# Integrative Leadership Studies | 2014-2015 Assessment Report

1. Please give a brief overview of the data you collected. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. In short, it doesn't matter how you submit your findings.

AACU VALUE Rubric for Civic Engagement was used to gather data from ILS 400 Capstone in-class assignment: Essay on Civic Engagement. Mean scores are out of a possible 4.

Civic Engagement (Means)
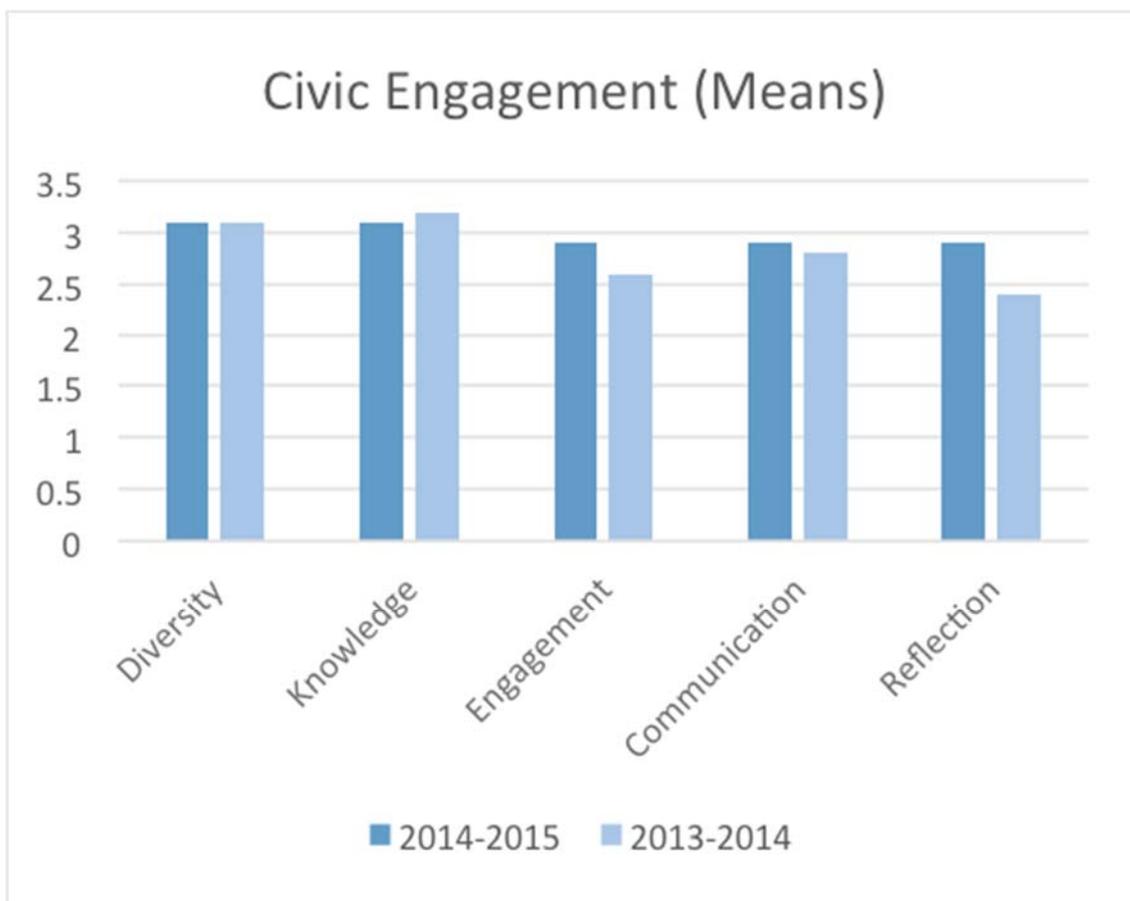
Analysis of Data (2014-2015 vs 2013-2014)

- More students wrote about learning from personal experiences of engagement, including examples of engagement to support points made in their essays (Engagement 2.9 out of 4).
- Students improved in their ability to reflect on how their actions may benefit others, but some are still waiting to "finish school" before becoming involved (Reflection 2.9 out of 4).

- Students continued to do well reflecting on how their own attitudes and beliefs are different from those of other cultures, and expressed curiosity and enthusiasm about what can be learned from other cultures (Diversity 3.1 out of 4).
- Students were also able make relevant connections from coursework to responsibilities of civic engagement (Knowledge 3.1 out of 4).
- While students gave examples of speaking at civic events, such as school board and town council meetings, only a few spoke about establishing relationships to further civic engagement (Communication 2.9 out of 4).

2. How will you use what you've learned from the data that was collected? Some examples are: a change in assessment plan for the following year because you want to drill down deeper to find more or better information, faculty will discuss the data to decide what to do with it, curricular changes, faculty development, etc.

We will continue to use the AACU VALUE rubric for Civic Engagement to gather Program data. We will also:

- Use the AACU VALUE rubric civic engagement as an assignment grading rubric, asking students to demonstrate and reflect on their own civic engagement, not simply write about what it means to be engaged.
- Use the Learning Portfolio as a second source of data on civic engagement (Outcome 4).