

Social and Applied Sciences Department Unit-Level Assessment Liaison Report Spring 2019

Liaison Project Start Date: Spring 2018 Liaison Report Prepared by Dr. Domenico Ferri

I. Department Buy-In and Outcome Definition

As noted in the original report for this assessment project, which began during the spring 2018 semester, the Social and Applied Sciences Department - the largest department also representing the most diverse and extensive grouping of disciplines on the HWC campus - unanimously concluded that civic engagement is the unifying theme connecting all of our courses, the conceptual beating heart of what we do, so to speak. In terms of learning outcomes, any one of our 60+ unique course offerings - spread across African American Studies, Anthropology, Criminal Justice, Child Development, Economics, Education, Geography, History, Political Science, Psychology, Sociology, and Social Science - asks students to:

1. Define and interpret civic engagement.
2. Evaluate popular depictions of identity in order to determine the prevalence of stereotypes and their impact.
3. Analyze how and the extent to which civic engagement/activism has led to institutional change.
4. Assess the quality of life within a community and devise strategies for improvement.
5. Implement solutions in order to support community members.

These five “departmental” student learning outcomes extend from hundreds of pre-existing course SLOs; the departmental iterations, in essence, highlight civic engagement-oriented SLOs and refine them so as to sustain relevance across multiple courses. As noted before, in *Civic Responsibility and Higher Education*, Thomas Ehrlich reports that “civic engagement means 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 vi). Assessing civic engagement required not only the espousal of this formal definition, but also a more in depth exploration of civic engagement as its own complex discipline. Having used Ehrlich as a starting point, this project proceeded to uncover additional, fundamental interpretations and applications of civic engagement, such that extend well beyond the classroom and highlight further the way in which Social and Applied Science students move on to become agents of positive change within their respective communities, beyond graduation.

To be specific, civic engagement, noted by Robert D. Reason & Kevin Hemer in *Civic Learning and Engagement: A Review of the Literature on Civic Learning, Assessment, and Instruments* involves specific phases of a holistic, multidimensional, and pragmatic educational endeavor. With civic engagement prioritized by way of the diverse student learning outcomes noted above, all of our students

are tasked with learning something about civic engagement or to actually complete activities that genuinely satisfy its definition. The hope is that our students may carry for a lifetime these specific lessons, ideally positively impacting - sometimes beyond measurement - the communities in which they will later find themselves.

We set out to measure via responses whether a large portion of our students are meeting the designated departmental SLOs or, simply put, learning the intended civic engagement-related lessons. In this vein, Robert D. Reason and Kevin Hemer's work, *Civic Learning and Engagement: A Review of the Literature on Civic Learning, Assessment, and Instruments*, provides a convenient set of categories through which our departmental SLOs can be better understood. Among those that this project deems relevant are *civic learning*, *civic knowledge*, *civic skills*, and *civic values and attitudes*. Civic learning "prepares students for public engagement in a diverse democratic society," connecting to departmental SLO #5 (Reason and Hamer 5). Civic knowledge enables students to "understand the structure of government along with the cultural and global contexts in which a community exists," relating to departmental SLOs #1, #2, #3, and #4 (6). Civic skills entail dialogue, interpersonal perspective taking, and critical systematic thought, linked to departmental SLO #4 (9). Last but not least, civic values and attitudes include "dispositions such as respect for freedom and dignity, empathy, open-mindedness, tolerance, justice, promoting equality, integrity, and responsibility to a larger good" and can be tied to all of our departmental SLOs (20). In terms of how these categories connected to the construction of the tool, student responses to questions #4 and #13 help establish a sense of whether basic civic learning has taken place. Moreover, a degree of civic knowledge is necessary for students to successfully answer questions #3, #5, #15. Last but not least, civic skills, values, and attitudes are tied to all of the tool's questions (#1-15).

II. Assessment Research and Design

The Civic Engagement tool and its results represent the primary subject of this report, and it is important to note that the survey itself utilized multiple indirect assessments, as will be elaborated upon in section 3. This approach was both deliberate and practical. It is our belief that indirect assessment, under the project's broader circumstances, is an extremely useful way to attain a more comprehensive report of how a student *feels* about what they know. For example, do our students feel confident in their ability to recognize and define civic engagement? Indirect assessment can help to answer this question. Moreover, indirect assessment is critical for gauging perceptions of cultural norms and constructs, which are best reflected in attitudes toward popular depictions of dominant and subordinate groups in mainstream media and discourse, as our survey set out to explore. Last but not least, indirect assessment also is ideal for evaluating experiential learning associated with departmental SLO #5, wherein students were able to rank the efficacy of their service learning experience or other structured engagement with an external community (unknown).

The survey does include one direct assessment asking students to identify a historical figure of note whose efforts led to positive social change. As the survey results illustrated basic familiarity with an array of noteworthy activists, it also illuminated specific course contexts in which these figures and their

accomplishments remain relevant and heavily discussed. Simply put, we included this direct assessment to tell us specifically if students can identify an individual that personifies civic engagement and furthermore confirm whether our courses regularly feature such a narrative. Direct assessment in this instance should be regarded as an effective way to measure a singular goal, in this case the ability to recognize an icon of civic engagement from whom both inspiration and historical/social context can be gleaned. This type of assessment also gives us clear, compelling, and actionable information concerning what students may have learned in class. Not being able to name such a person *may* provide useful insight for the enhancement of courses that may correlate with some larger content deficiency.

III. Pilot Assessment Tools and Processes

Overall, this tool was exposed to a large sampling of HWC students who had an opportunity to engage in a structured reflection on civic engagement as part of their intended learning process. In addition to the aforementioned departmental SLOs and their corresponding questions (noted in Appendix B and C), I've taken advice from trusted and extremely knowledgeable Assessment Committee members including Erica McCormick, Jennifer Asimow, and David Richardson. Collectively, their advice has led to a reordering of the tool's questions, which was originally organized from conceptual to applied questions. With their recommendations, the survey was reconfigured with questions set in random order, so as to minimize predictability and rapid-fire responses.

The new survey also groups true and false questions in one section and those requiring a Likert-scale response into another, separate section to discourage generic responses. Additionally, a Likert-scale question from the pilot tool, "Popular depictions of my racial and ethnic identity found in TV, movies, news, and social media are accurate," led to students offering critical comments of said depictions, but not always clarifying their own backgrounds. We were interested in learning whether certain groups of students found their identities to be represented more accurately or more critically. As such, the new survey asked students to designate how they identify in terms of race and sexual orientation so that the responses are better aligned with demographics (see Appendix A). As noted earlier, we initially developed the survey questions from conceptual to applied, so as to coincide with departmental SLO's (see Appendix B). The final survey order was reordered randomly, with respect to committee member suggestions (Appendix C).

IV. Administer Specific Assessment

Using Google forms to construct the survey, it remained open for students to complete from December 9th, 2018 to January 9th, 2019. This period of time spanned fall 2018 semester weeks 15 and 16, but also remained available to students until the end of winter break 2018/2019. Around 90% (230) of the total responses (256) arrived before the new year, with the remaining 26 responses trickling in from January 2nd to the 9th. It also bears mentioning that in order to attract as many SAS students as possible, I sent an announcement to all of our instructors (see Appendix D).

V. Data Analysis

In response to the announcement and invitation, the original number of responses was 256. As a sample size, the number represents roughly 8% of the total number of SAS students enrolled in face-to-face courses. Also worth noting is the fact that a few students replied to the survey more than once (only the first response, as indicated by the timestamp, was kept). Also, a few student IDs were not matched to OpenBook records. The sample size then was reduced to n=233 students. According to Professor Fernando Miranda-Mendoza, our resident statistician, this loss of responses is common in voluntary response surveys. Moreover, the rate of lost responses is within the typical ranges that he has observed in other unit-level assessments. Prof. Miranda-Mendoza's full analysis of the survey results can be reviewed in Appendix E.

We are happy to report that based upon these survey results, student responses corroborate the assertion that civic engagement is a prominent theme and central concept across all of the SAS courses represented in this survey (see Appendix E, "Courses Taken" for a complete list). Specifically, we are quite pleased with the results as they overwhelmingly confirm the chief role that civic engagement plays in our students learning experience. Highlights certainly worth mentioning are as follows:

1. 96.6% of surveyed SAS students (225 out of 233) declared "yes," indicating that their SAS courses revealed how resources and opportunities vary dramatically from one community to the next.
2. 91.0% of surveyed SAS students (212 out of 233) have been exposed in their SAS courses to various models of civic engagement.
3. 99.6% of surveyed SAS students (232 out of 233) successfully recognized a valid definition of civic engagement.
4. 95.1% of surveyed SAS students (222 out of 233) feel confident that they can describe civic engagement in their own words to family and friends.
5. 93.7% of surveyed SAS students (219 out of 233) noted that theory SAS courses have proposed methods for effecting change in a given community.
6. 91.5% of surveyed SAS students (214 out of 233) declared that that their SAS courses have enabled them to improve the state of a community.

VI. Supporting Evidence-Based Change (Use of Findings)

The five primary ways in which we intend to utilize survey results are as follows:

1. Revise our departmental mission statement and build into it an emphasis on the 5 departmental SLOs developed in conjunction with this project. This task will be carried out as a group. In other words, I will present the findings of both the pilot and full-scale survey to SAS department faculty, and we will compose said revisions as a team.

2. In terms of integrating our departmental SLO's, I will reach out to our colleagues and relay that if they so choose, they are welcome to add these SLO's to any of their existing course learning objectives. This does not entail formal revision of master syllabi, per se. Rather, integration as noted would remain a faculty member's unique prerogative.
3. Brainstorm with SAS faculty to devise new assignments, workshops, or external events/initiatives that can further stimulate student civic engagement among our students.
4. Weaker areas for us to address as a department include a lack of service learning opportunities beyond Child Development and Education coursework. I will propose that we establish a kind of "service learning database" derived from existing activities and faculty recommendations that can later be integrated into any of our existing courses.
5. Based on the results and what they reveal as stronger areas (civic engagement "soft skills" awareness noted below), I feel that this report and its findings offer an adequate basis upon which to revise our department's mission statement. The intention will be to place greater emphasis upon civic engagement or embark on a kind of "branding" campaign to spotlight the central role that civic engagement places throughout our course offerings. This can be carried out through website modifications, pamphlets, and through networking with both feeder schools and 4-year destinations.

Success Factors

In consideration of the survey results, there is much to appreciate in the way of strengthening student civic engagement "soft skills." First off, we can deduce that SAS courses are making a considerable effort across the board to highlighting disparities in community health for students to analyze, whether in a historical or contemporary context. This much also is encouraging since critical social analysis - illuminating living conditions in both local and global contexts - certainly qualifies as an overarching departmental goal. Secondly, our students can readily identify a comprehensive and valid definition of civic engagement. This basic familiarity with the department's chief unifying concept is an optimistic starting point for the long-term growth of civic knowledge and, ideally, eventual public interaction such as voting, community service, or environmental action. Also of note is the impressive extent to which respondents ably named an individual whose efforts led to meaningful reforms. Dr. King was the single most popular response (49), followed by President Obama (33), Harold Washington (14), Cesar Chavez (12) and Abraham Lincoln (11), all of whom qualify as icons of civic engagement.

Last but not least, our students have declared by way of this survey that they can interpret and describe/define civic engagement in their own unique manner. Beyond course and program completion, this is a skill that we very much hope can endure for a lifetime and figure into a much broader continuum of learning, training, and even professional activity beyond college. And finally, they survey results substantiate the fact that the SAS department isn't just highlighting and dissecting social problems. Rather, students who completed the survey overwhelmingly confirm that their course experience include energy devoted devising methods to remedy those problems. All too often, students aren't just looking for a recapitulation of social issues of which they often are painfully aware; rather, they are hungry for

solutions and we certainly want to position the SAS department as an ally that can prescribe viable solutions for a troubled world.

Recommendations

Based upon the survey findings, we are now better aware of the weaker ways that SAS courses tie into civic engagement. Having shown our strength when it comes to defining civic engagement, being aware of the state of communities for better or worse, and exploring theoretical ways in which to improve them, we acknowledge that SAS courses aren't necessarily providing the means by which to do so readily. Applied or first-hand civic engagement, while admittedly difficult to carry out in a classroom or laboratory, remains an area of growth for the SAS department. One venue where actual community interaction can take place is service learning. While we have a select and long standing set of these opportunities embedded in Child Development and Education courses, there certainly is much potential to expand beyond them. I first would consider assessing service learning-related student learning outcomes and then move one to determine how to promote growth across our many disciplines.

Appendices

Appendix A

Demographic Categories

Race

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Pacific Islander
5. White
6. Multi-racial
7. None of the Above

Gender

1. Female
2. Transgender
3. Cisgender
4. Male
5. Lesbian
6. Gay
7. Asexual
8. Pansexual
9. Bisexual
10. Queer
11. Questioning
12. Heterosexual/Straight

Appendix B

Original Survey Order and Corresponding Departmental SLO's

1. Define and interpret Civic Engagement.
 - A. At Harold Washington College, my Social and Applied Science coursework has exposed me to various models of Civic Engagement (1-5)
 - B. Civic engagement can mean “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.” (1-5)
 - C. As a result of exploring Civic Engagement at HWC, I feel confident that I can describe it in my own words to friends and family (1-5).
2. Evaluate popular depictions of identity in order to determine the prevalence of stereotypes and their impact.
 - A. TV, movies, news, and social media accurately and fairly portray my racial/ethnic identity. (1-5)
 - B. TV, movies, news, and social media accurately and fairly portray of my gender identity. (1-5)
 - C. TV, movies, news, and social media accurately and fairly portray my sexual orientation. (1-5)
 - D. With which of the following categories do you identify? (select all that apply)
 - E. With which gender categories do you identify? (select all that apply)
3. Analyze how and the extent to which civic engagement/activism has led to institutional change.
 - A. In my Social and Applied Science course(s), I learned about how protest and activism have led to meaningful improvements in American life. (T/F)
 - B. Identify at least one historical figure who influenced and improved living conditions within the United States: _____
 - C. My studies have revealed systems of oppression that can interfere with a person's capacity for civic engagement (T/F)
4. Assess the quality of life within a community and devise strategies for improvement.
 - A. My Social and Applied Sciences courses have revealed how resources and opportunities can vary dramatically from one community to the next. (T/F)
 - B. My Social and Applied Sciences have proposed methods for effecting change in a given community. (1-5)
 - C. My Social and Applied Sciences courses have enabled me to improve the state of a community. (1-5)
5. Implement solutions in order to support community members.
 - A. My Social and Applied Science courses have led me to interact with community members in order to understand their most pressing concerns (T/F)
 - B. My Social and Applied Science courses have inspired me to contribute to an organization's ongoing efforts to improve living conditions in a local community (1-5)

Appendix C

Final Survey Order

1. In my Social and Applied Science course(s), I learned about how protest and activism have led to meaningful improvements in American life (T/F)
2. My studies have revealed systems of oppression that can interfere with a person's capacity for civic engagement (T/F)
3. My Social and Applied Sciences courses have revealed how resources and opportunities can vary dramatically from one community to the next. (T/F)
4. My Social and Applied Science courses have led me to interact with community members in order to understand their most pressing concerns (T/F)
5. At Harold Washington College, my Social and Applied Science coursework has exposed me to varieties of Civic Engagement (1-5)
6. Civic engagement can mean "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." (1-5)
7. As a result of exploring Civic Engagement at HWC, I feel confident that I can describe it in my own words to friends and family (1-5)
8. TV, movies, news, and social media accurately and fairly portray my racial/ethnic identity. (1-5)
9. TV, movies, news, and social media accurately and fairly portray of my gender identity. (1-5)
10. TV, movies, news, and social media accurately and fairly portray my sexual orientation. (1-5)
11. My Social and Applied Sciences have proposed methods for effecting change in a given community. (1-5)
12. My Social and Applied Sciences courses have enabled me to improve the state of a community. (1-5)
13. My Social and Applied Science courses have inspired me to contribute to an organization's ongoing efforts to improve living conditions in a local community (1-5)
14. Identify at least one historical figure who influenced and improved living conditions within the United States: _____
15. With what demographic(s) do you identify? _____

Appendix D

Invitation to SAS Faculty to Promote the CE Survey

Dear Colleagues,

In conjunction with my role as department liaison for the HWC Assessment Committee, I have been working on a long-term project exploring the link between civic engagement and our department's student learning outcomes. To that end, I've recently created a survey that I'd like for your students to complete:

<https://goo.gl/forms/UcaGMQUPWD7fqOOd2>

What's needed from you is simply to post the above link into your Blackboard/Brightspace page, or to send it to your students directly. There is no investment of class time in participating and if you would like to use the completion of the survey as a basis upon which to offer extra credit, by all means please do so. In case you're wondering, the actual survey can be completed in 5-10 minutes.

I lastly want to note that this survey is different than the more general AC Civic Engagement survey that you recently may have seen and shared. This one is custom made to align with our very own course SLO's, so your participation in gathering this data is absolutely crucial. As the fall 2018 semester draws to a close, I really cannot thank you enough for cooperating with me and the Assessment Committee in an effort to improve student learning!

Best regards,

Domenico

Appendix E

Full Survey Result Analysis, Prof. Miranda-Mendoza

Sample Size

The sample size reduced to n=233 students.

Note about Question 13

- The survey numbered two different questions with number 13:
 - “13. TV, movies, news, and social media accurately and fairly portray my sexuality.”
 - “13. My Social and Applied Sciences course(s) has proposed methods for effecting change in a given community.”
- These questions are labeled as 13-I and 13-II in the subsequent analysis.

Note about Question 8

- Responses to question 8 (“8. Identify at least one historical figure who influenced and improved living conditions within the United States:”) were too variable that a good summary or analysis of responses did not seem plausible.
- Response variability appears to be mostly due to students’ own responses (i.e. students identified a variety of historical figures). However, differences in spelling or in naming conventions (i.e. “Martin Luther King”, “Martin Luther King Jr”, “martin lutherking”, etc.) also appear to be responsible for the large number of different responses.
- Despite the difficulty faced in summarizing responses to this question, a few historical figures have been identified as the apparent most frequent.

Note about Gender Distribution

- Due to student responses in some questions I looked at the gender distribution of responses (as indicated in the OpenBook data). Turns out that the majority of respondents were female (practically with a ratio female-to-male of 2 to 1). Also, one student’s gender was “Blank” (see table at the end of this document).
- Typically, we do not consider gender when analysis assessment data, but I thought it may give some “food for thought” in this assessment due to the nature of some questions.

Summary of Rating Questions (9, 10, 11, 12, 13-I, 13-II, and 14)

	Frequency of Rating				
Question	1	2	3	4	5
9. Civic engagement can mean “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.”	1	0	32	75	125

10. As a result of exploring Civic Engagement at HWC, I feel confident that I can describe it in my own words to friends and family.	3	8	53	82	87
11. TV, movies, news, and social media accurately and fairly portray my racial/ethnic identity.	53	59	71	28	22
12. TV, movies, news, and social media accurately and fairly portray my gender identity.	25	37	82	50	39
13-I. TV, movies, news, and social media accurately and fairly portray my sexuality.	29	31	83	46	43
13-II. My Social and Applied Sciences course(s) has proposed methods for effecting change in a given community.	1	13	67	78	74
14. My Social and Applied Sciences courses have enabled me to improve the state of a community.	3	16	70	69	75

Average and Standard Deviation:

Question	Average Rating	Standard Deviation
9. Civic engagement can mean “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.”	4.386266	0.75211212
10. As a result of exploring Civic Engagement at HWC, I feel confident that I can describe it in my own words to friends and family.	4.038627	0.92534327
11. TV, movies, news, and social media accurately and fairly portray my racial/ethnic identity.	2.600858	1.22804833
12. TV, movies, news, and social media accurately and fairly portray my gender identity.	3.175966	1.20305897
13. TV, movies, news, and social media accurately and fairly portray my sexuality.	3.185345	1.24321565
13. My Social and Applied Sciences course(s) has proposed methods for effecting change in a given community.	3.905579	0.92829735
14. My Social and Applied Sciences courses have enabled me to improve the state of a community.	3.845494	0.99662743

Averages Plot with Standard Deviation Ranges (Higher: Closer to “Strong” agreement):

Popular Depictions of Identity Questions (#11, 12, and 13)

11. TV, movies, news, and social media accurately and fairly portray my racial/ethnic identity.	Frequency
Latinx	107
Black or African American	48
White	23
Other	16
Asian	5
Latinx, White	5
Multi-racial	4
Latinx, Multi-racial	3
Latinx, Multi-racial, White	3
American Indian or Alaskan Native, Black or African American	2
Black or African American, Latinx	2
Latinx, Other	2
American Indian or Alaskan Native, Black or African American, Multi-racial	1
American Indian or Alaskan Native, Black or African American, White	1
American Indian or Alaskan Native, Latinx, White	1
Asian, Black or African American	1
Asian, Latinx	1
Asian, Latinx, White	1
Asian, Multi-racial, Native Hawaiian, Pacific Islander, White	1
Asian, Pacific Islander	1
Black or African American, Other	1
Black or African American, White	1

Latinx, Pacific Islander	1
Multi-racial, White, Other	1
Native Hawaiian	1

12. TV, movies, news, and social media accurately and fairly portray my gender identity.	Frequency
Female	143
Male	67
Cisgender, Female	8
Genderqueer	3
Questioning	3
Cisgender	2
Cisgender, Male	2
Cisgender, Male, Other	1
Female, Genderfluid, Questioning	1
Female, Questioning, Other	1
Genderfluid	1
Male, Transgender	1

13. TV, movies, news, and social media accurately and fairly portray my sexuality.	Frequency
Heterosexual/Straight	165
Bisexual	17
Other	9
Gay	8
Asexual	6
Pansexual	5

Bisexual, Heterosexual/Straight	3
Bisexual, Queer	2
Lesbian	2
Pansexual, Queer	2
Queer	2
Asexual, Other	1
Bisexual, Gay, Pansexual, Queer, Other	1
Bisexual, Heterosexual/Straight, Lesbian, Pansexual	1
Bisexual, Heterosexual/Straight, Questioning	1
Bisexual, Lesbian, Pansexual	1
Gay, Queer	1
Heterosexual/Straight, Queer	1
Heterosexual/Straight, Questioning	1

True/False Questions (3, 4, 5, 6, and 7)

	Frequency of Rating	
Question	FALSE	TRUE
3. My Social and Applied Sciences courses (including Anthropology, Child Development, Criminal Justice, Economics, Geography, History, Political Science, Psychology, Sociology, Social Science, and Social Work) have revealed how resources and opportunities can vary dramatically from one community to the next.	8	225
4. My Social and Applied Sciences course(s) have inspired me to contribute to an organization's ongoing efforts to improve living conditions in a local community.	34	197
5. In my Social and Applied Science course(s), I learned how protest and activism have led to meaningful improvements in American life.	41	192
6. My Social and Applied Sciences coursework has exposed me to various models of Civic Engagement.	30	203

7. My Social and Applied Sciences course(s) have discussed how systems of oppression can interfere with an individual's capacity for civic engagement.	21	212
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Question 8: "Identify at least one historical figure who influenced and improved living conditions within the United States"

8. Identify at least one historical figure who influenced and improved living conditions within the United States:	Frequency
Martin Luther King Jr.	49
Barack Obama	33
Harold Washington	14
Cesar Chavez	12
Abraham Lincoln	11
Jane Addams	9
Malcolm X	5
Marsha P. Johnson	4
Rosa Parks	4
Other	92

Courses Taken by Students in the Sample (OpenBook Records)

Courses Successfully Completed by Students in Sample (Final Grade: C or better)	Frequency
Anthropology, Child Development, Criminal Justice, Economics, Geography, History, Political Science, Psychology, Sociology, Social Science, and Social Work	69

Course Successfully Completed (Final Grade: C or better)	Frequency
ANTHRO-201	14
ANTHRO-202	51

CHLD DV-101-1	29
CHLD DV-102	3
CHLD DV-107	12
CHLD DV-109	5
CHLD DV-120	12
CHLD DV-142	1
CHLD DV-143	4
CHLD DV-149	10
CHLD DV-201	3
CHLD DV-205	2
CHLD DV-248	1
CHLD DV-258	2
CHLD DV-259-1	1
CHLD DV-262-1	5
CRM JUS-102	35
CRM JUS-104	5
CRM JUS-114	22
CRM JUS-155	6
CRM JUS-202	4
CRM JUS-211	3
CRM JUS-221	2
CRM JUS-222	3
CRM JUS-234	1
CRM JUS-250	9
CRM JUS-256	1
ECON-201	31
ECON-202	30
GEOG-101	13

GEOG-102	2
GEOG-201	13
HISTORY-111	35
HISTORY-112	24
HISTORY-113	1
HISTORY-114	4
HISTORY-115	4
HISTORY-117	35
HISTORY-141	3
HISTORY-142	2
HISTORY-215	14
HISTORY-216	10
HISTORY-247	2
POL SCI-201	75
POL SCI-204	13
POL SCI-206	1
POL SCI-207	2
PSYCH-201	172
PSYCH-203	10
PSYCH-206	8
PSYCH-207	38
PSYCH-211	4
PSYCH-213	23
PSYCH-215	4
PSYCH-224	7
PSYCH-240	1
SOC SCI-101	49
SOC SCI-102	16

SOC SER-101	10
SOC SER-109	1
SOC SER-212	1
SOC SER-215	1
SOC-201	56
SOC-202	4
SOC-203	29
SOC-205	2
SOC-207	42
SOC-211	1
SOC-241	1

Gender Distribution of Respondents

Gender Distribution	Frequency
Female	158
Male	74
Blank	1

Appendix F

Works Cited

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