Planning and Evaluation Report*

SLOs, CLOs, Program Goals	Assessment Methods	Assessment Results	Use of Results
What did we assess?	*How did we assess? Who was assessed?*	*When did we assess? What were the results? Have results improved over time? What areas need improvement?*	*What have we been doing to improve student learning? What are we doing (or will we do) to improve student learning based on the results of the assessment?*

This *Institutional Effectiveness Audit of Civic Engagement: 2018-2019 Report* describes and analyzes the assessment reports provided to the Office of Academic Assessment by NOVA's educational programs and disciplines without degrees. It is divided into six sections:

- Section I discusses educational programs' and disciplines' participation in the 2018-2019 civic engagement assessment and the quality of assessment reporting;
- Section II reviews examples of how educational programs, standalone certificates, and disciplines operationalized civic engagement and analyzes the impact of sample sizes;
- Section III describes how programs and disciplines met achievement targets;
- Section IV highlights the changes made in assessment and student learning and;
- Section V focuses on changes recommended by the Office of Academic Assessment and the Civic Engagement Working Group, comprised of faculty and academic administrators, to improve the next institutional assessment of civic engagement;
- Section VI concludes the report.

Section I: Submission and Quality of Civic Engagement Assessments

A. Submission of Reports

In 2018-2019, 12 programs and standalone certificates and five disciplines without degrees assessed civic engagement (Figure 1).[2] Participation was not limited to the programs and disciplines involved in the General Education curriculum at NOVA. All college bound programs/disciplines, trade programs/disciplines, and the Medical Education Campus participated in the assessment of civic engagement. The compiled *Civic Engagement Core Learning Competency Assessment Report: 2018-2019* containing these assessment documents are published on the Office of Academic Assessment's webpage.

Figure 1 illustrates the number of programs and disciplines assessing civic engagement and written communication in 2018-2019. Two disciplines conducted additional CLO assessments for the multidisciplinary degrees. For more information on the written communication assessment, see the *Written Communication Core Learning Competency Assessment Report: 2018-2019*.

Figure 1. Programs and Disciplines Assessing Core Learning Outcomes in 2018-2019
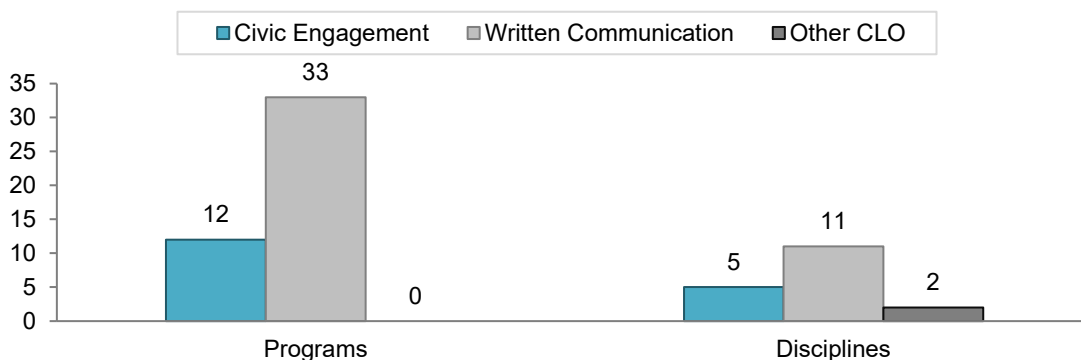
B. Quality of Assessment Reporting by Programs and Disciplines

The Office of Academic Assessment evaluated the quality of the 17 educational programs' and disciplines' civic engagement assessment reports using a rubric to score each section of their reports: (1) the operationalization of the core learning outcome, (2) the assessment method used, (3) the assessment results, and (4) how the results are used to improve student learning and/or the assessment process.[3] The rubric awards points for the quality of reporting in each of these 4 sections of the APER. The sections are broken down into several sub-sections, to create clarity for the program or discipline receiving the report. Points are awarded for addressing the variety of components of the report: two points for meeting the requirement, one point for partially meeting it, and zero points for not meeting the requirement. Based on the total points and resulting overall percentage score, reports are classified by performance: meeting expectations, mostly meeting expectations, partially meeting expectations, and not meeting expectations (Table 3).

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[2] 62 programs and disciplines submitted reports assessing civic engagement, written communication or another CLO. Three of the multi-disciplinary transfer degrees are only counted once in the civic engagement data, as they submitted aggregated data from disciplines that was unable to be disaggregated by degree.
[3] This number includes the report multidiscipline submitted. Certain tables and figures will note multidiscipline data were not included to avoid replicated data since multidiscipline reports were the discipline reports.

Table 3. Quality of Reporting in the *APER*: Rubric Scale

Score on Rubric	Color	Performance Level
90%-100%	Dark Green	Meeting expectations
80-89%	Light Green	Mostly meeting expectations
70%-79%	Yellow	Partially meeting expectations
Below 70%	Red	Not meeting expectations

In 2018-2019, programs and disciplines scored in the top two performance levels on their APERs or *CLO Reports*, meeting expectations and mostly meeting expectations, as displayed in Table 4.

Table 4. Civic Engagement Assessment Rubric Results: 2018-2019

	Educational Programs	Disciplines Without Degrees	Programs and Disciplines
CLO Criteria	100.0%	100.0%	100.0%
Evaluation Methods	97.4%	90.1%	95.2%
Results	94.1%	93.0%	93.8%
Use of Results	87.0%	85.0%	86.4%
TOTAL	**94.6%**	**92.0%**	**93.8%**

While programs previously assessed student learning, disciplines are still fairly new to the assessment of student learning. When disaggregating the scores by programs and disciplines, the benefit of practice becomes clear. Programs consistently outscore disciplines in the quality of reporting (Table 4). The program and discipline scores from 2017-2018 are similar to the 2018-2019 scores. While disciplines still lag slightly behind programs in the assessment process, the scores for their assessment process and reporting have improved about three percent from 2017-2018.

Considering programs have been assessing SLOs for years and therefore, are more familiar with the assessment process, the Office of Academic Assessment anticipated their rubric results would reflect greater experience. This is the second year disciplines participated in formal assessment of student learning. The Office expects discipline rubric scores to continue to rise, as they fine-tune their assessment methods and become more familiar with the assessment process and report writing.

Section II: Course Embedded Assessments

Examining core learning outcomes using course embedded assessment relies on educational programs' and disciplines' ability to align the VCCS definitions of the core learning outcomes with an appropriate course assignment and effectively operationalizing the CLO. Some programs and disciplines use existing SLOs to assess the core learning outcome in question (Figure 2). Faculty consult their curriculum map, which indicates the courses most appropriately addressing the SLOs and CLOs being assessed in a given year. The curriculum map also indicates the means by which each SLO is assessed and at what level of proficiency (introduced, practiced, and mastered). After determining the course most closely aligning with the CLO being assessed, faculty operationalize the CLO so it best reflects the skills or abilities expected in the selected course(s).

An effective CLO assessment cycle includes: operationalizing the CLO; establishing an appropriate sample size across courses and modalities (i.e., on campus, online, hybrid, or off-site dual enrollment); determining the assessment method; distributing the assessment to faculty teaching the selected course sections; gathering and analyzing data; making decisions about actions to take to improve student learning and the assessment process based on the assessment results; writing the report; and disseminating this information to the program/discipline faculty (Figure 2). To implement this cycle of assessment, discipline Chairs and SLO Leads rely on their full-time and part-time faculty, provosts, deans, and other administrators.

Figure 2. The Assessment Process Cycle
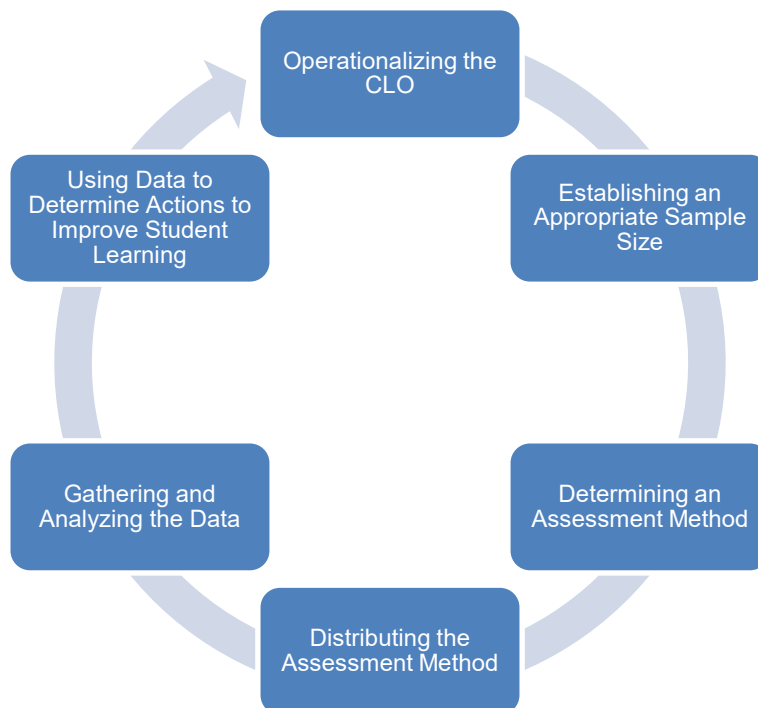
A. Operationalizing Civic Engagement

Programs and disciplines begin with the VCCS definition of civic engagement then operationalize it to reflect the skills and competencies taught in their courses. Programs and disciplines may consult the Office of Academic Assessment to ensure that the operational outcomes appropriately align with the VCCS definitions (see Appendix B, Tables A and B). What follows are examples of operational definitions of civic engagement:

1. *Students select a target population and develop, implement and evaluate a community oral health program. –* **Dental Hygiene, 200 level course**
2. *Students must attend two Local Historic Preservation Committee or Architectural Review Board Meetings…they must answer the following questions: what are the powers and jurisdiction of the commission, what role does the commission play in local preservation efforts, and what happened at the meetings? –* **Public History and Historic Preservation, 100 level course**
3. *Students answered questions from the citizenship test to test our students' knowledge of American government. Knowing basic information about the US government is a key indicator of how likely someone is to engage in civic matters. –***Political Science Specialization, SLO, 100 level course**
4. *Students responded to exam questions concerning the following topics: Multicultural feminism, Economics and cultural values, Ideology, Multiculturalism, The importance of family in society, Concepts of race and racism, Civic Engagement, and Civic engagement and service learning. -* **Sociology, SLO, 200 level course**

Of the five disciplines assessing civic engagement, one discipline (20%) operationalized this CLO using previously developed student learning outcomes (see Table B in Appendix A). Student learning outcomes (SLOs) are the educational goals for each program and discipline. Programs and disciplines assess a subset of their SLOs annually.

B. Sample Sizes

At NOVA, the faculty choose appropriate course(s) to assess each core learning outcome. If a program or discipline chooses a course with a small number of class sections, it is customary to assess all sections. If the course has multiple sections (10+), programs and disciplines ask the Office of Academic Assessment to create a sample from a representative sub-set of courses offered across all campuses/modalities of the College; this sample typically equates to approximately one third of the total sections offered.

Figure 3 indicates the rise in the number and percentage of NOVA students captured in the second year of CLO assessment. The 2018-2019 assessment included 10,292 students.[4] This is an increase of 3,809 students (59 percent increase) from the year before. This is also an increase in the percentage of students captured in CLO assessment. The 2017-2018 assessment of CLOs assessed 13 percent of the student population, while 2018-2019 assessment of CLOs captured 21 percent of the student population (Figure 3).[5]

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[4] The Office of Academic Assessment recognizes that there may be some overlap between assessments; specifically, we may occasionally assess the same student in two different CT, or QL (etc.) assignments. As we don't ask for student identification numbers from most programs and disciplines, we cannot determine the exact level of overlap, but we assume it is small.
[5] The student populations are taken from the online NOVA Fact Book.

Figure 3. Comparison of Sample Sizes: 2017-2018 and 2018-2019

2017-2018

CT & QL	6483	13.2%
Critical Thinking	4603	9.4%
Quantitative Literacy	1180	2.4%

0   2000   4000   6000   8000   10000   12000

2018-2019

CE & WC	10294	20.6%
Civic Engagement	5457	10.9%
Written Communication	4837	9.7%
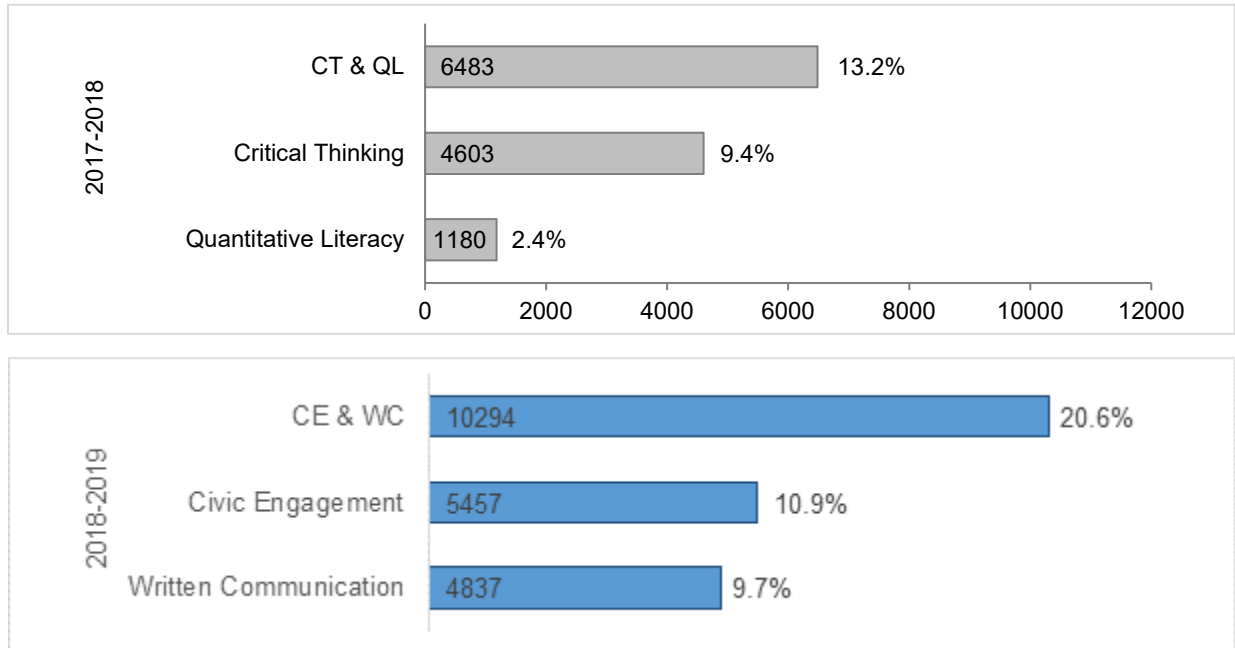
Of the 5,457 students participating in the 2018-2019 assessment of civic engagement, 1,184 were assessed across the eleven educational programs while 4,273 students were assessed across the five disciplines (Figure 4).

In Spring 2019, 50,011 students were enrolled at NOVA.[6] The Office of Academic Assessment estimates about **11 percent of our students participated in the course embedded assessment of CE.** It is important to note, this level of student participation is significantly greater than the past VCCS assessment expectation of at least 50 student participants per Virginia Community College.

Figure 4. Number of Students Assessed on Civic Engagement by Programs and Disciplines: 2018-2019

	Programs	Disciplines	Programs and Disciplines
Percent	21.7%	78.3%	100.0%
Count	1184	4273	5457

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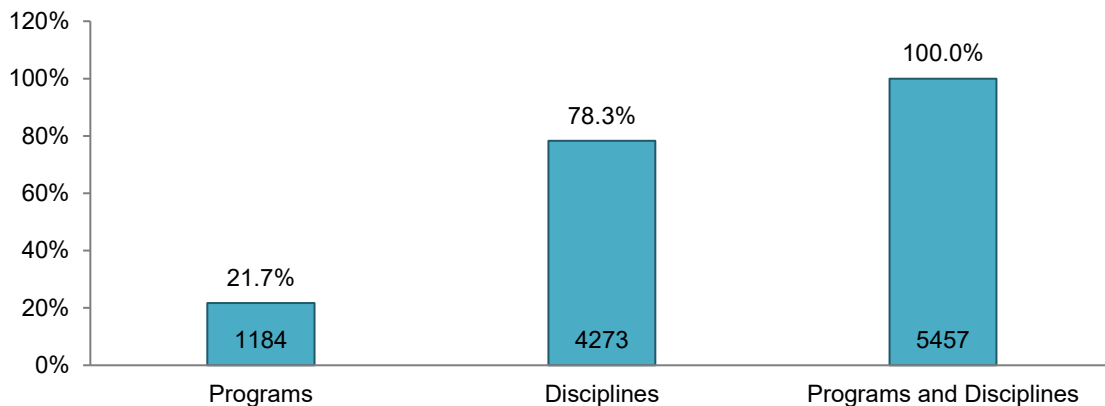
[6] See the NOVA Fact Book. The population presented comes from Spring 2019 enrollment data as this is typically when CLO assessment occur.

As Figure 5 indicates, disciplines assessed more students in their 100-level courses. 100-level courses assessed by non-degree granting disciplines often have large sample sizes. These courses are popular with students as they satisfy general education requirements for an associate degree and tend to easily transfer to four-year colleges and universities.

Figure 5. Civic Engagement Student Sample Size by Course Level and Program and Discipline[7]
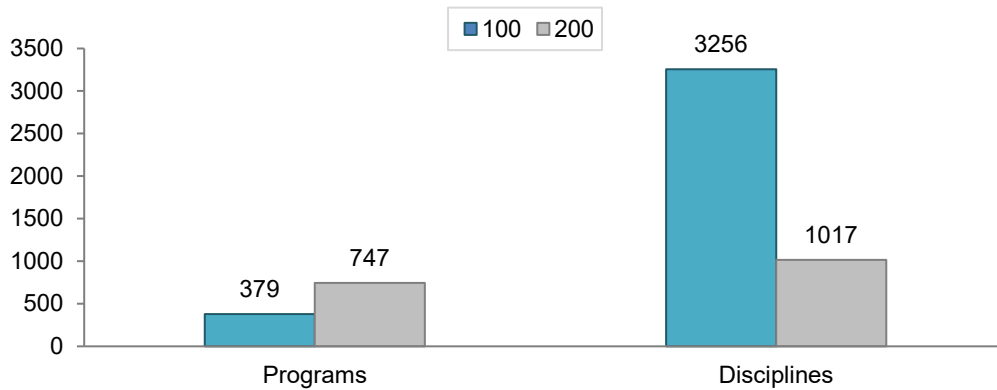
Programs assessed civic engagement in 13 courses, while disciplines used five courses (Figure 6). Programs assessed civic engagement in six 100-level courses and seven 200-level courses. The discipline numbers reverse the pattern, assessing civic engagement in three 100-level courses and two 200-level courses (Figure 6).

Figure 6. Number of Courses Assessing Civic Engagement by Program and Discipline[8]
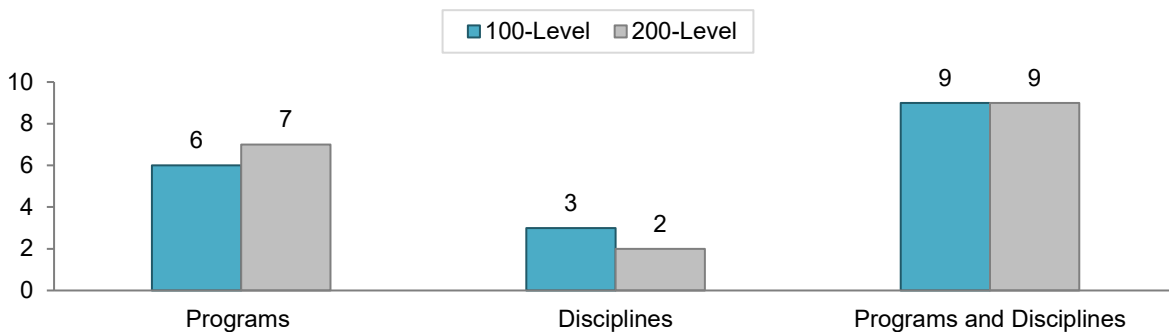
The average number of students assessed in 100 and 200-level courses offers useful data over time. It also offers insight into current assessment processes. One hundred level courses assessed by non-degree granting disciplines often have large enrollments because they satisfy general education requirements for an associate degree. In 2018-2019 disciplines' 100-level course average was 1,085 students (Figure 7). Meanwhile, courses assessed by degree programs tend to have smaller enrollments, in this case, an average of 76 students in 100-level program courses (Figure 7). Program courses have intellectual content aimed at a particular degree or skill (e.g. Engineering), therefore only students interested in the program tend to take the courses.

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[7] Emergency Medical Services (EMS) assessed students in both 100 and 200-level courses. However, they were not included in this figure because data was not disaggregated by course level.
[8] Data from multidisciplinary reports were included in this figure.

Figure 7. Average Sample Size in 100 and 200-level Courses Assessing CE by Program and Discipline[9]

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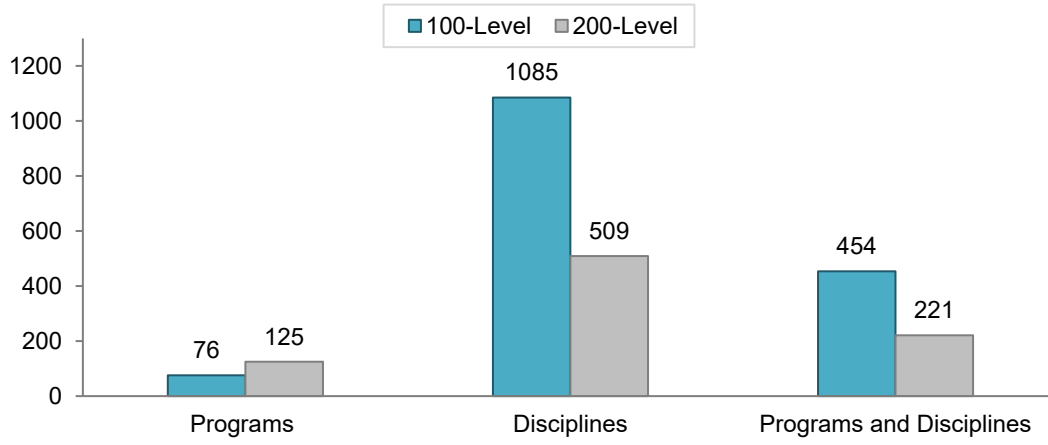
[9] Figure includes the sample sizes reported by multidisciplinary reports.

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Section III: Measuring Student Achievement in Civic Engagement

Course embedded assessment requires a minimum threshold of success for student learning. At NOVA this minimum threshold, or target goal, is determined by the faculty of each educational program and discipline using a variety of measures: national certification exams; standards determined by state licensing agencies or accrediting bodies; criteria designed by the discipline's national association body (e.g., The American Chemicals Society's Guidelines for Lab Safety for Chemistry); or by faculty using their professional expertise.

Target goal thresholds are commonly set at a student performance level of 70 percent or better on an assignment or exam. Success regarding target goals signals student achievement of the competencies being assessed. It also signals college-wide student learning. The college aggregates program and discipline student data, across all campuses and learning modalities, to examine student performance on a given CLO, in this case, civic engagement. The target goal data is shared with faculty and the public via NOVA's website, campus TV monitors, and various infographics shared at high school events. The information detailed in this audit is shared with faculty via the campus-wide Daily Flyer, working groups, workshops, email distribution, and discussion in their program and discipline meetings.

Section III focuses on: (1) the methodologies used to assess civic engagement (e.g., how programs/disciplines assessed this CLO and the effectiveness of their assessment method) and (2) how, and to what degree, programs/disciplines and students met the target goals.

A. Methods for Assessing Civic Engagement

Major Categories of Civic Engagement

In order to assess civic engagement college-wide, the Office of Academic Assessment collated the data from all the assessment measures of CE: assignment descriptions, exams, and rubrics, noting key terms used. Then these key terms are organized into lists of "like-minded" terms. For civic engagement this process resulted in six distinct types of CE assessed in 2018-2019. These categories were then used to parse the program and discipline data into college-wide CE data. Table 5 delineates the six college-wide categories of CE.

Table 5. Major Categories of Civic Engagement

Category	Description
Civic Knowledge (CK)	The measure requires students to explain/identify/evaluate and/or apply civic knowledge; identify key terms/theories of civil society/civic knowledge; identity areas of debate around civic issues/issues of citizenship/ political structure/parties; pros/cons and theories of the differing forms of government/citizen relationship.
Civic Responsibility (CR)	Assessment measure examines students' ability to understand the necessary relationship between civic knowledge and civic action. This may include students explaining, identifying, evaluating, and/or creating a solution to a civic concern. This does NOT include assessments of Social Justice, a particular form of civic responsibility, see below.
Community Diversity (CD)	Assessment measure asks students to articulate how social identity and access to social power are related. The measure further asks students to consider various perspectives from those of various backgrounds (e.g, race, age, ability, sexual orientation,

	etc.). Power imbalances evolving from the classification of persons are of interest here. Can students explain/identify/evaluate/ and/or promote a person's responsibilities as a citizen of an organized ethical community.
Social Justice (SJ)	Assessment measure asks students to identify a social movement and discuss it in the context of a culture or historical moment. Students may be asked to describe the history of a social movement, and/or the ramifications of its success or failure. Students may be asked to compare and contrast social movements. Students may be asked to take some sort of action with regard to a social issue (form a group, find solutions, research resources, etc).
Civil Discourse (CDIS)	Assessment measure asks students to explain/identify/evaluate/ a representation of civil discourse (a speech, act of civil disobedience, political art, etc); partake in an informed discussion concerning an issue or an important civic event, expressing their perspective using civility, logic, ethics, and when possible, evidence; creating a public artifact speaking to civic issues (a speech, work of act, rally, etc). This may be in the form of a discussion (in-person or online), a paper, a presentation, etc.
Ethical Reasoning and Integrity (ERI)	The measure requires students to develop/explain/identify/evaluate/ and/or apply ethics, reasoning, and/or elements of integrity with regard to: a community event (current or historical), underlying policies, beliefs, actions, and effects of civil society, citizenship, and/or belonging to a community.
Other (O)[10]	

Program and discipline civic engagement assessment measures are coded using these categories. Collapsing the variety of assessment measures into six categories allows for a systematic analysis of CE assessment across NOVA. It is important to note that a single assessment measure of civic engagement may assess more than one type of CE. More concretely, any given rubric or exam may require students to engage in civic engagement in more than one form, or category. Therefore, a single rubric or exam may be coded as assessing three types of civic engagement. This results in a greater number of CE codes than the number of programs and disciplines assessing CE.

For example, Biotechnology assessed CE using an exam covering the following concepts: environmental challenges that can be treated with biotechnology; biotech approaches to environmental challenges; characteristics and differences among these approaches. The assessed concepts mentioned requires students to engage in civic knowledge (three instances) and civic responsibility (three instances), totaling six codes for Biotechnology.

Across all exams and rubrics, programs and disciplines used 158 instances of civic engagement (Figure 8). Civic knowledge is the category most often used to assess CE, being used 46 times by programs and disciplines. The next two most popular categories of CE are civic responsibility and ethical reasoning and integrity. Community diversity is also frequently used to operationalize civic engagement. The diversity of methods and categories used by programs and disciplines to assess CE for the first time is impressive.

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[10] Administration of Justice provided the one instance of "other" forms of civic engagement. They assessed civic identity.

Figure 8. Civic Engagement Categories Used in Assessment Measures[11]

Category	Count	Percent
Civic Knowledge	46	29.1%
Civic Responsibility	36	22.8%
Ethical Reasoning and Integrity	35	22.2%
Community Diversity	20	12.7%
Social Justice	12	7.6%
Civic Discourse	8	5.1%
Other	1	0.6%
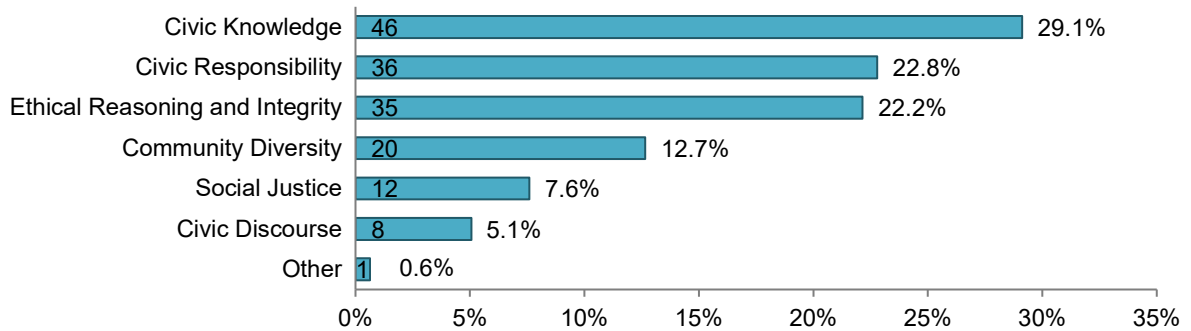
Figure 9 disaggregates the use of these categories of CE by programs and disciplines. Programs most frequently operationalized CE as ethical reasoning and integrity (32 percent). Civic knowledge (24 percent) and civic responsibility (19 percent) are also used frequently by programs to codify civic engagement (Figure 9). Thirty-nine percent of disciplines' assessment of CE were operationalized as civic knowledge. Second in frequency for disciplines is the CE category civic responsibility (30 percent). Disciplines also used community diversity and social justice (between 10-15 percent) to categorize civic engagement.

Overall, programs and disciplines often operationalize CE as understanding types of civic knowledge (24 percent of programs; 30 percent of disciplines; Figure 9) or ethical reasoning and integrity (32 percent of programs; 4 percent of disciplines). These categories primarily concern what individuals *know* about the civic world. When examining students' civic *action*, disciplines tend to categorize CE as social justice (13 percent), while programs divide civic action fairly evenly between social justice (4 percent) and civic discourse (6 percent).

Figure 9. Civic Engagement Categories Measured by Programs and Disciplines

Legend: ■ Programs ■ Disciplines

Category	Programs Count	Programs Percent	Disciplines Count	Disciplines Percent
Civic Knowledge	24	26.1%	19	41.3%
Civic Responsibility	18	19.6%	16	34.8%
Community Diversity	7	7.6%	2	4.3%
Social Justice	4	4.3%	6	13.0%
Civic Discourse	6	6.5%	2	4.3%
Ethical Reasoning and Integrity	32	34.8%	1	2.2%
Other	1	1.1%		0.0%

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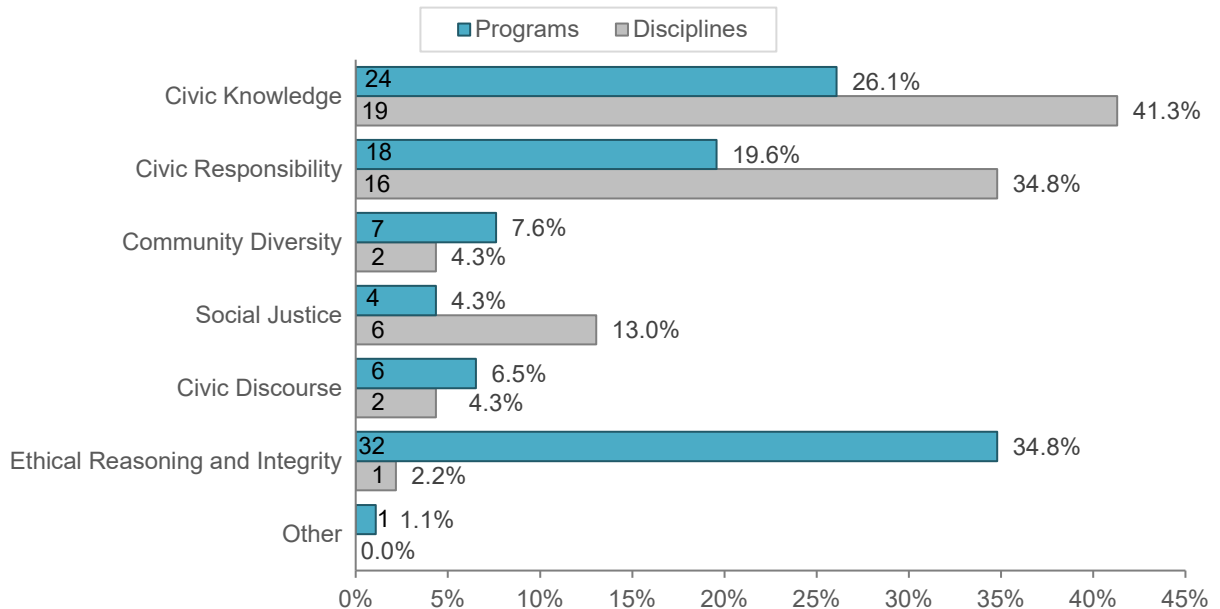
[11] Multidisciplinary reports were coded. This figure includes the associated data.

Programs and disciplines either use exams or a grading rubric to assess civic engagement. Rubrics may assess any number of assignments, from papers to presentations to internships. During the 2018-2019 academic year, exams were the preferred method of assessing civic engagement. Twelve exams, or 70 percent of the assessment measures, were used to assess student learning in CE (see Table I in Appendix A). Five rubrics were used to assess student learning in CE (see Table I in Appendix A).

Faculty-built *exams* most often used the following CE categories: civic knowledge (31 percent), civic responsibility (23 percent) and ethics and integrity (20 percent; Figure 10). Community diversity, social justice, and civic discourse were used less frequently to operationalize CE in exams, all under 11 percent.

In contrast, *rubrics* most frequently operationalized CE as either ethical reasoning or integrity (39 percent) or community diversity (23 percent; Figure 10). Rubrics also consistently operationalized civic engagement as civic responsibility (15 percent) or civic discourse (15 percent).

Figure 10. Civic Engagement Categories by Assessment Method
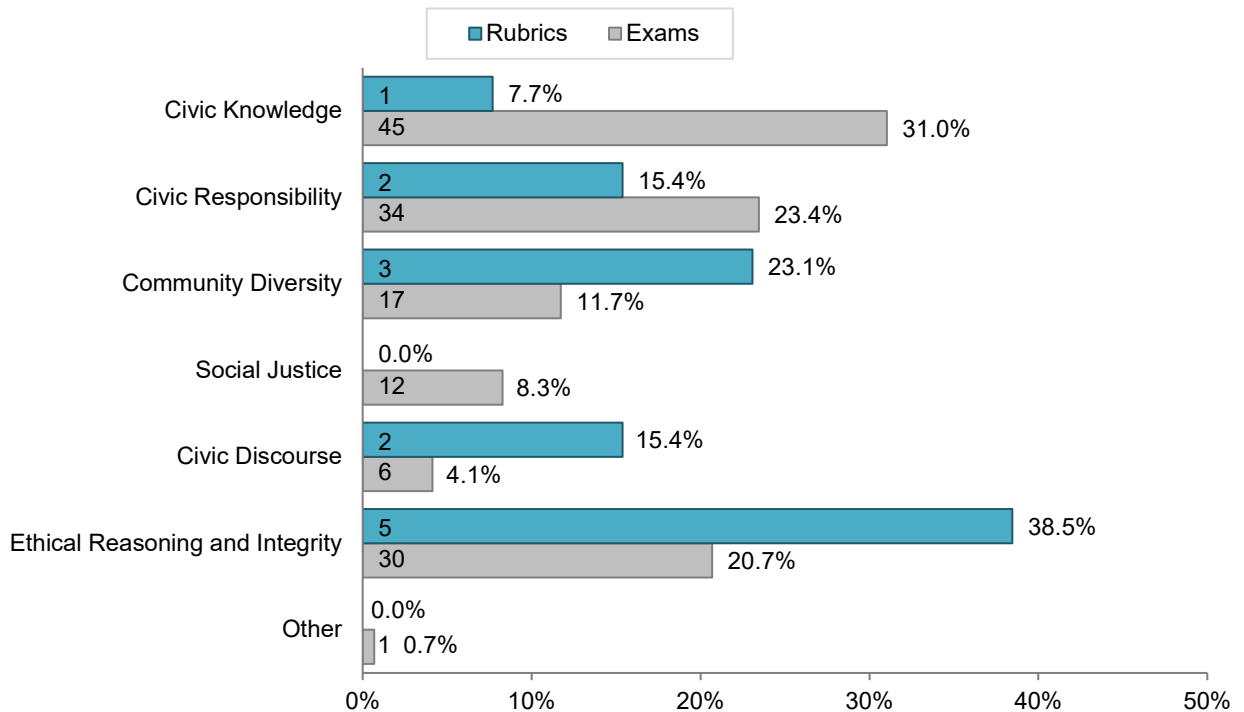
Assessment Measures' Alignment with the Civic Engagement Competency

When analyzing CE assessment data, the Office of Academic Assessment categorizes the variety of definitions and methods used to operationalize civic engagement. These categories help the Office understand where NOVA focuses students' learning of CE. They also create a means of comparative analysis. The Office of Academic Assessment analyzed program and discipline assessment methods (rubrics and/or exams) and coded them using the descriptions in Table 5. Coders from the Office counted how frequently the CE categories appeared in each individual assessment method provided. Therefore, the number of items categorized as civic engagement is greater than the number of assessment tools used to assess civic engagement.

Once each instance of CE was coded, the coders read the operationalized definitions of civic engagement to ascertain if programs and disciplines were properly assessing civic engagement (Table 6). For example, SDV successfully operationalized CE as the ability to "identify the benefits to the academic community of a diverse and inclusive environment."

Next, they assessed relationship between the rubric or exam and the programs' or discipline's operational definition of civic engagement, coded as "method-outcome match" (Table 6). For example, the Administration of Justice program's exam received the "Outcome-Specific Examination" code because it assessed ethics and police behavior in the community and evaluated at least three categories of CE. These categories were incorporated into the exam via multiple questions concerning ethics and power, civic knowledge, and moral philosophy.

As Table 6 indicates, sample sizes were categorized as small, medium, or large. As well, student success with the assessment measure was compared to the target goal set by the faculty.

Table 6. Coding Descriptions of Assessment Method and Target Data

Category	Description
Operationalization (O)	Program/discipline provided an operationalized definition of the CLO that was clear and measurable; includes actions students will take to demonstrate learning of this outcome (e.g., demonstrate proficiency in, analyze data, interpret information, etc.)
Sample Size	*SSS – Small Sample Size:* Samples with 33 students or fewer.
	MSS – Medium Sample Size: Samples between 34 and 69 students.
	LSS – Large Sample Size: Samples over 70 students.
Outcome-Method Alignment (OMA)	Method/assignment used effectively measures the operationalized CLO.
Rubric/Measure	*Rubric in APER (R):* Separate Rubric/assessment measure and/or grading scale was not provided but was explained in the *APER*.
	No Rubric Provided (NRP): No rubric was provided either with the *APER* submission email or in the *APER*.
	Assignment-Specific Rubric (ASR): Rubric designed to evaluate the CLO being assessed and one or both of the following aspects: 1. Clear description of grading criteria/grading scale is provided. 2. Provides purpose of assignment
	Generic Rubric (GR): Does not directly evaluate the CLO being assessed, is too generic, grading scale not provided, no purpose presented.
Examination	*Outcome-Specific Examination (OS):* The exam questions evaluate the assessed CLO by addressing 3 or more aspects of the CLO.
	Generic Examination (GE): The exam questions do not fully evaluate the assessed CLO. Only assessed 2 or fewer of the concepts and/or is unrelated to the CLO.
Target	*Criteria Target (CTA):* Target was met in 75% of the criteria, but not overall.
	Overall Target (OT): Target was met overall.
Other (OTH)	

Analysis of the assessment measures found that 68 percent of programs' and disciplines' assessments clearly aligned with the VCCS civic engagement competency.[12] Having 68 percent

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[12] General Studies, Liberal Arts, and Social Sciences, counted as one report, are included in this. Therefore, there are 17 programs and disciplines in this case.

of the assessments align with the VCCS definition of CE is a great beginning and the Office of Academic Assessment expects this number to rise in the next round of CE assessment. We anticipate the CE Working Group discussion will help faculty members better imagine the relationship between their SLOs, their CLO assessment measures, and the VCCS definitions.

The faculty of five programs and disciplines used rubrics to assess CE.[13] Exams were used by 11 programs and disciplines. Rubric scores are discussed first, along with examples of Assignment-Specific rubrics. Exam questions and the assessment of CE are discussed second.

The Office of Academic Assessment coded 40 percent of rubrics as assignment-specific (Figure 11). This means the rubrics are clear regarding grading criteria and the purpose of the assignment (Table 6). Such specificity creates an assignment easily understood by students. Extensive research suggests that clear guidelines for content and assessment on an assignment improves student success on an assignment.[14] Conversely, 40 percent of rubrics either lacked detail or missed important elements (Figure 11). These rubrics are categorized as generic rubrics (Table 6).

Exams assessing CE relate to the VCCS definition of civic engagement at an encouraging rate, 75 percent of CE exam questions coded as outcome-specific (Figure 11). Outcome-specific means the exam question asks students to employ at least three of the college-wide categories of civic engagement (Table 6).

Figure 11. Operationalizing Rubric Categories and Exam Questions
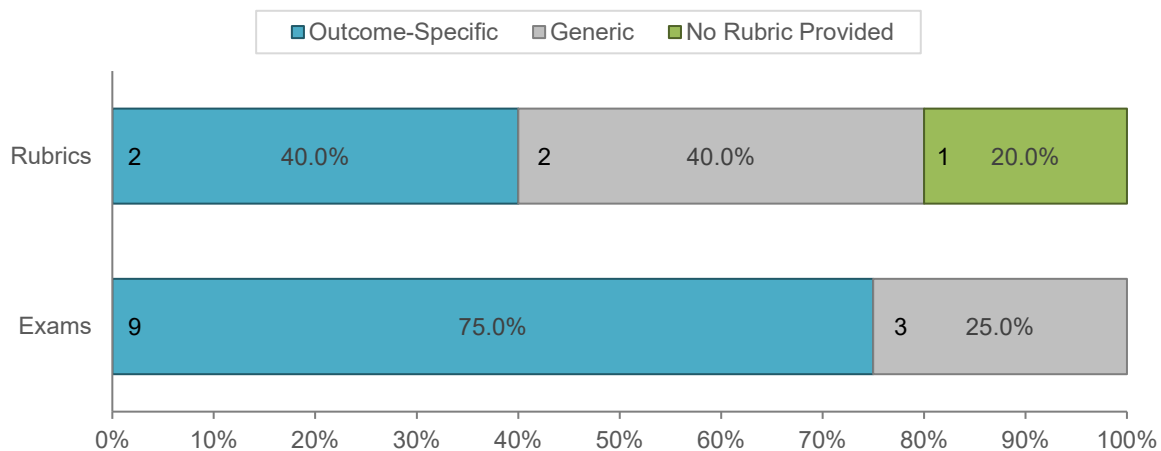
Assignment-Specific Rubrics

Emergency Medical Services' rubric included sections directly related to civic engagement. Their definitions of the following grading category are directly related to civic engagement: integrity, empathy, teamwork and diplomacy, respect, and patient advocacy (see Appendix E).

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[13] Five disciplines and programs used rubrics to assess CE. Only 4 rubrics were coded, as one rubric was not attached to the assessment plan. Therefore, in Figure 9 the rubrics percentages add-up to 80%, not 100%. The missing 20% is the missing rubric.
[14] Almarode, J., & Vandas, K. (2018). *Clarity for Learning: Five Essential Practices that Empower Students and Teachers*. New York: Corwin.

Outcome-Specific Exams[15]

Phlebotomy program used a national certification exam to assess civic engagement. The exam included a section on the social responsibility of becoming a role model of healthy behavior and responsibility to follow the professional code of ethics. This code of ethics specifically included mention of patients, peers, and community.

Student Development assessed student learning of civic identity with a quiz focused on: Identifying the benefits to the academic community of a diverse and inclusive environment.

B. Achieving Civic Engagement Target Goals

Target goals are set by programs and disciplines to measure student success in civic engagement. They allow programs and disciplines to investigate their own ability to achieve the target goals and to examine student success. They then analyze the results and take measures to improve student learning. The Office of Academic Assessment compiles the program and discipline data to analyze how well individual programs and disciplines are meeting their target goals. As well, the Office of Academic Assessment aggregates the student data to create a college-wide student sample. Therefore, the data discussed below operates as two samples in concert: student data and program/discipline data. Target goal success is rated in one of four categories: exceeded target (i.e., results are 10 percent or more than the set target); met target; partially met target; or did not meet target.

When examining student and program/discipline target scores, the Office of Academic Assessment includes 15 programs/disciplines and 2,684 students.[16] When assessing civic engagement, 77 percent of students and 75 percent programs/disciplines met or exceeded their targets (Figure 12).

Figure 12. Civic Engagement Target Scores

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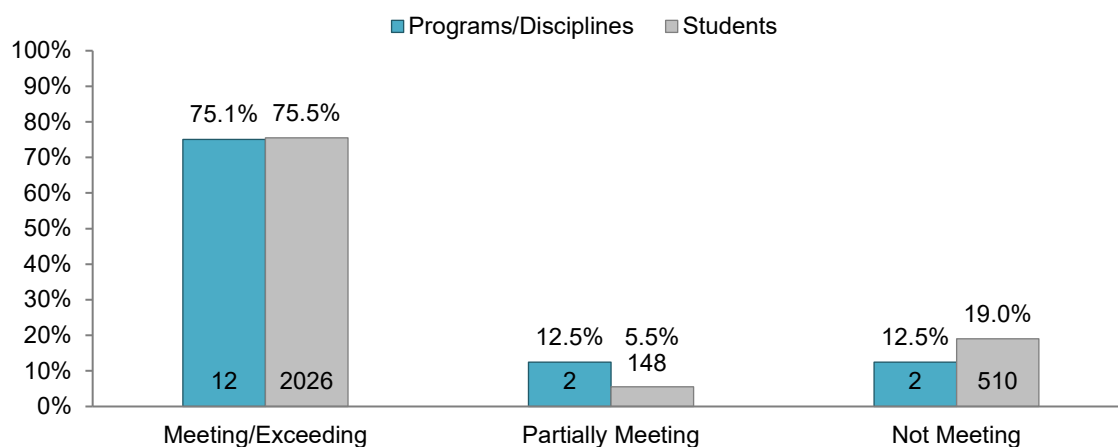
[15] Phlebotomy and Student Development's exam questions are not included in the appendices.
[16] Emergency Medical Services (EMS) assessed students in both 100 and 200-level courses; however, they did not disaggregate their data by course level. Therefore, they are not included in this discuss of target data. SDV's target data was skewed by an error in their assessment method. Their five-question multiple choice quiz assessing students' understanding of civic engagement contained a question with a double negative. As the discipline explained in their *Core Learning Outcomes Report* for 2018-2019, this double negative confused the students. Only 51 percent of students answered the question correctly. The percentages correct for the other questions ranged from 83 percent to 95 percent. Therefore, their data is not included in the discussion of target data.

When disaggregating student data by 100 and 200-level courses differences arise. Students in both 100 and 200-level are most likely to meet or exceed target goals (Figure 13). But, students at the 100-level, also *partially met* their target goals. While, at the 200-level, students have less middle ground: either meeting/exceeding their goals, or not meeting their goals.

This is the first-time civic engagement has been formally assessed at NOVA. NOVA has a long history of on-campus events supporting civic engagement, (e.g. voter drives, student conferences on community engagement, speaker series). Additionally, civic engagement has been taught, but has rarely been assessed. Having such a high number of students meet or exceed their program or discipline goal is a great beginning.

Figure 13. Students Achievement by Civic Engagement Target Scores

Legend: ■ 100 ■ 200

- Meeting/Exceeding: 90.4% (727), 71.8% (1299)
- Partially Meeting: 4.0% (32), 0.0%
- Not Meeting: 5.6% (45), 28.1% (510)
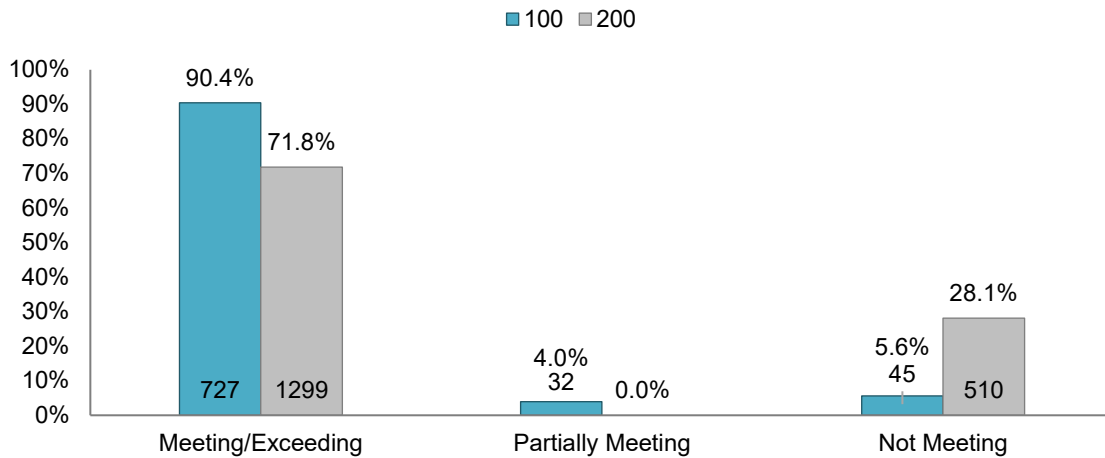
Section IV: Actions to Improve Student Learning

Using assessment results to improve the assessment process or to the learning process is essential to continually improving student learning. Therefore, closing the loop, or presenting the assessment findings to the faculty is the last step, (before the cycle begins again). The faculty use the assessment results to make alterations to the processes improving assessment and/or learning. This section of the report examines the changes presented by programs and disciplines in the Use of Results section of the 2018-2019 civic engagement APERs. These changes are coded into five major categories: curriculum specific changes, changes regarding program resources, changes regarding co-curricular resources, changes in the assessment process, and changes made at the college-level (see Appendix A, Table P in Appendix A for Descriptions of Major and Subcategories. See Appendix A, Table R for Use of Results by Subcategory in Descending Order of use).[17] Each category has sub-categories. The aggregation of this program and discipline data allows for the assessment of the college-wide changes used to improve the assessment process and student learning.

Table 7. Use of Results Codes: Major and Subcategories

Major Category	Subcategories
Curriculum-Specific	Curricular Change
	Course Revision
	Pedagogy
	Subject-Matter Expert Feedback
Program Resources	Financial
	Human Resources
	General Resources
Co-Curricular Resources	Co-Curricular Opportunities
	Academic Support/Advising
SLO Assessment Process	SLO Assessment Change
	Data Analysis Method Change
	Student Learning Outcome Change
	Target Increased
	Target Decreased
	Target Clarified
	Sample Size
	Communication on the Assessment Process
College Level Changes	Duel Enrollment
	Articulation Agreement
	Recruitment/Marketing

A. Analysis of Actions for Improvement by Major Category

In 2018-2019, the 17 educational programs and disciplines assessing civic engagement created 89 actions to improve student learning and the assessment process, with an average of 5.2 actions for improvement per program/discipline (see Appendix A, Table O). With programs and disciplines making just over five changes to their assessment process and/or their educational

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[17] This section of the report focuses on the most utilized major categories and relevant associated subcategories. Data for all the Use of Results subcategories can be found in Appendix A, Tables I, J-Q. Additionally, the code sheet includes an Other category, but it has not been used in several years, so it is not considered in this report.

program, it can be deduced that programs and disciplines are actively using their assessment data to plan and make improvements.

In the 2018-2019 assessment of civic engagement, programs and disciplines primarily made changes to the assessment process (53%), followed by curriculum-specific actions (38%; Figure 14).

Figure 14. Actions to Improve Students' Civic Engagement Skills and the Assessment Process

Category	Count	Percentage
Assessment Process	47	52.8%
Curriculum-Specific	34	38.2%
Co-Curricular Resources	7	7.9%
Program Resources	1	1.1%
College-Level		0.0%
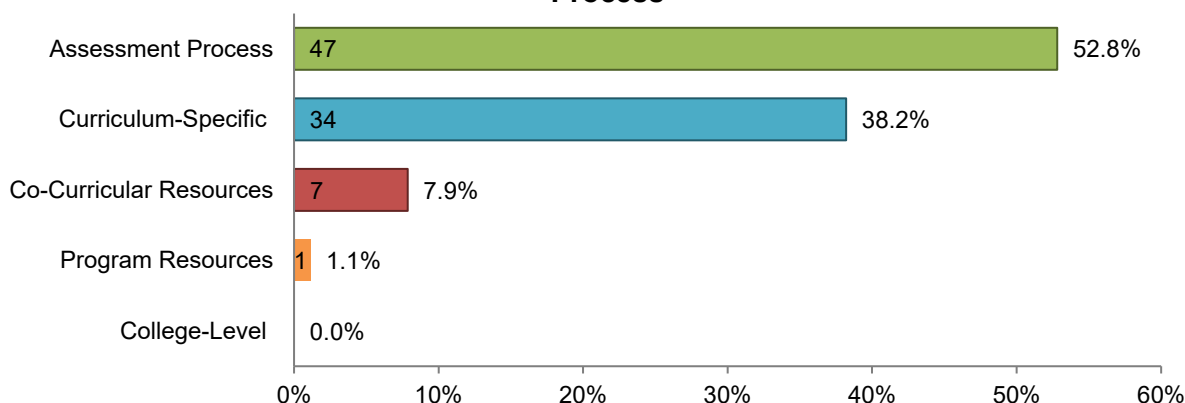
Figure 15 delineates the changes made by programs and disciplines in the five major categories. The data demonstrates that programs and disciplines tend to make or plan for change in areas over which they have control. Therefore, there are few attempts to make changes to resources (new faculty, facilities, etc.); increase the use of co-curricular resources; or cite college level changes.

Disaggregating the data by program and discipline yields useful information (Figure 15). In this second year of college-wide core learning outcomes assessment, programs and disciplines are making similar changes, with both putting most of their effort into assessment changes (51 percent and 56 percent) and curricular change (36 percent and 42 percent; Figure 15). These were the areas most frequently changed during 2017-2018, however that assessment process saw disciplines focused mostly on assessment change, while programs worked on curricular change.

There are two potential explanations for the programmatic shift to report more assessment changes in 2018-2019. First, this may be a result of more detailed reporting. Programs and disciplines are beginning to view their annual reports as a part of their larger institutional history. One result of this cultural shift may be that programs and disciplines are carefully noting, to a greater extent, the changes they make during the assessment process. Another explanation could be that civic engagement is not as embedded into the curriculum as critical thinking, quantitative literacy, or written communication, where assignments and exams are easily accessible. The Civic Engagement Working-Group will discuss this shift.

Figure 15. Actions to Improve Students Learning and Assessment by Programs and Disciplines

Figure 15. Actions to Improve Students Learning and Assessment by Programs and Disciplines

(Chart legend: Program, Discipline)

Category	Program	Program %	Discipline	Discipline %
Curriculum-Specific	19	35.8%	15	41.7%
Program Resources		0.0%	1	2.8%
Co-Curricular Resources	7	13.2%		0.0%
Assessment Process	27	50.9%	20	55.6%
College-Level		0.0%		0.0%
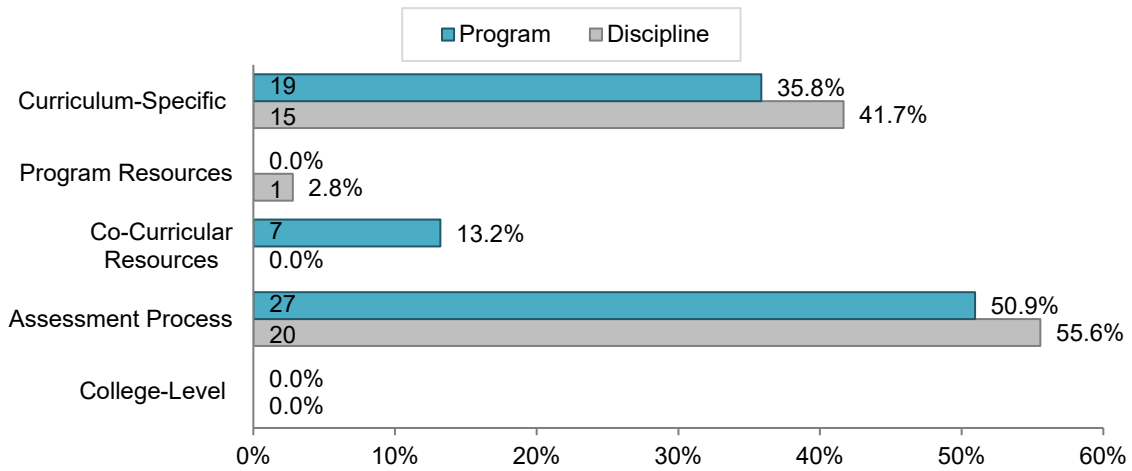
B. Key Actions to Improve Civic Engagement Outcomes by Program and Discipline

Assessment Process Actions

Disciplines (40 percent) were slightly more inclined to improve changes in the assessment measure than programs (33 percent; Figure 16) and communicate assessment results to faculty and administration (30 percent of programs and 35 percent of disciplines). Programs made eight changes in their communication practices while disciplines made 7. While the numbers might seem small, 30 percent of program changes were about communication. Thirty-five percent of discipline changes were about communication with faculty. Creating best practices for administering the assessment measure, communicating the need to spend more time on a topic, and communicating assessment results are all forms of interactions coded as changes in communication.

Programs made about the same number of changes in sampling (14 percent), data analysis (11 percent), and changes in the CLO (11 percent). Disciplines' numbers closely followed this trend.

Figure 16. Actions to Improve the Assessment Process by Programs and Disciplines

Figure 16. Actions to Improve the Assessment Process by Programs and Disciplines

(Chart legend: Program, Discipline)

Category	Program	Program %	Discipline	Discipline %
Assessment Change	8	33.3%	9	40.0%
Communication	3	29.6%	2	35.0%
Sample Size	2	14.8%	4	10.0%
Data Analysis Method Change	2	11.1%	3	10.0%
CLO Change	1	11.1%	3	5.0%
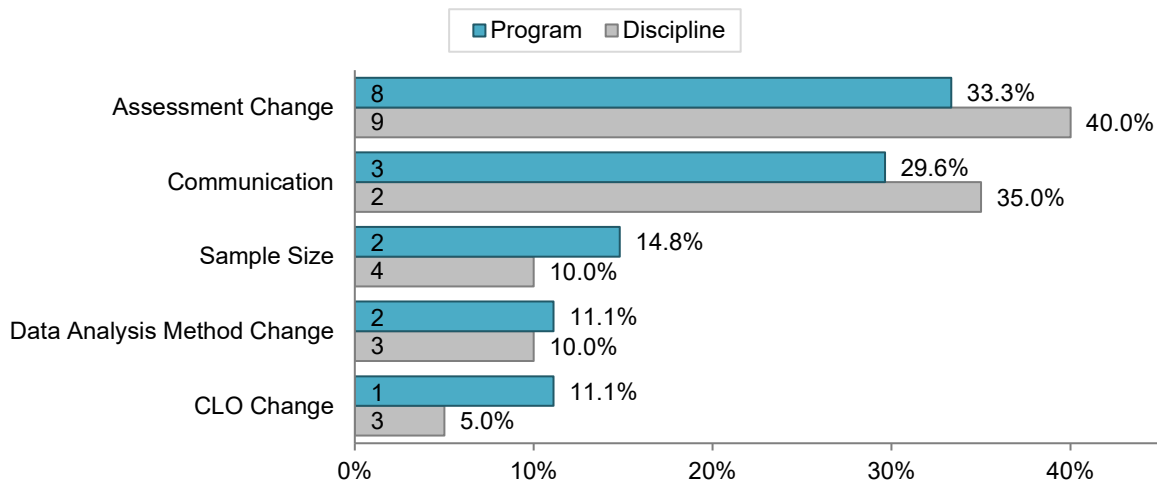
Curriculum-Specific Actions

As seen in Figure 15 above, programs and disciplines made significant changes in what and how students are learning the core learning outcomes. Thirty-six percent of all programs' changes were curriculum-specific actions. Disciplines made 42 percent of their changes in the curriculum-specific category. Breaking down the curriculum specific category into its sub-groups, programs assessing CE made 19 curricular changes, while disciplines made 12 (Figure 17). Curricular change relates to broader changes to the degree program: adding a course or other requirement; changing course sequences or the program focus; or the availability and/or modality of a course.

While programs and disciplines focused their efforts on course revision and pedagogical changes, they differ in which subcategory they emphasized. Course revision refers to shifting the artifacts/content students use to learn: modified assignment; changed textbook; added or modified study guides, checklists, or other course handouts; revisited course topics for greater comprehension; emphasized/improved content; posted material online; added rubric; added review session or practice test; revised time spent on topic, or remediation. As Figure 17 indicates, programs (47 percent) focus their efforts in this subcategory. Disciplines are making significant changes in course revision, at 27 percent. However, their changes revolve more around improving pedagogy within the discipline (53 percent). Pedagogy refers to *how* students learn: fewer/more lectures, more student involvement (class discussion or small group work), or more interactive or experiential activities.

Figure 17. Key Actions to Improve the Curriculum by Programs and Disciplines
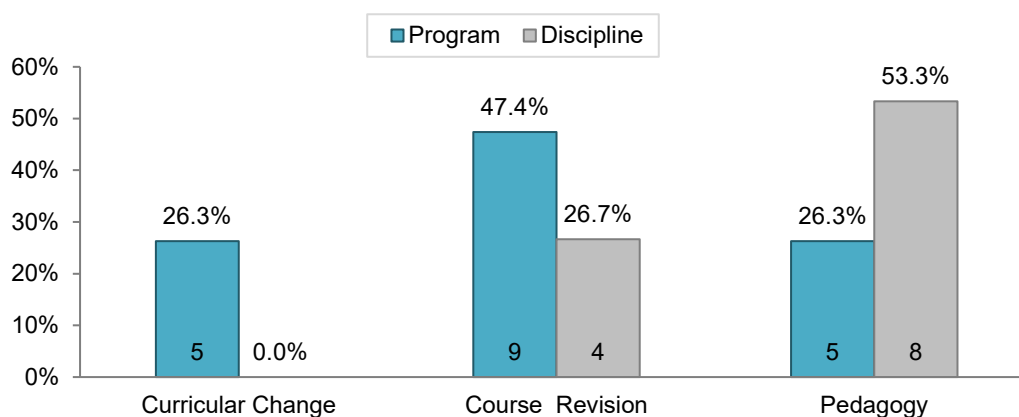
Section V: Working Group Comments and Recommendations

The Civic Engagement Working Group considers the data presented in this civic engagement audit. The meeting was discussion-based, ending with suggestions for future civic engagement assessments at NOVA. This section of the audit discusses working group participants, highlights from the discussion, and highlights from the responses to the Zoom polls.

Nine members of the NOVA community attended the 2018-2019 Civic Engagement Working Group Zoom meeting: one dean, five SLO leads, and three administrators from Student Services. All six campuses were represented at the meeting, with four attendees coming from the Annandale campus, and one person from each of the remaining five. Initially, invitations were sent to the faculty and administrators involved in the 2017-2018 assessment of civic engagement. Given the nature of the CE core learning outcome, administrators from Student Services were invited to the meeting. Student Services supports many campus efforts to engage students in the NOVA community, and the surrounding community.

B. Working Group Recommendations:

- Share and collaborate on civic engagement activities across different NOVA campuses.
- Coordinate civic engagement activities with George Mason University.
- Consider partnering with agencies in the community.
- Use citizenship test questions.
- Tie classroom civic engagement to Student Life offerings.
- Teach how schools are governed.
- Attend and summarize a board meeting (EDU 200 students attend a school board meeting).
- Count attendance at extra and co-curricular activities related to civic engagement. Build assessments into the programming of such activities.
- Include environmental change, proper use and disposal of Personal Protective Equipment (PPE), proper waste disposal for chemicals, needles etc. as part of civic engagement.
- Additional components of civic engagement suggested: volunteering, community responsibility.
- Offer professional development concerning CLOs and SLOs for our adjunct faculty, including how to align assessments with their course assignments/lectures.
- At the Medical Campus, include a focus on how to care for patients in every situation (crossing culture, gender, age).
- Seek Voter Friendly Campus designation for NOVA through Campus Vote Project based upon an initial letter of intent and plan. (This process has already begun.)
- Train MEC Students on FERPA, HIPPA .
- Assessment is not used to assess faculty, but to improve student learning. Reinforce this with full time and part-time faculty.

The Working Group produced useful suggestions for improving assessment and student learning, as well as a strong desire to include Student Services in the assessment of CE.

C. Working Group Polling Questions Highlights

The Office of Academic Assessment launched four polls throughout the working group meeting. These poll questions captured various aspects of the *Institutional Effectiveness Audit of Civic Engagement: 2017-2018* (e.g., target data results, categories of Civic Engagement). An average of 7 participants answered all four polls. Please note the number of questions within each poll section varied.[18] See Appendix B for list of questions presented. Results from two polls are most relevant here.

Poll Topic: Awareness of CLO Infographics
The Office of Academic Assessment has created seven infographics revolving around the Core Learning Outcomes NOVA assesses over a three-year cycle (one overview of the CLOs and six infographics about each CLO). We asked participants if they are aware of the infographics currently posted on the Office of Academic Assessment website and being shown on TV monitors around the campuses. Only two of six individuals were aware of them.

Poll Topic: Closing the Loop
Responses to the final poll suggested the following possible means to close the loop:
- Add SLOs and CLOs to all syllabi.
- Discuss pedagogical goals of assignments with students and on the syllabus.
- Update course summaries to include relevant SLOs and CLOs.
- Update curriculum maps.

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[18] Poll 1: 2 questions; Poll 2: 2 questions; Poll 3: 1 question; and Poll 4: 2 questions.

Section VI: Conclusion

5,457 NOVA students participated in the assessment of civic engagement, across six campuses and all modalities of teaching. *About 82 percent of all students assessed exceeded, met, or partially met the target goal.* When breaking-out the data by program and discipline, the numbers continue to be impressive. 75 percent of disciplines and programs met their target goals. This does not mean the work of programs and disciplines on civic engagement is over. NOVA will continue at teaching civic engagement across the curriculum continues. Where appropriate, NOVA will also encourage innovative teaching and assessing of civic engagement. The Office of Academic Assessment will continue to work with all programs and disciplines to ensure their assessment process provides reliable and generalizable results.

Based on 2018-2019 results, disciplines and programs created 89 actions to improve civic engagement assessment and student learning. These action plans point to a culture of assessment that focuses on continuous improvement. At NOVA, the phrase "no changes need to be made at this time," is strongly discouraged. What constitutes quality education is a moving target, which means the process of education must also continually update and change.

To provide a greater perspective on student learning, faculty and staff (e.g., Leads, etc.) volunteered to be a part of the Civic Engagement Working Group and provided suggestions to improve the assessment process.

The culture of assessment at NOVA is well established and grows stronger each year as faculty and staff more regularly participate in the process of assessment, and Provosts, Deans, Directors, Discipline Chairs, and SLO Leads spread a culture of assessment at every level.

Appendix A: Data Tables for Civic Engagement Audit

Table A. Programs and Disciplines Assessing Core Learning Outcomes in 2018-2019

	Core Learning Outcome: Civic Engagement
Program	12
Discipline	5
Total	**17**

Table B. Number of Programs and Disciplines Using Student Learning Outcomes for Civic Engagement Assessment

	# of Reports	# Using SLOs	Percentage
Program	12	0	0
Discipline	5	1	20.0
Programs and Disciplines	**17**	**1**	**5.8**

Note: Liberal Arts, General Studies, and Social Sciences are multidiscipline and were counted as one report (rather than three individual reports). Sociology, assessed under the multidiscipline, was also counted as assessing CE separately.

Table C. Comparison of Sample Sizes and Population Percentage: 2017-2018 and 2018-2019

	2017-2018 (49,011 Students Enrolled in Spring 2018)			2018-2019 (50,011 Students Enrolled in Spring 2019)		
CLO Assessed	CT	QL	CT & QL	CE	WC	CE & WC
Sample Size	4603	1180	6483	5457	4835	10292
% of Population	9.4	2.4	13.2	10.9	9.6	20.5

Note: CT = Critical Thinking; QL = Quantitative Literacy; CE = Civic Engagement; WC = Written Communication

Table D. Overall Student Sample Size

	#	%
Programs	1184	21.7
Disciplines	4273	78.3
Total	**5457**	**100**

Table E. Civic Engagement Sample Sizes by Course Level

	100-Level	200-Level
Programs	379	747
Disciplines	3256	1017
Total	**3635**	**1764**

Note: Emergency Medical Services is counted twice; once as a 100-level course and once as a 200-level course. Sociology is also counted twice; once under the General Studies, Liberal Arts, and Social Sciences multidiscipline and once as a discipline.

Table F. Number of Courses Assessed and Average Sample Size by Course Level

	Number of Courses Assessed		Average Sample Size	
	100-Level	200-Level	100-Level	200-Level
Programs	6	7	76	125
Disciplines	3	2	1085	509
Total	**9**	**9**	**454**	**221**

NOTE: Emergency Medical Services was counted twice in number of courses assessed. They were excluded from the average sample size since they did not report the correct breakdown of how many students were assessed in each level. Total average sample size is the average of both programs and disciplines in either 100 or 200-level courses, NOT the total of programs or disciplines in 100 and 200 level courses.

Table G. Civic Engagement Categories Used in Assessment Measures

	Rubrics		Exams		Rubrics and Exams	
	#	%	#	%	#	%
Civic Knowledge	1	7.7	45	31.0	46	29.1
Civic Responsibility	2	15.4	34	23.4	36	22.8
Community Diversity	3	23.1	17	11.7	20	12.7
Social Justice	0	0.0	12	8.3	12	7.6
Civic Discourse	2	15.4	6	4.1	8	5.1
Ethical Reasoning and Integrity	5	38.5	30	20.7	35	22.2
Other	0	0.0	1	0.7	1	0.6
Total	13	100	145	100	158	100

Table H. Civic Engagement Categories Used in Assessment Measures by Programs and Disciplines

	Programs		Disciplines		Programs and Disciplines	
	#	%	#	%	#	%
Civic Knowledge	24	26.1	19	41.3	43	31.2
Civic Responsibility	18	19.6	16	34.8	34	24.6
Community Diversity	7	7.6	2	4.3	9	6.5
Social Justice	4	4.3	6	13.0	10	7.2
Civic Discourse	6	6.5	2	4.3	8	5.8
Ethical Reasoning and Integrity	32	34.8	1	2.2	33	23.9
Other	1	1.1	0	0.0	1	0.7
Total	92	100	46	100	138	100

Table I. Effectivity of Rubrics and Exams by Discipline Group

	Rubrics (4 Rubrics Counted)					Exams (12 Exams Counted)				
	# of Rubrics	Assignment-Specific		Generic		# of Exams	Outcome-Specific		Generic	
		#	%	#	%		#	%	#	%
Program	4	2	50.0	2	50.0	7	6	85.7	1	14.3
Discipline	0	0	0.0	0	0.0	5	3	60.0	2	30.0
Total	4	2	50.0	2	50.0	12	9	75.0	3	25.0

Note: One program was not counted. Therefore, while there are 5 rubrics total, only 4 were scored.

Table J. Distribution of Methods and Civic Engagement Categories by Programs/Disciplines

Method	# Programs/ Disciplines Used	CK	CR	CD	SJ	CDIS	ERI	O
Exam/Quiz	11	42	31	17	12	6	30	1
Chapter Review Worksheet (Short Answer Questions)	1	3	3	0	0	0	0	0
Presentation	1	ND*	ND	ND	ND	ND	ND	ND
Direct Observation	1	0	1	2	0	1	4	0
Discussion	1	1	1	0	0	0	1	0
Field Journal	1	0	0	0	0	0	0	0
Artwork	1	0	0	1	0	1	0	0

*ND = No Data Provided

Table K. Civic Engagement Target Achievement by Programs and Disciplines: All Level Courses

	Programs		Disciplines		Overall	
	#	%	#	%	#	%
Exceeded	5	41.7	2	50.0	7	43.8
Met	4	33.3	1	25.0	5	31.3
Partially Met	2	16.7	0	0.0	2	12.5
Did Not Meet	1	8.3	1	25.0	2	12.5
Total	12	100	4	100	16	100

Note: SDV is not included in this table. Liberal Arts, General Studies, and Social Sciences are multidiscipline and were counted as one report (rather than three individual reports). Sociology, assessed under the multidiscipline, was also counted as assessing CE separately as a discipline. EMS is counted in this table.

Table L. Civic Engagement Target Achievement by Programs and Disciplines: 100-Level and 200-Level Courses

	100-Level Courses						200-Level courses					
	Programs		Disciplines		Overall		Programs		Disciplines		Overall	
	#	%	#	%	#	%	#	%	#	%	#	%
Exceeded	1	20.0	1	50.0	2	28.6	4	66.7	1	50.0	5	62.5
Met	2	40.0	1	50.0	3	42.9	2	33.3	0	0.0	2	25.0
Partially Met	1	20.0	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0
Did Not Meet	1	20.0	0	0.0	1	14.3	0	0.0	1	50.0	1	12.5
Total	5	100	2	100	7	100	6	100	2	100	8	100

Note: SDV was not counted. Liberal Arts, General Studies, and Social Sciences are multidiscipline and were counted as one report (rather than three individual reports). Sociology, assessed under the multidiscipline, was also counted as assessing CE separately as a discipline. EMS data is not counted as they did not disaggregate results by course level.

Table M. Civic Engagement Target Achievement by Sample Size: All Level Courses

	Number of Students	
	#	%
Exceeded	1528	56.9
Met	498	18.6
Partially Met	148	5.5
Did Not Meet	510	19.0
Total	2648	100

Note: SDV was not included in this table. Sociology is counted only once as part of the multidiscipline report (under Disciplines). EMS is counted in this table.

Table N. Civic Engagement Target Achievement by Sample Size: 100-Level and 200-Level Courses

	100-Level Courses						200-Level courses					
	Programs		Disciplines		Overall		Programs		Disciplines		Overall	
	#	%	#	%	#	%	#	%	#	%	#	%
Exceeded	10	3.1	285	59.0	295	36.7	681	91.2	552	54.3	1233	69.9
Met	234	72.9	198	41.0	432	53.7	66	8.8	0	0.0	66	3.7
Partially Met	32	9.9	0	0.0	32	4.0	0	0.0	0	0.0	0	0.0
Did Not Meet	45	14.0	0	0.0	45	5.6	0	0.0	465	45.7	465	26.3
Total	321	100	483	100	804	100	747	100	1017	100	1764	100

Note: SDV was not counted in this table. EMS sample size was not included since they did not provide results by course level.

Table O. Average Number of "Use of Results" per Discipline Group: 2017-2018

	Annual Reports Submitted	Total # of Use of Results	Average # of Use of Results
Program	12	53	4.4
Discipline	5	36	7.2
Total	**17**	**89**	**5.2**

Table P. Descriptions and Examples of Changes by Major Categories and Subcategories

Subcategory	Description and Examples
Curriculum Specific	
Curricular Change	Curricular change to degree program, e.g., added a course or other requirement; changed sequence of courses, paradigm shift—i.e., change in program focus based on industry standards and evolving technology; change in time schedule (when classes are offered); added courses on-line or in hybrid format; added/increased number of sections of a course to accommodate more students; coordinated course scheduling with other campuses, designing a common course syllabus, competitive admission, designing a common course curriculum
Course Revision	Revised existing course or courses; added or revised assignment, tests, readings, projects; modified assignment; modified course content, changed textbook; added or modified study guides, checklists, or other course handouts; revisited course topics for greater comprehension; emphasized/improved content; posted material online; added rubric; added review session or practice test; revised time spent on topic, remediation
Pedagogy	Revised methodology of delivering course material, e.g., less lecture, more student involvement, more interactive or experiential activities (lab) ; integrated learning technology (video, Blackboard), smaller class size, added or replaced some in person courses with on-line or hybrid courses (differs from offering entire degree program on-line); added peer learning methods
Pre-requisites	Changed entrance requirements to program, e.g., require completion of MTH 151 or ENG 111 before entering program; changed GPA requirement; requirement of computer competency test before program placed
Subject Matter Expert Feedback	Sought recommendations from external and internal stakeholders, e.g., employers, on-site clinical coordinator/supervisor, program advisory board/committee, accreditation body, faculty cluster
Program Resources	
Financial	Requested additional fiscal resources; allocated funds from other budget area to focus on achieving SLO
Human Resources	Provided faculty or adjuncts with development or training, e.g., faculty attend teaching workshops or conference to keep current with industry changes; hired new faculty
General Resources	Utilized external partners as guest speakers or resources for students; physical resources, e.g., new software, computers, open lab time, expansion of physical space
Co-curricular Resources	
Co-Curricular Opportunities	Coordinated opportunities to engage in learning outside classroom: e.g., faculty and student interaction outside classroom; optional field trips; internships (if not a part of course) social gatherings, career fairs, speakers, study sessions, participation in professional or student organizations
Academic Support/	Connected students with peer tutors; referred to NOVA Academic Support Resources like Writing Center, Science Lab, Math Lab; referred student to see academic advisor,

Advising	counselor; improved or increased faculty advising and guiding students on degree related topics; program placement, transfer info sessions for 4 year colleges
SLO Assessment Process	
SLO Assessment Change	Changed or added to the assessment method for the SLO; broke out SLO components and assessed those individually
Data Analysis Method Change	Changed or modified data analysis method, e.g., developed a new rubric; added indirect measures such as surveys or student self-assessment
Student Learning Outcome Change	Refined or modified student learning outcome(s)
Target Increased	Increased target for success, e.g., increased the target number of students achieving a certain score on an assessment from 70% to 80%; increased the target assessment score from 60% to 70%
Target Decreased	Decreased target, e.g., decreased the target number of students achieving a certain score on an assessment from 90% to 80%; decreased the target assessment score from 100% to 90%
Target Clarified	Target was created/determined; target was revised or modified to be more clear or specific
Sample Size	Improved/increased sample size, e.g., assessed more sections of a course; assessed more courses for the same SLO; increased faculty/campus participation in assessment
Communication on Assessment Process	Communicated with faculty to clarify or revise the assessment process
College-Level	
Dual Enrollment	Allowed students to take program courses during high school
Articulation Agreement	Increased number of transferrable credits to specific 4-year institutions; Agreement with 4-year institutions to accept NOVA graduates
Recruitment/Marketing	Efforts to increase access, e.g., outreach to high schools, non-traditional students, non-declared students
Other	
Other	Please specify

Table Q. "Use of Results" by Major Category: 2017-2018

	"Use of Results" Major Categories											
	Curriculum-Specific		Program Resources		Co-Curricular Resources		Assessment Process		College-Level		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Program	19	35.8	0	0.0	7	13.2	27	50.9	0	0.0	53	100
Discipline	15	41.7	1	2.8	0	0.0	20	55.6	0	0.0	36	100
Total	**34**	**38.2**	**1**	**1.1**	**7**	**7.9**	**47**	**52.8**	**0**	**0.0**	**89**	**100**

Table R. "Use of Results" by Subcategory in Descending Order: 2017-2018

Subcategory	Number of Changes	% of Total
SLO Assessment Change	17	19.1
Communication on Assessment Process	15	16.9
Course Revision	13	14.6
Pedagogy	13	14.6
Academic Support/Advising	6	6.7
Sample Size	6	6.7

Curricular Change	5	5.6
Data Analysis Method Change	5	5.6
SLO Change	4	4.5
Subject Matter Expert Feedback	3	3.4
General Resources	1	1.1
Co-Curricular Opportunities	1	1.1
Financial	0	0.0
Human Resources	0	0.0
Dual Enrollment	0	0.0
Articulation Agreement	0	0.0
Recruitment/Marketing	0	0.0
Target Increased	0	0.0
Target Decreased	0	0.0
Target Change	0	0.0
Other	0	0.0
Total	**89**	**100**

Table S. "Use of Results" by Subcategory: Curriculum-Specific

Use of Results Sub- Category: Curriculum-Specific Civic Engagement [2018-2019]								
	Curricular Change		Course Revision		Pedagogy		Subject-Matter Expert Feedback	
	#	%	#	%	#	%	#	%
Program	5	100	9	69.2	5	38.5	0	0.0
Discipline	0	0.0	4	30.8	8	61.5	3	100
Total	**5**	**100**	**13**	**100**	**13**	**100**	**3**	**100**

Table T. "Use of Results" by Subcategory: Program Resources

Use of Results Sub- Category: Program Resources Civic Engagement [2018-2019]						
	Financial		Human Resources		General Resources	
	#	%	#	%	#	%
Program	0	0	0	0	0	0
Discipline	0	0	0	0	1	100
Total	**0**	**0**	**0**	**0**	**1**	**100**

Table U. "Use of Results" by Subcategory: Co-Curricular Resources

Use of Results Sub- Category: Co-Curricular Resources Civic Engagement [2018-2019]				
	Co-Curricular Opportunities		Academic Support/Advising	
	#	%	#	%
Program	1	100	6	100
Discipline	0	0.0	0	0.0
Total	**1**	**100**	**6**	**100**

Table V. "Use of Results" by Subcategory: Assessment Process

Use of Results Sub- Category: Assessment Process

	Civic Engagement [2018-2019]															
	CLO Assessment Change		Data Analysis Method Change		CLO Change		Target Increased		Target Decreased		Target Clarified		Sample Size		Communication	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Program	9	52.9	3	60.0	3	75.0	0	0.0	0	0.0	0	0.0	4	66.7	8	53.3
Discipline	8	47.1	2	40.0	1	25.0	0	0.0	0	0.0	0	0.0	2	33.3	7	46.7
Total	17	100	5	100	4	100	0	0.0	0	0.0	0	0.0	6	100	15	100

Table W. "Use of Results" by Subcategory: College-Level

Use of Results Sub- Category: College-Level Civic Engagement [2018-2019]						
	Dual Enrollment		Articulation Agreement		Recruiting/ Marketing	
	#	%	#	%	#	%
Program	0	0.0	0	0.0	0	0.0
Discipline	0	0.0	0	0.0	0	0.0
Total	**0**	**0.0**	**0**	**0.0**	**0**	**0.0**

Appendix B: Civic Engagement Operationalized Definitions

Table A. Civic Engagement Operationalized Definitions by Programs

Program Name	Course Level	Operationalization
Administration of Justice, A.A.S.	100	Instead of an SLO, questions were developed from the ADJ ethics course relating to the criminal justice professional making proper moral decisions while interacting with the community. Police officers have the most interaction with the community – most of the questions focused on the police.
Hospitality Management, A.A.S.	100	Students will apply approved food handling/safety standards in the preparation, service and storage of food.
Nursing, A.A.S.	100	Student scores on the Community Assessment Windshield Survey and teaching project of a Healthy People 2020 vulnerable population.
Public History and Historic Preservation, C.S.C.	100	Students attended local government committees, panels, and/or board meetings.
Social Sciences: Political Science Specialization	100	Students will be able to describe the political institutions and processes of the government of the United States.
Visual Arts, Associate of Fine Arts (A.F.A)	100	Students were asked to create an artwork that explores social/cultural concepts that uses thoughtful proportions, well-considered composition, and deliberate use of medium.
Biotechnology,	200	Understand the application of biotechnology in treatment of environmental pollutants.
Dental Hygiene, A.A.S.	200	Communicate the provision of oral health care services with diverse population groups.
Engineering, A.S.	200	Student will demonstrate their knowledge of engineers' professional responsibility and ethics.
Social Science: Teacher Education Specialization, A.A.	200	Students will complete a 40-hour field placement in a public school setting.
Emergency Medical Services, A.A.S.	100 & 200	The EMS Advanced Life Support Student will demonstrate competent affective behavior, related to emergency medical care, as measured by the Northern Virginia Community College EMS Program Affective Behavior Assessment tool.
Phlebotomy, C.S.C.	Certification Test[19]	Phlebotomy students should demonstrate civic engagement by contributing to the well-being of their community by becoming certified to show their commitment to lifelong learning process of maintaining their competency by periodic recertification and abiding to their professional code of ethics.

Table B. Civic Engagement Operationalized Definitions by Disciplines

Discipline Name	Course Level	Operationalization
Biology	100	Students will assess their own environmental impact using an online tool and evaluate ways to reduce personal consumption and its impact on the environment.
Social Sciences: Political Science Specialization	100	Students will be able to describe the political institutions and processes of the government of the United States.

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[19] Phlebotomy was counted as a 200-level course in the data since students taken the certification test after completing the program.

Student Development	100	Identify the benefits to the academic community of a diverse and inclusive environment.
Economics	200	Students will understand the following concepts as they apply to the United States Economic system: Gross Domestic Product, Unemployment, and Consumer Price Index.
Sociology	200	Students will identify core concepts of civic engagement. Students will identify core concepts of cultural analysis such as cultural relativism, ethnocentrism, material culture, values.

Appendix C: Codes for Target Data

Table A. Target Codes

Category	Description
Operationalization (O)	Program/discipline provided an operationalized definition of the CLO that was clear and measurable; includes actions students will take to learn this outcome (e.g., demonstrate proficiency in, analyze data, interpret information, etc.)
Sample Size	*SSS – Small Sample Size* Samples with 33 students or under.
	MSS – Medium Sample Size Samples between 34 and 69 students.
	LSS – Large Sample Size Samples over 70 students.
Outcome-Method Match (OMM)	Method/assignment the program/discipline used effectively measures the operationalized CLO.
Rubric/Measure	*Rubric in APER (R)* Separate Rubric/assessment measure and/or grading scale was not provided but was explained in the *APER*.
	No Rubric Provided (NRP) No rubric was provided either with the *APER* submission email or in the *APER*.
	Assignment-Specific Rubric (ASR) Rubric primarily evaluates the CLO being assessed and one or both of the following aspects: 1. Clear description of grading criteria/grading scale is provided 2. Provides purpose of assignment
	Generic Rubric (GR): Does not evaluate the CLO being assessed, is vague/not clear, grading scale not provided, no purpose presented.
Examination	*Outcome-Specific Examination (OS):* The exam questions evaluate the assessed CLO by addressing 3 or more aspects of the CLO.
	Generic Examination (OFF): The exam questions do not fully evaluate the assessed CLO. Only assessed 2 or less of the concepts and/or is vague/unclear.
Target	*Criteria Target (CTA)* Target was met in 75% of the criteria, but not overall.
	Overall Target (OT) Target was met overall.
Other (OTH)	

Appendix D: Emergency Medical Services Rubric
NORTHERN VIRGINIA COMMUNITY COLLEGE EMS PROGRAM
AFFECTIVE BEHAVIOR ASSESSMENT

Name	*Date*	*Class*	*Section*

Grading Scale:	Competent—2	Needs Improvement—1	Not Yet Competent—0	

Average

_____ I. INTEGRITY—Expectation*: Trusted by the community you serve and your peers, protect and respect the*

privacy of others, and demonstrate the measures of a professional medical care provider.

2 – Always honest, trusted with property of others and confidential information; accurate documentation of learning activities

1– Needs to be reminded occasionally about accurate documentation and confidentiality issues

0– Inaccuracies found in documentation of learning activities; confidential issues shared inappropriately

_____ II. EMPATHY—Expectation: *Attentive to the emotional needs of others, show compassion and respect for*

others;demonstrate a calm and helpful demeanor towards those in need; be supportive and reassuring.

2 – Always kind & considerate of others; demonstrates active listening skills; is open-mindedness in encounters with others

1 – Needs to be reminded occasionally about active listening and supportive interpersonal interactions

0 – Ignores the emotional needs of others; judgmental and dismissive in demeanor; does not consider the opinions of others

_____ III. SELF-MOTIVATION—Expectation: *Take initiative to learn how to deliver quality patient care. Seek the*

assistance of instructors in the learning process. Work with peers to assure mutual success in the learning

environment.

2 – Self-starter, leads/takes initiative to work with others; independently seeks answers to questions; enthusiastic for learning

1 – Keeps busy; needs reminders to complete tasks; listens to instructor's critiques, but doesn't always make changes

0 – Spends much time non-productively; fails to respond to constructive criticism; makes excuses and blames others

_____ IV. APPEARANCE & PERSONAL HYGIENE – Expectation: *Take the initiative to be seen as a*

professional medical care provider. Seek the assistance of the Instructors for guidance as to professional

expectations.

2 – Clothing is always appropriate for the current situation; neat and clean personal hygiene and grooming

1 – Occasionally needs reminding of what is appropriate for the current situation; does not always make recommended changes

0 – Always inappropriate dress for the current situation; does not consider impact of appearance on others and the learning

process; makes excuses and blames others for situation

_____ V. SELF-CONFIDENCE – Expectation: *Be aware of personal limitations, and work to build strengths within*

your chosen career field. Use sound judgment when making decisions, seek assistance when necessary and do not

create the risk of harm to others.

2 – Demonstrates awareness of strengths and limitations; exercises good personal judgment; trust in own judgment/decisions

1 – Becoming aware of strengths and limitations with occasional prompting; generally performs activities in a safe manner

0 – Unsure of when to seek assistance; requires close supervision/prompting as to strengths and limitations; lack of skill

development despite practice; fails to exercise good judgment

_____ VI. COMMUNICATIONS – Expectation: *Have the ability to speak and write clearly with the correct inflection*

and tone to others. Be able to "actively listen" and assimilate information into appropriate interpersonal interactions.

2 – Follows instructions; speaks clearly, concisely and distinctly; writes legibly; adjusts communication strategies to various situations; reports pertinent information in a systematic manner

1 – Follows most verbal instructions; asks occasionally for repetition of instructions; questions generally appropriate; requires prompting for organization of reports

0 – Repeatedly fails to follow instructions; asks questions without thinking; fails to communicate effectively; difficult for others to understand

_____ VII. TIME MANAGEMENT – Expectation: *Arrives on time, be prepared and ready to participate fully in a*

learning environment. Complete the assigned tasks and assignments in a timely manner, implementing strategies for

planning and completion of larger assignments.

2 – Always punctual and ready to perform their assignment; seeks out the interaction of their peers in completing assignments when appropriate; all assignments completed on time

1 – Absent or late; but notifies Instructors in timely manner; needs prompting/reminding with regard to completion of assignments

0 – Not prepared to participate in learning activities; fails to notify Instructors of absences; assignments consistently submitted late or incomplete

_____ VIII. TEAMWORK AND DIPLOMACY—Expectation: *Productively interact with peers in the learning*

environment. Place the success of the group above self-interest, supporting others, showing respect, remaining

flexible.

2 – Consistently places others before own self-interest; always helpful and supportive to others; remains flexible and open to change; supporting open discussion to solve problems

1 – Participates in group activities; requires occasional reminders to remain flexible and open-minded; does not always contribute to problem solving

0 – Always put self-interests first; non-supportive and non-respectful of team members; inflexible and close-minded

_____ IX. RESPECT—<u>Expectation</u>: *Be polite in interactions with others in the learning environment, behaving in a*

  manner that brings credit to the profession.
  2– Consistently polite in interpersonal interactions; does not use derogatory or demeaning terminology.
  1– Requires occasional reminders of appropriate interpersonal interactions.
  0– Continually disrespectful towards all; puts self interests first.

_____ X. PATIENT ADVOCACY—<u>Expectation</u>: *Be attentive to patient needs, placing them above all else, and*

  show compassion and respect for others, not allowing personal bias or feelings to interfere with patient care.
  2 – Always explains procedures and processes; offers insight and support to patient/family.
  1 – Interacts with patient/family but not comfortable in the role; relies on protocols for problem solving.
  0   – Task oriented and forgets to include patient/family in medical care process.

_____ XI. CAREFUL DELIVERY OF SERVICE—<u>Expectation</u>: *Grow in proficiency within scope of practice,*

  Understanding pathophysiology as well as the equipment used in delivery of medical care, always exercising safe

  practices in all aspects.
  2 – Ability to perform and explain the required skills with no coaching or assistance; ability to assist your peers with such skills.
  1 – Able to perform required skills, but needs occasional assistance from others.
  0 – Inability to perform skills; performs skills in an unsafe manner; demonstrates lack of understanding of pathophysiology or its clinical application.
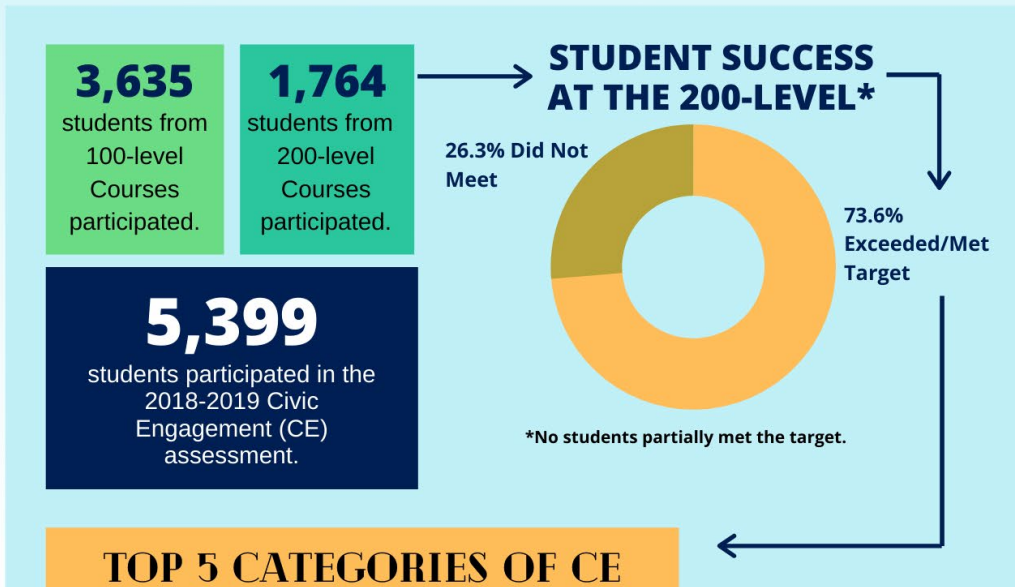
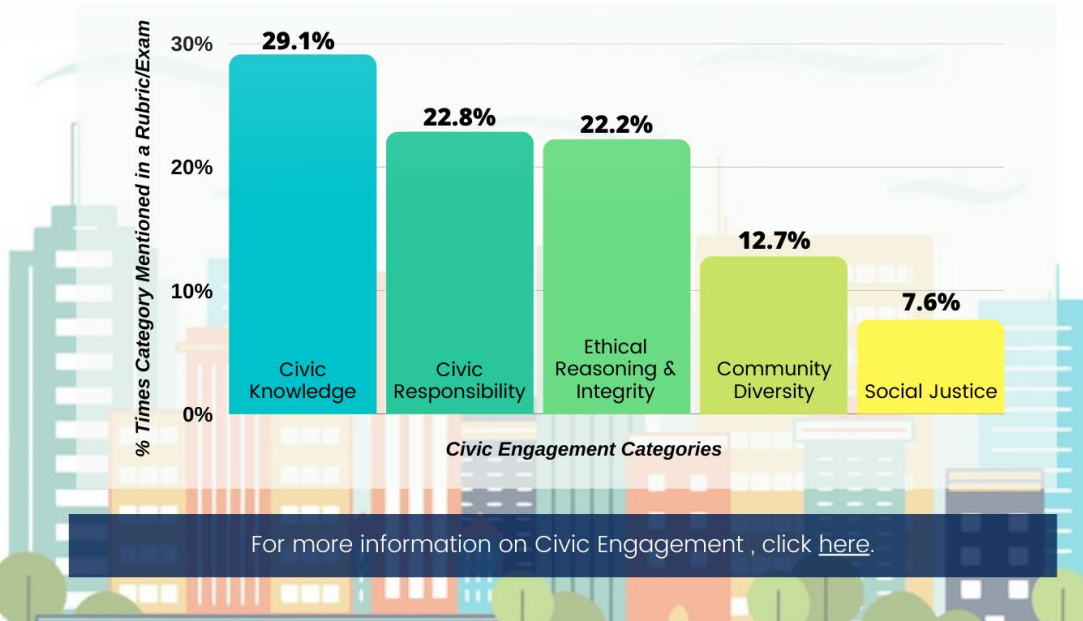| **Evaluator's Signature**	**Student's Signature**	**Date**

Comments/Action Plan:

Appendix E: Civic Engagement Learning at NOVA Infographic

CIVIC ENGAGEMENT
LEARNING AT NOVA

3,635 students from 100-level Courses participated.

1,764 students from 200-level Courses participated.

5,399 students participated in the 2018-2019 Civic Engagement (CE) assessment.

STUDENT SUCCESS AT THE 200-LEVEL*

26.3% Did Not Meet

73.6% Exceeded/Met Target

*No students partially met the target.

TOP 5 CATEGORIES OF CE ASSESSED AT NOVA

% Times Category Mentioned in a Rubric/Exam

- 29.1% — Civic Knowledge
- 22.8% — Civic Responsibility
- 22.2% — Ethical Reasoning & Integrity
- 12.7% — Community Diversity
- 7.6% — Social Justice

Civic Engagement Categories

For more information on Civic Engagement , click here.

NOVA | Northern Virginia Community College **Office of Institutional Effectiveness and Student Success**
Data retrieved from Institutional Effectiveness Audit of Civic Engagement: 2018-2019.

Appendix F: Civic Engagement Assignment Recommendations

When analyzing program and discipline assessment methods, the Office of Academic Assessment found that some assessment methods allowed for a well-rounded assessment of civic engagement. Meaning, they assess almost all civic engagement criteria (Table 5). A list of sample assessment methods for civic engagement follows:

- Digital Project: Students create a form of digital media (e.g., video, infographic, Prezi) that investigates ethical dilemmas or civic issues relating to concepts studied in the course. Alternatively, have students find articles or news segments discussing civic issues as it relates to concepts covered in class.
- Presentations and/or Writing Assignments: Students pick a social justice or civic issue and relate it to course material. This may be in the form of a presentation or a writing assignment where they are asked to discuss key theories and areas of debate.

PATHWAY TO THE AMERICAN DREAM—NOVA'S STRATEGIC PLAN 2017-2023

THE NOVA COMMITMENT

As its primary contributions to meeting the needs of the Commonwealth of Virginia, the Northern Virginia Community College pledges to advance the social and economic mobility of its students while producing an educated citizenry for the 21st Century.

THE STRATEGIC PLAN GOALS AND OBJECTIVES

To deliver on this commitment NOVA will focus its creativity and talent, its effort and energy, and its resources and persistence, on achieving three overarching goals—success, achievement, and prosperity. It will strive to enable **Every Student to Succeed, Every Program to Achieve,** and **Every Community to Prosper.**

To advance the completion agenda described above, thereby promoting students' success and enhancing their social mobility, ensuring that programs achieve, and producing an educated citizenry for the 21st Century, the following goals and objectives are adopted:

GOAL 1: Every Student Succeeds
- **Objective 1:** Develop a College-wide approach to advising that ensures all students are advised and have access to support throughout their time at NOVA
- **Objective 2:** Implement VIP-PASS System as the foundational technology based on NOVA Informed Pathways for student self-advising, assignment and coordination of advisors, and course registration

GOAL 2: Every Program Achieves
- **Objective 3:** Develop comprehensive, fully integrated Informed Pathways for every program to ensure seamless transitions from high school and other entry points to NOVA, and from NOVA to four-year transfer institutions or the workforce
- **Objective 4:** Develop effective processes and protocols for programmatic College-wide collective decisions that include consistent, accountable leadership and oversight of each academic program with designated "owners," active advisory committees, clear student learning outcomes and assessments, and program reviews in all modalities of instruction
- **Objective 5:** Align NOVA's organizational structures, position descriptions, and expectations for accountability with its overarching mission to support student engagement, learning, success and institutional effectiveness

GOAL 3: Every Community Prospers
- **Objective 6:** Enhance the prosperity of every community in Northern Virginia by refocusing and prioritizing NOVA's workforce development efforts
- **Objective 7:** Further develop NOVA's IT and Cybersecurity programs to support regional job demand and position NOVA as the leading IT community college in the nation
- **Objective 8:** Re-envision workforce strategies and integrate workforce development into a NOVA core focus
- **Objective 9:** Plan to expand the breadth and reach of NOVA's healthcare and biotechnology programs, and prioritize future programs to support regional economic development goals

NOVA

**Northern Virginia
Community College**

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