VALUE SCORING COLLABORATIVE REPORT 2022

SCORING COLLABORATIVE

Civic Evidence Project Aggregate Results

Civic Engagement

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About VALUE and the VALUE Scoring Collaborative

VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and led by the Association of American Colleges and Universities (AAC&U). VALUE rubrics provide needed tools to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions, to determine whether and how well students are meeting the levels of achievement in learning outcomes that both employers and faculty consider essential. Teams of faculty and other educational professionals from institutions across the country—two- and four-year, private and public, research and liberal arts, large and small—developed rubrics for sixteen Essential Learning Outcomes that all students need for success in work, citizenship, and life. The VALUE rubrics are being used to help institutions demonstrate, share, and assess student accomplishment of progressively more advanced learning.

The sixteen VALUE rubrics[1] are listed below (rubrics in **bold** are currently available for VALUE Scoring Collaborative scoring):

- **Civic Knowledge and Engagement—Local and Global**,
- Creative Thinking**,**
- **Critical Thinking**,
- **Ethical Reasoning and Action**,
- Foundations and Skills for Lifelong Learning,
- **Global Learning**,
- Information Literacy,
- Inquiry and Analysis,
- Integrative Learning,
- **Intercultural Knowledge and Competence**,
- Oral Communication,
- Problem Solving,
- **Quantitative Literacy**,
- Reading,
- Teamwork, and
- **Written Communication**.

Since their release in the fall of 2009, the rubrics have become a widely referenced and utilized form of assessment on campuses across the United States and internationally. Since 2014, over 724,000 individual VALUE rubrics have been downloaded from more than 5,895 organizations, including 2,867 colleges and universities. The VALUE rubrics have also been approved for use in meeting national standards for accountability (e.g., the Voluntary System of Accountability and the Degree Qualifications Profile) and are used in all regional and some professional self-study reports and reviews for accreditation.

[1] To download these rubrics, please visit https://www.aacu.org/value-rubrics.

The VALUE approach to assessing student learning is philosophically, pedagogically, and methodologically complex. From its inception, VALUE has been guided by a core set of fundamental assumptions:[2]

- In order to achieve a high-quality education for all students, valid assessment data are needed to guide planning, teaching, and improvement. This means that the work students do in their courses and the cocurriculum is the best authentic representation of their learning.
- Colleges and universities seek to foster and assess learning outcomes beyond the three or four typically addressed by currently available standardized tests.
- Learning develops over time, is nonlinear, and should become more complex and sophisticated as students move through their curricular and cocurricular educational pathways within and among institutions toward a degree.
- Good practice in assessment requires multiple assessments over time.
- Assessment of student work in such high-impact educational practices (HIPs) as ePortfolios can inform programs and institutions on their progress in achieving expected goals for external reporting and, at the same time, provide faculty with information necessary to improve courses and pedagogy.

The VALUE Scoring Collaborative assessment results will provide actionable information about your students to enhance the learning environment at your institution while providing external validation of local campus learning assessment information. The Scoring Collaborative also includes additional capacity building resources for faculty, institutions, and policy makers on how to use VALUE evidence to support student success and effective pedagogy. Results can also strengthen existing programs—including transfer programs—to help students achieve and demonstrate key learning outcomes across guided learning pathways as part of general education or the majors. To find out more about the VALUE approach to assessment broadly and/or the history of the VALUE Scoring Collaborative specifically, please see AAC&U's publications *On Solid Ground*[3] and *We Have a Rubric for That: The VALUE Approach to Assessment*[4].

[2] See Rhodes, T.L. (2010). Valid assessment of learning in undergraduate education. In *rising to the challenge: Meaningful assessment of student learning* (pp. 16-25). Washington, DC: Association of American Colleges and Universities.
[3] https://www.aacu.org/OnSolidGroundVALUE
[4] https://www.aacu.org/publications-research/publications/we-have-rubric

About this Report

This report contains the aggregate results for scoring student work with the Civic Engagement VALUE rubric submitted as part of the *AAC&U Civic Evidence project*. It provides a sense of the overall landscape of learning as measured by the six dimensions of the rubric, and can serve as a touchstone or benchmark for participating institutions looking to understand and situate their own results in the broader context of the project.

The first section of the report provides background on the nature of the data generated by the VALUE Scoring Collaborative, including the rationale behind the report's analyses and data displays, as well as an explanation of how to interpret and utilize your institution's VALUE data and results. The next section of the report provides the aggregate results. This section includes an administration summary. Results are presented in this section in tabular. Overall scoring results are presented first. We then break down the results by Faculty Intention and Assignment Overall Purpose/Assignment Difficulty. Following this, we disaggregate the data by various demographic characteristics, such as sex, Pell eligibility, race/ethnicity, and credits completed.[5] Last, the report provides a guide to reflecting upon and making meaning of your results.

Why does the VALUE Scoring Collaborative present results in this manner? It is AAC&U's mission to advance the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy. In furtherance of this mission, AAC&U (1) champions faculty-engaged, evidence-based, sustainable models and strategies for promoting **quality** in undergraduate education and (2) advanced **equity** across higher education in service to academic excellence and social justice. At AAC&U, there is no quality without equity. That said, our research indicates that our member institutions often struggle with tracking and disaggregating data on student learning. Even campuses that have set equity goals to close gaps in achievement of student learning outcomes fail to consider the very data that defines success. By disaggregating the data generated by the VALUE Scoring Collaborative—wherever and whenever possible—AAC&U hopes to encourage institutions to follow suit in all their assessment work to ensure that all students are learning.

[5] If all assignments were at the same level of difficulty, your report will not contain this information. Furthermore, if your institution did not provide the requisite assignment-level and/or demographic data to the VALUE Scoring Collaborative, your report will not contain these displays.

Understanding the VALUE Scoring Collaborative Data

What Kind of Data Are Produced by VALUE Rubrics?

VALUE rubrics generate data that may be considered categorical or qualitative, depending upon your purposes. Regardless, the following are true of the data:

- The data are descriptive in nature.
- The data are categorical—meaning that scorers put work into categories that are labeled both numerically (4, 3, 2, 1, and 0) and linguistically (Capstone, Milestone, and Benchmark).
- The categories are purposefully arranged in a developmental order; in other words, there is an intentional progression from Benchmark (1) to Milestone (2), Milestone (3), and Capstone (4). This is premised on a backward design approach of starting with the end in mind and planning back to the start to achieve this end. Additionally, this helps to orient scorers toward utilizing an assets-based, versus deficit-based, approach to scoring by having them focus on the potential for every piece of student work to demonstrate the highest possible level of learning.
- However, it is very important to remember that while the data generated using a VALUE rubric are ordinal (i.e., there is a logical, progressive order to the categories presented on the rubric), the data are not reflective of a true scale with equal intervals between each score.

Why Isn't the VALUE Rubric a Scale?

The simplest answer to this question is that the distance between each "point" on the VALUE rubric may not be the same. In other words, the space between Benchmark (1) and Milestone (2) and the distance between Milestone (2) and Milestone (3) is not necessarily equidistant in the same way that the space between true numerical integers is the same on a number line.

Above all, the VALUE Scoring Collaborative firmly believes that presentations of the data should mirror this aspect of the rubrics. The following sections provide answers to frequently asked methodological questions about the VALUE data.

The VALUE Scoring Collaborative Approach to Presenting Rubric Data

The unique nature of the VALUE data—data derived by more qualitative processes with output that lends itself to quantitative, statistical consideration—is both a strength and a challenge when it comes to data presentation. The VALUE Scoring Collaborative believes that the presentation of data generated by VALUE rubric scoring should reflect both the pedagogical and philosophical theories and constructs that support the development and use of the rubrics as well as methodological best practices. While each project partner and participating campus is free to present its data in whatever manner is most helpful to its intended audience(s), the VALUE Scoring Collaborative adheres to the following tenets in its display of VALUE rubric data:

- The display of data must mirror the structure of the rubrics, descending from 4 to 0 and emphasizing VALUE's assets-based versus deficits-based approach to scoring and scorer training.
- This display also reinforces the notion that these data do not represent an interval scale, but instead reflect categories of possible performance and learning whose values are better represented as ordinal.
- Do not, to the extent possible, show means in the absence of descriptive context as that reinforces the false notion of scale. As part of scorer training on the VALUE rubrics, individuals are "forced" to select a single performance level for each dimension. They must assign a student work product to a single, albeit ordered category of performance, not assign placement on a continuum or scale. Such ordinal data may be better described by medians, frequency distributions, and bar charts. Furthermore, this also implies that some statistical procedures may be more appropriate for analyzing the data generated from VALUE rubrics (e.g., analysis of variance, etc.) than others.
- Do not average the scores assigned to each dimension on a VALUE rubric to create a total score for the rubric. The power of the VALUE rubrics rests in the ability to focus attention on the specific learning addressed within each dimension; a total score for the rubric provides little diagnostic assistance to students or faculty. Furthermore, averaging across rubric dimensions makes methodological assumptions that are inappropriate when treating the VALUE data as ordinal.

Additional Nuances of VALUE

As you interpret the VALUE Scoring Collaborative results, it is important to highlight specific nuances inherent in the data. The VALUE Scoring Collaborative does not see these nuances as limitations, but rather as important contextual facets of the data. Future work will attempt to address some of these facets, while others are simply reflective of the multiple moving parts that make VALUE a rich alternative to other modes for assessing student learning:

- First and foremost, depending on your sampling plan, your data are not necessarily generalizable to your entire institution. As such, extrapolating meaning and making inferences about the quality of learning at entire institution, state, or national levels is entirely inappropriate at this time.
- The sample of seventy-five to one hundred artifacts per outcome submitted by each school are sometimes too small relative to the size of the campus to allow for broad generalizations, even more so for those institutions experimenting with collecting student work at multiple credit levels.
- A "Zero" score on any piece of student work is best described as reflective of an *absence of evidence* of student learning for that specific criterion. That absence of evidence may be attributable to poor student performance, but it is also possible that the assignment from which the student work product was derived did not actually prompt the student to demonstrate skills or abilities in a particular area.
- By collecting a single work product from each student at different levels of their educational experience, there is no way to contextualize these data in terms of student growth and assign a value judgment to it either individually for the student or collectively for the institution or the project.
- When submitting student work products, faculty have the opportunity to indicate whether or not the assignment that generated the work product was designed to explicitly address each criterion of the rubric. That information is recorded in the VALUE database. Regardless of faculty intentionality, each work product is scored against all criteria on the rubric. The very design of the undergraduate curricula assumes students will leverage their learning from across the totality of their experiences, integrating prior knowledge, skills, and abilities into new, novel situations—be it a new course, participation in a high-impact practice, or the first job after graduation. Or, to put it more simply, students often exceed expectations and should be given the opportunity to do so.

Interpreting and Utilizing Results

Interpreting VALUE Scoring Collaborative Results

As stated previously, The VALUE approach to assessing student learning is philosophically, pedagogically, and methodologically complex. Given this complexity, much of the emphasis of VALUE work has focused on establishing its methodological soundness. This complexity must be reflected in the appropriate analysis of the data as well as in the presentation and visualization of results.

Also stated previously, the VALUE rubrics were purposefully designed to reflect an assets-based—versus deficit-focused—approach to assessing student learning (i.e., let's focus on what students can do and build from that solid base). The rubric "descends" from the level-four Capstone to the level-one Benchmark when reading from left to right; when scorers are trained to assess student work using the VALUE rubrics, they begin at the highest levels of the rubric, working from the assumption that all students have the potential for achieving Capstone-level work. In this way, scorers immediately orient themselves to the learning that is possible.

The data displays presented comply with the key points delineated earlier. We provide both numbers and percentages[6] of students scoring at each level of performance on each dimension of the rubric—we do not list averages across dimensions. Data tables in the results section mirror the assets-based, developmental structure of the rubrics themselves, with the highest level of performance, Capstone (4), displayed first and the lowest level of performance, Benchmark (1) displayed last. Zero (0) indicates an absence of evidence and is displayed separately in the far-right column of the tables.

VALUE results are also disaggregated by assignment characteristics and demographic characteristics. Assignment characteristics may include both the faculty intention indicator described above (whether faculty intended the assignment to target this dimension of this particular learning outcome), as well as a measure of assignment difficulty. Faculty were asked to rate each assignment's level of difficulty on a scale of 1-8. Scores of 1 and 2 represent a level where an outcome was "Introduced;" Scores of 3 and 4 represent a level where an outcome was "Practiced"; scores of 5 and 6 represent a level where an outcome was "Reinforced"; and scores of 7 and 8 represent a level where students should have an opportunity to demonstrate "Mastery." To read more about faculty intention and assignment outcomes, please read *It's the Assignments*[7].

Introduce *Assignment designed to introduce the outcome*		**Practice** *Assignment designed to afford student practice with the outcome*		**Reinforce** *Assignment designed to reinforce previously practiced outcome*		**Mastery** *Assignment designed for students to demonstrate level of mastery of the outcome*	
1	2	3	4	5	6	7	8

[6] Please note: All percentages are rounded to the nearest whole number, which will account for any rounding errors where the percentages do not add up to 100%.

[7] Daniel F. Sullivan & Kate Drezek McConnell (2018) It's the Assignments—A Ubiquitous and Inexpensive Strategy to Significantly Improve Higher-Order Learning, *Change: The Magazine of Higher Learning*, 50:5, 16-23, DOI: 10.1080/00091383.2018.1510257

Demographic characteristics displayed in this report may include sex, race/ethnicity, Pell eligibility, and/or credits completed. Like your overall results, a complete breakdown of scores for each dimension by demographic characteristics is displayed in a table format in Results section.

Utilizing VALUE Scoring Collaborative Results

Before discussing how to use VALUE data and results, it is important to assert how they should not be used. This system is not designed to publicly judge the effectiveness of individual faculty members. VALUE has one goal: to help all students achieve the levels of proficiency necessary for success in work and in life. It takes faculty and programs working collectively to help students achieve high levels of demonstrated accomplishment. As an institution gathers solid evidence of what teaching and learning practices consistently lead to required proficiency, faculty will be more likely to adopt those evidence-based practices. The process of continuous improvement built into the VALUE project, in other words, is based on carrots and not sticks.

The VALUE Scoring Collaborative makes no attempt to set specific threshold or target scores for achievement at two- and four-year institutions. That said, the rubrics reflect the collective best thinking and ambitions for learning within higher education in the United States, so it is not unreasonable to say that scores at the two Milestone levels are appropriate for students who have completed the majority of their coursework for an associate's degree, and that scores moving up from Milestone (3) to Capstone (4) are appropriate for those on the cusp of completing a baccalaureate degree. Indeed, some users have indicated that the Capstone level may be viewed as aspirational for many students, but necessary as a goal to encourage students' and faculty's best work. The purpose in presenting the data is not to create specious comparisons but rather to provide evidence of an **emerging landscape of learning** for the participating institutions that can serve as a useful touchstone for institutions to understand their own students' performance in relation to the project.

Individual institutions, of course, are welcomed and encouraged to undertake a study focusing on key proficiencies of the learning outcomes from the VALUE initiative. An institution can decide, for example, to measure the development of students' critical thinking and written communication through the general education curriculum. A team of faculty members and others can assess authentic, problem-centered student work at the beginning, middle, and end of that series of courses, measuring the aggregate improvement in those two skills over time. If institutional leaders and faculty decide the level of development is lower than expected, they can target where interventions can be included in courses and assignments and assess the learning again after those changes take place. For example, assignments may be modified to elicit specific learning improvements to see if improvement occurs, or they may be changed to include evidence-based high-impact teaching and learning practices that tend to lead to better learning outcomes. Such a criterion-referenced approach helps to put the landscape described by VALUE into context and helps to frame the next phase of VALUE work.

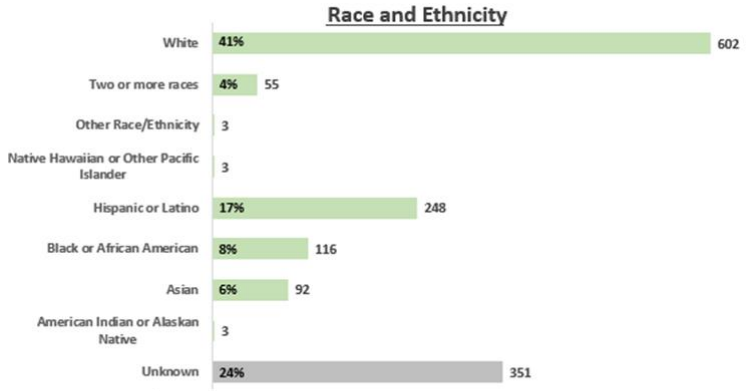
Administration Summary

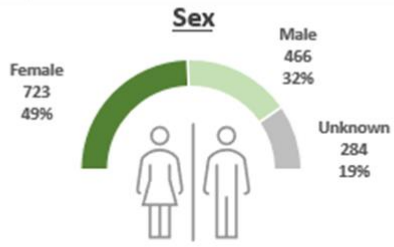
Outcome: **Civic Engagement**

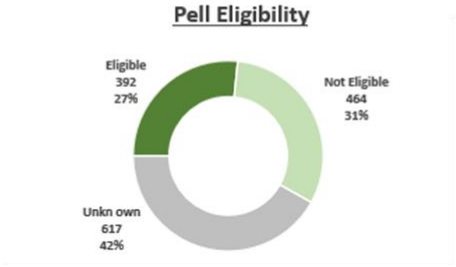
15	Institutions Submitted Artifacts
1473	Artifacts Submitted
540	Artifacts generated by identified High-Impact Educational Practices (HIPs)
	"Top 3" HIPs
153	Service Learning
99	Experiential Learning
92	Learning Communities
143	Number of Individual Assignments that Generated Student Work Artifacts

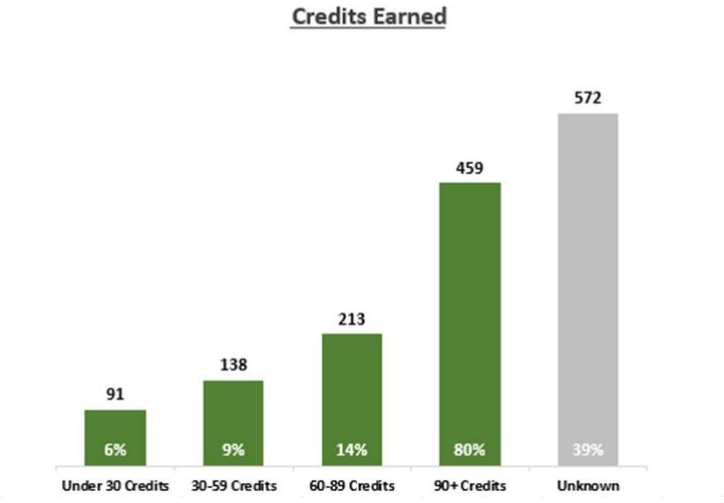
Student Demographics

This section provides a snapshot of the student population of the sample, including both percentages and number of artifacts.









Results

For Civic Engagement, each artifact you submitted was scored by trained, certified VALUE scorers, with each dimension scored twice. In order to reach our final VALUE Scoring Collaborative-certified score, we performed several different calculations. For artifacts in which the majority of dimensions received a similar score (less than two apart), we calculated the average of the two scores and rounded up to the nearest whole number.[8] Artifacts for which the two scores notably disagreed (in that the majority of dimensions received scores more than two apart) underwent a separate process. These artifacts were given a third score from another certified VALUE scorer. These triple-scored artifacts were then analyzed for patterns to determine the nature of the "true" score. The third score tended to fall in the middle of the two discrepant scores; as a result, we used the same calculation rules we established for the rest of the non-zero scores--averaging the two original scores and rounding up to the nearest whole number.

For any given dimension, artifacts which contain a zero from either of the two scores received a score of zero overall for that dimension rather than averaging the two scores and rounding up to the nearest whole number. The rationale for doing so is to highlight all instances where at least one score argued that there was **an absence of evidence** (score of 0) of any student learning on that dimension.[9] Whenever two scorers notably disagreed regarding an absence of evidence (in that scorers were more than two performance levels apart, with one scorer assigning a zero), these artifacts were also given a third score from another certified VALUE scorer, with the final scores for the artifact being adjudicated in the same manner as described above.

What follows provides a snapshot of student artifact scores based upon the assignment-level and demographic data provided by participating institutions.

[8] Please see previous section "The VALUE Scoring Collaborative Approach to Presenting Rubric Data" for an explanation to why the final score is averaged and rounded up.

[9] Please see previous section "Additional Nuances of VALUE" for explanation of absence of evidence and scores of zero

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Civic Engagement Overall Results

	Capstone		Milestones				Benchmark		Total with Evidence		Total with Evidence Versus No Evidence			
	4		3		2		1		(4, 3, 2, 1)		(4, 3, 2, 1)		0	
	n	%	*n*	%	*n*	%	*n*	%	n	100%	*n*	%	*n*	%
Diversity of Communities and Cultures	72	8%	352	37%	405	43%	111	12%	940	100%	940	64%	533	36%
Analysis of Knowledge	53	6%	273	31%	398	45%	163	18%	887	100%	887	60%	586	40%
Civic Identity and Commitment	59	6%	369	38%	451	46%	103	10%	982	100%	982	67%	491	33%
Civic Communication	36	4%	253	27%	442	46%	222	23%	953	100%	953	65%	520	35%
Civic Action and Reflection	18	2%	201	21%	561	60%	155	17%	935	100%	935	63%	538	37%
Civic Contexts/Structures	35	4%	280	30%	397	43%	216	23%	928	100%	928	63%	545	37%

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Civic Engagement

Results by Faculty Intention

	Capstone		Milestones				Benchmark		Total with Evidence		Total with Evidence Versus No Evidence			
	4		3		2		1		(4, 3, 2, 1)		(4, 3, 2, 1)		0	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Intended														
Diversity of Communities and Cultures	50	**10%**	209	**43%**	178	**36%**	53	**11%**	490	**100%**	490	**75%**	163	**25%**
Analysis of Knowledge	31	**6%**	159	**29%**	257	**47%**	102	**19%**	549	**100%**	549	**63%**	324	**37%**
Civic Identity and Commitment	42	**6%**	256	**39%**	287	**44%**	66	**10%**	651	**100%**	651	**81%**	156	**19%**
Civic Communication	13	**3%**	135	**27%**	225	**45%**	126	**25%**	499	**100%**	499	**67%**	248	**33%**
Civic Action and Reflection	11	**2%**	160	**22%**	437	**61%**	114	**16%**	722	**100%**	722	**77%**	221	**23%**
Civic Contexts/Structures	19	**3%**	196	**34%**	242	**42%**	113	**20%**	570	**100%**	570	**73%**	216	**27%**
Not Intended														
Diversity of Communities and Cultures	16	**6%**	87	**32%**	129	**48%**	36	**13%**	268	**100%**	268	**58%**	192	**42%**
Analysis of Knowledge	14	**8%**	69	**41%**	62	**37%**	24	**14%**	169	**100%**	169	**70%**	71	**30%**
Civic Identity and Commitment	7	**4%**	60	**37%**	80	**49%**	17	**10%**	164	**100%**	164	**54%**	142	**46%**
Civic Communication	19	**7%**	87	**30%**	122	**43%**	58	**20%**	286	**100%**	286	**78%**	80	**22%**
Civic Action and Reflection	1	**3%**	6	**15%**	20	**50%**	13	**33%**	40	**100%**	40	**24%**	130	**76%**
Civic Contexts/Structures	8	**6%**	30	**21%**	62	**44%**	40	**29%**	140	**100%**	140	**59%**	96	**41%**

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Civic Engagement

Results by Assignment Level/Assignment "Difficulty"

	Capstone 4		Milestones 3		Milestones 2		Benchmark 1		Total with Evidence (4, 3, 2, 1)		Total with Evidence Versus No Evidence (4, 3, 2, 1)		Total with Evidence Versus No Evidence 0	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Introduce (1-2)														
Diversity of Communities and Cultures	3	9%	18	53%	11	32%	2	6%	34	100%	34	87%	5	13%
Analysis of Knowledge	1	4%	21	78%	3	11%	2	7%	27	100%	27	69%	12	31%
Civic Identity and Commitment	3	10%	12	39%	15	48%	1	3%	31	100%	31	79%	8	21%
Civic Communication	0	0%	6	20%	13	43%	11	37%	30	100%	30	77%	9	23%
Civic Action and Reflection	0	0%	4	14%	15	52%	10	34%	29	100%	29	74%	10	26%
Civic Contexts/Structures	0	0%	5	17%	15	52%	9	31%	29	100%	29	74%	10	26%
Practice (3-4)														
Diversity of Communities and Cultures	22	9%	88	36%	104	42%	31	13%	245	100%	245	58%	180	42%
Analysis of Knowledge	15	7%	61	27%	104	45%	49	21%	229	100%	229	54%	196	46%
Civic Identity and Commitment	18	7%	92	38%	106	44%	25	10%	241	100%	241	57%	184	43%
Civic Communication	8	3%	66	28%	118	51%	40	17%	232	100%	232	55%	193	45%
Civic Action and Reflection	2	1%	48	21%	146	65%	28	13%	224	100%	224	53%	201	47%
Civic Contexts/Structures	9	4%	80	34%	94	39%	55	23%	238	100%	238	56%	187	44%
Reinforce (5-6)														
Diversity of Communities and Cultures	24	7%	125	35%	160	45%	48	13%	357	100%	357	64%	202	36%
Analysis of Knowledge	13	4%	89	26%	173	50%	70	20%	345	100%	345	62%	214	38%
Civic Identity and Commitment	18	4%	155	37%	196	47%	52	12%	421	100%	421	75%	138	25%
Civic Communication	16	4%	95	24%	172	43%	120	30%	403	100%	403	72%	156	28%
Civic Action and Reflection	5	1%	73	19%	231	60%	79	20%	388	100%	388	69%	171	31%
Civic Contexts/Structures	8	2%	109	29%	165	44%	94	25%	376	100%	376	67%	183	33%
Mastery (7-8)														
Diversity of Communities and Cultures	17	13%	66	50%	40	30%	10	8%	133	100%	133	71%	54	29%
Analysis of Knowledge	16	13%	57	48%	39	33%	7	6%	119	100%	119	64%	68	36%
Civic Identity and Commitment	10	8%	57	46%	51	41%	6	5%	124	100%	124	66%	63	34%
Civic Communication	8	7%	55	45%	45	37%	15	12%	123	100%	123	66%	64	34%
Civic Action and Reflection	5	4%	41	33%	66	54%	11	9%	123	100%	123	66%	64	34%
Civic Contexts/Structures	10	8%	48	39%	50	41%	14	11%	122	100%	122	65%	65	35%

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Civic Engagement

Results by Sex

	Capstone		Milestones				Benchmark		Total with Evidence		Total with Evidence Versus No Evidence			
	4		3		2		1		(4, 3, 2, 1)		(4, 3, 2, 1)		0	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Female														
Diversity of Communities and Cultures	44	9%	188	39%	196	40%	56	12%	484	100%	484	67%	239	33%
Analysis of Knowledge	32	7%	145	32%	206	46%	68	15%	451	100%	451	62%	272	38%
Civic Identity and Commitment	29	6%	198	40%	226	45%	48	10%	501	100%	501	69%	222	31%
Civic Communication	24	5%	141	29%	215	44%	109	22%	489	100%	489	68%	234	32%
Civic Action and Reflection	7	1%	100	21%	297	62%	72	15%	476	100%	476	66%	247	34%
Civic Contexts/Structures	17	4%	149	31%	209	44%	103	22%	478	100%	478	66%	245	34%
Male														
Diversity of Communities and Cultures	21	7%	110	39%	119	42%	35	12%	285	100%	285	61%	181	39%
Analysis of Knowledge	13	5%	82	30%	114	42%	60	22%	269	100%	269	58%	197	42%
Civic Identity and Commitment	20	6%	118	37%	142	45%	36	11%	316	100%	316	68%	150	32%
Civic Communication	8	3%	81	27%	133	44%	77	26%	299	100%	299	64%	167	36%
Civic Action and Reflection	5	2%	65	23%	162	56%	56	19%	288	100%	288	62%	178	38%
Civic Contexts/Structures	10	3%	93	32%	115	40%	69	24%	287	100%	287	62%	179	38%

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Results by Race/Ethnicity

This section provides a breakdown of student scores by Race and Ethnicity on the dimensions on this rubric. The breakdown of race and ethnicity varies by institution, based on the demographic profile submitted to the VALUE Scoring Collaborative. If there is a limited number of students within different races, in order to protect their identity, we will reassign race and ethnicity into two categories: White and Students of Color.

	Capstone		Milestones				Benchmark		Total with Evidence		Total with Evidence Versus No Evidence			
	4		3		2		1		(4, 3, 2, 1)		(4, 3, 2, 1)		0	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	n		*n*	%
Asian														
Diversity of Communities and Cultures	8	12%	19	29%	31	47%	8	12%	66	100%	66	72%	26	28%
Analysis of Knowledge	6	10%	19	31%	22	36%	14	23%	61	100%	61	66%	31	34%
Civic Identity and Commitment	5	7%	22	31%	33	46%	11	15%	71	100%	71	77%	21	23%
Civic Communication	5	8%	17	26%	26	40%	17	26%	65	100%	65	71%	27	29%
Civic Action and Reflection	2	3%	17	27%	29	46%	15	24%	63	100%	63	68%	29	32%
Civic Contexts/Structures	3	4%	18	27%	26	39%	20	30%	67	100%	67	73%	25	27%
Black or African American														
Diversity of Communities and Cultures	8	11%	32	44%	19	26%	13	18%	72	100%	72	62%	44	38%
Analysis of Knowledge	8	12%	18	26%	25	37%	17	25%	68	100%	68	59%	48	41%
Civic Identity and Commitment	9	12%	28	37%	28	37%	10	13%	75	100%	75	65%	41	35%
Civic Communication	3	4%	27	38%	24	34%	17	24%	71	100%	71	61%	45	39%
Civic Action and Reflection	1	1%	19	26%	36	50%	16	22%	72	100%	72	62%	44	38%
Civic Contexts/Structures	3	4%	25	36%	28	41%	13	19%	69	100%	69	59%	47	41%
Hispanic or Latino														
Diversity of Communities and Cultures	8	5%	62	39%	71	45%	16	10%	157	100%	157	63%	91	37%
Analysis of Knowledge	8	5%	46	29%	64	41%	38	24%	156	100%	156	63%	92	37%
Civic Identity and Commitment	11	6%	57	31%	94	51%	21	11%	183	100%	183	74%	65	26%
Civic Communication	7	4%	48	27%	77	44%	45	25%	177	100%	177	71%	71	29%
Civic Action and Reflection	4	2%	37	22%	88	53%	37	22%	166	100%	166	67%	82	33%
Civic Contexts/Structures	6	4%	47	28%	69	41%	45	27%	167	100%	167	67%	81	33%
Other Students of Color														
Diversity of Communities and Cultures	4	11%	13	36%	13	36%	6	17%	36	100%	36	56%	28	44%
Analysis of Knowledge	3	10%	13	42%	13	42%	2	6%	31	100%	31	48%	33	52%
Civic Identity and Commitment	1	3%	18	45%	19	48%	2	5%	40	100%	40	62%	24	38%
Civic Communication	2	6%	15	42%	14	39%	5	14%	36	100%	36	56%	28	44%
Civic Action and Reflection	2	5%	5	13%	28	74%	3	8%	38	100%	38	59%	26	41%
Civic Contexts/Structures	2	5%	14	36%	18	46%	5	13%	39	100%	39	61%	25	39%
White														
Diversity of Communities and Cultures	33	8%	159	40%	166	41%	44	11%	402	100%	402	67%	200	33%
Analysis of Knowledge	18	5%	118	32%	184	49%	53	14%	373	100%	373	62%	229	38%
Civic Identity and Commitment	19	5%	177	43%	180	43%	38	9%	414	100%	414	69%	188	31%
Civic Communication	15	4%	107	26%	193	47%	92	23%	407	100%	407	68%	195	32%
Civic Action and Reflection	3	1%	83	21%	255	65%	51	13%	392	100%	392	65%	210	35%
Civic Contexts/Structures	11	3%	132	34%	167	43%	81	21%	391	100%	391	65%	211	35%

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Results by Pell Eligibility

	Capstone		Milestones				Benchmark		Total with Evidence		Total with Evidence Versus No Evidence			
	4		3		2		1		(4, 3, 2, 1)		(4, 3, 2, 1)		0	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	n		*n*	%
Pell Eligible														
Diversity of Communities and Cultures	18	7%	88	36%	103	43%	33	14%	242	100%	242	62%	150	38%
Analysis of Knowledge	19	8%	66	28%	107	45%	45	19%	237	100%	237	60%	155	40%
Civic Identity and Commitment	21	8%	83	32%	125	48%	34	13%	263	100%	263	67%	129	33%
Civic Communication	14	6%	68	27%	110	44%	56	23%	248	100%	248	63%	144	37%
Civic Action and Reflection	7	3%	55	23%	128	54%	46	19%	236	100%	236	60%	156	40%
Civic Contexts/Structures	11	5%	76	32%	98	41%	55	23%	240	100%	240	61%	152	39%
Non-Pell Eligible														
Diversity of Communities and Cultures	25	8%	126	39%	133	41%	38	12%	322	100%	322	69%	142	31%
Analysis of Knowledge	18	6%	97	30%	145	45%	60	19%	320	100%	320	69%	144	31%
Civic Identity and Commitment	14	4%	135	40%	149	44%	39	12%	337	100%	337	73%	127	27%
Civic Communication	7	2%	102	31%	142	43%	80	24%	331	100%	331	71%	133	29%
Civic Action and Reflection	3	1%	61	20%	204	65%	44	14%	312	100%	312	67%	152	33%
Civic Contexts/Structures	13	4%	99	31%	131	42%	72	23%	315	100%	315	68%	149	32%

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Civic Engagement

Results by Credits Completed

	Capstone 4		Milestones 3		Milestones 2		Benchmark 1		Total with Evidence (4, 3, 2, 1)		Total with Evidence Versus No Evidence (4, 3, 2, 1)		0	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	n		*n*	%
Less than 30 credit hours completed														
Diversity of Communities and Cultures	7	14%	16	33%	20	41%	6	12%	49	100%	49	54%	42	46%
Analysis of Knowledge	1	2%	9	21%	23	55%	9	21%	42	100%	42	46%	49	54%
Civic Identity and Commitment	6	14%	19	45%	15	36%	2	5%	42	100%	42	46%	49	54%
Civic Communication	0	0%	11	26%	22	52%	9	21%	42	100%	42	46%	49	54%
Civic Action and Reflection	2	5%	6	15%	28	68%	5	12%	41	100%	41	45%	50	55%
Civic Contexts/Structures	3	7%	17	40%	14	33%	8	19%	42	100%	42	46%	49	54%
30-59 credit hours completed														
Diversity of Communities and Cultures	3	4%	27	39%	29	41%	11	16%	70	100%	70	51%	68	49%
Analysis of Knowledge	1	2%	13	24%	28	52%	12	22%	54	100%	54	39%	84	61%
Civic Identity and Commitment	4	6%	26	39%	31	46%	6	9%	67	100%	67	49%	71	51%
Civic Communication	2	3%	18	28%	31	48%	14	22%	65	100%	65	47%	73	53%
Civic Action and Reflection	2	3%	10	14%	43	62%	14	20%	69	100%	69	50%	69	50%
Civic Contexts/Structures	2	3%	23	34%	25	37%	18	26%	68	100%	68	49%	70	51%
60-89 credit hours completed														
Diversity of Communities and Cultures	14	10%	59	43%	51	37%	13	9%	137	100%	137	64%	76	36%
Analysis of Knowledge	10	8%	46	35%	57	44%	17	13%	130	100%	130	61%	83	39%
Civic Identity and Commitment	10	7%	65	46%	59	42%	7	5%	141	100%	141	66%	72	34%
Civic Communication	7	5%	43	31%	58	42%	29	21%	137	100%	137	64%	76	36%
Civic Action and Reflection	2	1%	31	22%	92	66%	15	11%	140	100%	140	66%	73	34%
Civic Contexts/Structures	7	5%	52	37%	62	44%	19	14%	140	100%	140	66%	73	34%
90+ credit hours completed														
Diversity of Communities and Cultures	29	9%	138	41%	135	40%	37	11%	339	100%	339	74%	120	26%
Analysis of Knowledge	23	8%	107	35%	132	44%	40	13%	302	100%	302	66%	157	34%
Civic Identity and Commitment	24	7%	152	45%	144	43%	18	5%	338	100%	338	74%	121	26%
Civic Communication	17	5%	110	34%	148	45%	53	16%	328	100%	328	71%	131	29%
Civic Action and Reflection	6	2%	87	26%	206	61%	36	11%	335	100%	335	73%	124	27%
Civic Contexts/Structures	13	4%	119	35%	146	43%	58	17%	336	100%	336	73%	123	27%

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Next Steps

This section is designed to serve as a guide to help individuals reflect on what VALUE Scoring Collaborative results say about student learning on individual campuses as well as in the project overall. It is designed to be used in conjunction with VALUE Scoring Collaborative Institutional Reports. This section can also be used as a reflective tool in a group setting. For example, if you have a committee charged with overseeing student learning outcomes or assessment work, these questions will foster productive discussions among such groups. If your campus selected multiple learning outcomes, you may want to hold separate discussions for each learning outcome.

General Reflection

- As you examined your results, did you see anything you expected? Anything that was surprising?

- What implications do these results have for your program? Your institution?
    - Resource implications?
    - Policy implications?
    - Implications for assignment design?
    - Implications for teaching?
    - Implications for future assessment design?

- If you sampled students who are earlier in their college career (less than 75% of credits completed)—what do your results tell you about what your students have learned so far? What they still need to learn? Where they need to improve?

- If you sampled students who are later in their college career (more than 75% of credits completed), what do your results tell you about the overall learning experience at your institution? Is there one particular area that students excelled in? Is there one particular area that students fell short in?

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Demographics and Equity Implications

- If you provided demographic data, first compare your VALUE Scoring Collaborative sample to your overall institutional demographics. Is your sample representative? If not, how does your sample differ from your overall population of students?

- Now take a look at your results broken out by demographic characteristics. Do you notice any disparities or patterns across groups?
    - Sex
    - Race/ethnicity?
    - Pell eligibility?

- If you noticed any gaps across demographic groups, were these surprising to you? Have you seen any other evidence on your campus that might also suggest there are equity gaps among various groups of students?

- Consider the implications of any equity gaps across demographic groups—what do these mean for learning on your campus? For teaching (e.g., assignment design)? For how teaching and learning environments are organized (e.g. participation in high impact practices, advanced levels of work)?

Sharing Your Results

- Who needs to see your VALUE Scoring Collaborative results? Examples of stakeholder groups you might need to share these results with include:
    - Provosts
    - Deans
    - Assessment committee
    - Faculty whose assignments were sampled
    - Faculty senate or other governing body
    - Curriculum committee in a department or general education program
    - Students

- How are you planning to share your results with each of those groups?

- Are there particular data points that are more salient for one group vs. another?

- Do you need to display the results in different ways for each group?

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Appendix A: Your VALUE Rubric

Your VALUE Rubric

Civic Engagement

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Civic Engagement VALUE RUBRIC

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For more information, please contact value@aacu.org

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (Ehrlich, 2000, p. vi; Ehrlich, T. [Ed.]. [2000]. *Civic responsibility and higher education*. Oryx Press.). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

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Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Civic identity:** When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- **Service-learning class:** A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- **Communication skills:** Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- **Civic life:** The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- **Politics:** A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- **Government:** "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts" (Retrieved from the Center for Civic Engagement website, May 5, 2009)
- **Civic/community contexts:** Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership of* civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/ Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim.*	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim.*	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

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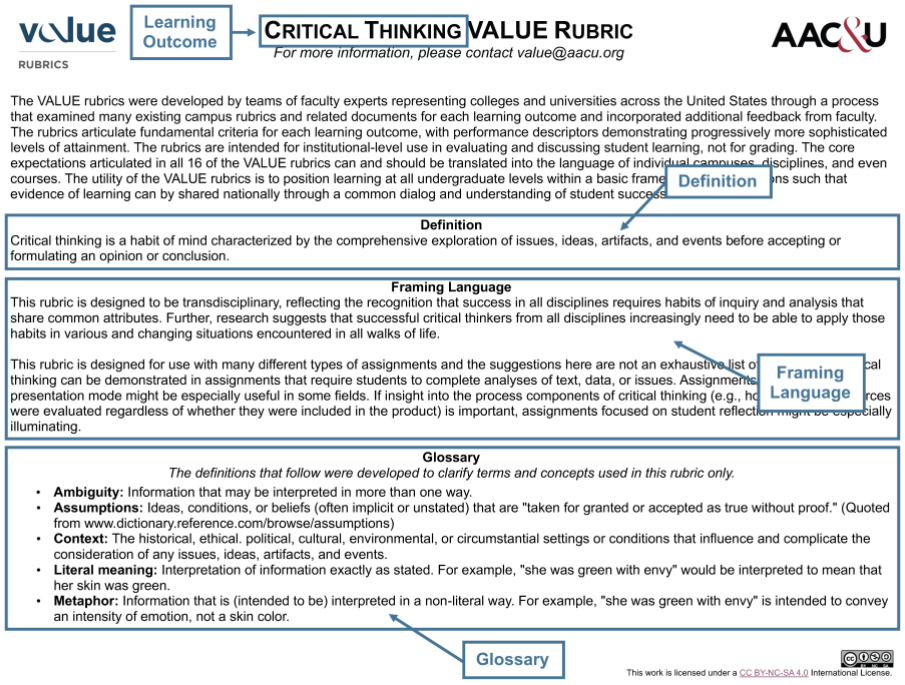
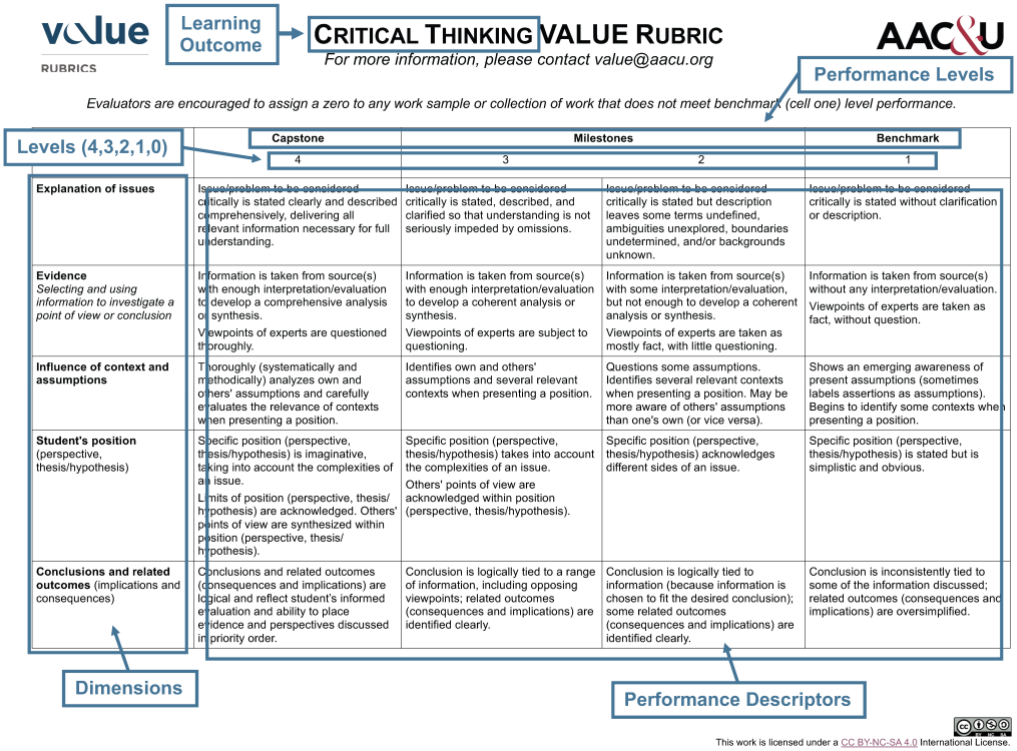
Appendix B: Anatomy of a VALUE Rubric





Thank you for participating in this year's VALUE Scoring Collaborative!

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